Curriculum Development of Islamic Religious Education in the Digital Era Transformation

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ABSTRACT

Information and communication technology development in the last few decades has transformed many aspects of human life, including education. Digital transformation has brought challenge and opportunity to education systems in the world. In Indonesia, Islamic education has a crucial role in building character and morals of the younger generation. The Islamic religious education curriculum is often considered less responsive to the dynamics of technological change. Digital transformation in Islamic education provides many opportunities to increase the efficiency, effectiveness and quality of Islamic education. Some of these opportunities are the use of technology in learning, data management and curriculum development. This research aims to describe curriculum development for Islamic religious education in the digital era. The study used a library research method, in this case author collected various literatures related to the topic of discussion, namely the Islamic Education curriculum in the digital era. The research aims to evaluate the effectiveness of implementing technological approaches in curriculum development. The results of this study indicate that technology integration in Islamic education can improve the quality of learning, if implemented with careful planning and proper support. The research also identified some challenges, such as the digital gap and lack of teacher training, and social cultural influence. The long-term goal of this research is to provide policy recommendations that can support the development of a more inclusive and effective technology-based curriculum.

INTRODUCTION

Islamic education is an essential part of the lives of Muslim communities in the world. Islamic education, as part of a bigger education system, has an important part in an individual's development with faith and morality. In the digital era, Islamic education needs to keep up with technological developments to improve the quality of education. Islamic religious education learning process in the digital era is a form of education by integrating technology in the entire learning activity. The general definition of the digital era is an era or condition of life when the existence of advanced technology can help all activities to support people's lives (Nasser, 2021). One of the factors for the development of the digital era is the demands of a society that wants everything to be more efficient and practical (Sudirman et al., 2020). In the era of technology, information can be accessed quickly and easily, and facilitates users in exchanging data globally in minutes to seconds.

Significant opportunities exist to enhace the efficacy, efficiency, and caliber of Islamic education through the digital transformation of Islamic education management (Zaelani., et al, 2023). Several of these opportunities include the use of technology in learning, data management, and curriculum development. In this era of digitalization, educators must be able to adapt to technology in developing curriculum and learning strategies to be relevant and effective in the changing times.

Digital transformation in Islamic education management not only provides opportunities to improve the accessibility of learning, but also encourages more inclusive, adaptive and innovative education. Digital technology enables a more structured and systematic management of educational data, making it easier to analyze learners' needs and evaluate the success of learning programs. For example, online-based learning platforms provide space for the integration of Islamic materials with interactive approaches, such as videos, quizzes and simulations, which can increase learner engagement and motivation. In addition, digitalization also opens up opportunities for collaboration among educators globally to exchange best practices and new ideas in teaching. Thus, the application of technology in Islamic education management not only improves administrative efficiency, but also creates an educational ecosystem that encourages the development of 21st century skills, such as digital literacy, critical thinking and collaboration. Educators and stakeholders are expected not only to act as users of technology, but also as innovators who are able to integrate Islamic values into digital learning systems that are relevant to the needs of today's generation.

In the development of an advanced era, a variety of challenges arise for the education world, especially Islamic religious education. one of the challenges that cannot be avoided by the society is the development of social and political issues that affect the morals of students such as attitudes of intolerance, radicalism, and terrorism. Therefore, the transformation of the Islamic education curriculum needs to be carried out in order to prepare for the challenges of the digital era. This transformation involves changes in

approaches, materials, and learning strategies so that the Islamic education curriculum can be more effective and relevant in fulfilling the needs of students in the digital era.

However, adopting digital transformation also has significant challenges that need to be solved. The challenges include gaps in technology accessibility, cost, technical expertise and socio-cultural challenges. The technology accessibility gap is usually a common problem that occurs in various schools. There are still many schools that do not have facilities that can support learning. Based on research conducted by Gafarurrozi (2022) in several junior high schools in rural areas of Central Java, it was found that most school laboratories were not properly equipped to support practicum activities. This is compounded by the limited budget allocated for the provision and maintenance of laboratory equipment. In addition, technical problems in using technology are also something that is often felt by several Islamic education managers who lack understanding of technology. Social and cultural challenges can also arise in adopting digital developments, such as concerns about the negative influence of technology on Islamic values and culture.

