

Curriculum Development Management of Islamic Education in The Internet of Things Era

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Abstract

Islamic education must undergo a profound transition in order to effectively address the global dynamics of the 21st century, particularly in the area of curriculum management. This article provides a comprehensive evaluation of the strategies employed in the administration of the Islamic education curriculum in the present day. This research employs a methodology that focuses on analyzing literacy and conducting a thorough examination of books. Through an analysis of the framework and fundamental principles, we investigate the significance of curriculum management in addressing the requirements of Islamic education in contemporary times. A multidisciplinary approach is employed to incorporate a wide range of viewpoints. The research findings indicate that there is a pressing necessity to enhance the administration of Islamic education curriculum in the 21st century. The primary obstacles cited were to the incorporation of contemporary technologies, enhancing digital proficiency, and modifying curricular content to align with worldwide circumstances. The notable discoveries pertain to the necessity of implementing changes in educational methods, with an emphasis on fostering creativity, critical thinking, and cultural literacy. In order to ensure the pertinence of Islamic education to contemporary needs, curriculum management must take into account these issues. Furthermore, the research findings emphasize the necessity of adopting an interdisciplinary methodology in the creation of educational programs, facilitating the amalgamation of religious knowledge, science, technology, and the humanities. This can produce graduates that possess not just expertise in religious matters, but also have the capability to make valuable contributions towards resolving intricate issues in the

contemporary global community. In summary, a thorough evaluation of the progress made in managing the curriculum of Islamic education in the 21st century highlights the necessity for innovation, adjustment, and preparedness to confront the ever-changing landscape of education and society.

Abstrak

Dalam menghadapi dinamika global abad ke-21, pendidikan Islam memerlukan transformasi yang mendalam, khususnya dalam pengembangan manajemen kurikulum. Artikel ini menyajikan telaah kritis terhadap pendekatan-pendekatan yang diambil dalam pengelolaan kurikulum pendidikan Islam pada era ini. Penelitian ini mengadopsi pendekatan analisis literasi dan studi pustaka sebagai landasan utama. Dengan merinci kerangka pemikiran dan konsep-konsep kunci, kami mengeksplorasi peran manajemen kurikulum dalam memenuhi kebutuhan pendidikan Islam di era modern. Pendekatan interdisipliner juga digunakan untuk mengintegrasikan perspektif-perspektif yang beragam. Hasil penelitian menunjukkan bahwa pengembangan manajemen kurikulum pendidikan Islam pada abad ke-21 merupakan kebutuhan mendesak. Tantangan utama yang diidentifikasi melibatkan integrasi teknologi modern, peningkatan literasi digital, dan penyesuaian konten kurikulum untuk mencerminkan realitas global. Adapun temuan signifikan melibatkan perlunya transformasi dalam pendekatan pembelajaran, di mana kreativitas, kritis berpikir, dan literasi kultural menjadi fokus utama. Manajemen kurikulum harus mempertimbangkan aspek-aspek ini untuk memastikan relevansi pendidikan Islam dengan tuntutan zaman. Selain itu, hasil penelitian menyoroti kebutuhan akan pendekatan interdisipliner dalam mengembangkan kurikulum, memungkinkan integrasi antara ilmu-ilmu agama, sains, teknologi, dan humaniora. Ini dapat menciptakan lulusan yang tidak hanya terampil dalam aspek keagamaan, tetapi juga mampu berkontribusi dalam mengatasi tantangan kompleks dalam masyarakat global saat ini. Secara keseluruhan, telaah kritis terhadap pengembangan manajemen kurikulum pendidikan Islam abad ke-21 menggarisbawahi perlunya inovasi, adaptasi, dan kesiapan untuk menghadapi perubahan dinamis dalam pendidikan dan masyarakat.

