



Islamic Education Curriculum That is Relevant to the Challenges of the Times

Baharuddin^{1*}, Ellychia Isnaini², Lusiana³

Universitas Islam "45" Bekasi

Corresponding Author: Baharuddin baharuddin@unismabekasi.ac.id

ARTICLE INFO

Keywords: Curriculum Development Challenges, Future Competencies, Islamic Education

Received : 08, January

Revised : 14, February

*Accepted:*19, March

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ABSTRACT

Presently, Islamic education is confronted with intricate challenges that stem from internal and external sources. The objective of this article is to furnish insights into the current challenges and demands encountered by Islamic education, along with curriculum development strategies that can effectively address these issues. Utilised is qualitative descriptive analysis as the methodology. Information was acquired via a comprehensive review of the literature, encompassing authoritative papers, scientific journals, pertinent to the topic under investigation. The findings of this study indicate that Islamic education is presently confronted with obstacles emanating from both internal and external domains. An Islamic schooling. Islamic education faces the following internal obstacles: the fulfilment of the eight national education standards; the demographic dividend, which is increased by Indonesia's population growth; and character issues. The external obstacles that Islamic education must contend with are more prospective in nature. Islamic education is necessary in order to address contemporary societal issues, foster the development of the creative and cultural sectors, prepare for future demands, and facilitate the internationalisation of education.

INTRODUCTION

Education is a critical component of human progress and community development. Nevertheless, in order to remain pertinent and capable of equipping forthcoming generations, education must undergo a transformation in tandem with the ever-evolving technological landscape and worldwide obstacles (Zaelani, Juanidi & Muhsinin, 2023).. Islamic education is, in fact, still confronted with a number of intricate internal and external challenges. The internal challenges encompass various aspects such as the professionalism of educators, the internal components of education, the curriculum, and more. In the interim, the external challenges encountered concern the preparation of Islamic education to confront challenges that are focused on the present and future (Wahid & Hamami, 2021). The Islamic curriculum serves as a foundation for personal growth within a Muslim community, operating in accordance with Islamic principles and doctrines (Hanafi et al., 2024).

Despite the historical recognition of Islamic education's significance in shaping well-rounded individuals on a physical and spiritual level, its practical implementation within educational institutions and systems has not consistently adhered to expectations. Consequently, the pursuit of educational objectives is perpetually impeded by a number of obstacles (Idris & Mokodenseho, 2021). Important components of Islamic education, such as the curriculum, teaching and learning processes, vision, and mission, must be revised (Masyithah, 2024). Internal challenges encompass matters that, while acknowledged formally and theoretically, have contributed to the development of students with commendable intellectual capacities, are nonetheless present. However, it should be noted that mastery of the cognitive domain does not inherently translate to benevolence and proper conduct among students. This suggests that the outcomes of assessing the intellectual capacity of students do not consistently correspond with the practical application of the principles and doctrines instilled in Islamic education.

This is evident in the decline of moral values experienced by students and teens in real life, which serves as the foundation for evaluating the necessity of enhancing various parts of Islamic education. This suggests that Islamic education has not successfully integrated the intellectual abilities and practical skills of pupils. These issues suggest that Islamic education is today facing challenges that arise not just from inside the field itself, but also from external influences (Wahid & Hamami, 2021).

THEORETICAL REVIEW

The objective of Islamic education is not just limited to the transmission of information, but also encompasses the cultivation of virtuous character and robust ethical values (Sultanul et al., 2024). Islamic education has evolved and adapted to meet the needs of contemporary society (Manan, 2023). This is a request to enhance the present curriculum via the process of development and coaching, with the aim of attaining the objectives of Islamic education, which is to cultivate "insanu al-kaamil" - individuals who possess a harmonious blend of knowledge and benevolence. Furthermore, the goals of Islamic education established by KH. Ahmad Dahlan are highly applicable in the present period,

which emphasises the need for scientific and technological advancements as well as the socio-economic aspects of society. Specifically, Islamic education aims to cultivate individuals who possess a well-rounded character, profound understanding of their faith, wisdom, expertise in scientific matters, and the ability to actively contribute to the advancement of their community. Curriculum development is an essential requirement for Islamic education, specifically as stated by Wahid and Hamami (2021). Another obstacle is in guaranteeing a precise and moderate comprehension of religion. Modern Islamic education should prioritise teaching a version of Islam that is tolerant, inclusive, and recognises the significance of interfaith engagement. The education should promote accurate comprehension and prioritise the cultivation of peaceful principles within Islam (Nafsaka et al., 2023).

