Knitting Tradition and Modernity: Reflections on the Role of Islamic Religious Education in the Global Era

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Abstract. Islamic education faces significant challenges in the era of globalization, where technological advancements, secularization, and pluralism are reshaping the educational landscape. This study aims to analyze how Islamic education can weave tradition and modernity to remain relevant in the face of global dynamics. This research employs a qualitative approach using a literature review method, examining various sources related to Islamic education, globalization, and the integration of traditional and modern values. The findings indicate that Islamic education plays a strategic role in shaping the character and morality of Muslim generations while fostering an adaptive understanding of contemporary changes. Curriculum integration that combines religious and scientific knowledge, along with the utilization of technology in learning, emerges as a solution to maintain the relevance of Islamic education. Furthermore, the role of teachers as mediators between tradition and modernity is crucial to ensure contextual learning. The implications of this study highlight the need for a flexible curriculum, enhanced educator competencies, and collaboration between educational institutions, governments, and society to strengthen the Islamic education system amid the tides of globalization.

Keywords : Globalization, Educational integration, Modernity, Islamic education, Tradition.

Abstrak. Pendidikan Islam menghadapi tantangan besar di era globalisasi, dimana kemajuan teknologi, sekularisasi, dan pluralisme mengubah lanskap pendidikan. Penelitian ini bertujuan untuk menganalisis bagaimana pendidikan Islam dapat menenun tradisi dan modernitas agar tetap relevan dalam menghadapi dinamika global. Penelitian ini menggunakan pendekatan kualitatif dengan metode tinjauan pustaka dengan mengkaji berbagai sumber terkait pendidikan Islam, globalisasi, dan integrasi nilai-nilai tradisional dan modern. Temuannya menunjukkan bahwa pendidikan Islam berperan strategis dalam membentuk karakter dan moralitas generasi Muslim sekaligus menumbuhkan pemahaman adaptif terhadap perubahan kontemporer. Integrasi kurikulum yang memadukan ilmu agama dan ilmu pengetahuan, serta pemanfaatan teknologi dalam pembelajaran, muncul sebagai solusi untuk menjaga relevansi pendidikan Islam. Selain itu, peran guru sebagai mediator antara tradisi dan modernitas sangat penting untuk menjamin pembelajaran kontekstual. Implikasi dari penelitian ini menyoroti perlunya kurikulum yang fleksibel, peningkatan kompetensi pendidik, dan kolaborasi antara lembaga pendidikan, pemerintah, dan masyarakat untuk memperkuat sistem pendidikan Islam di tengah gelombang globalisasi.*

Kata Kunci : Globalisasi, Integrasi Pendidikan, Modernitas, Pendidikan Islam, Tradisi.

1. INTRODUCTION

The era of globalization has brought significant changes in various aspects of life, including education. Islamic religious education, as one of the important pillars in the formation of Muslim character and identity, is not immune from this influence. Globalization, which is characterized by technological advances, rapid flow of information, and intensive intercultural interaction, offers both opportunities and challenges for Islamic religious education. On the one hand, globalization allows for the wider dissemination of Islamic values and access to more diverse sources of knowledge. On the other hand, globalization also brings threats to traditional

Islamic values, such as moral erosion, secularization, and loss of religious identity (Ali, 2020). Therefore, it is important to reflect on the role of Islamic religious education in the context of globalization, especially in efforts to balance tradition and modernity. Islamic religious education has strong roots in the tradition of Islamic scholarship, which has developed since the early days of Islam. This tradition includes the teaching of the Qur'an, Hadith, fiqh, creed, and morals, which are the main foundations in shaping the Muslim personality. However, in the era of globalization, Islamic religious education is not only required to maintain these traditions, but must also respond to the demands of modernity. Modernity, which is often associated with advances in science, technology, and universal values such as democracy and human rights, requires Islamic religious education to adapt without losing the essence of Islamic teachings (Hefner, 2019). This challenge raises a fundamental question: how can Islamic religious education maintain traditional values while embracing modernity?

One of the main challenges facing Islamic religious education in the era of globalization is the pressure to integrate Islamic values with the demands of the modern world. For example, advances in information technology have changed the way of learning and teaching, requiring educators to adopt more interactive and technology-based learning methods. However, at the same time, Islamic religious education must continue to ensure that Islamic values are not marginalized by the dominance of technology (Zulkifli, 2021). In addition, globalization also brings cultural and religious pluralism, which requires Islamic religious education to teach tolerance and interfaith dialogue without sacrificing the basic principles of Islam.

