The Impact of Islamic Education on Local Communities in Indonesia: Systematic Literature Review

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| Abstract | Islamic education has a vital role in shaping the character and culture of local communities in Indonesia. This study specifically aims to examine the influence of Islamic education on the social, cultural, and educational dynamics within local communities in Indonesia through the Systematic Literature Review (SLR) approach, focusing on the stages of identification, selection, and synthesis of relevant studies. The study identifies and synthesizes findings from multiple related studies published over the past ten years. In this study, 94 articles were identified through Google Scholar, but after a selection process based on inclusion and exclusion criteria, 25 articles were selected for further analysis. Based on a thorough analysis of 25 selected articles, the study results demonstrate that Islamic education contributes significantly to social and cultural change, strengthening local values and fostering an adaptive curriculum. In addition, Islamic education also plays a vital role in countering radicalism and promoting social harmony. However, there are challenges in integrating traditional values with modern educational needs. The study provides in-depth insights for policymakers and educators to develop more effective and responsive education strategies to the needs of local communities in Indonesia. |

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1. INTRODUCTION

Islamic education plays a pivotal role in shaping the character and culture of people, particularly in Indonesia, where it is deeply rooted in the nation's educational framework (Mujahid, 2021; Roslan Mohd Nor & Malim, 2014). The emphasis on moral and character development aligns with Indonesia's long-term national development plan, prioritizing character education as a cornerstone of human resource development (Madum & Daimah, 2024; Sudarma, 2022). For example, Islamic boarding schools (pesantren) have successfully integrated cultural values into their educational practices, consistently nurturing students' character through daily guidance and embedded cultural practices (Aijat Mau, 2024; Ismail et al., 2022; Shiddiq et al., 2024). This integration has proven effective in instilling strong moral principles, discipline, and respect for local traditions, highlighting Islamic education's transformative role in individual character development and broader cultural preservation.

In addition to its role in character formation, Islamic education is crucial in countering radicalism

and promoting social harmony by fostering a moderate and balanced understanding of Islam. (Ab Rashid et al., 2020; Kuswandi, 2024). Through developing spiritual resilience and adherence to moral principles, Islamic education cultivates individuals deeply rooted in their faith and committed to maintaining social cohesion. (Kasman, 2024; Steć & Kulik, 2021). In particular, the emphasis on Arabic language education within Islamic boarding schools is a powerful tool for embedding moral values and enhancing linguistic skills and ethical development. (Alwi et al., 2024; Djamdjuri et al., 2023; Mahfud et al., 2021). Despite its contributions, Islamic education faces ongoing challenges, especially in adapting traditional values to the demands of modern education in an increasingly globalized world. (Alfiyanto et al., 2023; Ikhwan et al., 2023).

As a country with the largest Muslim majority population in the world, Indonesia presents a unique context for Islamic education. Unlike other predominantly Muslim countries, Indonesia is known for its religious and cultural diversity, with Islam coexisting alongside other major religions such as Christianity, Hinduism, and Buddhism. This pluralistic environment has shaped Islamic education as a means of knowledge transfer and a medium for fostering deep moral and ethical values that promote social harmony and respect for diversity. (Bahroni, 2016; Hefner, 2022; Husni & Atoillah, 2022). The history of Islamic education in Indonesia is deeply intertwined with the country's cultural and historical evolution, shaped by institutions such as madrassas and Islamic boarding schools (pesantren). These institutions, which emerged and evolved in response to local traditions and external influences, including the Netherlands' colonial policies, have successfully maintained traditional Islamic values while adapting to the demands of modern education. This ability to balance cultural heritage with contemporary relevance is one of the defining features of Islamic education in Indonesia (Aziz et al., 2024).

As the religion of the majority in Indonesia, Islam shapes the religious life and the country's educational system (Latifah, 2024; Purnamasari et al., 2024). Islamic education, deeply embedded in the social fabric, manifests in various forms, including formal institutions like madrasas, Islamic boarding schools (pesantren), and non-formal institutions. These institutions play a crucial role in sustaining Islamic teachings across generations while adapting to the changing times and social dynamics (Saputra et al., 2024; Zaman & Mursyada, 2024). The dominance of Islam in Indonesia has provided a fertile ground for the continuous growth and expansion of these institutions, enabling them to address both religious needs and broader societal challenges, such as moral education, social harmony, and countering radical ideologies.