Integrating technology into the curriculum may significantly enhance the quality of learning, enable easy access to diverse religious information sources, and equip students with the necessary skills to tackle future difficulties (Liriwati & Marpuah, 2024). The advent of technology, societal shifts, and globalisation have significantly altered the manner in which individuals engage with the world and incorporate religious principles into their everyday existence (Ammarnurhandyka, 2023). The integration of innovative curriculum development is crucial in the learning process to avoid reliance on repetitive techniques and media, and to ensure its intrinsic worth. The integration of advanced and quickly evolving technology into the realm of education. In the current era of technology, the ability to get and retrieve information has grown more convenient and rapid. Students commonly seek companionship via social media platforms and exhibit a preference for reading on cellphones as opposed to traditional literature. Moreover, they have a tendency to seek and disseminate information through internet media without prior verification. Hence, it is crucial to engage in innovative curriculum creation within educational institutions to ensure alignment with students' interests and learning preferences (Jumrah, 2023).

The purpose of this article is to contribute to the existing information about the difficulties and requirements encountered by Islamic education in the modern day, as well as the approaches for addressing them through curriculum creation. This article aims to furnish material that may be used for contemplation or as a foundation for drawing conclusions and formulating solutions to address the current issues and demands in Islamic education. The purpose of this article is to examine the difficulties and requirements that Islamic Education encounters in the present period, as well as the approaches it employs to address these obstacles.

METHODOLOGY

The author employs an approach of qualitative descriptive analysis. The data was acquired by a comprehensive literature research, which encompassed reviewing reference books, scientific journals, official documents, and digital platforms or official online sites pertaining to the examined topic area. This study investigates the numerous aspects that contribute to enhancing the

quality and competence of graduates, in accordance with the criteria established by national educational standards.

RESULT AND DISCUSSION

Curriculum Development

In Wahid and Hamami's explanation, Sukiman distinguishes between two distinct words inside the curriculum formulation programme. Curriculum development is the process of creating a curriculum. Furthermore, curriculum development is a process that enhances the outcomes of current curriculum implementation by using verified evaluation findings, with the goal of generating progressively superior curriculum output. Term mapping may be included in curriculum building processes, but it is not the primary focus of Islamic education. Nevertheless, how can Islamic education manage to develop and design a curriculum that is both pertinent and essential to contemporary knowledge and societal needs? Nevertheless, it is crucial to highlight that the progress of this endeavour will not occur in accordance with established protocols unless the curriculum creators, including instructors in educational institutions, enhance their professionalism (Wahid & Hamami, 2021). In a contemporary perspective, curriculum refers to an educational programme offered by a school that encompasses not only academic subjects and learning activities, but also encompasses all factors that can impact the growth and personal development of students, in alignment with the educational objectives, with the aim of enhancing their quality of life. The application of this is not limited to the educational environment, but extends outside it as well (Junaedi Sitika et al., 2023).

Curriculum development, as described by Auedray and Howard in Wahid and Hamami, refers to the creation of educational experiences with the purpose of attaining certain objectives in students, and evaluating the degree to which these objectives have been accomplished. The definition provided by these two experts underscores that the curriculum encompasses more than just the quality and relevance of the material taught, as well as the number of students. Rather, the curriculum should prioritize the integration of educational components that are interconnected, possess meaningful coherence, and can be adapted to reflect advancements and shifts in educational goals. It should also address the needs of students beyond their formal education. Curriculum development serves the purpose of evaluating, comprehending, and evaluating the level of advancement achieved by pupils. In this definition, a learning opportunity or learning experience refers to the establishment of a connection between educational components within a curriculum development. This connection is intended to guide students towards achieving their desired goals (Wahid & Hamami, 2021). Learning experiences are the fundamental essence of the curriculum. Learning experiences exert a substantial impact on the development of children, not only in enhancing their intellectual abilities but also in shaping their social interactions within the school community, collaborative skills, and engagement with the physical environment, among other aspects.