Another challenge is the emergence of the phenomenon of secularization, where religion is increasingly separated from public life. In the context of education, this can lead to the marginalization of Islamic religious education or the reduction of religious education hours in public schools. In some countries, Islamic religious education is even considered an obstacle to progress and modernization (Asad, 2018). In fact, Islamic religious education actually has great potential to contribute to forming a young generation who not only master modern science, but also have noble morals and a deep understanding of religion. In the midst of these challenges, Islamic religious education also has the opportunity to develop and adapt to the demands of the times. For example, globalization allows Islamic religious education to utilize information technology to spread Islamic teachings more effectively. Digital platforms such as e-learning, podcasts, and social media can be used to deliver Islamic religious education materials to the technologically literate young generation (Ridwan, 2022). In addition, globalization also opens up opportunities to enrich the Islamic religious education curriculum

by including global insights, such as studies of Islam in various parts of the world and interfaith dialogue.

However, to take advantage of this opportunity, Islamic religious education needs to reform and innovate in its learning approaches and methods. One approach that can be adopted is the integration of religious knowledge and general knowledge. This approach not only ensures that students have a comprehensive understanding of Islamic teachings, but also master the knowledge and skills needed in the modern era (Hashim, 2020). In addition, Islamic religious education also needs to teach universal values such as justice, tolerance, and respect for human rights, which are in line with Islamic principles.

In this context, the role of teachers as mediators between tradition and modernity becomes very important. Teachers are not only tasked with transferring knowledge, but also to guide students in understanding and internalizing Islamic values in everyday life. Therefore, improving teacher competence in integrating Islamic values with the demands of modernity must be a priority in the reform of Islamic religious education (Abdullah, 2021).

This paper aims to analyze the role of Islamic religious education in facing the challenges of globalization, especially in efforts to balance tradition and modernity. Using a literature approach, this paper will review various relevant literature to understand the challenges and opportunities faced by Islamic religious education in the global era. In addition, this paper will also offer strategies and recommendations to strengthen the role of Islamic religious education in forming a young generation with character and able to compete in the global era. Overall, Islamic religious education in the era of globalization faces complex challenges, but also has the opportunity to develop and adapt to the demands of the times. By maintaining traditional values while embracing modernity, Islamic religious education can contribute to forming a young generation that not only masters modern science, but also has noble morals and a deep understanding of religion. Through reform and innovation, Islamic religious education can become a significant force in facing the challenges of globalization and building an advanced and sustainable Islamic civilization.

2. LITERATURE REVIEW

Islamic Religious Education (PAI) has a very important role in shaping the character and morals of students. From the perspective of Islamic scholars and education experts, PAI is not just a transfer of religious knowledge, but also a process of internalizing Islamic values that aims to build a personality that is faithful, pious, and has noble morals. Daradjat et al. (2008) emphasized that Islamic religious education is the main means of building moral

awareness of individuals and society, which ultimately contributes to forming a harmonious social order. In line with that, research by Puspitasari et al. (2022) shows that religious education plays a role as a foundation in building the religious character of students, especially in the context of an increasingly complex society due to globalization.

In the era of globalization, Islamic religious education faces major challenges. Globalization has brought various changes to the education system, including in aspects of values and culture. On the one hand, globalization provides broad access to science and technology, which allows Islamic religious education to develop with more innovative and effective methods. However, on the other hand, globalization also presents serious challenges such as increasingly strong secularization and pluralism. Setyawan (2020) highlighted that globalization often brings secularization influences in the lives of Muslim communities, thus requiring a more adaptive strategy in Islamic education. In addition, rapid technological developments are a challenge for Islamic religious education.

Technology has changed the way humans access and understand information, including in terms of education. If not anticipated properly, the uncontrolled flow of information can have negative impacts, such as the emergence of a consumer culture, individualism, and a decline in Islamic values among the younger generation. Therefore, Islamic religious education must be able to balance the use of technology while maintaining traditional Islamic values so that they are relevant to the demands of the times.

In the discourse of Islamic education, the concepts of tradition (turats) and modernity (hadatsah) are often understood as two opposing things. Tradition refers to the legacy of Islamic knowledge that has developed over centuries, while modernity refers to new thoughts and innovations that have developed in the contemporary world. However, in the context of Islamic education, these two concepts should not be opposed, but rather synergized. Several countries have succeeded in integrating Islamic traditional values with modern progress, both in curriculum development and learning methods. For example, several Islamic educational institutions have adopted an integrated education model that combines religious knowledge with science and technology, as expressed by Abd Rahman (2015) in his study on the role of Islamic education in shaping national morals.