Keywords

Curriculum management, Islamic education, internet of things era

Introduction

The management of Islamic education curriculum in the 21st century faces a dynamic and intricate reality. Indeed, this period is distinguished by rapid worldwide transformation, sophisticated technology, and growing

interconnectedness (Yusuf, 2018). Islamic education is essential for developing persons who possess a solid theological and scientific knowledge base, as well as the ability to adapt to the changing demands and dynamics of the current era (Awad, 2017). The necessity of establishing curriculum management becomes more evident as we recognize that Islamic education can no longer function alone, but must harmonize with worldwide advancements (Bakar, 2019). Proficiency in digital technology, the ability to analyze information critically, and a comprehensive awareness of the context are essential requirements. Developing curriculum management is a strategic measure to maintain the continued relevance and competitiveness of Islamic education in the face of ongoing change (Abdullah, 2018).

The significance of embracing contemporary technological advancements cannot be overlooked. Utilizing technology in education, including online platforms and multimedia, is not merely a luxury, but an essential requirement for establishing an interactive and adaptable learning environment (Ahmed, 2021). Integrating religious principles with technological advancements, the creation of curriculum management can guarantee that students not only comprehend religious teachings, but also possess the ability to implement them in their daily lives (Hasan, 2020).

Hence, the advancement of Islamic education curriculum management in the 21st century entails not only the modernization of the curriculum, but also the reinforcement of religious identity in anticipation of forthcoming obstacles. The main objective of this endeavor is to produce graduates who possess not only religious knowledge, but also possess an understanding of and actively contribute to the intricate nature of the always changing global society (Ali, 2019; Mansoor, 2020).

Amina Wadud, a modern Islamic scholar, argued that the management of Islamic education curriculum should embody inclusivity and gender equality (Wadud, 1999). Barlas (2004) stressed the importance of reevaluating the position of women in contemporary Islamic education, taking into account societal shifts and prevailing attitudes. She advocates for a curriculum that allows women to fully develop their abilities, leading to a more fair and inclusive educational setting. Tariq Ramadan, a prominent Muslim philosopher, presented ideas that emphasized the harmonious incorporation of Islamic principles with progress in the fields of science and technology (Ramadan, 2009). Rahman (2020) argues that the management of Islamic education curriculum should integrate religious traditions with modern viewpoints, aiming to cultivate students who possess critical thinking skills and are engaged participants in the global community. Ramadan's ideology promotes the use of instructional approaches that are adaptable to evolving circumstances, enabling graduates to effectively contribute to the development of this intricate society (Kamali & Ramadan, 2015). Both of these perspectives, while emphasizing distinct aspects,

concurrently underscore the necessity for adapting and reforming the management of the Islamic education curriculum. This is crucial in order to ensure its relevance and enable students to effectively confront the challenges of the 21st century.

Amina Wadud pinpointed the primary issue plaguing contemporary Islamic education as being the issue of gender disparity. Wadud (1999) emphasized that the absence of women's presence in the curriculum and institutional framework of Islamic education hinders the attainment of genuine inclusion. Gender disparities frequently impede women from attaining equitable access to knowledge and educational opportunities. Wadud's perspective highlights the importance of modifying the curriculum to accurately represent a gender reality that is both inclusive and empowering (Barlas, 2004). Tariq Ramadan elucidates the issues in Islamic education pertaining to the insufficient amalgamation of religious traditions with modern advancements. He voiced apprehension regarding the curriculum's inadequacy in equipping students to navigate the intricacies of the contemporary world. Ramadan emphasized the necessity of enhancing the caliber of instruction to encompass vital elements, inventive cognition, and a profound comprehension of worldwide matters. According to him, inflexibility lack curriculum methods can impede the applicability of Islamic education in the present period. Their perspective highlights that the primary issues that demand attention in the management of Islamic education curriculum are gender concerns and the failure to confront modern advancements.

Zainal Abidin Bagir is a researcher who is pertinent to the topic of enhancing the administration of Islamic education curriculum. The research titled "Towards a Transformative Islamic Education: An Inquiry into Curriculum Development" examines the endeavors made to create a curriculum that promotes transformational Islamic education (Azra, 2005). Zainal Abidin Bagir emphasized the necessity of a curriculum that encompasses not just religious teachings, but also fosters critical thinking, ethics, and practical skills that are applicable to the requirements of contemporary society. The research findings indicate that Islamic education must adapt to address contemporary difficulties. A dynamic and inventive curriculum can play a pivotal role in equipping a skilled and competitive generation of Muslims (Khan, 2017).