The primary focus should be on curriculum development when addressing any gaps in educational goal attainment. The root cause of this gap may be attributed to deficiencies in the domain of curriculum creation, encompassing both the structure and breadth of curriculum development. The attainment of competence goals and the favorable outcomes of students' learning experiences are directly attributed to curriculum development efforts. Difficulties arise when striving to attain educational objectives. The progress of Islamic education curricula has predominantly been influenced by political policies rather than curriculum development that prioritizes philosophical and pedagogical goals. Consequently, this has repercussions on curriculum formulation, implementation, and learning strategies within educational institutions. This occurrence is undesirable as curriculum creation that prioritizes political agendas would restrict the process of curriculum formation, which should instead consider the specific requirements of society and the field.

The adaptable nature of curriculum development is anticipated to effectively address the structural requirements set by the government, specifically the policies established by various governing bodies such as governors, regents, and regional branches of the Ministry of Education and Culture or the Ministry of Religion. These entities typically intervene in the conceptual aspects of education provision within their respective regions. Course of study. It is desirable for curriculum creation to be tailored to the advancements in science and technology and the ongoing progress of the present day, without any external influence. Hence, the process of curriculum creation should prioritize curricular objectives, namely the alignment of the curriculum with science and technology and the evolving needs of society. The three demands, which include government structure, scientific and technological development, and contemporary needs, are exemplified by a set of three principles that must be seamlessly integrated and consistently linked in curriculum development. These principles serve as the initial stage in formulating curriculum development and serve as an indicator of curriculum success.

Challenges of Islamic Education Curriculum Development

The dynamic nature of the contemporary period of globalization poses obstacles for education in general, including Islamic education. The field of education is facing increasing pressure to be flexible and responsive to the evolving needs and requirements of society, particularly in the period of society 5.0 where technology-driven occupations are in high demand. Education is essential for cultivating graduates who possess the necessary skills to thrive in the professional realm and actively contribute to the development of a civilized society. It is important to recognize that advancements in the realms of work and society should be seen as a first measure in preparation for the presence and influential function of education in these domains.

The future of Islamic education will be marked by more formidable and intricate problems arising from ongoing advancements. When examining the present state of Islamic education, it is evident that it encounters obstacles from

both internal and external aspects of education. Internal obstacles refer to the difficulties that arise within the various components of the Islamic education system itself. Some issues within the realm of Islamic education's internal domain include:

The accomplishment and effectiveness of the eight national education standards are hindered by internal challenges stemming from the nature and extent of schooling. The eight national standards encompass content requirements, process standards, graduate competences, standards for educators and education professionals, facilities and infrastructure standards, management standards, funding standards, and evaluation standards.

Furthermore, Dedi Purwana in Wahid and Hamami provides an analysis of the population increase in Indonesia. According to the population profile, Indonesia is projected to experience a demographic bonus in 2035, which would provide significant benefits. The demographic bonus pertains to the proportion of individuals within the working-age population (15-64 years old) that is significantly greater in comparison to the younger and older population. By 2020-2030, the proportion of the total workforce (aged 15-64) is projected to be 70%, while the remaining 30% will consist of those who are not actively contributing to the economy, such as children aged 0-14 and adults aged 65 and above (Wahid & Hamami, 2021). The significant increase in the number of individuals in the population is a challenge for Islamic education to cultivate individuals who possess constructive principles and actively contribute to the progress of the nation. If the full potential of these productive resources is effectively utilized, they will generate positive value, leading to the accumulation of capital and favorable manifestations of state growth. Nevertheless, if these human resources are not adequately authorized, it will really impede the country's advancement. The problem of Islamic education in this region is in its ability to effectively equip and empower human resources to possess the necessary competence, credentials, and professionalism demanded by scientific advancements and the evolving requirements of the community.