To accommodate the challenges and opportunities that exist, a theoretical approach is needed in synergizing tradition and modernity in Islamic education. One relevant approach is the integration-interconnection model developed by Amin Abdullah. This model proposes a dialogue between religious sciences and modern sciences so that the two can complement each other. In the context of education, this approach is realized through the development of a

curriculum that is not only based on classical Islamic texts but is also open to the development of contemporary science. In addition, a contextual approach is also important in integrating tradition and modernity. Islamic religious education must be able to understand the developing social, cultural, and technological realities in order to remain relevant to the needs of the times. Rusydy (2018) emphasized that modernity and globalization bring challenges to Islamic civilization, so efforts are needed to adapt Islamic education to global dynamics without losing the essence of Islamic teachings themselves.

In facing the global era, Islamic religious education must continue to play its role in forming a generation of Muslims who are moral, knowledgeable, and able to compete at the global level. For this reason, the development of a flexible curriculum, wise use of technology, and increasing the competence of educators are the main keys to ensuring that Islamic education remains relevant and competitive. In addition, synergy between the government, educational institutions, and society is also very necessary so that Islamic religious education is not only a moral fortress, but is also able to provide real contributions to the development of Islamic civilization in the modern era.

3. METHODS

This study uses a qualitative approach with a library research method. This approach was chosen because this study aims to analyze the concept of Islamic religious education in the context of globalization by reviewing various relevant academic literature. Library research allows for in-depth exploration of theories, concepts, and previous research results related to the relationship between tradition and modernity in Islamic education. As stated by Creswell (2018), qualitative research is interpretive, where researchers play a role in understanding phenomena based on available textual data.

This type of research is descriptive-analytical. Descriptive research aims to describe and examine the phenomenon of Islamic religious education in facing the challenges of globalization, while analysis is carried out to interpret data from various sources used. The data obtained is then critically reviewed to find patterns that can explain how Islamic religious education can balance tradition and modernity. According to Merriam & Tisdell (2016), descriptive-analytical research in literature studies aims to understand concepts and develop new perspectives based on an in-depth understanding of literature sources.

The data sources in this study come from various academic literature including books, scientific journals, research articles, and official documents related to Islamic religious education, globalization, and the integration of tradition and modernity. The selection of

sources is based on their relevance and credibility in supporting the research argument. The journals used in this study are scientific publications that have gone through a peer review process, which guarantees the validity and reliability of the data. In addition, books and articles from experts in the field of Islamic education are also the main references in this study.

Data analysis in this study was carried out using the content analysis method. This technique is used to identify the main themes that appear in the literature reviewed. Content analysis allows researchers to explore the deep meaning of the text, as well as find patterns that are relevant to the research topic. Weber (1990) explains that content analysis in qualitative research can be used to understand the meaning, symbols, and relationships between concepts in a text. In this study, the analysis was carried out by organizing data based on thematic categories, evaluating the arguments put forward by the authors, and conducting critical reflection on the findings obtained.

The results of this analysis are then used to formulate solutions and recommendations related to Islamic religious education strategies in facing the challenges of globalization. By using a qualitative approach and library methods, this study is expected to provide theoretical contributions in understanding how Islamic education can develop dynamically without losing the essence of its traditional values.

4. RESULTS AND DISCUSSION

Challenges of Islamic Religious Education in the Era of Globalization

The era of globalization has had a significant impact on various aspects of life, including Islamic religious education. Globalization accelerates the spread of information and influences the way people understand and practice religious values. One of the main challenges is the increasing secularization that reduces the role of religion in public life. According to Setyawan (2020), secularization in education can weaken religious values in the school curriculum and create a gap between religious education and the reality of modern life.

In addition, globalization also encourages increasingly widespread pluralism. Religious pluralism is a reality that must be faced by Islamic education, especially in forming an attitude of tolerance amidst diversity. However, the challenge that arises is how Islamic education can maintain its identity without being trapped in exclusivism that limits interaction with broader social realities (Puspitasari, Wibowo, & Hidayat, 2022).

