

## ISLAMIC EDUCATION ADAPTATION TO SOCIOCULTURAL CHANGES IN THE GLOBALIZATION ERA

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### Abstract

Globalization presents significant challenges for Islamic education, especially in maintaining its identity amid modernization and global demands. This study uses a descriptive-analytical qualitative approach with a literature study method, utilizing secondary data sources such as academic journals, books, and relevant articles from platforms such as Google Scholar and Scopus. This study aims to analyze the adaptation strategy of Islamic education to sociocultural changes in Indonesia's globalization era. Data were collected through a literature review and analyzed using a thematic approach to identify key patterns such as globalization's impact, educational institutions' challenges, and the integration of Islamic values in education. The study's findings show that Islamic education faces the challenges of globalization, especially in maintaining the relevance of traditional Islamic values. The main strategy is digitalizing learning and adaptive curriculum based on Islamic values. Educator training and cross-sector collaboration are important to improve the competitiveness of Islamic education. The optimal use of technology allows Islamic education to remain inclusive and competitive globally. Islamic education can maintain its identity while contributing to creating a global society that is fair, inclusive, and based on Islamic values.

### Keywords

Globalization, Modern Islamic Education, Sociocultural Change, Sociocultural.



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## INTRODUCTION

Globalization has become an inevitable phenomenon in the modern world. As a process that involves intensive interaction between different cultures, technologies, and economies from around the world, globalization significantly impacts people's social and cultural life patterns. The sociocultural changes produced by globalization can be seen from the increase in information mobility, the development of communication technology, and the entry of various new values and norms into society. This process creates complex social dynamics, where local traditions often meet with different, sometimes even conflicting, global values. In the context of education, globalization also encourages the adaptation of global values to local traditions. (Triono et al., 2022) Explained that the transformation of the globalization-based pesantren curriculum has become a strategic step to maintain the relevance and sustainability of Islamic educational institutions in facing modern challenges.

In this context, Islamic education faces great challenges. Islamic education must adapt to remain relevant during rapid sociocultural changes as an education system based on religious and traditional values. One of the main challenges is maintaining the essence of Islamic values while integrating modern technological developments and progressive global norms. Rapid digitalization forces Islamic educational institutions to adopt technology in the learning process, although this sometimes creates a dilemma in maintaining Islamic ethical values and morality. (Hanifah Salsabila et al., 2022) Emphasized that the application of technology in Islamic education in the era of globalization requires a balance between technological efficiency and the maintenance of spiritual values that are the core of Islamic education.

Lifestyle changes due to globalization, including a shift in society's paradigm towards education and work, have affected the expectations and needs of students. Islamic education is required to maintain Islamic values and equip the younger generation to compete globally and face the challenges of the modern world. However, many Islamic educational institutions face obstacles in terms of limited human resources, infrastructure, and relevant pedagogical approaches. (Aifalesasunanda et al., 2024; Avionia & Shahidin, 2024) Emphasizing that Islamic education must develop adaptation strategies that can maintain Islamic identity while integrating progressive global values. For this reason, planned and comprehensive steps are needed to bridge Islamic values with the reality of globalization so that Islamic education remains relevant and responsive to the changing times.

Previous research studies show various important perspectives in understanding the adaptation of Islamic education to sociocultural changes in the era of globalization. (Fikri, 2024; Sofiani et al., 2024) Examine the challenges of Islamic education that arise due to globalization, especially related to changes in social and cultural values, by emphasizing the importance of curriculum reform and teaching approaches to remain relevant. Meanwhile (Abbasi & Tirmizi, 2020 Avionia & Shahidin, 2024) highlights the dynamics of Islam in responding to social changes, emphasizing the importance of innovation in Islamic education to maintain religious identity amid globalization. (L. Hakim, 2021; Saukah et al., 2021) Offer a perspective on the integration of technology in Islamic education in the era of the Industrial Revolution 4.0, discussing the potential of technology to increase the effectiveness of teaching while reminding of the risk of losing spiritual value if not managed properly. These three studies provide complementary contributions, from sociocultural challenges to technological innovation, as a foundation for developing adaptive and sustainable approaches to Islamic education today.