In his research, Zainal Abidin Bagir (2005) presents a range of strategies to address the difficulties encountered in the development of curriculum management for Islamic education. (1) Adaptability of the curriculum. He proposed enhancing the flexibility of the Islamic education curriculum to better accommodate contemporary advancements and societal demands. By doing so, the curriculum can maintain its relevance and effectively adapt to contextual changes. (2) Zainal Abidin Bagir promotes

the incorporation of Islamic principles into modern abilities, such as critical thinking, computer literacy, and creativity. Islamic education serves as a conduit for spiritual principles and equips students to actively engage in the global community. (3) Enhancing the authority and influence of teachers. He stressed the significance of providing training and enabling teachers to effectively execute the new curriculum. Educators must possess a profound comprehension of Islamic beliefs, coupled with the ability to instruct the material in inventive and captivating manners. (4) Engaging in cooperation with external entities. Zainal Abidin Bagir proposed that Islamic educational institutions should form partnerships with external entities, such as industries and research organizations, to guarantee that the curriculum aligns with the requirements of the professional world and scientific advancements. Hussain (2018) anticipates that by implementing these solutions, Islamic education can acquire greater dynamism, responsiveness, and the capacity to cultivate a generation that not only comprehends religious teachings but is also prepared to confront societal and global transformations.

In order to address the highlighted issues, we will implement a series of measures: (1) Carry out additional investigation. We did additional research to enhance our comprehension of the challenges encountered. The process entails conducting literature analysis, case studies, or empirical research to gather pertinent data. (2) Creating a novel educational framework. The research findings enable the author to create a curriculum model that is both unique and adaptable to the requirements of Islamic education in the 21st century. This model encompasses pedagogical approaches, assessment techniques, and the incorporation of technology. (3) Engaging pertinent stakeholders. Engaging pertinent stakeholders, including educators, learners, guardians, and other relevant parties, is crucial while developing and executing the new curriculum. Considering their feedback can enhance the feasibility and longevity of modifications. (4) Promote and support policy-level change. Authors can actively promote reforms in Islamic education by presenting their views and research findings to policy officials. This may entail engaging in policy deliberations or delivering research findings at academic symposiums and conventions. (5) Formulate a comprehensive strategy for executing the plan. Creating a well-organized and quantifiable implementation strategy will facilitate the seamless execution of the new curriculum. This entails identifying phases, necessary assets, and regular assessment. (6) Objectives of the research. This research aims to enhance the Islamic education curriculum management by making it more pertinent, comprehensive, and responsive to the requirements of the 21st century. The research endeavors to develop tangible solutions that enhance the quality of Islamic education and allow students to effectively adapt to evolving circumstances.

Curriculum management development is a methodical procedure aimed at enhancing the quality, pertinence, and efficiency of the educational curriculum (Hasan, 2020; Karim, 2018). This is the process of creating, executing, and continuously assessing the organization and substance of a curriculum, along with employing tactics to accomplish predetermined educational objectives (Abbas, 2019).

The core objective of curriculum management development is to establish an educational setting that effectively adapts to evolving circumstances and societal expectations. Alignment between educational vision, religious values, and scientific discoveries is required (Khalid, 2017). The primary objective is to ensure that the curriculum not only imparts religious principles, but also equips students with the necessary skills to excel and make constructive contributions to society (Siddiqi, 2018).

Indicators for the growth of curriculum management encompass the following: Firstly, curriculum relevance, which pertains to the degree to which the curriculum incorporates religious principles and addresses current societal requirements. Furthermore, the degree to which the curriculum fosters creativity and innovation in instructional and learning approaches is a crucial factor (Niazi, 2019). Furthermore, a perpetual assessment system is in place to gauge the efficacy of the curriculum and implement any required enhancements. Furthermore, the inclusion of stakeholders such as teachers, students, parents, and policy makers in the curriculum development and evaluation process is crucial (Malik, 2021).

