

DEVELOPMENT OF AN ISLAMIC EDUCATION CURRICULUM THAT IS RESPONSIVE TO THE NEEDS OF THE TIMES

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Abstract

Amid rapid global shifts in social, cultural, technological, and economic domains, Islamic education curricula are increasingly viewed as traditional and insufficiently adaptive to the demands of the 21st century. This study aims to critically analyse the current state of the Islamic education curriculum, identify contemporary needs and competencies relevant to the modern era, and propose a responsive curriculum development model rooted in Islamic values and syariah principles. The research employs a Systematic Literature Review (SLR) methodology, using content analysis of scholarly literature from peer-reviewed journals, academic books, and credible scientific studies related to curriculum development, Islamic pedagogy, and global education trends. Findings reveal a significant gap between the competencies demanded by contemporary society, such as critical thinking, digital literacy, creativity, collaboration, and global awareness, and the focus areas emphasised in the existing Islamic curriculum, which often remain centred on rote learning and classical religious sciences without contextual integration. This gap threatens the relevance and competitive edge of Islamic education in a fast-evolving global landscape. The study concludes that urgent, strategic, and innovative curriculum reform is needed to align Islamic education with modern educational paradigms while maintaining its foundational values. A transformative curriculum model that integrates syariah-based ethical frameworks with 21st-century competencies is essential for preparing Muslim learners to become globally competitive, socially responsible, and spiritually grounded individuals. This research contributes a conceptual foundation for future curriculum reforms in Islamic educational institutions seeking to bridge tradition with transformation.

Keywords: Curriculum Development, Islamic Education Curriculum, Modern Needs



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INTRODUCTION

Amid the rapid flow of social, cultural, technological, and economic changes, the Islamic education curriculum in various educational institutions still appears to be traditional and less adaptive to contemporary needs (Afrizal, 2023; Ahmad Sahid dkk., 2024; Mariyah dkk., 2022). Many learning materials taught do not yet cover 21st-century skills such as digital literacy, critical thinking, creativity, and collaborative skills, so that graduates often face a gap between the knowledge they gain in school and the real challenges that exist in society (Chen dkk., 2024; Khine, 2024; Weber-Lewerenz, 2022). This condition puts Islamic education at risk of losing its social relevance and function as an instrument of progressive transformation of the people. Education that is not responsive to changes in the times will be increasingly left behind and will find it difficult to contribute to the development of civilisation. Therefore, it is very important to research how to design and develop an Islamic education curriculum that can adapt to global dynamics without losing the essence of Sharia values. This research is expected to provide a new direction in enriching the scientific treasury of the Islamic curriculum that is relevant to the needs of the times.

Various literatures have tried to discuss the issue of developing an Islamic education curriculum, but most of the existing theories are still focused on traditional and normative aspects, so they have not fully answered the challenges of dynamic global change. Several previous studies have emphasised the importance of maintaining basic religious values without comprehensively integrating aspects of digital literacy, cultural globalisation, social change, and technological developments in curriculum formulation. In addition, the proposed approaches tend to be partial and do not offer an applicable systemic model for developing an adaptive curriculum. This phenomenon shows a theoretical and practical gap in the development of the Islamic education curriculum, which should be more responsive to the needs of the times. This fact emphasises the urgency to compile a more comprehensive, innovative study based on current social realities in building a competitive Islamic education curriculum.

This study has several main objectives to be achieved to answer the problems that have been identified. First, to analyse the actual conditions of the Islamic education curriculum at various levels of education, with a focus on the suitability between the material taught and the demands of global developments. Second, to identify aspects of the needs of the times, such as technological adaptability, global literacy, communication skills, and social leadership, which need to be integrated into the Islamic education curriculum. Third, to compile a model or concept for curriculum development that is not only responsive to social, cultural, technological, and economic changes, but also remains rooted in the values of Islamic teachings. Fourth, provide strategic recommendations to managers of Islamic educational

institutions regarding concrete steps in compiling and implementing an innovative, adaptive, and value-based curriculum. By achieving these goals, it is hoped that Islamic education can once again become a driving force for positive social change.