When implementing digital transformation in Islamic education management, it is important to employ effective strategies. Educators should be trained in technology use as one of the tactics that should be put into practice, and Islamic education management in particular should be trained in this area. Technology utilization skills training specifically focuses on improving the technical skills of individuals. Technical skills refer to abilities gained through learning and practice, which enable an individual to use tools, methods and processes effectively. In the context of technology utilization, technical skills include the ability to operate hardware and software, analyze data, and solve technical problems. Open dialogue and discussion can be helpful in solving the socio-cultural challenges that arise. In addition, collaborating with larger entities such as the government and technology companies can help to solve gaps in technology facilities and cost constraints in schools. All parties must play a role and work together in creating a better Islamic education. We will discuss in more detail how technological developments in curriculum development while still paying attention to the challenges of the times.

METHOD

This study uses the literature study method in a qualitative approach. A literature study, also referred to as library research, is a type of research in which a variety of reference materials, including books, notes, and publications on earlier findings, are used (Mahmud, 2011). Literature research was chosen as a research method to explore the development of Islamic religious education curriculum in the digital era based on previous studies that have been conducted and published. This research utilizes data collected from various sources, including reference books, scientific journals, and previous research results that have relevance or continuity with the theme that is the focus of this research. These sources were

carefully selected, especially from studies conducted within the last ten years, to ensure that the data used remained actual and contextual. The data collected was then analyzed in depth with the aim of formulating a comprehensive discussion and appropriate conclusions in accordance with the research objectives. The approach used in this research is descriptive analytical, where the data obtained is systematically arranged, analyzed, and explained in a structured way. This is done to provide a clear and in-depth understanding for the reader regarding the content and results of the research conducted. The literature review was conducted in a structured manner by utilizing academic databases, such as Google Scholar, as well as various other sources using appropriate keywords.

The data collection process was carried out through a series of structured stages. The first stage was to search for literature relevant to the research topic using certain predetermined keywords. This step aims to ensure broad and relevant literature coverage. After that, an initial screening process was conducted on the literature found, taking into account elements such as the title, and its suitability to the predetermined criteria. Literature that met the criteria was then selected for further analysis. Next, the selected literature was organized systematically. This approach was designed to ensure that the data collected was not only relevant but also well organized to support the quality of the research results.

The data analysis process in this study was carried out by applying the content analysis method to the literature that had been collected as the main material. In this study, content analysis was conducted through several important stages, including coding the information, grouping the main themes found, and identifying relevant key concepts. In addition, this method involves the process of synthesizing various data from diverse literature sources to produce comprehensive findings. With this approach, the research is expected to provide in-depth and relevant insights in accordance with the predetermined focus of study.

RESULTS AND DISCUSSION

Curriculum is a systematic and structured design that is used to direct the learning process. A curriculum consists of instructional plans, learning objectives that students must meet, activities for teaching and learning, and the empowerment of educational resources in curriculum creation (Gafarurrozi, 2022). A curriculum is a set of instructional materials and activities that are planned, organized, and methodically created in accordance with relevant standards. It serves as a roadmap for teachers and students to follow while they teach and learn in order to meet learning objectives. Curriculum is all knowledge, activities or learning experiences that are systematically organized hat can be received by students to achieve an educational goal (Arifudin, 2022). In conclusion, curriculum is a component that can determine a successful education system. In the learning process, curriculum serves as a guide for teachers, students and parents in determine goals, materials, methods, and evaluation of learning that will be used in the teaching and learning process. An effective curriculum must

be able to consider various aspects, such as educational goals, student needs, and available facilities.

The definition of the Islamic religious education curriculum is actually similar to the definition of the curriculum in general. In Islam, the concept of curriculum is called manhaj which means a bright path traversed by educators and students in developing knowledge, skills, and attitudes (Noorzanah, 2017). The Islamic religious education curriculum is a formulation of learning objectives, materials, methods, and evaluations based on Islamic religious teachings, namely the Quran and As-Sunnah. Rasulullah SAW also told his followers that they wanted to learn various sciences related to the world and the afterlife.

The Islamic religious education curriculum is a framework of religious education governance designed to cover various aspects of Islamic learning. It contains all subjects related to Islamic religious education as well as instruments that support the teaching and learning process. This curriculum not only serves as a guide in preparing teaching materials, but also becomes an integrated system in Islamic educational institutions (Hamalik, 2016). The curriculum is organized in a planned and systematic manner so that it includes all the components needed to support the implementation and application of Islamic religious education. Thus, the Islamic religious education curriculum is not an independent element, but an integral and essential part of the operation of Islamic religious education in educational institutions. Its existence not only ensures the achievement of learning objectives, but also maintains the continuity of the educational process in accordance with Islamic principles and values.