Although various studies have addressed the challenges, dynamics, and adaptation strategies of Islamic education in the era of globalization, there is still a gap in a holistic understanding of how Islamic education can simultaneously integrate local sociocultural values with evolving global needs—further highlighting socio-cultural challenges (Avionia & Syahidin, 2024), Focusing on religious dynamics (L. Hakim, 2021) Exploring technology integration. However, not many studies have explored in depth how Islamic education can develop an adaptation model that can respond to sociocultural changes systematically, without sacrificing Islamic identity, while making optimal use of modern technological opportunities.

This research aims to analyze the adaptation strategy of Islamic education in the face of sociocultural changes in the era of globalization, focusing on the integration of Islamic values with global needs to shape the character and identity of the younger generation relevant to the times' demands. In addition, this study also aims to identify the main opportunities and challenges faced by Islamic educational institutions, such as the use of technology, the management of educational resources, and curriculum development. The results of this research are expected to provide comprehensive strategic recommendations to answer issues such as cultural homogenization and changes in religious values so that Islamic education can remain relevant and competitive in the era of globalization.

## **METHOD**

This study uses a qualitative research type with a descriptive-analytical approach to describe and analyze the adaptation of Islamic education to sociocultural changes in the era of globalization. The research was conducted in 2023 in Indonesia because the country has the largest Muslim population in the world, making it relevant to identify challenges and opportunities in the Islamic education system that is growing amid globalization. This approach was chosen to gain an in-depth understanding of Islamic educational institutions' strategies to maintain Islamic value identity while meeting modern demands (Rukhmana et al., 2022).

The data used is secondary data obtained from academic journals, books, and relevant scientific articles, accessed through platforms such as Google Scholar, Garuda, and Scopus. Data were collected through targeted literature studies to examine the impact of globalization, the challenges faced by Islamic educational institutions, and the integration of technology in Islamic value-based learning. Data analysis is carried out thematically, identifying key patterns related to curriculum adaptation, resource management, and technology utilization (Miles et al., 2021). The analysis results provide strategic insights into how Islamic education can remain relevant and competitive in the era of globalization.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Adaptation Strategies of Islamic Education to Sociocultural Changes**

Islamic education faces great challenges due to globalization, especially in maintaining a balance between traditional Islamic values and global demands. Globalization often leads to a shift in local values by pragmatic and individualistic norms, ultimately affecting people's mindsets and cultures, including the education system. However, Islamic education is an important bridge between tradition and modernity. As expressed (Triono et al., 2022), adapting a curriculum based on Islamic values with a global perspective is a strategic step to face social change. This curriculum allows Islamic education to remain relevant in facing global challenges without losing its Islamic identity.

In addition, a cross-disciplinary approach that integrates religious values with professional skills is urgently needed to form a young generation that is globally competent and has a noble character. This is reinforced (Ismail & Marwiji, 2023), which states that Islamic sociocultural values

must be the main foundation in the curriculum to answer the needs of the globalization era. This integration helps students understand their cultural and religious roots and prepares them to compete in a competitive job market. Thus, Islamic education not only plays a role as a guardian of tradition but also as a driving force for change that supports the sustainability of Islamic values in the modern context. We can summarize it in the table below:

**Table 1.** Adaptation Strategies of Islamic Education to Sociocultural Changes

Aspects	Explanation
Challenge	Maintaining a balance between traditional Islamic values and the demands of globalization.
Impact of Globalization	Changes in people's mindsets and culture, the shift of local values by pragmatic and individualistic norms.
Curriculum Strategy	Developing a curriculum based on Islamic values with a global perspective.
Cross-Disciplinary Approach	Integrating religious values with professional skills to form a competent and noble generation.
Result	The relevance of Islamic education globally without losing Islamic identity.