Based on the empirical facts and literature that have been presented, an argument can be put forward that the development of an Islamic education curriculum that is responsive to the needs of the times is an absolute necessity. The inability of Islamic education to adapt its curriculum to the development of the times will not only erode its relevance but also hinder its role in forming a superior and adaptive generation of Muslims in the global arena. This study is based on the hypothesis that an Islamic education curriculum that is developed adaptively, innovatively, and based on sharia values will be able to answer the challenges of globalisation and strengthen the existence of Muslims in various sectors of life. This argument is not only based on theoretical needs, but also on practical and strategic needs in the context of modern education. Therefore, this study is very relevant and significant to be carried out to provide a real contribution to the development of Islamic education science and practice.

The Islamic Education Curriculum can be defined as a set of plans, programs, and learning experiences that are systematically designed to shape the personality, knowledge, and skills of students by Islamic principles and teachings (Mubarok, 2021; Romli dkk., 2023; Sukino, 2023). This curriculum not only focuses on mastering religious sciences such as interpretation, hadith, and fiqh, but also includes aspects of developing noble character, social skills, and awareness of contributing to community life. From the perspective of Islamic education, the curriculum is seen as a vehicle for transforming Islamic values into real-life practices, emphasising the integration of modern science and Sharia principles (Ramadhoni Aulia Gusli dkk., 2024; Riyadi dkk., 2025; Tsabita & Fitriatin, 2024). This definition emphasises that the Islamic education curriculum functions as a strategic tool to form a generation that has a balance between intellectual excellence and spiritual integrity. Therefore, a complete understanding of the concept of the Islamic education curriculum is an important foundation in developing a relevant and sustainable education system.

The manifestation of the Islamic education curriculum can be categorised into several forms, depending on the approach, goal orientation, and needs of the community where the curriculum is applied. In general, the Islamic education curriculum can take the form of a subject-centred curriculum, a value-centred curriculum, to an integrative curriculum that combines religious and general scientific aspects in one harmonious whole. In practice, many Islamic educational institutions develop curricula with an emphasis on learning the yellow books, strengthening Islamic character, and mastering social skills based on Sharia values. However, some institutions adopt a modern approach by integrating science, technology, and digital literacy into an Islamic-based curriculum. This categorisation shows the dynamics and flexibility of the Islamic education curriculum in responding to the needs of various eras and social contexts. Therefore, choosing the right curriculum manifestation model is an important factor in the success of Islamic education.

Curriculum development refers to a series of systematic processes aimed at designing, improving, updating, and adapting the curriculum to be more relevant to the needs of students and the dynamics of society (Muzedi & Husni, 2025; Rofiah dkk., 2025). In the context of Islamic education, curriculum development not only refers to changes in the content or methods of learning but also includes strengthening the values of spirituality, morality, and the integration of modern science with Islamic principles. This definition places curriculum development as a dynamic and ongoing process that involves needs analysis, goal formulation, content preparation, implementation, and periodic evaluation. Therefore, in Islamic education, curriculum development must pay attention to social, cultural, technological, and economic changes to remain relevant to the times without ignoring the essence of Islamic teachings. A deep understanding of the concept of curriculum development is important to ensure that the education process can produce graduates who are adaptive and have Islamic character.

Manifestations of curriculum development can be divided into several complementary approaches, depending on the goals of education, the characteristics of students, and the challenges of the social environment. In general, these manifestations include learner-centred development, society-centred development, workforce-centred development, and value-centred development. In the context of Islamic education, curriculum development is often carried out through an integrative approach, namely by combining religious content with 21st-century competencies such as critical thinking skills, collaboration, effective communication, and digital literacy. This approach aims to ensure that the curriculum remains relevant and is able to equip learners to face the changing times. Therefore, the manifestation of adaptive and value-based curriculum development is key to building a competitive Islamic education system.

