BRIDGING TRADITIONS AND INNOVATIONS OF ISLAMIC EDUCATION IN THE MODERN ERA

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Abstract. Modern Islamic education is an integrated-natured field of strategic study which seeks to bring the long-established traditions of Islamic sciences into harmony with the demands and possibilities of the modern world and with each other. Yet, regardless of various progress in Islamic education, the gap continues on the foundations of traditional Islamic teachings harmonising with the modern educational system. This study aims to review approaches to combining traditional and innovative aspects of Islamic education in the modern era. This is a cross-sectional study that uses part of the content analysis, which, as a review, is a qualitative method to describe and identify traits of an event. This approach lends itself to communications studies and is useful for the analysis of trends and patterns. The content analysis presents the five (5) potential "bridges" or key areas of exploration that connect Islamic education with modern ideas, specifically: (a) technology integration in Islamic education; (b) modern interpretations of Islamic teachings; (c) Islamic education and global citizenship; (d) innovation in Islamic educational institutions; and (e) Islamic education and lifelong learning. In conclusion, exploring these five themes can convey a well-rounded overview of the complex, constantly evolving state of Islamic education in the 21st century. Future research on Islamic education may target aspects that require dire attention.
Keywords: *Islamic education, modern era, tradition, innovation, integration*

Introduction

Modern Islamic education is an integrated-natured field of strategic study which seeks to bring the long-established traditions of Islamic sciences into harmony with the demands and possibilities of the modern world and with each other. It is an integrated-natured area which provides an integrated-natured type of education. Its goal is to help students develop their minds in all areas based on Islamic values. This way, they can meet the needs of today's world while still following Islamic principles. They will also learn about new religious and nonreligious ideas so they can use them in the best way possible in a well-adjusted way. The goal is to promote creativity, analytical skills, and progress in a rich Islamic environment through awareness. However, achieving this balance is a significant challenge, as it requires balancing traditional ways of teaching and learning with modern pedagogical practices. The swift pace of technological innovations and consequently rapid changes in society complicate this task, which calls for a constant reform and creativity of Islamic education. Despite these challenges, there are also enormous opportunities for growth and progress in this space. Islamic education today has a unique and productive approach to education that is relevant and effective in this complex and rapidly changing world by benefiting from the advantages of both ancient Islamic thoughts and modern educational methods.

Yet, regardless of various progress in Islamic education, the gap continues on the foundations of traditional Islamic teachings harmonising with the modern educational system. If there is a strong emphasis placed only on religious education in institutions, it can affect the ability of learners to cope with the holistic demands of the 21st century.

This means coming up with new ideas to overcome the gap between them, to create an ecosystem that gradually combines tradition, thought and life while innovation enhances its exceptional growth towards utter development this work investigates that problem. The issue is an important matter to investigate because it has serious consequences for the future of Islamic education. This is a complex issue that needs to be treated as such. That is the challenge and opportunity that this research resolves, which leads to a problem statement involving the integration of Islamic values into education. Research will address the challenges, factors, and solutions to this gap. This study needs to gain a more profound understanding of the obstacles and possibilities in modern Islamic education and present these challenges more comprehensively.

This study aims to review approaches to combining traditional and innovative aspects of Islamic education in the modern era. This research offers greater insights into the multifaceted and nuanced intricacies of traditional Islamic education when catering to contemporary pedagogies. Such insight can lead to the development of more relevant and effective educational strategies that would enhance the quality of Islamic education that can meet the different needs of the learners of today. It further encourages a type of Islamic education that preserves and celebrates tradition but does not shy away from innovation, i.e., in the modern and progressive sense of the word. Such balance between tradition and innovation may improve the educational process itself; analytical and creative thinking, as well as earlier understanding of Islamic values. Additionally, it helps equip learners with the skills and knowledge they need to navigate the complexities of the modern age, preparing them for a variety of roles and responsibilities in society. In the end, it can open up new perspectives of ideas and expand ways of scholarship in which we engage in a continuing conversation about Islamic education.