### Opportunities and Challenges in the Management of Islamic Education in the Era of Globalization

The main challenge in Islamic education is that the curriculum has not been fully responsive to technological developments and the needs of the global job market. Traditional curricula often cannot answer the demands of the modern era, so Islamic education graduates face difficulties competing in an increasingly competitive job market. (Rustandi, 2023) Emphasized that weak resource management, including lack of training for educators and low adoption of technology, are the main obstacles for Islamic educational institutions. Moreover, (Efendi & Sholeh, 2023) shows that the management of Islamic education that is less adaptive results in lagging in the face of rapidly changing social dynamics. These challenges affect the quality of education and limit the contribution of Islamic educational institutions at the national and global levels.

However, great opportunities remain for Islamic education to develop through innovation and digitalization. (Hizbulloh et al., 2023) Revealed that Islamic education has great potential to utilize digital technology to expand access to learning and create an inclusive learning environment. Digitalization allows Islamic educational institutions to offer Islamic value-based learning materials in a more interactive and relevant manner to the needs of the times. This also opens up opportunities for Islamic educational institutions to reach a wider audience at the local and international levels (Mansir, 2022; Susanti et al., 2024). With the adoption of the right technology and strategic

management improvements, Islamic education can become an educational model that is responsive to the challenges of globalization and contributes to shaping a fair, inclusive, and Islamic values-based society. We can summarize it in the table below:

**Table 2.** Opportunities and Challenges in the Management of Islamic Education  
in the Era of Globalization

Aspects	Explanation
Curriculum Challenges	Traditional curricula have not been responsive to technology and the needs of the global job market, making it difficult for graduates to compete.
Resource Management	Limited training for educators and low technology adoption are the main obstacles for educational institutions.
Adaptive Management	The less adaptive management of Islamic education causes lag in the face of rapid social change.
Digitalization Opportunities	Digital technology can expand access to learning, creating more interactive Islamic value-based materials.
Global Contribution	Islamic education can be an inclusive education model that shapes a just and Islamic value-based society.

**Integration of Technology and Innovation in Islamic Education**

Digitization of learning is a great opportunity for Islamic education to increase the effectiveness and accessibility of learning. Digital technology allows Islamic educational institutions to present value-based learning materials that are interactive, interesting, and relevant to the needs of the younger generation. (Salsabila et al., 2022) Emphasized that integrating technology with Islamic values helps increase student involvement in the learning process and ensures that religious values remain the main cornerstone of learning. By utilizing digital platforms, Islamic education can create a more inclusive learning environment and respond to the needs of students from various backgrounds.

In addition, training for educators is an important element in ensuring the successful integration of technology and Islamic values in learning. (Hanifah Salsabila et al., 2022) Emphasized that this training not only helps educators master the use of technology but also ensures they can deliver material while maintaining religious nuances. This training creates an innovative learning atmosphere where technology becomes a tool to support Islamic values' delivery effectively. With this step, Islamic educational institutions can compete in the digital era and maintain their relevance and Islamic identity during rapid technological development. We can summarize it in the table below:

**Table 3.** Integration of Technology and Innovation in Islamic Education

Aspects	Explanation
Curriculum Challenges	Traditional curricula have not been responsive to technology and the needs of the global job market, making it difficult for graduates to compete.
Resource Management	Limited training for educators and low technology adoption are the main obstacles for educational institutions.
Adaptive Management	The less adaptive management of Islamic education causes lag in the face of rapid social change.
Digitalization Opportunities	Digital technology can expand access to learning, creating more interactive Islamic value-based materials.
Global Contribution	Islamic education can be an inclusive education model that shapes a just and Islamic value-based society.

### Strategic Recommendations for Islamic Education in the Era of Globalization

Islamic education must develop a curriculum based on Islamic values relevant to global needs while using technology to support the learning process. This curriculum not only aims to provide academic knowledge but also to form the character of students who are noble and ready to face global challenges—emphasizing the importance of collaboration between Islamic educational institutions and external sectors, such as the government and the industrial world, to increase institutional capacity. With this collaboration, Islamic education can develop an innovative and adaptive curriculum to global sociocultural changes without sacrificing the Islamic values that are the basis of education.