This education involves various formal institutions such as madrasas, Islamic boarding schools, and non-formal institutions that continue to develop in line with the changing times and social dynamics (Fadli, 2023) As formal educational institutions, Islamic madrasas, and boarding schools integrate religious and general knowledge to encourage the holistic development of students, comply with national education laws, and promote Islamic values (Hamzah & Iqbal, 2023) Many madrassas follow a standard curriculum to ensure consistency in the quality of education across the region (Kholisussa`di et al., 2022)

In addition to formal education in madrasas and Islamic boarding schools, non-formal education plays a crucial role in Indonesia's Islamic education landscape. Despite being a majority Muslim country, non-formal education initiatives such as community courses and extracurricular programs offer flexible learning paths that complement formal education. These programs cater to diverse student needs by providing alternative learning opportunities that focus on practical skills, social change, and active citizenship (Brown, 2018; Kholisussa`di et al., 2022). This is particularly relevant in rural areas or communities with limited access to formal education, making non-formal education a vital component in bridging educational gaps. For example, institutions like the Amanatul Ummah Islamic Boarding School have successfully integrated modern educational practices with religious teachings, allowing students to receive a well-rounded education that addresses both spiritual and academic needs (Chotimah, 2019).

However, this model of integration is common to Amanatul Ummah. Other Islamic educational institutions across Indonesia, such as Gontor and Darussalam, have similarly adapted to modern educational demands while preserving traditional religious values. (Rohmah & Roqib, 2024). These institutions provide a more comprehensive picture of how Islamic education in Indonesia is evolving to meet contemporary needs. Although integrating formal and non-formal education expands learning opportunities, some critics argue that a rigid focus on standardized curricula may stifle students' creativity and critical thinking. Therefore, balancing these approaches remains an ongoing challenge for institutions that promote academic excellence and holistic personal development.

Over the past decade, numerous studies have explored the role of Islamic education in fostering the development of local communities in Indonesia. For instance, research (Fauzan & Amin, 2024) demonstrates that education in Islamic boarding schools (pesantren) significantly contributes to students' spiritual and social development, highlighting the positive impact on character building. Similarly, (Anto et al., 2023) emphasize integrating Islamic values into the national curriculum within madrassas, strengthening students' religious identity and enhancing their academic competence. These studies underscore Islamic education's crucial role in shaping the moral and intellectual aspects of students' lives. However, not all studies present a purely positive picture. (B. Beribe, 2023) points out that Islamic educational institutions face significant challenges in adapting to technological advancements and the rapid pace of globalization. These challenges require innovative approaches to ensure that Islamic education remains relevant and effective in addressing contemporary issues without compromising its foundational values.

However, there are still areas for improvement in previous studies, especially in a deep understanding of how the impact of Islamic education varies among local communities with different characteristics throughout Indonesia. Most studies focus only on specific aspects, such as spiritual enhancement or academic learning, without considering the holistic impact of various social, economic, and cultural factors in other regions. In addition, most previous studies have used a limited case study or survey approach, which may not reflect the complete picture of the impact of Islamic education in the broader context.

This research provides new insights into how Islamic education can better meet the diverse needs of local communities in Indonesia. Synthesizing prior studies highlights the need for culturally responsive educational strategies that integrate traditional values with modern practices. The findings offer practical recommendations for policymakers and educators, such as enhancing digital literacy and critical thinking in the curriculum to address globalization challenges. This study expands on previous research by offering a clearer framework for integrating Islamic values with contemporary education, contributing to academic discussions on Islamic education and community development in Indonesia.

2. METHODS

Definition of Research Questions

The research methodology follows the Systematic Literature Review (SLR) approach, which is widely recognized for synthesizing and evaluating existing research to answer specific research questions in a structured manner (Hassan et al., 2022; Hijriyah et al., 2024). This method is chosen due to its rigorous nature in identifying, selecting, and critically analyzing relevant literature to address complex issues in education. The researcher defines the research questions with the following steps: 1) Identifying the research question, which focuses on the impact of Islamic education on local communities in Indonesia, such as how Islamic education affects their social and economic behavior; 2) Establishing inclusion and exclusion criteria, which involve setting clear guidelines for selecting studies based on relevance, publication year, and methodological rigor. The specific criteria used can be seen in Table 1.