Digital era is a time when technology can be easily accessed anywhere and anytime by all users without exception. Digital era is a time where the presence of advanced technology can encourage activities to support life. In the digital era, people easily communicate and get information although they are far from each other (Nasser, 2021). The development of digital technology has a significant impact in various fields, especially in the field of education. Curriculum in the digital era can change the tradition of learning that was traditionally become modern and literate in technology. In the context of Islamic religious education, technological developments require curriculum development that is relevant to the needs of the times, so as to be able to answer challenges and take advantage of opportunities that exist in the digital era (Amirudin, 2019). This curriculum transformation is a must so that Islamic religious education remains contextual and able to provide meaningful learning in this changing era. The Islamic religious education curriculum in the digital era must be able to prepare students who have knowledge and skills about digital technology without eliminating the essence of Islamic values.

Principles of Curriculum Development in Digital Era

In order to accomplish successful educational goals, curriculum development is a methodical process that includes designing, creating, implementing, and assessing the

curriculum. The development principles must remain a priority in any endeavor to create a curriculum for Islamic religious education.

First, the principle of relevance, emphasizing the importance of the suitability of the material to the situation and conditions of society and can be useful for students in the future. Referring to the principle of relevance, at least the curriculum must pay attention to internal and external aspects. The curriculum's internal components—objectives, materials, techniques, organization, and evaluation—are relevant to one another. Externally, however, the elements are pertinent to the demands of science and technology, student potential and demands, and the necessities of societal growth.

Second, principle of flexibility, is the adjustment of Islamic religious education material in every situation while maintaining Islamic values in order to create a moral and noble generation. A good curriculum is a curriculum that has solid content, but in practice it is possible for changes to occur based on student conditions. In curriculum preparation, teachers are allowed to develop their curriculum according to the interests, needs and environment of the students. With this understanding, the implementation of the Islamic religious education curriculum can be more focused, so that it can help students to develop themselves optimally and achieve a better future according to their potential and aspirations. It also encourages the creation of a learning atmosphere that is inclusive, adaptive and relevant to the dynamics of students' lives.

Third, principle of continuity, Islamic education materials must be sustainable with regard to all the dynamics of social change and the needs of students. Learning experiences provided by the curriculum must pay attention to continuity, both within the grade level, between levels of education, and between levels of education and types of work. The meaning of continuity here is related, namely the value of the relationship between the curriculum from various levels of education. It is important to avoid repetition or disparity of learning materials that cause saturation or monotony for teachers and students.

Fourth, principle of efficiency, in curriculum development all the elements need to move and cooperate. Efficiency is one of the principles that must be considered in developing the curriculum, so that the plan in accordance with the objectives to be achieved. These goals include efforts to form learners who not only understand religious teachings in depth, but are also able to apply Islamic values in everyday life. To achieve this, the principle of efficiency emphasizes the importance of active involvement of various parties, especially educators and learners, in the curriculum development process. Educators are expected to be able to provide appropriate guidance and design efficient learning methods, while learners are expected to play an active role in understanding and internalizing the material presented. The synergy between these two parties is the key to ensuring that Islamic curriculum development is not only relevant but also able to achieve the expected results with optimal resource utilization.

Fifth, in the context of Islamic religious education curriculum development, there are important principles that need to be considered, namely practical principles. This principle

emphasizes that the curriculum development process does not only aim to achieve ideal perfection, but must also consider various realistic aspects that support its implementation. Curriculum development requires significant resources, such as adequate time allocation, sufficient funding, availability of relevant teaching aids, and competent teaching staff. Therefore, the curriculum designed must remain practical by adjusting the needs of the times, especially the development of science and technology which continues to grow rapidly. This is very important so that the Islamic religious education curriculum can remain relevant and effective in responding to the challenges and needs of society in the future (Putra, 2014).

Development of Islamic Education Curriculum in Digital Era

Since the new order era to reform, curriculum changes in Indonesia were often influenced by regime changes or broader political policies. This caused the curriculum to be less stable and impacted on the quality of learning. Modification as curriculum renewal is an integral part of Indonesia's educational development, and always through the process of evaluating developments for each era. Curriculum development is defined as an effort to find arrangements and plans about goals and learning materials that will be used as a guide for implementing learning in accordance with developments and needs. In this case, teachers have freedom to adjust the curriculum to the needs, changes, and developments that occur in society.

