Strategies for Improving the Quality of Islamic Education in Facing the Challenges of Modern Times

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Abstract: This study aims to identify strategies to improve the quality of Islamic education in facing the challenges of modern times and technological developments. The method adopted is a literature study with a qualitative descriptive approach. The results show that the main challenges include the rapid development of information technology that can have a negative impact on student morals, as well as globalization that brings cultural values that are not always in accordance with Islamic principles. Strategies to improve the quality of Islamic education include modernizing education that focuses on Islamic principles and the times, utilizing technology to improve access to knowledge, and integrating traditional values with technology. Factors that influence the effectiveness of these strategies include the competence of educators, an adaptive curriculum, and sufficient infrastructure. This study concludes that efforts are needed to adapt the learning system to technological developments, integrate Islamic values in a digital environment, and improve the competence of educators so that Islamic education remains relevant in the modern era.

Keywords: Strategy; Challenging Times; Technological Developments

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi strategi peningkatan kualitas pendidikan Islam dalam menghadapi tantangan zaman modern dan perkembangan teknologi. Metode yang diadopsi adalah studi literatur dengan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa tantangan utama meliputi pesatnya perkembangan teknologi informasi yang dapat berdampak negatif pada moral siswa, serta arus globalisasi yang membawa nilai-nilai budaya yang tidak selalu sesuai dengan prinsip Islam. Strategi peningkatan kualitas pendidikan Islam

meliputi modernisasi pendidikan yang berfokus pada prinsip-prinsip keislaman serta perkembangan zaman, pemanfaatan teknologi untuk meningkatkan akses ilmu pengetahuan, dan integrasi nilai-nilai tradisional dengan teknologi.

Kata Kunci: Strategi; Tantangan Zaman; Perkembangan Teknolog.

A. Introduction

One of the main goals of Islamic education is to create individuals who are faithful, pious, noble, capable, and responsible, contemporary morals by determining the standards of moral education values that are implemented (Hasibuan, 2024). Islamic education must continue to adapt and innovate in modern times with all its dynamics in order to remain relevant and able to answer the challenges of time. Islamic education must be improved to produce generations who understand religion well and have broad skills and insights that are beneficial to society and the state (Fatimah and Shohib, 2023).

Ibn Khaldun's theory of educational modernisation is one of the theories adopted to improve the quality of Islamic education. This theory emphasises the importance of education referring to both Islamic values and worldly issues, as well as the development of the times. It is important to apply the concept of educational modernisation to Indonesia's national education system in order to compete and prevail. Islamic education can produce Muslims who have a strong foundation in tawhid and are able to utilise the times to preach, making use of each student's potential (Jauhari, 2020).

However, the fact that Islamic education exists in the modern era suggests that there are many challenges to be addressed. For example, the rapid advancement of information technology can have a good or bad impact on Islamic education. Technology can help expand access to knowledge and improve the quality of learning, but it can also be a source of negative content and lies that can harm students' ethics. In addition, globalization, which brings other cultural values that are not always in line with Islamic principles, presents challenges for Islamic education institutions (Jihan *et al.*, 2023).

Research on the challenges of Islamic education in facing modern times and technological developments has been conducted by several researchers. Septia et al. (2024) in their research entitled Islamic Education Strategy in the Era of Modernization: Integration of Islamic Values with 21st Century Skills and Technology discusses the importance of a holistic approach that combines Islamic values with 21st century skills and the use of digital technology in learning. In line with that, research by Muid et al. (2024) in "Peluang dan Tantangan Pendidikan Pesantren di Era Digital" examines how pesantren face digitalization, especially in the aspect of providing infrastructure and digital literacy for santri.

Although various studies have discussed the challenges of Islamic education in facing modern times and technological developments, there are still some limitations that need to be overcome. Research by Septia et al. (2024) highlights the importance of integrating Islamic values with 21st century skills through Blended Learning and Project-Based Learning approaches, but it is still conceptual without providing concrete implementation strategies. In addition, this study has not discussed the readiness of educators in adopting digital technology and the infrastructure constraints faced by Islamic education institutions. Meanwhile, research by Muid et al. (2024) focuses more on the opportunities and challenges of digitalization in pesantren, but it is still limited to the pesantren environment without examining other Islamic education institutions such as madrasah and modern Islamic schools. This study also highlights the infrastructure and technology management aspects without discussing strategies to improve learning quality, relevant curriculum development, and the role of education policy in supporting the transformation of Islamic education in modern times.