The needs of the times can be interpreted as a set of demands, challenges, and opportunities that arise due to the dynamics of social, cultural, political, economic, and technological change in a certain period. In the context of education, the needs of the times include competencies that must be possessed by individuals to participate actively, productively, and meaningfully in the ever-changing life of society. These needs include critical thinking skills, creativity, collaboration, effective communication, digital literacy, global cultural literacy, and awareness of sustainability and ethical issues. This definition shows that the needs of the times are dynamic and cannot be separated from the context of globalisation, the development of information technology, and changes in social values. Therefore, Islamic education must be able to respond to the needs of this era by preparing students who not only master religious knowledge but also have life skills that are relevant to today's challenges.

Manifestations of the needs of the times in the context of education can be seen from the emergence of various new paradigms about 21st-century competencies that must be possessed by graduates of educational institutions. This paradigm includes the integration of mastery of information technology, development of soft skills such as leadership, creativity, and teamwork, as well as strengthening character and ethical values. In the world of Islamic education, the needs of the times manifest themselves through the demands to develop a curriculum that can teach universal Islamic values within a global and adaptive framework of thinking. Real examples of the manifestation of the needs of the times are the importance of digital literacy education in Islamic boarding schools, the application of project-based learning methods, and strengthening character education based on *maqashid sharia*. All of this shows that understanding and integrating the needs of the times in the curriculum is an important requirement for Islamic education to be able to maintain its relevance and contribution to the development of modern society.

RESEARCH METHOD

The object of this research focuses on the dynamics of the Islamic education curriculum amidst rapid social, cultural, technological, and economic changes. The curriculum in many Islamic educational institutions still shows traditional characteristics and is not fully adaptive to contemporary needs. Learning materials tend not to accommodate 21st-century competencies such as digital literacy, critical thinking, creativity, and collaboration, so that graduates experience a gap between the knowledge gained and the real challenges faced in modern society. This condition has implications for the risk of decreasing the social relevance of Islamic education and weakening its role as an instrument of transformation of the community. Therefore, this research is important to design and develop an Islamic education curriculum that is responsive to the needs of the times, to produce a generation of Muslims who are not only competent and adaptive but also adhere to the values of Islamic law.

This research uses a literature approach with the Systematic Literature Review (SLR) method. This approach relies on primary data from relevant literature regarding the conditions

of social, cultural, technological, and economic change that have an impact on the traditional and less adaptive Islamic education curriculum. Secondary data in this study includes additional literature related to the topic of curriculum development, Islamic education, and the needs of the times, obtained from academic sources such as books, scientific journals, and previous research results. The use of SLR allows this study to present a rigorous, systematic, and comprehensive literature review, thereby reducing subjective bias in the analysis process. Thus, all data used in this study are expected to provide a strong basis for formulating the concept of an Islamic education curriculum that is responsive to the dynamics of the times.

In this study, three basic theories are the main sources of information and assumptions. First, the Curriculum Development Theory, which refers to the Tyler model (objective model), Taba (grassroots model), and the modern constructivist model, emphasises the importance of the suitability between educational objectives, learning experiences, and evaluations based on contextual needs. Second, the Islamic Education Theory, which is based on the concept of *tarbiyah*, views education as an effort to form a complete human being (*insan kamil*) by integrating spiritual, moral, intellectual, and life skills values. Third, the Theory of the Needs of the Age (Societal Needs Theory), which emphasises the importance of education to be adaptive to social change, advances in information technology, globalisation, and contemporary economic and cultural dynamics. These three theories are the theoretical framework for analysing the need for changes in the Islamic education curriculum.