21st Century Islamic Education is an educational methodology that integrates Islamic principles with modern comprehension, equipping students to confront the demands and prospects of globalization and information technology. The fundamental objective of Islamic education in the 21st century is to integrate religious teachings with the demands and requirements of contemporary society. The process include incorporating digital literacy, critical abilities, and innovative thinking into the Islamic curriculum (Nasir, 2019). The objective is to cultivate a generation that possesses not just proficiency in religious matters, but also the ability to adjust and make valuable contributions in a constantly evolving milieu (Hamid, 2020).

Key features of 21st century Islamic education encompass the integration of technology, which refers to the degree to which information technology is incorporated into the educational process. Furthermore, critical thinking refers to the students' capacity to critically analyze, evaluate, and integrate knowledge. Furthermore, the curriculum acknowledges and values diversity and inclusivity (Mansoor, 2020). Furthermore, social empowerment refers to the capacity of pupils to comprehend and address social and global matters. The fifth aspect pertains

to the development of students' capacity to acquire knowledge autonomously and consistently (Wahab, 2018).

Method

This study utilizes a qualitative research design, employing a methodological framework centered around literacy analysis. The selected methodology involved doing a comprehensive literature study and analyzing relevant documents to gain a deep understanding and conduct a thorough evaluation of the progress and management of Islamic education curriculum in the 21st century. The study design employed is a descriptive analytic approach, whereby researchers will identify, delineate, and scrutinize crucial facets pertaining to the growth of Islamic education curriculum management. Researchers will analyze the most recent literature, policy papers, and relevant research to gain a comprehensive understanding of the present challenges and patterns in curriculum development. The material utilized in this study is derived from scholarly literature, books, articles, educational policies, and government documents pertaining to the advancement of the Islamic education curriculum in the 21st century. The analysis of this document will involve examining the historical progression, shifts in paradigms, and the consequences of these shifts on the execution of Islamic education. The data gathering method employed was a methodical and comprehensive literature study. The researchers will conduct a comprehensive investigation of pertinent information sources in order to thoroughly examine crucial factors in the development of curriculum management for Islamic education.

The employed data analysis method is a rigorous examination and integration of information derived from the evaluated literature. The researchers will analyze and discern patterns, distinctions, and resemblances in the perspectives of experts, policies, and associated studies. Subsequently, these discoveries will be analyzed to construct a meticulous examination of the evolution of curriculum management in Islamic education during the 21st century. In order to assure the accuracy and reliability of the data, this research will employ triangulation procedures, which involve comparing and cross-referencing findings from many literature and document sources. The study process will be conducted in a methodical and transparent manner, and the findings of the critical evaluation will be validated through deliberation and contemplation with specialists in Islamic education. This research technique aims to offer a comprehensive analysis and evaluative examination of the progress and administration of Islamic education curriculum in the 21st century.

Results and Discussion

The 21st century has witnessed the advancement of Islamic education curriculum management, as evidenced by relevant literature and papers. It is important to determine whether there are any developing trends or paradigms in the curriculum development. Researchers analyze diverse literature and documents to gain a comprehensive understanding of the dynamics of curriculum development in the context of modern Islamic education. This analysis focuses on literacy and the management of Islamic education curriculum in the 21st century. This literacy analysis was conducted by thoroughly examining scientific papers, books, articles, as well as pertinent policy documents and educational guidelines.

The study's findings indicate that the administration of Islamic education curriculum in the 21st century demonstrates notable shifts in the educational paradigm. The research suggests that there are emerging trends, particularly in the areas of technology integration, a focus on 21st century skills, and a more contextualized approach to learning (Henson, 1995). The current approach to curriculum creation highlights the significance of integrating digital literacy and technology into the process of Islamic education learning (Julaeha, 2019). Many scholarly works extensively discuss the adoption of online platforms, the utilization of multimedia, and the incorporation of technology-driven learning approaches as a means to enhance student involvement and broaden the availability of educational materials (Novianti, 2019).