Thus, a strategy is needed to improve the quality of Islamic education that is not only adaptive to technological developments but also maintains Islamic values in the learning process. The main challenge in facing modern times and technological developments lies not only in the utilization of technology in education, but also how technology can be integrated effectively without losing the essence of Islamic education. Therefore, this study will analyze the strategies that can be applied to respond to the changing times, including the development of innovative learning

methods, optimizing the role of technology in Islamic education, as well as the factors that influence the success of these strategies in various educational contexts. By understanding the factors that influence the effectiveness of strategies to improve the quality of Islamic education, it is hoped that this research can provide concrete solutions in maintaining the existence and relevance of Islamic education amid the challenges of modern times.

B.   Methods

This research applies a descriptive qualitative approach that focuses on literature review. The selection of this method aims to explain and analyze in depth from various scientific publications related to this research issue. The literature study was conducted by collecting, reading, and summarizing various sources of references relevant to the strategy of improving the quality of Islamic education in facing the challenges of modern times. The analysis was structured to find patterns, themes and important arguments that emerged from the analysis and then presented descriptively to provide a thorough insight into the topic.

C.   Results and Discussion

1.   Strategies To Improve The Quality Of Islamic Education

Improving the quality of Islamic education does not solely rely on materials, but also on the strategies of educators, media, learning environment, and professional development. Learning materials such as books of hadith, Qur'anic verses, and classical and contemporary Islamic writings are needed in order to transmit students with fundamental Islamic knowledge. However, textual knowledge alone is not enough. They have to be relevant to the contemporary social and cultural context in such a way that students can understand the value of tolerance, moderation, and diversity (Firdausi *et al.*, 2024). In addition, enriching the reference base with books of contemporary scholars, Islamic education journals and studies on problems of the time in Muslim society is important. For example, Azyumardi Azra's work on "Nusantara Islam" and Abdullah Saeed's work on "contextualized tafsir can be complementary reading to further equip students."

The use of attractive and modern learning media such as videos, infographics, interactive learning applications and digital platforms can increase the attractiveness and effectiveness of the learning process. Visual and interactive media can help learners understand abstract concepts in a more concrete and fun way (Laela and Kholifah, 2025). In addition, social media and online discussion forums can be used to create inclusive and collaborative learning communities.

Building a class environment that promotes critical discussion is important in fully understanding religious moderation. For example, by providing space for students to debate, ask questions, and be themselves, instructors are capable of promoting the critical and analytical thinking of the students. The debates are also capable of enriching the knowledge of the students in areas related to matters relevant to religion in contemporary times. In addition, holistic learning approaches need to be embraced so that the quality of Islamic religious education can be improved. This means the integration of Islamic values in all areas of learning. The aim of the holistic approach is to shape students' attitudes or characters as a whole, not just academically but also morally and spiritually (Romdomiyah, 2023).

The integrated learning approach is concerned with the integration of Islamic values in all areas of academic, moral and spiritual education. This approach is designed to shape the overall personality of the students so that they are not only intelligent, but are also of noble character and socially sensitive (Yunita and Mujib, 2021). The role of teachers as educators or facilitators of learning is never separate from efforts to improve the quality of education. Therefore, teachers' professional development and improvement programmes need to be further enhanced. Through the design of training programmes, teachers can optimise teaching and learning (Rodiya and Suklani, 2022). This training should include pedagogical aspects and a deep understanding of Islamic values so that educators can provide inspiring and meaningful learning experiences for students.

In addition, the implementation of an authentic evaluation system is essential to ensure that educational goals are achieved. Assessment includes not only cognitive scores but also student behavior in applying Islamic values in daily life. With

comprehensive assessment, educational institutions can identify strengths and weaknesses in the learning process and make necessary improvements (Helandri and Supriadi, 2024).

2.   Challenges of Islamic Education in the Modern Era

Modern Islamic education faces complex challenges, especially in the context of digital-based learning. The digital transformation in education requires the effective integration of Islamic values so that the learning process remains relevant and sensible. Educators often find it difficult to adapt traditional teaching methods to digital platforms. These changes require teachers to master unknown software, apps and online learning platforms. Professional development and training in the use of technology for teaching is required. Professional development and intensive training in the use of technology are needed so that teachers can integrate Islamic values into digital learning without losing the essence of teaching (Afril, Fajriyah and Ilahi, 2023).