Table 1. Inclusion and Exclusion Criteria

No.	Criterion	Inclusion	Exclusion
1	Type of Study	Empirical studies (qualitative or quantitative), literature reviews, case studies, and research reports.	Empirical studies (qualitative or quantitative), literature reviews, case studies, and research reports.
2	Topic	A study that explicitly addresses the impact of Islamic education on local communities.	Studies that are unrelated to Islamic education or do not focus on their impact on local communities.
3	Geographical location	Research conducted in Indonesia or focused on local communities in Indonesia.	Research conducted outside Indonesia without relevance to the local context of Indonesia.
4	Publication year range	Publications in the last ten years (e.g., 2014–2024).	Publications published more than ten years ago (before 2014).
5	Types of publications	Journal articles are published in national, accredited, and international journals.	Conference proceedings, academic books, official research reports, Blogs, non-academic websites, newspaper articles, and unverified sources.
6	Language	Publications in English	Publications in languages other than English
7	Accessibility	Studies available in full text, only available in abstract form, or not fully accessible	Studies that are not accessible
8	Methodology	Studies with clear and valid methodologies (e.g., surveys, interviews, secondary data analysis).	Studies with unclear or invalid methodologies.

Literature Search

The literature search is carried out through several stages, namely 1) Database selection, namely by determining the database used for the literature search. In this study, the researcher uses a database from Google Scholar because it is a database that provides journal articles published in national journals or international journals; 2) Systematic search, which uses relevant keywords to conduct a literature search, which in this study, uses keywords: "Islamic education," "social impact," "local community," "Indonesia." The researcher chose to use the PoP (Publish or Perish) application in conducting a systematic search; 3) Recording of search results, which is storing all search results, including title, author, year, abstract, and origin database in CSV form for easy sorting in Excel, and in RIS form for easy sorting in the Mendeley application.

Study Selection

The selection of studies is carried out through several stages, namely 1) Review of titles and abstracts, namely reviewing titles and abstracts from search results to assess their relevance based on inclusion and exclusion criteria; 2) Full-text review, i.e., reviewing the full text of the studies that have been selected to ensure relevance and quality.

Data Extraction

Data extraction is carried out by researchers using several steps, namely 1) Extraction of important information, namely taking relevant data from the selected studies, such as research objectives, methods, samples, primary findings, and conclusions; 2) Creation of data tables, namely creating tables or matrices to organize the data extracted from each study.

Analysis and Synthesis

Analysis and synthesis can be carried out by researchers using the following steps: 1) Qualitative or quantitative analysis, namely analyzing the data that has been extracted to identify common themes, patterns, or gaps in the existing literature; 2) Synthesis of results, which is combining findings from various studies to provide a comprehensive overview of the impact of Islamic education on local communities in Indonesia.

Reporting and Writing

Reporting and writing are carried out by 1) The report structure follows the structure commonly used in SLR articles, such as introduction, method, results, discussion, and conclusion; 2) Writing and Editing: done concisely, ensuring quality and coherence; and 3) References and citations, i.e., ensuring all sources used in the SLR are cited correctly.