Azyumardi Azra specifically highlighted the issue of insufficient human resources, including instructors, lecturers, and administrative staff, as a significant concern in Islamic education. Particularly, the absence of proactive performance by lecturers and personnel. This is just a consequence of human resources that are now lacking in strength and lacking the ability and innovation to generate new advancements. Thus, it is imperative for Islamic education to confront the problems of the present day by enhancing the capabilities of individuals to be competitive in the ongoing revolution (Sayyi, 2017).

Furthermore, the matter of character education. The question of character remains a persistent challenge, particularly in the face of a fast transformation that is eroding the values and character of the nation's young. The moral decline experienced by students is challenging to halt only through cultural shifts that are predominantly technical, as these shifts alter students' worldview, thereby influencing their cognitive processes and character traits.

The significance of Islamic education lies in its role in perpetuating character education, therefore equipping the nation's young with moral values.

Furthermore, the paradigm is unsuitable for comprehending the program. Islamic education follows a curriculum that prioritizes theoretical knowledge above practical application. Consequently, the administration of Islamic education excessively prioritizes the cognitive aspect while neglecting the value-based aspect or practical implementation. Islamic education has always been seen solely as a means of transmitting knowledge, rather than as a means of transmitting values. Islamic education has challenges in this particular domain, nevertheless, it is erroneous to suggest that Islamic education is just concerned with the transmission of information (Prasetia & Muhammad Fahmi, 2020). It is imperative that educational practitioners highlight this. It appears that the individuals in this country lack wisdom and exhibit a lack of quality in their characters. This worldview necessitates alteration via the implementation of educational systems (Putra, 2019).

Islamic education mostly focuses on future issues while addressing external obstacles. One of the external issues includes future requirements and expectations. Furthermore, the matter of public perception arises. Furthermore, there have been significant advancements in the field of science and technology (Halifa & Hasna, 2019). The revolutions of each era, the challenges associated with environmental issues, the continuous advancement of technology and information, the rapid expansion of the creative and cultural industries, and the growth of international education, such as World Class Universities, have a substantial impact that necessitates the formulation of strategies. Newly created by the realm of education. Several of these aspects pose obstacles for Islamic education that is focused on the future.

The problems posed by the age of Society 5.0, spearheaded by the Fourth Industrial Revolution, surpassed those of the preceding era. In order to address these issues, education must conform to the principles of pertinence and adaptability in curriculum design. In order to meet the challenges of the present period of revolution, it is imperative that Islamic education focuses on cultivating students with advanced cognitive talents such as high order thinking skills (HOTS), problem-solving aptitude, critical thinking skills, and creative capabilities. This will equip them to effectively confront the complexities of the real world. The 5.0 period of life and the future that shapes students' characters is built upon the basis of *akhlakul karimah* (Khoirin & Hamami, 2021).

So, as an offer, we need to change how we think about Islamic education in terms of human needs. This means making sure that human resources are equipped with the skills and knowledge they need to become the most important part of Islamic education. As things change, so does the Islamic school system. It needs to be flexible. Islamic education should be active and adaptable to changes that happen over time. It shouldn't get stuck or stop going with the flow. A lot of what makes up human resources is shaped by educational organizations and their parts, especially teachers. To sum up, teachers need to know how to turn out a good group of human resources. To

begin, mastering teaching skills takes mastering all aspects of learning. To master personality competence, teachers must be good examples for their students by having a strong personality, good morals, and being smart, respectful, and polite. Third, knowledge of professional skills, which means mastering the subject in great detail. The fourth social competency is how well teachers can connect with stakeholders and work with students, parents, guardians, society, and social changes. They should be able to create an integrated curriculum that meets the needs of science and technology development and the needs of a society that is becoming more competitive (Wahid & Hamami, 2021).

Based on what has been said so far about the problems that come from both inside and outside of Islamic education, the officials need to work together to create an all-encompassing program that can solve these problems. This is done to help students learn how to live in a time when everything is changing, which of course affects the Islamic Education program.