Curriculum development is carried out in an effort to find the best formulation in organizing and establishing a set of plans concerning goals, materials, and methods that will guide learning activities in achieving educational goals. The goals to be achieved from the curriculum must be clear, concise, comprehensive, right on target and acceptable. In the education law number 20 of 2003 concerning the national education system in chapter X, it is explained that curriculum development must refer to national education standards in realizing national education goals. The goal of integrating technology into the Islamic religious education curriculum is to improve student participation and the efficacy of instruction. The aim of Islamic religious education is to prepare Muslim generations who are obedient, pious, noble, creative, productive, innovative, and cooperative and who can positively contribute to solving the issues facing society, the country, and the state, according to the Decision of the Minister of Religion in the Republic of Indonesia Number 183 of 2019.

1. Goal

    The development of Islamic religious education curriculum goals in the era of digital transformation is to form a generation that not only understands religion deeply but is also able to integrate Islamic values with technological advances. In the digital context, Islamic religious education aims to utilize technology as an effective learning tool such as creating e-learning, multimedia content, or interactive learning videos. In this era of digital transformation, students are also taught digital literacy to enable them to use the internet

and information technology wisely and ethically according to Islamic values. Thus, Islamic religious education can create a generation that is not only proficient in religion but also competent in facing challenges and opportunities in the digital era.

2. Material

The creation of curriculum materials for Islamic religious education in the age of digital change necessitates considerable modifications. Learning resources must be created with the demands and circumstances of contemporary living from an Islamic standpoint in mind. Learning resources for Islamic religious education must be able to help pupils become more proficient in the digital age.

3. Learning method

The development of learning methods must be able to adjust to the circumstances of students' development by using digital technology as a learning media. Islamic religious education is often considered as a boring learning because the majority of the methods used are only lecture methods. In the era of technological development, the learning method can be developed to enable students and teachers to innovate in the learning process. In digital technology, learning becomes more dynamic and flexible, allowing students to access materials anytime and anywhere. Augmented reality (AR) and virtual reality (VR) technologies can be utilized to create more interesting learning experiences such as virtual tours to Islamic historical sites. Teachers can also use interactive learning videos, podcasts, and online discussion forums to enhance the material and encourage active student participation.

4. Evaluation

Evaluation is a series of assessment activities on all aspects related to the implementation of learning. The results of the evaluation become a common review for each stakeholder to collaborate in solving the problems found. Evaluation of Islamic religious education in the digital era requires an innovative and adaptive approach to technological developments. in this digital era, evaluation can be carried out through e-learning platforms or learning management systems (LMS). By utilizing these technologies, evaluation is no longer limited to conventional examinations, but also includes performance assessment in a more modern and practical manner. The use of such technology can help teachers to accelerate the assessment process and provide direct feedback for learners.

In the digital era, the Islamic religious education curriculum needs to be designed in such a way as to emphasize the development of various important skills that are in line with the needs of the times. One of the main aspects that should be emphasized is critical thinking skills, where learners are invited to analyze and evaluate information in depth, especially in contexts relevant to religion and daily life. In addition, problem-solving skills are also essential, given that the challenges faced by learners are increasingly complex as technology and globalization progress. Creativity and collaboration should also be the focus of development in this curriculum, as both aspects help learners to innovate and cooperate effectively in dealing with contemporary issues (Asiah et al., 2021).

Furthermore, the content of the Islamic religious education curriculum needs to be designed to be relevant to technological developments and the dynamics of modern society. This includes discussions on the use of technology in various aspects of religious life, such as digital applications for worship, ethical guidelines in using social media and digital platforms, as well as strengthening religious understanding in the context of globalization that increasingly blurs the boundaries of culture and tradition. With this holistic and contextual approach, the Islamic religious education curriculum can equip learners with the 21st century skills needed to lead meaningful and responsible lives in the modern era.

Challenges and Strategies for Developing an Islamic Religious Education Curriculum

In the constantly evolving digital age, education is undergoing significant change, which encourages us to reconsider the curriculum as the primary factor in producing competent and well-behaved future generations. Digital technology not only serves as a tool for learning, but it also influences how people learn (Rodiyana & Puspitasari, 2020). The current state of education is based on the need to integrate technology as a component of teaching strategies, where students are not only able to acquire knowledge but also become active creators and innovators. However, this technological advancement also brings forth new challenges, starting from unreliable access to informational ancaman and ketergantungan that is more favorable to technology. As a foundational element of education, curriculum must be able to adapt to changing circumstances with flexibility, relevance, and a forward-looking perspective without sacrificing essential elements like character traits (Noorzanah, 2017). The following are the challenges and strategies in the development of the Islamic religious education curriculum as an effort to ensure that education can produce individuals who are adaptive, innovative, and responsible.