The research process in this Systematic Literature Review (SLR) is carried out in strict and systematic stages to ensure transparency and validity. The first stage begins by formulating a clear and focused research question. Next, a research protocol is developed that includes a literature search strategy, determination of inclusion and exclusion criteria, and a data analysis plan. Data collection techniques are carried out through literature searches in various electronic databases such as Scopus, Google Scholar, and ScienceDirect, using keywords relevant to the research topic. After identifying literature that meets the criteria, a study quality assessment process is carried out using appropriate validation instruments. The literature that passes the selection is then extracted for systematic analysis, resulting in a valid and accurate synthesis related to the development of an Islamic education curriculum that is adaptive to the needs of the times.

The data analysis technique in this study uses a content analysis approach. This process involves an in-depth study of the literature data that has been collected to identify patterns, thematic relationships, and important information related to the Islamic education curriculum, curriculum development, and the needs of the times. The analysis is carried out systematically through the process of coding, categorisation, and interpretation of the meaning contained in each literature reviewed. With this technique, researchers can draw conclusions based on strong evidence and provide a comprehensive picture of how the Islamic education curriculum can be developed more adaptively and innovatively. Content analysis also ensures that the results of literature synthesis truly reflect the substance of the research without being distorted by personal bias.

RESULTS AND DISCUSSION

Literature review on Islamic education curriculum shows that the basic concept of this curriculum is rooted in the goal of forming a perfect human being through the integration of spiritual, moral, intellectual, and life skills values. The Islamic education curriculum at various levels generally includes religious materials such as the Qur'an, Hadith, Fiqh, Aqidah-Akhlak, and Arabic. In addition, several institutions have also tried to include general subjects with an approach based on Islamic values. However, the characteristics of this curriculum tend to be static and pay less attention to social dynamics and the development of modern science and technology. The literature also notes a tendency for the Islamic education curriculum to

emphasise more on mastering the cognitive aspects of religion than the practical competency aspects that are relevant to 21st-century life.

Explanation of the data shows that the Islamic education curriculum in general still maintains a normative-traditional approach. Learning is more directed at memorising texts and mastering classical Islamic concepts without strengthening critical, innovative, or adaptive thinking skills for global change. The literature study confirms that efforts to integrate Islamic values and the development of modern competencies are still slow and sporadic. In addition, many Islamic educational institutions face resource constraints in adopting a 21st-century competency-based curriculum approach, such as a lack of teacher training in innovative learning methods and minimal technological support facilities.

The relationship between the description and explanation of the literature on Islamic education curriculum and the reality of research problems shows a significant gap. The traditional conditions of the Islamic education curriculum, as revealed in the literature, support the fact that Islamic education graduates are often unprepared to face the challenges of the modern world of work and complex social dynamics. This strengthens the urgency of research on the development of an Islamic education curriculum that is more responsive to changes in the times, to ensure that Islamic education remains relevant and able to contribute to forming a civilised, innovative, and highly competitive society.

Literature review on curriculum development presents various approaches and models that have been applied in the world of education in general. Tyler's model emphasises the importance of formulating clear objectives as the basis for curriculum development, while Taba's model offers an approach based on student needs and is oriented towards bottom-up (grassroots) curriculum development. In addition, the literature also shows the existence of modern constructivist models that integrate the principles of active, contextual, and collaborative learning. In the context of Islamic education, the literature notes efforts to develop a more holistic curriculum by combining Islamic values with contemporary life skills, although its application is still limited.

Explanation of data on curriculum development shows that this process requires a deep understanding of student needs, social dynamics, and the educational goals to be achieved. The literature states that effective curriculum development must be based on systematic needs analysis, formulation of relevant learning objectives, organisation of meaningful learning experiences, and ongoing evaluation. In the context of Islamic education, the literature emphasises the importance of integrating Islamic sharia principles with the needs of 21st-century skills, so that Islamic education not only produces individuals who are personally pious but also competent and productive in social and professional life.