In addition, the literature also outlines a novel framework for determining the objectives of Islamic education in the 21st century. This perspective prioritizes the cultivation of analytical abilities, innovation, and a comprehensive comprehension within the framework of religious principles. Many literary works emphasize the necessity of developing a curriculum that not only imparts religious philosophy, but also establishes connections with contemporary social, economic, and technical circumstances. Nevertheless, studies on literacy also acknowledge the presence of controversies and arguments in the relevant literature. Multiple authors emphasize the difficulties in incorporating this new framework, particularly regarding opposition to change and discord in deciding the trajectory of the Islamic education curriculum.

Collectively, the findings of this study and literacy analysis offer a comprehensive and intricate understanding of how advancements in the management of Islamic education curriculum in the 21st century are portrayed in relevant literature and documents. In this contemporary period, there is a profound recognition of the significance of adaptability and innovation in addressing educational difficulties and seizing possibilities. After conducting a thorough conversation and literacy study on the administration of Islamic education curriculum in the 21st century, we may

identify various indicators of the outcomes of the discussion. The study's findings continuously highlight the incorporation of technology in the construction of the Islamic education curriculum as a recurring topic in the literature. This indicator can be assessed by the degree to which the literature presents instances and proof of technology implementation, such as online platforms, multimedia, and learning apps, with the aim of enhancing the efficiency and excellence of learning (Davies & Graff, 2020). Furthermore, the literature highlights a shift in concentration towards the cultivation of 21st century abilities, including critical thinking, creativity, and digital literacy. The indicators of this discussion encompass the degree to which the literature delineates techniques and methodologies for incorporating these abilities into the Islamic education curriculum. Furthermore, contextual learning, which is the latest approach in education, emphasizes the significance of connecting religious principles with contemporary social and technical aspects. The effectiveness of the conversation can be gauged by the extent to which literature offers specific illustrations and pragmatic strategies for developing a curriculum that is attuned to the current circumstances. Furthermore, the literature indicates that there exist obstacles and discussions pertaining to the formulation of an Islamic education curriculum in the 21st century. This indicator assesses the level of discussion in the literature about obstacles and conflicting viewpoints concerning the adoption of a new paradigm, such as resistance to change and disagreement in the vision of curriculum development (Cho, 2017).

By closely examining these indicators, the findings of literacy studies offer a solid foundation for comprehensively understanding how the new paradigm in Islamic education curriculum development is manifested in the literature, and to what degree the literature offers practical guidance for its implementation.

The research findings align with the markers discussed before, providing tangible evidence. Firstly, the integration of technology: study can provide tangible proof on the level to which the Islamic education curriculum in the 21st century has incorporated technology. The research findings may encompass instances of utilizing online platforms, multimedia, and other educational technology as an essential component of the learning experience. Research could also assess the favorable effects of integrating such technology on student involvement and academic performance. Furthermore, this research highlights the degree to which the curriculum fosters and evaluates 21st century abilities, such as critical thinking, creativity, and digital literacy. This study might provide information on modifications in pedagogical approaches, supplementary syllabi, or comprehensive initiatives for enhancing abilities within the Islamic education curriculum. Furthermore, research can shed light on the

methodologies and tactics employed to enhance the contextual nature of learning. The research findings can offer tangible illustrations of how the curriculum establishes a connection between religious principles and societal and technical circumstances. Assessing the efficacy of this method might also be included in the research findings. Furthermore, research has the capability to detect and understand the issues and arguments that emerge throughout the process of curriculum creation. This may entail the examination of resistance to change, diverse perspectives on the goal for curriculum development, and obstacles encountered during the implementation process. Hence, the research findings will offer a more profound comprehension of the intricacy and kinetics behind this novel paradigm.

By correlating research findings with indications derived from discourse, readers can comprehend the tangible effects and ramifications of advancements in the management of Islamic education curriculum in the 21st century, as well as the degree to which this novel paradigm is manifested in educational implementation. The current era presents significant challenges in the establishment of curriculum management for Islamic education. These challenges mostly revolve around the incorporation of religious values, keeping up with technology advancements, and addressing contemporary needs.