This collaboration is also strengthened (Ismail & Marwiji, 2023), who emphasized that integrating Islamic sociocultural values into the curriculum is the key to the success of Islamic education in the era of the Industrial Revolution 4.0. Through a cross-sectoral approach, Islamic educational institutions can create educational programs that are both locally relevant and globally competitive. In addition, using technology in learning allows students to access a wider source of knowledge and strengthen their competitiveness at the international level. With this strategy, Islamic education can play a significant role in creating a global society that is just, inclusive, and based on Islamic values while maintaining its identity and relevance amid an increasingly strong globalization current. We can summarize it in the table below:

**Table 4.** Strategic Recommendations for Islamic Education in the Era of Globalization

Aspects	Explanation
Curriculum Challenges	Traditional curricula have not been responsive to technology and the needs of the global job market, making it difficult for graduates to compete.
Resource Management	Limited training for educators and low technology adoption are the main obstacles for educational institutions.
Adaptive Management	The less adaptive management of Islamic education causes lag in the face of rapid social change.
Digitalization Opportunities	Digital technology can expand access to learning, creating more interactive Islamic value-based materials.
Global Contribution	Islamic education can be an inclusive education model that shapes a just and Islamic value-based society.

**Discussion**

Globalization has brought significant changes in people's values and culture, including in the context of Islamic education. Islamic education faces the great challenge of maintaining traditional values while adopting the positive elements of globalization. As explained (Sofiani et al., 2024), Globalization not only accelerates technological development but also challenges religious values' relevance. Pragmatic and individualistic global norms often replace local values. However, Islamic education can bridge tradition and modernity by providing the younger generation with an understanding of religious teachings relevant to the needs of the times (Minarti, 2022; Ridwan & Ridwan, 2023).

Modernization also poses a special challenge in maintaining Islamic identity amid secular global currents. (Avionia & Syahidin, 2024) Emphasized that Islamic education must play a role as a fortress to maintain the Islamic identity of the younger generation. A holistic approach that integrates Islamic values in contemporary learning is needed to ensure that students not only understand the teachings of the religion but can also apply them in daily life (Hanic & Smolo, 2023; Huda et al., 2020). With this approach, the younger generation is expected to be able to become agents of change who maintain their faith and morality.

The imbalance between local and global values is another challenge that must be overcome. (L. Hakim, 2021) Underlines the importance of developing a curriculum that can integrate local values with global norms. This approach helps students understand their cultural roots and opens up insights into a broader global context. With an inclusive curriculum, Islamic education can shape individuals rooted in tradition but remain competitive globally (Daheri, 2022; D. Hakim, 2019).



One of the main obstacles in Islamic education is that the curriculum is not fully adaptive to global demands. (Ismail & Marwiji, 2023) Identified that traditional approaches in Islamic education curricula are often unresponsive to the needs of the global job market and technological developments. As a result, Islamic education graduates find it difficult to compete in an increasingly competitive environment. Therefore, curriculum updates that are relevant and responsive to modern challenges are needed.

Limitations in the use of technology are also a major obstacle. (Salsabila et al., 2022) Noted that many Islamic educational institutions still consider technology as a threat rather than an opportunity, they are lagging in utilizing technology for learning. This paradigm must be changed so technology can be optimally integrated into the curriculum, allowing for more engaging and effective learning for the younger generation.

In addition, the low management capacity of Islamic educational institutions exacerbates this challenge. (Hizbulloh et al., 2023) Shows that the lack of training for educators and limited resources are the main obstacles to managing sociocultural change. For this reason, concrete steps are needed to increase the capacity of Islamic educational institutions through collaboration with the government, the private sector, and technology experts (Efendi & Sholeh, 2023).

The main strategy that can be adopted is the preparation of a curriculum based on Islamic values relevant to global needs. (Triono et al., 2022) Proposes that integrating Islamic values into modern curricula, including in the context of technology and economics, can equip students with a deeper understanding of the application of Islamic teachings in daily life. In addition, a cross-disciplinary approach is also important to create graduates who not only understand religion but are also competent in other professional fields (Surahman, 2024).