Literature review

Recent studies reveal that the Islamic educational system remains significantly disconnected from contemporary events and has yet to develop an effective and useful approach to teaching Islamic knowledge. Based on the argument put forth by El-Mubarak and Hassan (2021), there is a need to supplement the Islamic educational system curriculum itself to respond to contemporary challenges and maintain interest in the curriculum. Similarly, Alirahman (2021) claimed that Islamic education is hardly relevant to contemporary youth at best. Suyatno et al. (2022) discuss the progressive Islamic education model, which integrates modern knowledge with religious knowledge to close the gap between Islamic values, national identity, and modernity. Apriningrum et al. (2023) give a historical exemplar from the educational system of the Abbasid dynasty to suggest that advancements in modern science and technology are the perfect way to embed Islamic education in the contemporary era. Taken together, all these studies generally highlight the urgent need for a more dynamic, responsive, and inclusive form of Islamic education that can cater to and accommodate the demands of the modern world. In addition, in the contemporary era, Islamic education is experiencing a transformation aimed at harmonising traditional teachings with modern advancements. Scholars emphasise the significance of revitalising Pesantren's education by amalgamating religious and scientific knowledge, fostering collaboration, and providing essential support to propel Islamic education forward (Ni'mah et al., 2023). "Dayah," which was created in Aceh and combines traditional Islamic study with a modern educational system and supports the growth of science and technology, is an

example of this kind of integration. Also, the idea of modern Islamic education includes several efforts to improve the knowledge, interpretation, and organisation of Islamic matters so that they can be used in modern life (Yuniarto et al., 2022).

The current Islamic education system is undeniably challenged at the intersection of globalisation-a continuum of economic development, social awareness, and an interacting network surrounded by global forces to change the credibility of religious creeds (Mahmudah et al., 2023). Despite these challenges, Indonesia actively seeks to modernise Islamic education to meet the needs of students and society; however, it strongly adheres to classical education (Lukens-Bull, 2019). Likewise, studies conducted in Kazakhstan highlight the importance of adapting Islamic educational models to modern sociocultural environments (Beisenbayev and Almukhametov, 2024). To enhance Islamic education, some recommendations are to include modern technologies, like ICT, and align traditional approaches with modern tools (Gyagenda, 2021). Furthermore, the pesantren modernisation itself is an inseparable part of Islamic education modernisation, which is based on the thought and institution modernisation of Islam; these three elements are a prerequisite for a way forward for Muslims leading to the modern world (Pramitha, 2021). Enduring and evolving strategies for Islamic education mean conceptualising new strategies, improving technological competencies, and aligning digital-age education (Imamuddin et al., 2022). The digital divide and lack of digital literacy need to be fixed so that Islamic education can use online learning materials that are in line with the natural and changing nature of traditions that have been passed down from generation to generation (Hamdanah et al., 2024). Moreover, the importance of higher-order thinking skills optimisation in Islamic education is also crucial to adaptation to the Society 5.0 era (Wakifah et al., 2023). The most salient use of digital learning media is emphasised as improving literacy and innovation in Islamic education in the era of technology (Hamdi et al., 2022). In summary, Islamic education today in the modern era should balance between upholding and implementing the core elements of Islamic education whilst simultaneously embracing modern pedagogy to fulfil the needs of contemporary society. Islamic education can truly connect traditions with innovations to make it survive in modern-world life by the incorporation of modern technologies, growth of critical minds, and adjustment to digital development.

Materials and Methods

This is a cross-sectional study that uses part of the content analysis, which, as a review, is a qualitative method to describe and identify traits of an event. This approach lends itself to communications studies and is useful for the analysis of trends and patterns. Identification of search keywords begins with the identification of search keywords. The research question provides these keywords, which can include terms such as "Islamic education," "modern era," "tradition," "innovation," and "integrate." These keywords will help in searching for the relevant databases that would include the likes of JSTOR, ERIC, and Google Scholar databases and Islamic education resources. The criteria for determining the sources' usefulness and quality will be clearly explained. These could be articles, books, or reports that have been published in the past five years that deal directly with Islamic education, tradition, and innovation in the modern world. The data-analysis process will rely on coding through predefined categories relating to the research question, for example, such categories include "Traditional Teaching Methods", "Innovative Practices", "Challenges", and

"Opportunities". The categories above will be applied to each source after reviewing its content. This process will be repeated with all sources in the database. Every time a category is assigned to a source, the frequency of each code will increase. The advantage of using content analysis for this study is that it would add systematic and objective analysis to the data. Hence, the findings of the study would be more reliable and valid as a trend indicator. It can also quantify the data, which can help paint a clear picture of the Islamic education sector. In addition, it facilitates the comparison of data from various food sources, thereby enhancing the understanding of Islamic education. However, content analysis is not without its set of limitations. This methodology is dependent on the secondary source's accuracy. Secondly, miscoding is another potential issue with this methodology.