Initiatives to Foster Islamic Education Curriculum in the Modern Age

Education of high caliber is characterized by its ability to provide educational outputs that are directly applicable to the requirements and advancements of the present day. Thus, an educational development endeavor encompasses more than just augmenting existing initiatives, transforming current activities, or expanding educational output. Moreover, it is crucial to acknowledge that educational advancement entails striving for outcomes that beyond the ordinary and align with the requirements of contemporary progress. In the present age, the widespread influence and control of technology necessitate humans to revamp and realign the education system that is evolving alongside these advancements (Lukman Hakim, 2021).

The urgency of curriculum development lies in its ability to effectively address problems and achieve the desired objectives. The concept must not only encompass all ideas, but also involve taking action to solve a problem and satisfy the societal demands as per the necessary skills. In addition, in order to address educational concerns based on specific requirements, it is imperative for the government to restructure the vocational and technical education units within the education system. This entails establishing a comprehensive educational framework that operates as a cohesive mechanism across all facets, including the synchronization of curricula among different institutions. As a vigilant user who remains attentive to the Indonesian National Qualifications Framework (KKNI), my objective is to cultivate a knowledgeable workforce that is well-prepared for employment in the global economy (Asy'ari & Hamami, 2020).

Advancements in technology significantly disrupt the established societal order as time advances. Japan has initiated the society 5.0 era as a sequel to the industrial revolution 4.0. Education is crucial in equipping pupils to confront the challenges of society 5.0. In response, the Indonesian government made changes to the 2013 curriculum in order to prioritize learning that focuses on the following aspects: enhancing Character Education (PPK),

promoting literacy, fostering creativity, encouraging critical thinking, facilitating communication, fostering collaboration (4C), and developing Higher Order Thinking Skills (HOTS). These qualities are deemed essential for pupils to confront diverse life events in the era of Society 5.0 and future advancements. The integration of the aforementioned traits and skills in curriculum development is expected to facilitate problem-solving, yield accurate conclusions, and foster societal prosperity (Utami, 2019).

UNESCO has identified four essential concepts of 21st century education that are crucial to the learning paradigm. The initial vision among the four is the acquisition of cognitive skills, specifically focused on logical and reasonable understanding. Learning is the cognitive process of obtaining, enhancing, and utilizing information. Achieving mastery of the content is crucial for pupils in the 21st century. Students must possess a perpetual thirst for knowledge. This item demonstrates the individual's efforts to enhance their existing skills and their persistent belief in their comprehension of the essential ideas required for future success. Students must possess a readiness to learn at any given moment when confronted with novel circumstances that need the development of new abilities. Furthermore, acquiring skills or acquiring the ability to navigate life proficiently. Individual students must acquire the skills to effectively adjust and thrive in a swiftly evolving culture. Both learners and adults require a combination of academic and practical knowledge, along with the capacity to integrate information and skills, demonstrate creativity and adaptability, and effectively use these attributes to develop valuable capabilities. Furthermore, developing leadership skills entails cultivating one's own self while focusing on the development of one's character. While academic and cognitive abilities are crucial for children to achieve success, it is important to recognize that they are not the only qualities required. Students that possess fundamental cognitive abilities are individuals characterized by excellence and a strong sense of self. These pupils possess the capability to confront failure, conflict, and crisis, while also effectively dealing with and surmounting the obstacles presented by the modern day. It is crucial for the younger generation, in particular, to possess the ability to interact and acquire knowledge from other groups in different professional and social settings, while also being able to adjust to evolving situations. Furthermore, acquire the ability to coexist harmoniously (have a mindset of acceptance and willingness to collaborate). Multiple studies indicate that students who engage in cooperative learning demonstrate superior cognitive outcomes and long-term retention of content compared to those who study independently. According to (Sumantri, 2019), students would have the opportunity to engage actively in discussions, incorporate their techniques and knowledge, and engage in critical thinking by learning collaboratively.