The relationship between the description and explanation of curriculum development with the reality of research problems shows that many Islamic educational institutions have not been optimal in implementing the principles of modern curriculum development. Although awareness of the importance of change is starting to grow, limited resources, rigid institutional structures, and the inability to adapt to curriculum models based on the needs of the times are major obstacles. This reinforces the need for a more systematic, adaptive, and innovative model or concept of Islamic education curriculum development based on the principles of contemporary curriculum development that remain based on Islamic values.

Literature review on the needs of the times illustrates major changes in various aspects of life due to globalisation, the development of information technology, the industrial revolution 4.0, and socio-cultural shifts. Digital literacy, critical thinking, creativity, adaptability, and collaboration skills are competencies that are greatly needed in facing the challenges of the 21st century. In addition, changes in the world of work require graduates of education to have problem-solving, entrepreneurship, and lifelong learning skills. The literature also shows that educational institutions, including Islamic education, need to respond to these changes by adjusting their curriculum to be more relevant to global realities.

Explanation of data on the needs of the times shows that 21st-century competencies are no longer an additional option, but have become a major element in individual success in the modern era. The literature emphasises that an education system that is unable to anticipate changes in the times will produce graduates who are alienated from the real needs of society. In the context of Islamic education, this means the importance of integrating global competencies with Islamic values, so that graduates can play a role as agents of change who adhere to the principles of faith but are also professionally and socially relevant in a dynamic world.

The relationship between description and explanation of the needs of the times with the reality of research problems makes it clear that Islamic education that is not adaptive will lose its social relevance. Graduates of Islamic educational institutions who are not equipped with 21st-century competencies have the potential to experience difficulties in facing global challenges and contributing to the development of modern society. Therefore, the development of an Islamic education curriculum that is responsive to the needs of the times is a necessity to ensure the sustainability of the role of Islamic education as a pillar of a progressive and solution-oriented civilisation. The following researchers present research findings based on observation results, interview results, and documentation study results.

Table 1. Research Findings

No.	Research Purposes	Research Findings
1	Analysing the actual conditions of the Islamic education curriculum at various levels of education	The current Islamic education curriculum is still traditional, focusing on cognitive aspects, lacking integration of 21st-century competencies such as digital literacy, critical thinking, creativity, and collaboration. There is a gap between the material taught and the demands of contemporary social and economic realities.
2	Identifying aspects of the needs of the times that need to be integrated into the Islamic education curriculum	Key aspects of the needs of the times include technological literacy, critical thinking, innovation, social entrepreneurship, global collaboration, and social and environmental sustainability values, all of which need to be integrated into an Islamic value-based curriculum structure.
3	Developing a model or concept for developing an Islamic education curriculum that is responsive to social, cultural, technological and economic changes.	The proposed model is the development of a needs-based curriculum that combines Islamic sharia principles with global competencies, using a flexible, collaborative, project-based, and adaptive approach to technological and societal developments.
4	Providing strategic recommendations for managers of Islamic educational institutions in compiling and implementing adaptive, innovative and Islamic	Strategic recommendations include the formation of a multidisciplinary curriculum development team, technology-based teacher training and pedagogical innovation, curriculum integration with contemporary global issues from an Islamic perspective, and the preparation of a dynamic, contextual, and

value-based curricula.

competency-based curriculum.

The results of this study indicate that the Islamic education curriculum at various levels is still oriented towards a traditional approach that emphasises normative and cognitive aspects of religion, with limited integration of 21st-century competencies. Curriculum development in Islamic educational institutions has not fully adopted the principles of modern curriculum development based on student needs and global dynamics. The need for digital literacy, critical thinking, creativity, collaboration, and adaptability to technological and socio-cultural changes is increasingly urgent to be integrated into the curriculum structure. These results emphasise the urgency of reconstructing the Islamic education curriculum that is more responsive to the needs of the times without ignoring Sharia values.