Results and Discussion

The content analysis presents the five (5) potential "bridges" or key areas of exploration that connect Islamic education with modern ideas, specifically: (a) technology integration in Islamic education; (b) modern interpretations of Islamic teachings; (c) Islamic education and global citizenship; (d) innovation in Islamic educational institutions; and (e) Islamic education and lifelong learning.

Technology integration in Islamic education

Modern technologies have revolutionised the educational process, thereby shaping students' learning performances. Undoubtedly, the multitude of modern technologies has brought many changes to Islamic education. Islam has a valuable history and tradition. Moreover, there have been multiple revolutionary changes since the establishment of Islam. Different areas, especially academic fields, have recently adopted several new technologies to enhance teaching and learning methods. Furthermore, digital platforms now allow for Quranic recitation, as well as some scholars' explanations of that or other verses of the Holy Quran. For instance, Muslim students can learn modern Arabic publishing recitation on YouTube to learn new or more authentic approaches to recitation. In bridging Islamic education traditions with modern innovations, it is crucial to consider the integration of technology to enhance the learning experience and internalisation of Islamic values (Adiyono et al., 2024). To keep Islamic education relevant in the modern world, we need plans like coming up with new ways to teach it, improving technology, and combining Islamic education with other subjects (Imamuddin et al., 2022). Balancing traditional methods with modern technologies can significantly improve the instruction of Islamic education (Gyagenda, 2021). Learning strategies, teaching practices, and the use of new technology are considered important elements for innovative teaching and learning in Islamic education (Suhid et al., 2021). Computer media is critical in Islamic education, both in the administration and the learning process (Hidayah and Humaidi, 2022). Islamic education can grow with technology to be compatible with modern education needs while strengthening the teachings of tradition (Asih Suwarsih et al., 2024).

But there isn't a lot of research on how to use technology in Islamic education yet. Because of this, this need to create a new kind of literacy in this area, where discovering knowledge is an important part of both the learning experience and the way we teach (Mufidah, 2022). Nevertheless, this integration is considered to integrate traditional Islamic education and modern innovations, particularly electronic learning, interactive

learning applications, and social media (Yunita and Mulyadi, 2024). There have been calls for a paradigm shift in the mode of instruction to find a balance between traditional methods and modern technologies (Gyagenda, 2021). In addition, the different impacts of Islamic philosophy and values in shaping educational paradigms, along with the pressing need to actualise curriculum in a digital age, have been highlighted (Fandir, 2024).

Modern interpretation of Islamic teachings

With the evolution of society, the understanding and analysis of Islamic allegations also progress. Scholars and intellectuals are looking at how Islamic values can be utilised and applied to the problems and challenges occurring in society today. Such work involves a profound understanding of Syariah, ethics, and morals, as well as how they relate to concepts such as social justice, climate change, and gender equality. All these new interpretations are to help sync Islamic principles with 21st-century problems in such a way that the answers remain authentic religious responses while also being relevant answers for the current period. Present-day exegesis of Islamic doctrine requires a fundamental re-evaluation of traditional interpretations to fit contemporary environments and values. Munfarida (2020) also added that Islamic doctrines, particularly those concerning women, should be reinterpreted in a contemporary manner, endangering the teachings of Islam, and some other scholars, such as Qasim Amin, advocate the same idea. Islamic notions of justice, mutual benefit, and the ideals of justice, kindness, and human dignity (Rahmatullah and Baharun, 2023; Subhan, 2023) offer guidance in the process of re-evaluation. Islamic feminists call for a reinterpretation of the Quran to be gender equal and challenge patriarchal readings (Dalaman, 2021). Recent and steady changes in religion and society mean that religious texts need to be looked at in a new way that doesn't reinforce patriarchal cultural practices that stand in the way of women's rights and equality (Amirudin et al., 2022; Hossain, 2022). The ongoing act of reinterpreting Islamic teachings is needed for the resolution of contemporary challenges, social transformation, and establishing gender equity. However recent research on modern reinterpretations of Islamic teachings has shed light on different perspectives. Bamba (2024) and Çoruh (2019) both study the evolution of these perspectives, with Bamba focusing on the contradictions within contemporary literature and Çoruh studying the emergence of interpretation by Muslim modernists. In this regard, Coşkun (2022) examines some interpretations of the Qur'an and stresses the importance of Qur'anic exegesis in the present. Raeesi et al. (2021) analyse the views of modernism and rationalism from the Islamic lens, arguing that Islam does not necessarily oppose modernity and rationality. This contribution is part of the broader ongoing discussion of this theme. Such research demonstrates both the diversity and complexity of current interpretations of Islamic thought.