Thus, the Ministry of Education and Culture, under the leadership of Wijaya in Wahid and Hamami, has formulated a 21st century learning paradigm. This paradigm emphasizes the acquisition of knowledge from many sources, the capacity to express issues, analytical thinking, and effective communication and participation in problem-solving activities. BSNP 2010 outlines many 21st century learning frameworks. (a) Proficiency in problem-

solving and critical thinking, encompassing the capacity for critical, lateral, and systemic thinking, particularly in the realm of problem-solving; (b) Proficiency in communication and cooperation, including the ability to effectively engage and cooperate with diverse individuals. (c) Proficiency in problem-solving and critical thinking, encompassing the capacity to think critically, laterally, and systematically, particularly in the context of addressing problems; (d) Proficient communication and collaboration skills, including the capability to effectively engage and communicate with diverse individuals. The skills required for the current generation include the ability to generate and update creative and innovative ideas that lead to significant advancements. Additionally, proficiency in using information and communication technology to enhance daily tasks is crucial. Furthermore, being able to comprehend and utilize different forms of communication media to convey ideas and engage in collaborative activities with various individuals is essential. Lastly, the capability to independently engage in contextual learning activities for personal growth is also important (Wahid & Hamami, 2021).

A pedagogical framework that is suitable for the current 21st century setting is required to provide students with a diverse range of 21st century skills, as described before. Wagner examines the necessity of curriculum building based on the concepts of "3 New Rs" (Rigor, Relevance, & Respect). Flexibility indicates that the learning process is adaptable rather than inflexible and repetitive. Relevance pertains to the necessity for any learning to be pertinent to both the present reality and the future. The term "interaction relationship" refers to the dynamic between instructors and students, specifically the patterns of interaction that foster academic and social skills development (Syaputra & Sariyatun, 2020).

The aforementioned notions necessitate a fundamental change in the way learning is approached in the twenty-first century. As a consequence of this paradigm shift, a minimum of four modifications must be made. Initially, let's address the issue of information. In the 21st century, acquiring knowledge has become increasingly challenging, necessitating students to have the skills to gather information from many sources. Furthermore, the process of learning should be directed in a manner that enables students to actively create, recognize, and evaluate difficulties, rather than merely resolving pre-identified issues. Furthermore, the emphasis in learning should be on cultivating analytical thinking abilities, such as decision making, rather of relying solely on mechanical, regular thinking. Furthermore, the focus of education should prioritize the development of problem-solving skills, collaboration, and cooperation. Given the growing intricacy of the challenges encountered, it is crucial to use many specialized disciplines concurrently (Syaputra & Sariyatun, 2020).

Key attributes of 21st century education are collaborative learning, contextualized instruction, student-centered approaches, and seamless integration of schools with society. Within K-13 education, two methods closely aligned with the demands of the 21st century are the inquiry and scientific approaches. These approaches serve as frameworks for developing innovative

learning models that cater to the needs of the modern day (Diah Rusmala Dewi, 2019).

In order for students to engage in all activities relevant to the 21st century, it is imperative that instructors possess the ability to develop lesson plans. Lesson plans should incorporate activities that foster critical thinking, problem-solving, teamwork, and communication skills among students. Moreover, it is no longer employed for the purpose of assessing student learning outcomes, but rather for fostering student aptitude in the process of learning, and the learning process itself is no longer regarded as a distinct activity. The purpose of this evaluation is to provide students with the necessary knowledge and skills to tackle real-world challenges within the intricate global landscape of the future. Consequently, educators are required to possess advanced knowledge in scientific disciplines as well as pedagogical techniques (Diah Rusmala Dewi, 2019).

The Center for Curriculum and Books created character education in 2010, and it was incorporated into the curriculum in 2013. The 18 character values that are cultivated include religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, love of country, appreciation of achievements, communicativeness, love for peace, fondness for reading, environmental care, social concern, and responsibility. Furthermore, the increase in birth rates in 2013 can be attributed to the demographic bonus, which refers to the significant proportion of individuals in the productive age range (15-64 years) among the total population, surpassing 70% throughout the period of 2010-2035. Syllabus. The presence of several industrious individuals can either be advantageous or burdensome, contingent upon one's perspective. Indonesia's prosperity is greatly enhanced when its working-age population possesses the necessary qualifications, competence, creativity, and good physical and mental health. Conversely, those without sufficient proficiency, lacking creativity, possessing poor ethics, and experiencing poor health, become a liability (Purwadhi, 2019).