When compared to the findings in previous studies, such as studies by Nasrullah (2020) and Huda (2022), this study shows a more structured analytical advantage because it uses a strict and protocolized Systematic Literature Review approach (Burgos, 2024; Haderler, 2025; Rocha dkk., 2025). Other studies generally highlight the need for normative curriculum change, but not many have proposed a conceptual framework based on curriculum theory, Islamic education, and the needs of the times simultaneously. This study fills this gap by providing an integrative synthesis between the need for transformation of Islamic education with a curriculum development methodology based on social needs analysis and technological developments.

Reflection of the results of this study shows that the preparation of an adaptive Islamic education curriculum is not only an innovative choice, but also a strategic necessity to ensure the relevance of Islamic education in the era of globalisation. By identifying the needs of the times and integrating them into the design of a curriculum based on Islamic values, Islamic education can maintain its role as an instrument of social transformation and character development of the community. This study confirms that the goal of Islamic education to produce perfect human beings can still be achieved through a more dynamic and contextual curriculum approach.

The implication of the results of this study is the need for a paradigm shift in the management of Islamic educational institutions, especially in compiling, implementing, and evaluating the curriculum. These results can be the basis for education managers to design a competency-based curriculum that remains rooted in Islamic values but also empowers students with 21st-century skills. In addition, the results of this study also provide conceptual contributions to the development of contemporary Islamic education curriculum theory, as well as offering strategic recommendations for Islamic education policy makers at the national and local levels.

The results of the study that show the stagnation of curriculum adaptation to the needs of the times can be explained by several factors, including resistance to change among education managers, limited human resources who understand modern curriculum development methodology, and the lack of integration between Islamic education research results and curriculum practices in the field. In addition, the fear of losing the authenticity of Islamic values when adopting a new approach is also an obstacle to curriculum innovation. Therefore, curriculum development must be approached with the principle of methodological caution and an emphasis on the harmonious integration of Islamic values and modern skills.

Based on the results of this study, the strategic action that needs to be taken is the preparation of an Islamic education curriculum development model based on an analysis of the needs of the times using a constructive-integrative approach. Educational institutions need to conduct regular curriculum audits, hold teacher capacity development training in the integration of 21st-century competencies, and build a collaborative network with curriculum and educational technology experts. In addition, it is important to form a curriculum team in

each institution that is tasked with designing and implementing evidence-based changes, while maintaining the integrity of Islamic values as the main foundation of education.

CONCLUSION

This study found a surprising fact that amidst the rapid changes in social, cultural, technological, and global economics, the Islamic education curriculum in various institutions persists in a traditional pattern that is less responsive to contemporary needs. The inability to integrate 21st-century competencies, such as digital literacy, critical thinking, creativity, and collaboration, indicates a serious gap between the goals of Islamic education to form a perfect human being and the reality of modern-day challenges. This finding raises awareness that, without a systematic curriculum reconstruction based on actual needs, Islamic education is at risk of being marginalised in the global arena of education in this century.

This study provides a substantive contribution to the development of science, both theoretically and practically. Theoretically, this study enriches the study of the development of the Islamic education curriculum by offering a structured Systematic Literature Review-based approach based on the integration of curriculum theory, Islamic education theory, and the theory of the needs of the times. Practically, this study presents a conceptual model and strategic recommendations that apply to Islamic educational institutions in compiling a curriculum that is adaptive, innovative, and still based on Sharia values. Thus, this study not only broadens the academic horizon but also provides concrete solutions to the challenges of contemporary Islamic education.

Although this study has attempted to present a comprehensive analysis, there is still room for further development. The limitation of this study lies in its focus on secondary literature through the Systematic Literature Review approach, so it does not include direct empirical data from the implementation of the curriculum in the field. Therefore, the opportunity for further research is open to develop field research that empirically examines the effectiveness of the proposed curriculum model, while also examining the dynamics of curriculum adaptation in various local and global contexts. This step is expected to enrich the understanding and practice of a more comprehensive and sustainable transformation of the Islamic education curriculum.

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