Another challenge is technological advances that have significantly changed learning patterns. Digitalization provides easy access to learning resources, but also raises problems such as unverified information, the spread of extreme religious beliefs, and low direct

involvement between teachers and students in character building. According to Rahman (2015), technology should be used wisely to support Islamic education without reducing the essence of value-based learning. Therefore, an appropriate strategy is needed so that Islamic education can remain relevant in facing these challenges.

Strategy to Balance Tradition and Modernity

In facing the challenges of globalization, Islamic religious education needs to develop a strategy that can balance tradition and modernity. One approach that can be used is curriculum integration that combines religious knowledge with science and technology. According to Rusydy (2018), this integration-based education model has been implemented in several Muslim countries, such as Malaysia and Turkey, where their curriculum includes Islamic concepts in science and technology without eliminating its traditional aspects.

In addition to curriculum integration, strengthening learning methods that are in accordance with the digital era is a strategic step in balancing tradition and modernity. The use of technology in Islamic religious learning can increase effectiveness and attractiveness for students. The use of digital platforms, such as e-learning, Islamic education applications, and social media as a means of preaching, can help students better understand Islamic teachings in the context of modern life. However, there needs to be supervision and selection of content so that the Islamic values taught remain in accordance with the basic principles of religion (Setyawan, 2020).

The role of teachers in the education process is also very crucial. Teachers must function as mediators between tradition and modernity, so that they are able to guide students in understanding Islamic teachings without losing relevance to contemporary life. According to Puspitasari, Wibowo, and Hidayat (2022), teachers who have competence in an integrative approach can shape critical thinking in students and help them relate Islamic values to the challenges of the times. Therefore, improving teacher competence through training and professional development is an urgent need.

Examples of Successful Practices

Several Muslim countries have succeeded in developing Islamic education systems that are able to balance tradition and modernity. One interesting example is the education system in Malaysia, which implements an integration-based education model. According to Rahman (2015), Malaysia developed the Integrated Islamic Education System (IIES) which combines a curriculum based on Islamic values with a science and technology approach. This program

allows students to gain a strong understanding of religion while also having skills in the fields of science and technology.

Turkey is also an example of a country that has succeeded in developing Islamic education in the context of modernity. The education model in Turkey combines religious education with a secular-based national education system, but still provides space for students to develop their understanding of Islam. According to Rusydy (2018), Imam Hatip schools in Turkey have succeeded in producing a young generation who have a good understanding of Islam while being able to adapt to the modern world.

In addition to Muslim countries, several educational institutions in the West have also begun to adopt a more inclusive and technology-based approach to Islamic education. Universities in the UK and the US, for example, have developed Islamic study programs that not only teach traditional Islamic sciences but also integrate Islamic studies with social sciences and technology. This approach allows Muslim students to maintain their religious identity while gaining knowledge relevant to the world of work and global society (Setyawan, 2020).

In the Indonesian context, several modern Islamic boarding schools have implemented an education system that combines Islamic values with technology. For example, technology-based Islamic boarding schools such as the Daarut Tauhiid Islamic Boarding School in Bandung have developed learning methods that utilize digital media as a means of preaching and education. The use of this technology allows students to learn with more interactive methods without abandoning the spiritual aspects of Islam.

In addition to Islamic boarding schools, university-based Islamic educational institutions such as the State Islamic University (UIN) have also developed an integrative approach in their curriculum. According to Puspitasari, Wibowo, and Hidayat (2022), many UINs in Indonesia have adopted a multidisciplinary learning model, where students are not only taught religious sciences, but also science, technology, and social sciences.

5. CONCLUSION

The conclusion of this study confirms that Islamic religious education has a very crucial role in maintaining the balance between tradition and modernity in the era of globalization. Globalization has brought various challenges, such as secularization, pluralism, and rapid technological developments, which have an impact on the education system, including Islamic education. However, adaptive and innovative Islamic education can be a solution in facing these challenges. Through curriculum integration that combines religious knowledge and

science, as well as the wise use of technology, Islamic education can remain relevant without losing its spiritual and moral essence.

In an effort to face this challenge, a more flexible approach is needed in curriculum development, so that it can adapt to the dynamics of the times. Teachers as educational agents also need to improve their competence in teaching Islam with more contextual and technology-based methods. In addition, collaboration between educational institutions, government, and society is needed to strengthen Islamic religious education in facing the flow of globalization. With the right strategy, Islamic education can not only maintain traditional values, but also contribute to building a more advanced civilization, based on strong Islamic values and in accordance with the demands of the times.

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