Student engagement is also a concern, as they can be distracted by digital content that is not in line with Islamic teachings, which can hinder the internalization of Islamic values in learning. This can hinder the process of internalizing Islamic values, which should be the focus of education. To overcome this, monitoring and guidance are needed as well as strengthening personality and digital literacy with Islamic values (Wardhani, Istiqomah, and ..., 2025).

Parents' concerns about the appropriateness of digital content and its impact on their children's moral and ethical development are also a challenge. Collaboration among the families and teachers is important to maintain a positive learning atmosphere. The schools can get the parents involved in creating technology usage policies and provide training for them on the need to monitor and select material in accordance with Islamic values (Kholil, 2021).

The integration of technology in Islamic education has the potential to undermine the core values of the subject if not done carefully. Teachers must ensure that the use of technology is not just as a tool, but as a means to enhance the understanding and practice of Islamic education. Quality and relevant Islamic digital content needs to be developed (Oktavia and Khotimah, 2023).

Curriculum of Islamic education should include 21st century skills, including foreign language and technological skills, without any compromise on Islamic values Contextualized and adapted curricula should be regularly reviewed and updated to remain relevant to the inquiries and interests of contemporary students (Kusno, 2024; Wardhani, Istiqomah, and ..., 2025). In teaching foreign languages, such as English, is faced with the dilemma of finding a balance between modern educational techniques and traditional Muslim teaching. Study materials must be adapted to remain relevant to global development without contradicting Islamic teachings. The dilemma must be overcome by the teacher's creativity in choosing adaptable study materials and approaches (Ariza and Kuswandari, 2024).

However, not all students and teachers have access to and the opportunity to use technology. These issues can undermine the effectiveness of online education. Therefore, it is essential to promote digital literacy training and provide adequate infrastructure so that everyone can make the most of technology (Eraku, Baruadi, and ..., 2021).

Therefore, it is essential to teach students the basics of ethical use of technology. Islamic education should emphasize the importance of responsibility, honesty, and conduct in interacting in the virtual world. Students can use technology as a learning tool and vigorously develop themselves without compromising Islamic values (Hasanah and Sukri, 2023).

3. Strategies for Facing Changing Times

The speed of technological advances, especially in the era of technology 5.0, requires the Islamic education system to provide effective and innovative solutions. For learning to be effective and efficient, a holistic approach to curriculum development, teacher training, and program design based on current needs must be adopted. The curriculum should include teaching 21st century skills needed to cope with times of change. Thinking skills include: critical thinking, communication, collaboration, creativity, and the integration of technology into the learning process. In addition, the ideal curriculum should include the use of digital technology. Not only supporting

students in learning religious content, but also using technology as a tool for learning and self-development.

Another important issue is improving teacher qualifications. Teachers must understand the latest technology and innovative teaching methods. This training also includes the use of digital devices, online learning and interactive learning techniques that can be used to improve teaching effectiveness and student engagement (Darling-Hammond, Hyler and Gardner, 2017). This training should also include teaching social skills to teachers so they can prepare their students when faced with ethical and social issues in the digital age.

The use of interactive learning media, such as educational applications, interactive videos, and simulations, can also make the learning process more interesting and effective. This type of media allows students to learn proactively and contextually, so they can understand concepts more effectively and adapt to changing learning environments (Çeken and Taşkın, 2022). In addition, interactive media supports a variety of student learning styles, helping to better integrate the learning process.

While technology and technical skills are extremely important, Character education must remain the primary focus. Islamic education should instill strong moral and ethical values. So that students not only master technical skills, but also have strong morals and ethics to behave well in society. Character education can be integrated into every aspect of learning through an Islamic values approach that is contextual and relevant to the challenges of the times.

The implementation of project-based learning is also an effective strategy to help students apply their knowledge and skills in real contexts (Guo *et al.*, 2020). Through projects, students are taught critical thinking, problem solving, collaboration, and time management. This strategy helps students integrate theory and practice. So that it can improve practical skills and critical thinking abilities (Sholeh *et al.*, 2024).

4. Factors Affecting Strategy Effectiveness

To improve the quality of Islamic education in facing the challenges of the current modern era. The effectiveness of the strategies used is highly dependent on several

factors. These factors are interrelated and must be considered holistically to ensure optimal educational goals are achieved.