Islamic education and global citizenship

In an increasingly interconnected and interdependent world, education is necessary to prepare students to take an active role in their lives as global citizens. It is a must, probably an appropriate task for Islamic education, which pays significant attention to tolerance, sympathy, and respect for one another. These principles are imparted through Islamic education; they promote dialogues between faiths, they enable interaction between cultures, and they foster peaceful coexistence. This also gives them the skill

to engage with those of differing faiths, cultures, and experiences to serve their communities and seek the common good together. One of the most pressing programmes for students, Global Citizenship Education (GCE), encourages the ocean of challenges and opportunities presented by the universalisation wave of the 21st century. Research demonstrates that Islamic educational programmes can effectively foster global citizenship (Assalihee and Boonsuk, 2023). Textbooks, as a part of educational materials, present values and characteristics of global citizenship to students (Siddique and Khawaja, 2021). Take, for example, global citizen education, which intends to ensure the appropriate and required knowledge, values, attitudes, and skills prepare students for a global society (Milana and Tarozzi, 2021). This is an idea that strengthens human values, increases tolerance, recognises respect for diversity, and helps to sculpt acceptable behaviour and an attitude towards other human beings. Global citizenship is something educators also care about since it highlights the need to tackle global issues and become an active part of global society.

In the last few years, some research has started to examine the contribution of Islamic education to global citizenship. Pakistani texts of Islamiyat highlight the teachings related to Islamic virtues and proper morals, but according to Siddique and Khawaja (2021), a more holistic understanding of humans through religion (in all major religions) should be encouraged. Additionally, Santosa and Istikomah (2020) made an intriguing observation, stating that Islamic education has a mission in the international world, which involves teaching universal values and fostering an Islamic society. However, Ashraf et al. (2021) indicated that teachers in Pakistan have been reported to hold conflicting views of global citizenship education, with some perceiving it as potentially threatening to Islamic values. Tolchah and Mu'ammar (2019) found that the globalisation era has brought both challenges and opportunities for Islamic education. These studies hint at the impact of the Islamic education system in developing the qualities of global citizenship but fail to provide a threshold where Islamic values are respected but a global spectrum remains important.

Innovation in Islamic educational institutions

Day by day, modern society's needs are known to be changing. Therefore, the educational institutions need to aspire to grow every day. Islamic educational institutions serve as a prime example of this. These institutions adapt their curricular design, pedagogies, and even institutional governance to meet changing needs. These have included the incorporation of skills such as critical and problem-solving skills into the curriculum, the idea of student-centred teaching and that students should carry out research and innovate. Such reinforcements will guarantee that their Islamic universities are still relevant and effective enough to prepare students adequately to tackle the complexities and opportunities of the contemporary world of work. Innovation in Islamic educational institutions includes a community empowerment model (Hanif and Mutakin, 2019), a quality assurance system (Aimah and Nasih, 2023), and environmental-based learning management (Romlah et al., 2024) and internationalisation (Anshori and Sahara, 2020), but not limited to those. Innovations have the potential to enhance the quality of education, empower students, and enable sustainability. These efforts involve innovative programmes, designs, steps, and models in Islamic education (Sholikhin, 2023). Total quality management (Untung, 2019), the growth of multiculturalism (Hifza et al., 2020), and the reorientation of digital (Kastolani, 2019) are also strategies that must be used to deal with the changes that are

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happening in education. Improvement of the curriculum, leadership transformation, and strategic positioning of Islamic educational institutions at large are in high demand to face the challenges of the global era (Khamid et al., 2023). However, the versatility and dynamics of such establishments are critical to securing their importance and competitiveness (Nazar et al., 2024).