An essential issue in the development of Islamic education curriculum management in the present period is the continued emphasis and discussion on the integration of religious principles. According to several perspectives, the curriculum tends to prioritize academic features, often neglecting religious principles. This comprehension stems from the disparity between the academic objectives and the moral-spiritual objectives in the curriculum, which presents difficulties in achieving a harmonious and comprehensive approach. The results suggest that one of the primary obstacles encountered in managing the curriculum for Islamic education is the need to adapt to technological advancements. The Islamic education sector has not yet harnessed the full potential of technology, both in developing curricula that are seamlessly connected with digital learning tools and in offering comprehensive training to instructors to effectively incorporate this technology. This disparity arises between the anticipations of students who have grown up in the digital age and the capacities of educational establishments.

Beane (1997) suggests that the integration of religious beliefs, adaptation to technical changes, and addressing modern expectations are interconnected. To address this disparity, a comprehensive approach is required, encompassing the promotion of awareness regarding the significance of religious values in curriculum design, providing educators with extensive technology-focused training, and modifying curriculum

content to effectively meet modern requirements while preserving the core essence of religious values. Collectively, the outcomes of the discussion and study indicate that the challenges in managing the curriculum for Islamic education in the present era have extensive and intricate consequences. To achieve a successful resolution, it is necessary for policy makers, educators, and communities to work together in order to develop a curriculum that is well-rounded, applicable, and capable of meeting the current needs while yet upholding the core principles of the Islamic faith.

Within the scope of this research, it is crucial to take into account the focus on the incorporation of religious principles, specifically: firstly, the predicament of values and educational objectives: the discourse underscores the challenge of striking a balance between academic aspirations and religious beliefs. Research demonstrates the conflict that arises when deciding whether to prioritize academic success or to guarantee a profound comprehension of spiritual principles. The omission of religious beliefs in the curriculum can result in intellectually proficient graduates who lack robust moral and ethical principles. Furthermore, the ability to adjust and conform to advancements in technology. The findings of this research indicate that there exists a disparity in the extent to which Islamic educational institutions have embraced technological advancements, thereby creating a technology divide. Certain universities may be falling behind in the creation of infrastructure and curriculum that effectively utilizes the capabilities of technology. This phenomenon has the potential to generate disparities in the availability and standard of education among different institutions, thereby jeopardizing the egalitarian nature of Islamic education in the digital age (Chapman, 2007).

The discussion highlighted a lack of adequate response to current difficulties in the development of the Islamic education curriculum. Evidence indicates that there remains a propensity to be cautious and traditional while analyzing and addressing global challenges and societal advancements. This can impede the progress of creating adaptable and pertinent educational programs. Furthermore, the research findings emphasize the critical need for educators to undergo comprehensive training in order to proficiently incorporate religious beliefs and successfully implement educational technology, thus addressing these obstacles. This training encompasses not only the technical facets of utilizing technology, but also the pedagogical and ethical facets of integrating Islamic principles into the curriculum within a contemporary framework.

Furthermore, the primary obstacle that lies ahead is the attainment of harmony by effectively integrating religious beliefs, adapting to technology advancements, and addressing modern-day requirements, as evidenced by conversations and study findings. To establish an adaptable and inclusive Islamic education ecosystem, it is essential to have a well-defined goal,

strong dedication, and effective cooperation among different stakeholders such as educational institutions, government, and society. As researchers, we discovered that the development of Islamic education curriculum management in this century faces intricate challenges. The primary topic of debate revolved around the incorporation of religious principles. It became evident that the disparity between academic principles and spiritual principles posed considerable difficulties. The absence of prioritizing religious principles in the curriculum can significantly influence the development of students' character and the moral-spiritual objectives of Islamic education.

Moreover, examination of the adjustment to technological advancements reveals the existence of gaps that necessitate thorough scrutiny. While technology has the potential to enhance learning, several Islamic educational institutions have difficulties in terms of infrastructure and curriculum development to fully leverage technology's benefits. This gives rise to disparities in the availability and standard of education, which is a matter that requires immediate attention. Another issue that garners attention in this research is the ability to meet current demands. A lack of prompt and proactive response to global crises and social developments indicates a conservative inclination. This poses difficulties in developing courses that are adaptable and pertinent to current circumstances. Consequently, it is imperative to provide instructors with comprehensive training to effectively incorporate religious principles with technology.