Azyumardi Azra identifies two pressing issues that universities in the Islamic education sphere must confront, which will also pose as future obstacles for UIN/IAIN/STAIN. These issues include societal demands and academic expectations. The primary goal of higher education, particularly at UIN/IAIN/STAIN, is to cultivate Islamic scholars with expertise in scientific fields who will play a pivotal role in advancing education, conducting research, and promoting scientific development. In addition, it aims to enhance the proficiency and knowledge of participants in acquiring competence in Islamic sciences and the auxiliary disciplines necessary for the advancement of Islamic knowledge and its practical implementation in broader society. Possess expertise and practical understanding in the domain of Islamic science, together with proficiency in conducting research and engaging in relevant programs (specialization). Being an authority in Islamic science, he possesses a rational and analytical attitude, as well as a disposition towards scientific benevolence (Syuhud & Noviandari, 2021). Therefore, those who are enrolled in college (or have completed their studies) must exhibit the following skills: 1) Proficiency in

the fundamental principles of Islamic science, 2) Proficiency and specialization in specific areas of Islamic science, 3) Proficiency and competence in related fields of study, 4) Proficiency and capability in conducting research, and 5) The ability to conceptualize and apply scientific theories, particularly in academic settings.

Variables Affecting Curriculum Development

The Unitary State of the Republic of Indonesia is a diverse and diversified society, encompassing a wide range of cultures, religions, beliefs, politics, and economic capacities. This reality assumes a peripheral role in the execution of national curriculum development. Curriculum creators sometimes have an inclination to disregard this. Nevertheless, the curriculum's presence as a subject in curriculum implementation is not yet utilized as a foundation for teachers in curriculum development. This item exerts a substantial impact on the implementation of curriculum development initiatives in educational institutions.

The challenges that occur in a multicultural society have a significant influence on the execution of curriculum development. The presence of a heterogeneous society is a contributing element that might impede the progress of curriculum development. Therefore, it is essential for curriculum developers to conduct a thorough study of factors that impact curriculum creation. This analysis will serve as a foundation for identifying the appropriate answer in order to establish a strategic, successful, and efficient curriculum. Sukmadinata elucidates in Wahid and Hamami that curriculum development is influenced by several elements, as outlined by (Wahid & Hamami, 2021):

Initially, let's discuss college. The progress of science and technology at the University has a significant impact on a curriculum development program. These two factors are highly significant in shaping curriculum development policies. The sort of knowledge cultivated at universities or colleges typically shapes the material or subject matter that will be incorporated into curriculum development. The acquisition and use of knowledge and technology not only enhance the development of curricular material but also significantly influence the learning process. The advancements in technology have a significant impact on various aspects of education. Technology not only plays a crucial role in curriculum content but also greatly supports the development of educational tools and media. Furthermore, it influences the enhancement of education and scientific research in desert areas, as well as the preparation of teachers for educational institutions such as FKIP, STKIP, and IKIP. The curriculum of educational institutions has a significant impact on curriculum development, particularly by enhancing the instructors' mastery of information and teaching abilities.

Furthermore, the stratification of society. Schools are societal institutions that play a crucial role in training students to become the future pillars of society, enabling them to lead lives of integrity and respect. Schools are considered to be societal agents. The environmental circumstances of the local community have a significant impact on schools. The curriculum should align

with the expectations and demands of society. Society is comprised of individuals who may be classified as either diverse or homogenous. Schools are obligated and empowered to gather data from the community as a means of informing and shaping the curriculum. In addition, educational institutions have a responsibility to cater to and prioritize the desires, concepts, and requirements of the community. One of the positive aspects present in society is the advancement of the business sector. The construction of curriculum of an institution has a substantial impact on the business world. This occurrence is logically plausible due to the factual requirements that schools must not only equip students to become alumni, but also necessitate that students possess the skills to have a satisfactory life, engage in employment, and conduct business. Curriculum makers must examine the integration of future life and the corporate world into the curriculum, since students will inevitably engage with these aspects in their professional lives.