The competence of educators is a very important factor in improving the quality of Islamic education, especially in utilizing the speed of advances in information technology. Professional teachers not only have a deep understanding of religious material, but must also be able to use and utilize technology to improve the teaching and learning process in each educational unit, in order to create and prepare superior human resources with existing technological capabilities (Safitri and Sari, 2024). The use of this technology allows teachers to provide more interesting and interactive content and develop adaptive learning based on the needs of students. In addition, teaching skills and the ability to influence students' personalities are important factors in improving the quality of Islamic education (Darling-Hammond, Hyler and Gardner, 2017).

The curriculum that continues to change from time to time is an important factor in the effectiveness of the Islamic curriculum. There needs to be a combination of Islamic values with technological advances and scientific advances so that students not only gain knowledge about religious education through books, but can also apply it in everyday life (Nigrum, Novianto and Radinal, 2025). Integrated, comprehensive, and contextual education allows students to acquire 21st century skills while having an Islamic ethos.

Another factor that affects the effectiveness of educational programs is the lack of infrastructure and equipment, especially information and communication technology (ICT). Adequate and appropriate resources such as computers, internet, educational software, and digital media can improve the quality of teaching and learning (Muttaqin, 2024). Without the help of these facilities, the use of current educational practices and the implementation of technology are not optimal and, thus, hinder the achievement of educational goals.

In addition to internal factors, school climate support and educational policies also have an impact on the effectiveness of the strategy. A supportive environment, such as school, parent, and community support, is important for creating a positive learning environment and integrating the formation of Islamic values. Innovative educational

policy reforms that promote teacher professionalism are also factors that facilitate the success of the strategy (Fullan, 2016).

5.   Implementation of the Quality of Islamic Education

In order to realize the development of the quality of Islamic education in the current generation, it is necessary to implement a broad-based development approach so that all integrated aspects are covered and of course must maintain the existing Islamic values without eliminating the Islamic values themselves.

The use of modern learning infrastructure such as the smart classroom concept that can help teachers deliver Islamic learning materials more dynamically and interestingly. In addition, students will also find it easier to understand and accept learning materials, and encourage students to think critically and think more broadly (Muttaqin, 2024). Its implementation in the classroom, for example, with the appearance of 3D visualizations from a fairly high-quality projector and a clear sound system that can spoil the eyes and is also accompanied by direct explanations from teachers or instructors. With that, all students can follow learning in a focused and optimal manner.

Not only the delivery of learning materials, but students are certainly required to continue to explore their own information to deepen their knowledge and enrich their Islamic knowledge. While we only need to facilitate digital technology such as digital libraries or maybe digital yellow books and enable contemporary e-books that can be easily and quickly accessed in exploring reference sources by displaying Arabic language features and accurate translations and literacy (Patel, 2024). This is suitable to be applied in the progress of modern Islamic education.

Maintenance and investment of complete and adequate digital infrastructure is important in the development of Islamic values (Juhairiah, Yuwono, and ..., 2024). However, it is not only about purchasing and maintaining digital equipment to keep it in good condition, but also includes training programs for teachers, conducting regular upgrades, and requiring continuous development of digital content. The ongoing training program is aimed at teachers to ensure that educators can operate technology optimally and keep up with technological developments. In essence, all development of

this digital infrastructure must be in line with Islamic values and ensure that technology is only a tool to strengthen, not a substitute, let alone eliminate existing Islamic values.

D. Conclusion

Based on the findings of the study, we can conclude that improving the quality of Islamic education to meet the challenges of modern technology requires an inclusive and long-term strategy. The main challenges to be addressed are the rapid development of information technology, which has a negative impact on the morale of students, globalization, which introduces cultural values that are not necessarily in line with Islamic values, and the limited ability of teachers to use technology effectively. Therefore, the steps to be taken are: reforming education, which remains based on Islamic values, using technology in learning as a tool to expand access to knowledge, and applying Islamic values in the digital environment. In addition, it is crucial to develop a responsive curriculum, improve the quality of teachers through continuous training, and it is crucial to provide adequate facilities and infrastructure for the technology-enhanced learning process. Therefore, with a mature and comprehensive approach, it is hoped that Islamic education will continue to develop and remain relevant in the modern era, so as to educate a generation that not only has a comprehensive understanding of the religion, but is also capable of meeting the challenges of the moment.

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