The analysis emphasizes the significance of achieving a balance between incorporating religious principles, adapting to technical advancements, and addressing current needs. Addressing this disparity necessitates a strong emphasis on educator training, while also ensuring that educational institutions possess sufficient infrastructure. This problem also prompts us to contemplate the fundamental nature of Islamic education in the present age, wherein religious principles and current requirements can harmoniously coexist. Therefore, the findings of this analysis provide a more profound comprehension of the intricate dynamics involved in the evolution of management in Islamic education curriculum. It is imperative to use specific measures and creative approaches to maintain the continued relevance, inclusivity, and adaptability of Islamic education in response to evolving circumstances.

This study aims to analyze the viewpoints of experts, educational policies, and related research on the efficacy and pertinence of implementing Islamic education curriculum management in the 21st century. It also investigates if there is any disagreement or agreement among these perspectives about these changes. Initially, let's consider Aisha Rahman's viewpoint. Aisha Rahman, an expert in conservative Islamic education, highlighted the significance of preserving the authenticity of religious

principles in the Islamic education curriculum of the 21st century (Rahman, 2020). He says that the essence of Islamic teachings should not be compromised by technology and modern requirements. Rahman asserts that the curriculum should persist as a means of imparting religious principles with genuine and unwavering dedication, fostering graduates who possess not only academic proficiency but also a comprehensive comprehension and practical application of religious values in their daily lives (Rahman, 2020).

Next, let's consider Ali Hasan's viewpoint. Conversely, Ali Hasan, an expert in education and technology, put out a more forward-thinking perspective on the advancement of the Islamic education curriculum. Hasan advocates for a fundamental change in curriculum management to effectively address the issues of the 21st century. According to Hasan (2020), technology integration enhances learning and equips pupils to confront a dynamic environment. Hasan contends that by modifying the curriculum to align with current advancements, Islamic education may produce students who are flexible and make constructive contributions to society.

Aisha Rahman and Ali Hasan's quarrel arises from the clash between religious ideals and modern technology requirements in the establishment of the Islamic education curriculum. Despite their divergent ideas, there is agreement that a well-rounded approach, which integrates religious principles with contemporary advancements, can result in a curriculum that is both impactful and pertinent in the 21st century. This highlights the necessity of engaging in discourse and fostering collaboration among diverse specialists in order to achieve consensus in guiding the future development of the Islamic education curriculum.

Aisha Rahman proposes a solution that places a high importance on preserving religious principles within the Islamic education curriculum. He suggested enhancing and fortifying the curriculum that delves into Islamic teachings extensively. The solution entails the creation of additional contextual learning materials, the establishment of learning environments that foster ethical principles, and the enhancement of the role of teachers in leading students to comprehend and implement religious teachings in their daily lives.

Conversely, Ali Hasan presents a solution that is more focused on technology (Hasan, 2020). He stressed the importance of incorporating technology into the curriculum of Islamic education. The answer entails the creation of digital education platforms, the incorporation of multimedia, and comprehensive training for instructors to effectively employ technology resources. Hasan contends that by adopting this methodology, Islamic education can attain greater dynamism and pertinence to contemporary advancements.

Although they hold divergent views, both parties concur on the significance of pursuing unity. An agreeable option that satisfies both

perspectives is to adopt a comprehensive approach that integrates religious principles with the utilization of technology as an educational instrument. They reached a consensus that the curriculum should incorporate elements of robust religious principles while harnessing the power of technology to enhance the quality of education. This exemplifies the capacity for cooperation between traditional and innovative approaches to develop impactful and pertinent Islamic education in the 21st century. As writers or researchers in this analysis, we possess a profound comprehension of the intricacy of the obstacles encountered in the development of Islamic education curriculum management in the 21st century. The analysis reveals that disputes and tensions stem from two primary perspectives: one that prioritizes the preservation of religious values and another that advocates for the integration of technology advancements and modern requirements.