More importantly, the research also emphasises the innovation in learning in Islamic educational institutions in terms of utilising technology in learning and developing the educational institutions to prepare the students to face the challenges of the digital age as well as the COVID-19 pandemic. According to Mufidah (2022) and Nursyahidin et al. (2021), to meet such challenges, learning innovation is urgently needed and explicitly advocates for the internet and e-learning. It was Pamuji and Fauzi (2023) as well as Sholikhin (2023) that looked at specific innovation programmes and models. For example, they looked at how leadership and religious programs could be combined, as well as the service innovation model in boarding schools. All of these must keep reinforcing efforts to innovate Islamic education continuously to strengthen the learning environment and resulting quality human resources.

Islamic education and lifelong learning

Lifelong learning is a core concept in modern education. It emphasises the everlasting, voluntary, and self-motivated pursuit of knowledge for personal administrative advantage and professional growth in the operational world. Lifelong learning is strongly promoted in Islamic education, even from birth to the end of life. The system encourages a culture of lifelong learning, resilience towards change, and activism towards the world. It emphasises that education has always been a lifestyle, not a stage. Islamic education readily instils the values of lifelong learning in individuals (Evendi, 2022). The role the teachers and teachers hold in educating the character of students has the nature of character-building education to develop students' personalities and social attitudes, and it helps develop the whole personality of the students (Naima et al., 2024). Education is considered an important factor against extremism and immoral behaviour (Hidayat and Janan, 2023). Adopting Islamic values in the design and use of a new method like blended learning will also have a positive impact on Islamic education (Marzuki and Syahrial, 2020; Idris et al., 2019). In short, according to Islamic education, it does give education and fosters a craving for education that leads to a love of learning and a commitment to continue, which becomes the lifelong education process.

Lifelong learning is part of the tradition of Islam, as Huda (2019) discussed; it is the tradition of the Prophet Muhammad. One clear example could be seen from its implementation of Islamic lifelong learning in Brunei Darussalam, where Quran literacy and Islamic studies are apparent in the understanding of teachers within adult religious classes (Abd Latif and Shamsu, 2021). The cultural and traditional functions of Islamic education (Ahdar et al., 2020), along with the need for life skills education (Amirudin and Muzaki, 2019), emphasise how Islamic education can sustain cultural values as well as produce competitive Islamic graduates. These studies indicate that Islamic education is important because it changes over time and has an impact on things like lifelong learning, teaching culture, values in dates, and people skills learnt in exchange for values on dates.

Conclusion

In conclusion, exploring these five themes can convey a well-rounded overview of the complex, constantly evolving state of Islamic education in the 21st century. Islamic education is facing the complexities of the modern age and the need for individual and social changes, leading to various multifaceted reformations in how it provides knowledge and skills. It gives people the essential know-how, abilities, and values needed to get through life well. Islamic education also develops collective harmony, respect, and understanding in diverse communities. In addition, it contributes to global development by educating youth to participate as global citizens. Due to the rapid advancements around the globe, there is a need for individuals to constantly explore and innovate in this space. This constant flow of study and innovation ensures that Islamic education remains relevant, effective, and beneficial for all. Therefore, the contemporary phenomenon of research and innovation in education can provide a solution that, if directed towards Islamic education, can bring about tangible changes and improvements to society and the international community. Future research on Islamic education may target aspects that require dire attention. The possibilities of digital learning platforms in Islamic education research, specifically in affecting novice participation and understanding of Islamic scholarship, are gigantic. Relevant topics here would be how modern concepts of Islam affect customs and traditions. An area that needs further exploration, however, is the contributions of Islamic education to instilling the values of global citizenship, such as tolerance, empathy, and mutual respect. A possible focus is the inclusion of critical thinking and problem-solving skills in the curriculum design of innovative practices in teaching and learning in Islamic schools. They can also explore the strategies used by Islamic education institutions to generate an environment for lifelong learning and adaptability, which opens various avenues for research. They also can act as a reference for scholars and practitioners to maintain the relevance, effectiveness, and usefulness of Islamic education for all citizens.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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