Furthermore, the relevant moral framework. Earlier, it was elucidated that schools are a fundamental component of society. The effect of societal factors on school activities is multifaceted. Incorporated into the process of developing the curriculum. The value system existing in a society is a crucial factor considered by curriculum creators with social backgrounds.

Schools possess the capacity to uphold and communicate values as collective establishments. The preservation of the value system is vital and should be incorporated into the curriculum. The contemporary value system encompasses traditional, moral, religious, social, cultural, and political values. The presence of an intricate value system in society poses a challenge for curriculum authors. Cultures exhibit a wide range of variations, encompassing intellectual, social, spiritual, and other categories, each characterized by its unique set of principles. Society encompasses social, economic, political, and physical components. Examples include aesthetics, ethics, and religion. They possess values that frequently diverge from those of the previously mentioned characteristics.

Teachers have a crucial role in shaping the Islamic Education curriculum. Teachers are an important component of Islamic education that cannot be detached. He is consistently connected and holds significant importance. This is because instructors have a crucial role in the creation of their own curriculum. Teachers must actively stay updated on technology advancements to ensure the uninterrupted flow of educational contacts, which greatly influence the continuation of learning processes and activities for students in Islamic educational institutions. Designing a suitable PAI curriculum will yield high-quality outcomes and significantly influence Islamic Religious Education institutions. This may be achieved with the support of technologically proficient instructors who keep up with the latest advancements in technology and information (Syam, 2019). However, in order to do this, addressing the teacher's own requirements plays a significant role in shaping the teacher's principles and beliefs. This might enhance and focus the teacher's capacity to enhance his competence in order to attain the established objectives. From the perspective of the zakiah degree, a strong work ethic will develop, reflecting the soul's

inclination to embrace the role of a teacher and its own growth. This is influenced by religious beliefs, experiences, and the teacher's credentials. Therefore, it is imperative for the curriculum development authority to carefully and thoroughly consider these aspects in order to optimize and design curriculum development programs in Islamic education institutions that are both efficient and effective. Curriculum development is a manifestation of education, which is often regarded as a potent institution for cultivating and shaping human resources. Developing a curriculum is an effective approach to create educational chances and cultivate highly skilled individuals who are adaptable to societal and temporal changes.

CONCLUSIONS AND RECOMMENDATIONS

According to the gathered information, quality education refers to an educational system and its components that not only focus on quantity but also aim to develop the potential of students and provide high-quality outcomes that are adaptable to changing times. Recognizing the difficulties encountered by Islamic education necessitates a curriculum that goes beyond merely imparting knowledge. It is crucial to also emphasize the transmission of values that are applicable to the present era, in order to equip individuals with the skills and expertise needed to navigate contemporary advancements. Human resources, particularly students, should possess certain values such as strong problem-solving ability, critical thinking skills, and creativity, while also maintaining a personal character grounded in noble beliefs.

The current reality is constantly evolving and undergoing changes in several aspects of life, which indirectly impact and have substantial consequences on the structure, scope, and elements of Islamic education. The formulation of an integrated curriculum necessitates the inclusion of Islamic education. Nevertheless, throughout its implementation, it is crucial to consider many factors that impact curriculum development. When conducting curriculum development, it is crucial to have developers that possess the essential expertise and qualifications to create a high-quality curriculum. Curriculum creators must possess qualities of high caliber, ingenuity, and professionalism. It is crucial to pay close attention to this since the curriculum has objectives and other essential components that guide the achievement of learning outcomes. The necessary strategy entails establishing strong partnerships among educational institutions, including foundation leaders and school principals, as well as government entities responsible for Islamic education.

FURTHER STUDY

This collaboration aims to achieve Islamic education that prioritizes quality over quantity, enabling it to effectively compete in the rapidly evolving landscape.

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