3.   FINDINGS AND DISCUSSIONS

Findings

Number of articles by journal name

This systematic literature review (SLR) identified 94 articles related to the impact of Islamic education on local communities in Indonesia through the Google Scholar database. Following a rigorous screening process based on predefined inclusion and exclusion criteria, 25 articles were selected for further analysis (refer to Figure 1).
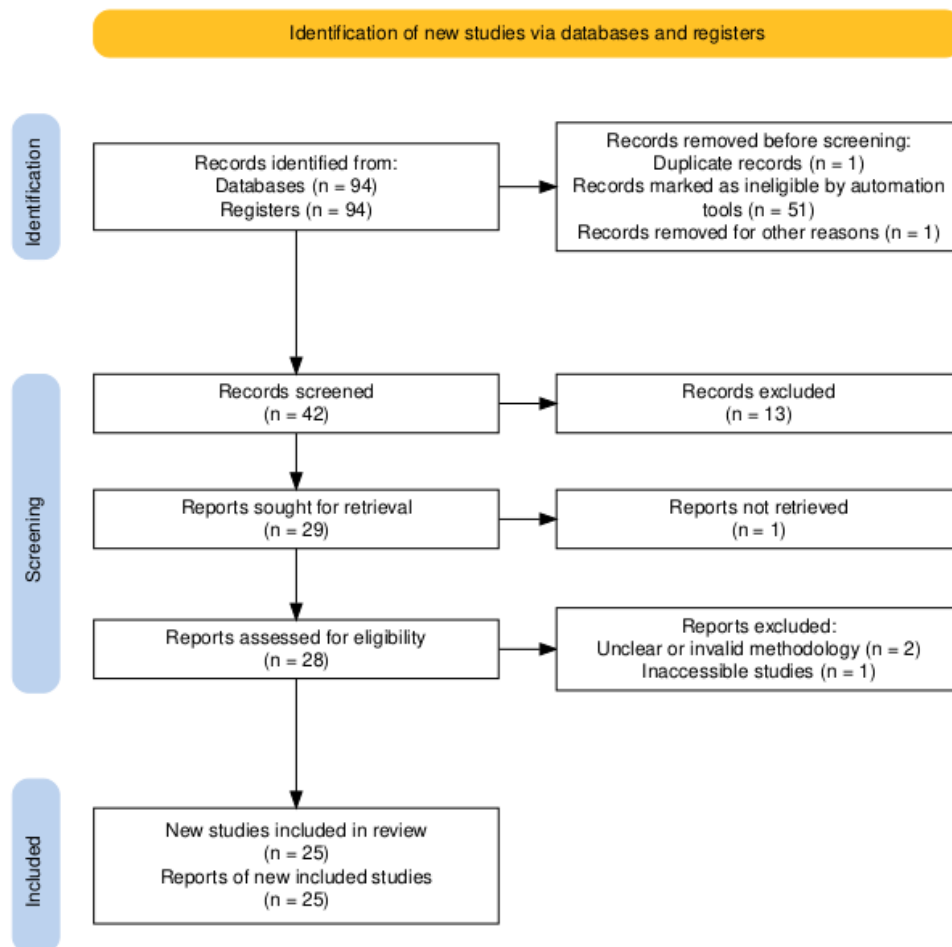

Figure 1. PRISMA Flow Diagram

Table 2. Number of Articles by Journal Name

Journal Name	Number of Articles
Al-arkhabiil: Jurnal Pengabdian Masyarakat	1
al-Uqud: Journal of Islamic Economics	1
Cendekia	1
Devotion: Journal of Research and Community Service	1
DIDAKTIKA: Jurnal Pemikiran Pendidikan	1
el Harakah Jurnal Budaya Islam	1
Hayula	1
Heritage & Society	1
IJMS	1
IJAST	1
IJABR	1
IJERSS	1
IJERE	1
IJMRA	1
IJSSRR	1
IJSCL	1
Islamic Studies Review	1
Journal of Namibian Studies: History, Politics, Culture	1
Jurnal Fuaduna	1
Jurnal Ilmu Sosial Mamangan	1
Millah: Journal of Religious Studies	1
Qalamuna: Jurnal Pendidikan, Sosial, dan Agama	1
SETYAKI	1
Tasamuh	1
The Economic Review of Pesantren	1
Total	**25**
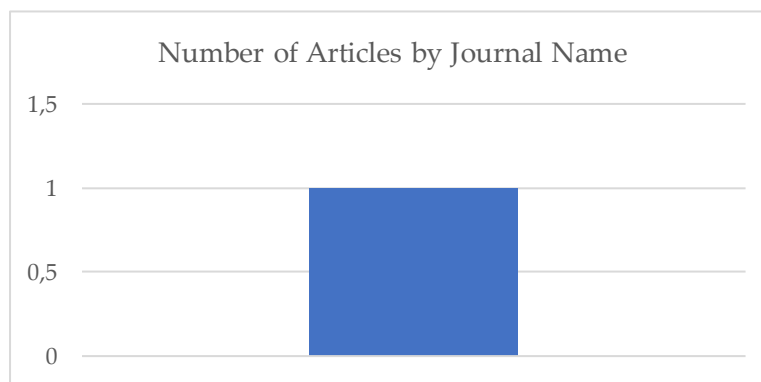
Graph 1. Number of Articles by Journal Name