When examining perspectives that emphasize the preservation of religious principles, we comprehend apprehensions regarding the dilution of the fundamental teachings of Islam in order to adapt to contemporary advancements. As researchers, we contemplate the necessity of developing a curriculum that is not only intellectually astute but also capable of molding students' ethical and spiritual disposition.

Conversely, the notion of supporting adaptability to technology and contemporary needs necessitates thorough contemplation on how Islamic education might maintain its relevance and dynamism. We analyze the consequences of failing to adapt to technological advancements, which include the potential for unequal access to and competitiveness of Islamic education in the digital age. As researchers, we endeavor to discover a productive compromise between these two viewpoints. We recognize the necessity for astute amalgamation of religious principles and technology advancements in order to establish a harmonious and pertinent curriculum. Our approach involves seeking pragmatic resolutions that may accept many perspectives and foster consensus.

The analytical results demonstrate the recognition of the importance of achieving a balance between many perspectives in the formulation of the Islamic education curriculum. As researchers, our goal is to convey thoughts that accurately and comprehensively reflect the intricate nature of the challenges at hand. We aim to offer positive perspectives for the advancement of Islamic education in the future. Furthermore, we proceed to examine the outcomes of the evaluations in the following manner: Firstly, the equilibrium between essence and progress. The significance of finding a prudent equilibrium between upholding religious principles and embracing technical advancements is emphasized by our analytical reasoning. We acknowledge that disregarding religious principles can jeopardize the authenticity of Islamic education, however we also understand that a failure to adjust to contemporary advancements can lead to irrelevance.

Furthermore, there is a requirement for multidisciplinary dialogue. We firmly think that the most effective solutions arise from engaging in dialogue and collaborating across different disciplines. The integration of religious principles with technology necessitates the participation of religious scholars, educators, and technology specialists. Within this framework, it becomes evident that there is a necessity to integrate education policy and technology strategy in a comprehensive manner. Furthermore, our analysis demonstrates that the Islamic education curriculum should primarily be founded upon the principles of relevance and inclusivity. We acknowledge the presence of many backgrounds and perspectives in society and stress the importance of designing a curriculum that can effectively cater to the requirements of all students, including those who are part of the digital generation. Furthermore, we believe that augmenting the proficiency of instructors in comprehending religious principles and technology is crucial for achieving accomplishment. Emphasizing intensive training and professional development is crucial to guarantee that teachers has the requisite abilities to seamlessly incorporate religious principles and technology. Furthermore, our analytical thinking underscores the significance of maintaining an open approach towards change. We think that an inclusive and adaptive strategy will be more successful than maintaining a hard attitude. A receptive mindset towards innovation and change will facilitate the creation of a dynamic and pertinent curriculum in the 21st century.

Conclusion

The findings of the discussion suggest that there is a new approach to developing Islamic curriculum in the 21st century, which is evident in relevant literature and papers. The rise of a novel paradigm is evident via the emphasis on the integration of religious principles, the adaptation to technological advancements, and the fulfillment of modern-day requirements. The literature indicates that Islamic education is currently confronted with the intricacy of evolving circumstances, leading to the emergence of a novel paradigm that is more adaptable and comprehensive. Furthermore, the growth of Islamic education curriculum management reveals intricate obstacles that are vital in nature. The primary areas of emphasis are the incorporation of religious principles, adjustment to technology advancements, and addressing current societal needs. The findings of the debate indicate that an asymmetry in approaches to these factors might lead to significant challenges in developing a successful and pertinent curriculum. Furthermore, there is a divergence of opinions among experts, as seen by their perspectives, assessments, educational practices, and research findings. Conflicts often arise due to the tension between upholding religious ideals and accommodating contemporary

advancements. However, there is agreement on the notion that a harmonious incorporation of religious principles and technology can result in a curriculum that is both efficient and pertinent. This demonstrates that, despite the range of perspectives, there is still consensus regarding the significance of fostering coherence in the formulation of the Islamic education curriculum in the 21st century. Hence, it can be inferred that comprehending the evolution of the Islamic education curriculum in the 21st century necessitates a holistic methodology, taking into account emerging patterns, intricate obstacles, and the imperative of achieving consensus among many professional viewpoints.

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