Digitalization of learning is another very important strategy. Digital platforms not only expand access to Islamic education but also enable more inclusive learning, especially in remote areas (Hanifah Salsabila et al., 2022). The development of Islamic values-based applications can also provide a more interesting and interactive learning experience for the younger generation (Muslimin et al., 2021).

Islamic education is a great opportunity to become a globally relevant value-based model. Islamic values such as justice and integrity can guide addressing complex global challenges (Irman, 2023). In addition, Islamic education can promote values such as solidarity and sustainability to address social and environmental challenges (Hanifah Salsabila et al., 2022).

This opportunity is even greater with the application of technology in education (Salsabila et al., 2022) noted that the digitization of learning not only increases access to Islamic education in remote areas but also allows the transfer of Islamic values in a format that is interesting and relevant to the needs of the times. With this strategy, Islamic education can be the main pillar in shaping a society rooted in Islamic values and competitive at the global level (Rosyad, 2020; Setiawan, 2023).

Islamic education is at the crossroads between maintaining tradition and adapting to the demands of globalization. With the right strategies—such as value integration, digitization of learning, and institutional strengthening—Islamic education can survive and contribute significantly to shaping a global society rooted in Islamic values. According to (Rustandi & Ismawati, 2020.) is one of the strategic approaches to facing the challenges of globalization because it can encourage Islamic educational institutions to be more competitive and relevant to the needs of modern society.

Maintaining the roots of Islamic traditions in the educational curriculum will help maintain the identity and sustainability of Islamic values while accelerating globalization (Abdul-Jabbar, 2023; Husna & Hamid, 2024). In addition, the application of technology in learning, such as digital platforms, can expand access to Islamic education worldwide. (Isti'ana, 2024; Salsabila et al., 2022) Note that digitizing learning provides a great opportunity to create a more inclusive and effective learning process, especially for the young generation familiar with technology. By strengthening Islamic educational institutions and integrating Islamic values with modern technology, a conducive learning environment will be created to grow a generation that is educated and has a noble character following Islamic teachings.

This can also help overcome challenges in maintaining the sustainability of Islamic values in this modern era. By integrating Islam into the educational curriculum, the younger generation will better understand and appreciate the teachings of Islam in daily life (Primarni & Aminah, 2024; Zain et al., 2024). As such, they can become agents of change that bring a positive impact to society and the world as a whole. In addition, learning through digital platforms can also allow students to learn independently and collaboratively, thereby improving the overall quality of Islamic education (Musolin et al., 2024; Safiah et al., 2020).

As noted (Hassan et al., 2022 Hoerudin et al., 2023 Salsabila et al., 2022), the use of technology in Islamic education provides a great opportunity to create learning that is more inclusive, interactive, and relevant to the needs of the times. Digitalization increases access to Islamic learning

in remote areas and allows the transfer of Islamic values in a format that appeals to the younger generation familiar with technology. This opinion is in line with (Rustandi et al., 2024) those who emphasize that technology-based management is an important step so that Islamic educational institutions can compete in meeting the needs of modern society.

## CONCLUSION

The conclusion of this study shows that Islamic education is faced with the challenge of globalization that affects the relevance of traditional Islamic values. However, through digitalizing learning strategies and adaptive curriculum based on Islamic values, Islamic education can remain relevant globally. Educator training efforts and cross-sector collaboration are very important in increasing the competitiveness of Islamic education. In addition, the optimal use of technology provides a great opportunity for Islamic education to remain inclusive and compete globally without losing its identity. Overall, Islamic education has the potential to continue to contribute to creating a global society that is just and based on Islamic values. However, the study also had shortcomings, such as a limited scope of analysis that only covered a few aspects of Islamic education and a lack of broader data from different countries. Therefore, further research involving more perspectives and variables would be very beneficial. The suggestion for further research is to dig deeper into the application of technology in Islamic education in various countries and develop a more comprehensive and adaptive curriculum model following global developments.

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