Number of Journals by Publisher

Table 3. Number of Journals by Publisher

Publisher	Number of Journals
CV. Inara	1
FAI Universitas Billfath	1
FKIP UMG	1
Global Institute for Multidisciplinary Knowledge and Responsible Future	1
Green Publisher	1
IJORER	1
INSURI	1
IJAST	1
IJMRA	1
Jurnal Kalimasada Group	1
Katibeh-ILCRG	1
Polban	1
SMART Insight - SMART Indonesia	1
Society of Cultural Studies and Social Sciences	1
STAI As-Sunnah	1
Taylor & Francis	1
UII	1
UIII	1
UIN Bukittinggi	1
UIN Mataram	1
UIN Maulana Malik Ibrahim Malang	2
UNJ	1
UNS	1
Universitas PGRI Sumatera Barat	1
Total	**25**
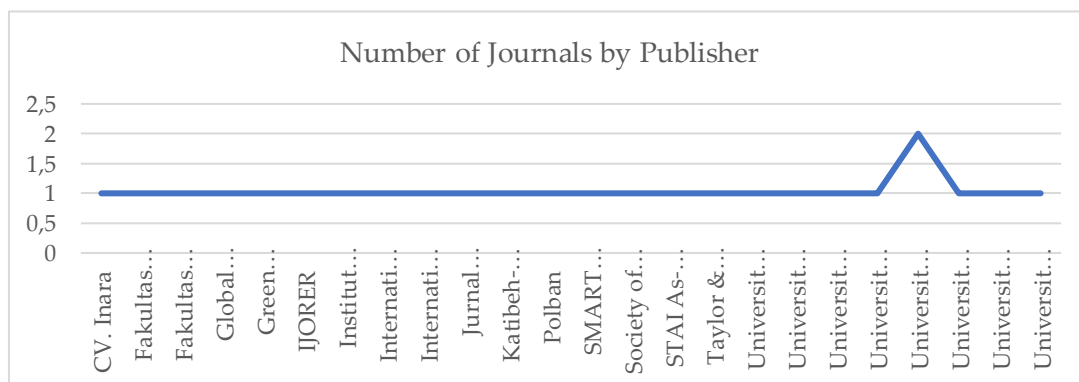
Graph 2. Number of Journals by Publisher

Results of Systematic Analysis of Literature Review of Journal Articles on the Impact of Islamic Education on Local Communities in Indonesia

Synthesis of the results of 25 articles by combining findings from various studies to provide a comprehensive picture of the impact of Islamic education on local communities in Indonesia produced several key findings, namely:

a. The Influence of Islamic Education on Social and Cultural Changes in Indonesia's Local Communities

Sukino et al. (2023) research highlights how Islamic educational institutions contribute to social change in rural communities. The research shows that these institutions teach religious values and play an important role in influencing local communities' social norms and behavior.

b. Islamic Education and Local Wisdom

Saihu et al. (2020) research shows that Islamic education based on local wisdom can strengthen people's cultural and religious identities. The study found that by including local cultural elements in the curriculum, Islamic schools can boost students' understanding of their cultural heritage and increase a sense of pride in local identity.

c. Islamic Boarding School as the Base of Islamic Education

Research conducted by (Sya'bani, 2023) Discusses the role of Islamic boarding schools as critical institutions in Islamic education in Indonesia. The study noted that pesantren not only functions as a center for religious education but also as a community center that teaches life skills and positively impacts local communities' social and economic development.

d. Strengthening Islamic Values Through Qur'an-Based Education

Research conducted by (Nurani et al., 2022) explores how Qur'an-based education can affect students' mindsets and actions. The study results show that students involved in this program tend to have a deeper understanding of Islamic teachings and can apply them in their daily lives, which ultimately affects the behavior of society as a whole.

e. Islamic Education Integrated with Local Wisdom

Research conducted by (Hasnadi, 2023)Hasnadi, in his article "Integrated Education System: a Local Wisdom-Based Education Model for Building Student's Character," shows how an education system that combines Islamic teachings with local wisdom can build strong student character. This educational model contributes to forming morality and ethics consistent with the local community's values.