a. Teacher's ability

The development of the digital era has brought significant changes in teachers' perspectives and insights into the learning process in the classroom. This transformation requires educators, especially Islamic religious education teachers, to be able to adapt to rapid technological developments. They are required to have qualified digital competencies in order to effectively integrate information and communication technology into the teaching process. The mastery of this ability not only supports the improvement of learning effectiveness, but also allows teachers to deliver teaching materials in a way that is more interesting, interactive and relevant to the needs of students in the digital era. In other words, the presence of digital technology is not only a complement, but has become a major component that needs to be mastered by Islamic religious education teachers to answer the challenges of the times and ensure the maximum achievement of educational goals (Sumarsono, 2021).

Many teachers do not have sufficient digital skills. Teachers often feel difficulties in operating technology in the learning process. In this case, improving teacher competence can involve providing training and workshops for the use of technology and digital learning methods, and supporting them to continue learning and developing digital skills. In addition, teachers can conduct self-training using information and communication technology and have access to digital learning resources such as videos, podcasts or ebooks. Teachers should receive appropriate training to use technology in learning. To raise the standard of education, they must comprehend how to incorporate digital technology into the teaching and learning process (Syarnubi et al., 2023). Improving teachers' digital competencies not only benefits teachers themselves, but also has a significant impact on the quality of student learning. Teachers with sufficient digital skills can create more engaging and interactive learning experiences for students. In addition, teachers can also facilitate students in developing 21st century skills such as critical thinking, creativity, and collaboration through the use of technology (Sitompul, 2022).

b. Socio-cultural influence

The use of technology in Islamic religious education can raise concerns about the negative influence of technology on Islamic cultural values that can have an impact for students. The easiness of getting information can have a negative impact for students if they are not able to filter all the information obtained from social media. Awareness and skills are needed in the use of technology in the digital era. Education managers need to increase students' digital awareness and skills in using technology effectively and in accordance with Islamic values. Technology's rapid development has changed the landscape of education, including Islamic religious education. However, despite the opportunities it offers, we need to be aware of its potential negative impact. Students must be trained with proper digital skills to be able to utilize technology wisely (Sapan et al., 2023). These skills include the ability to search, filter and evaluate information, as well as the ability to communicate effectively in the digital world. Thus, they can use technology as a tool to deepen their understanding of religion, not as a source of confusion or deviation.

c. Limited technology facilities and resources

Limited technology facilities can be a big challenge in the curriculum development process. Some regions in Indonesia still often complain about the budget that is not enough to fulfill technological needs for education in their schools. Therefore, solutions are needed to avoid technological disparities in various schools. The government needs to increase funding for educational technology in various schools to ensure that they can buy the devices that are needed to support the success of the learning process.

Similarly, although various efforts have been made to expand access to educational resources, especially for people living in remote areas or having low income levels, the challenge of overcoming educational disparities still remains a major concern. One aspect that requires more attention is the availability of textbooks as the main learning tool, which are often difficult to reach for students in remote areas. In addition, the utilization of

technological devices to support the learning process is also an urgent need, considering that technology can be a bridge to reduce the education gap in this digital era. On the other hand, teacher training and professional development is a crucial factor that must be improved, as good teaching quality depends not only on the materials available, but also on the competence of teachers in delivering learning effectively. Therefore, all these elements must be addressed comprehensively so that the existing education gap can be minimized and every student has equal opportunities to get a quality education.

Curriculum development is a complex and dynamic process that requires deep understanding and constant adjustment. In this journey, various factors must be considered to ensure that the curriculum remains relevant and effective in meeting educational needs. This requires the cooperation of various stakeholders, including educators, curriculum experts and other relevant parties. Although facing various dynamics and unexpected changes, this process requires a systematic and creative approach to achieve optimal results. Thus, curriculum development is not just about designing learning materials, but also about harmonizing the vision of education with the times and the needs of learners.

CONCLUSION

Curriculum development in the digital era is crucial because rapid changes in technology and information have transformed the way that we learn and teach. Curriculum must be able to adapt to these developments to ensure that learners not only gain relevant knowledge, but also the necessary skills to compete in an increasingly connected and digitalized world. In the process of curriculum development, various challenges appear and require special attention. Therefore, it requires appropriate strategies to tackle these challenges so that the curriculum produced is not only responsive to the needs of the times, but also able to create an innovative and inclusive learning environment. Thus, effective curriculum development can better prepare future generations to face the dynamics of a changing world.

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