f. The Values of Islamic Education in Local Culture

Research conducted by (Mustamin, 2023) Examines the influence of Islamic education on preserving and strengthening local culture. The results of the study show that Islamic education can be a means to preserve local traditions while teaching relevant religious values.

g. The Impact of Islamic Education on Education Policy

Research conducted by (Nuzula et al., 2024) Analyzed the impact of Islamic education policies on social and economic structures in local communities. This research shows that such policies can increase community involvement in education and strengthen social systems through continuing education.

h. Islamic Education and Curriculum Development

Research by (Amiruddin et al., 2024) Discusses how Islamic education affects curriculum development in the Aceh region. The results of this study show that the influence of Islam is very pronounced in determining the curriculum, which reflects the social and religious values of the

Acehnese people.

i.   Dualism of the Education System in Indonesia

Karimullah et al. (2023) research discusses how dualism in the education system (general education and Islamic education) affects local communities, especially in applying Islamic values in the school environment and daily life.

j.   Character Education in Islamic Schools

Research conducted by (Alstra & Susanti, 2024) Examines how Islamic-based character education can shape more responsible and independent student behavior, ultimately impacting local community social dynamics.

Discussion

From the results of the Systematic Literature Review (SLR) conducted on 25 journal articles published in the last ten years in national and international journals, it was found that the impact of Islamic education on local communities in Indonesia can be grouped into several main categories, namely: (1) the development of spiritual and moral values, (2) the improvement of academic competence and life skills, (3) the strengthening of cultural and religious identity, and (4) contribution to social and economic change.

Development of Spiritual and Moral Values

Most of the literature highlights that Islamic education is vital in developing spiritual and moral values among local communities. For example, a study by (Alfarisi, 2021; Fitri et al., 2019; Gunawan et al., 2023; Hasnadi, 2023; Sukino et al., 2023) Show that education in pesantren effectively teaches discipline, honesty, and responsibility, which students internalize daily. The curriculum in madrassas can integrate Islamic values in each subject, helping students develop ethical attitudes in various aspects of life.

Improvement of Academic Competence and Life Skills

Most articles reviewed show that Islamic education improves students' academic competence and life skills. Some of the research conducted by (Alstra & Susanti, 2024; Fitri et al., 2019; Hasnadi, 2023; Karimullah et al., 2023) Found that schools/madrasas that combine the religious curriculum with the national curriculum can produce graduates with a strong understanding of religion and are competent in general subjects such as mathematics and science. Islamic education based on active and contextual learning can improve critical thinking and problem-solving skills.

Strengthening Cultural and Religious Identity

Other findings show that Islamic education plays a role in strengthening local communities' cultural and religious identity. Some articles reviewed show that Islamic educational institutions, especially Islamic boarding schools and madrasas, are central to enhancing religious identity and preserving local culture. Research by (Mustamin, 2023; Nomay & Warwefubun, 2021; Nurani et al., 2022; Sukino et al., 2023) Revealed that pesantren in rural areas educate students regarding religion and preserve local traditions and culture, such as regional languages and local arts.

Contribution to Social and Economic Change

In addition to spiritual, moral, and cultural aspects, Islamic education contributes to social and economic change. Some research by (Alstra & Susanti, 2024; Ariatin et al., 2022; Shofiyyah et al., 2023) Shows that graduates from Islamic educational institutions often have good entrepreneurial skills, which allows them to contribute significantly to the local economy. In addition, Islamic education in some regions also helps to increase women's participation in education and economic empowerment, strengthening society's social structure.

4. CONCLUSION

Based on the results of the literature analysis, it was found that Islamic education significantly impacts local communities in Indonesia in various aspects. The main findings show that Islamic education contributes to the formation of the character and culture of society through the integration of moral values, local culture, and Islamic teachings. Educational institutions such as madrasas and pesantren play an essential role not only as a place of learning but also as a community center that influences the local community's social norms, behavior, and socio-economic structure.

Islamic education has also succeeded in combining local wisdom with religious teachings, strengthening the cultural and spiritual identity of the local community. In addition, this education plays a role in enhancing Islamic moderation values, fighting radicalism, and promoting social harmony. On the other hand, this study identifies the challenges faced by Islamic education, especially in balancing traditional values with the needs of modern education in the era of globalization and technology.

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