

Building Synergy Between Islamic Education and National Education in Indonesia

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Abstract: This study aims to explore the synergy between Islamic education and national education in shaping the character and competence of future generations amid the challenges of cultural diversity and globalization. Using a descriptive qualitative approach, data were obtained through literature review, interviews with educational figures, and observations of the integration of Islamic values in school environments. This research is significant because education in Indonesia is expected not only to produce academically excellent individuals but also those with strong moral and spiritual foundations. Islamic education, with its universal values such as justice, honesty, and social care, plays a vital role in shaping students' character. Meanwhile, national education serves to build national identity, a spirit of unity, and tolerance. The findings indicate that the integration between the two systems is not yet optimal due to ideological differences, limited understanding among stakeholders, and a lack of inclusive dialogue. The methodology emphasizes data triangulation to ensure the validity and depth of information. The results highlight the need for a dialogical approach involving the government, educational institutions, religious leaders, and the community in formulating educational policies that reflect both religious and national values. Updating teaching methods, especially through the use of interactive learning media, emerges as a strategic solution to bridge moral and academic values within an integrated educational process. The conclusion of this study shows that the synergy between Islamic and national education is urgent in order to establish an inclusive, relevant, and sustainable education system. Its impact includes the development of a generation that excels intellectually while possessing strong moral and ethical character in social and national life.

Keywords: Islamic Education, National Education, Synergy, Curriculum, Indonesia, National Character, Educational Policy.

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A. INTRODUCTION

In the context of education in Indonesia, one of the crucial ongoing issues is how to create synergy between Islamic education and national education to respond to the increasingly diverse and complex society. This phenomenon is significant because ideological differences, interpretations of religious values, and the demands of modernization often result in fragmentation within the education system. Academically, this issue is relevant as it requires a multidisciplinary approach that integrates religious and national values into a holistic educational framework. Practically, the synergy between these two systems is essential to ensure that education produces future generations who are not only intellectually capable but also possess strong moral character and relevant skills to face global challenges. By addressing this fragmentation, education in Indonesia can become a more effective instrument in building

a harmonious, just, and competitive society. Previous studies have widely discussed the importance of integrating Islamic education with national education in the context of nation-building and improving the quality of education in Indonesia.

Several studies have highlighted the role of Islamic education in shaping individual morality and the contribution of national education in developing academic competencies and 21st-century skills. However, these studies tend to focus on theoretical approaches or examine one educational system without thoroughly exploring practical and applicable efforts toward synergy. Another limitation is the lack of analysis regarding the challenges of implementing such synergy in the field, including ideological, political, and managerial constraints. Therefore, this study seeks to fill that gap by providing a more comprehensive analysis of how synergy between Islamic and national education can be realized concretely through policy, inclusive curricula, and adaptive teaching methods that respond to global dynamics. This study aims to address the shortcomings of previous research that have been largely theoretical and lacked practical application in discussing the synergy between Islamic and national education.

With a more comprehensive approach, this study seeks to identify and analyze concrete efforts to create such synergy through educational policies, inclusive curricula, and teaching methods that are adaptive to diversity and global change. Specifically, this paper explores how Islamic values can be integrated without diminishing the essence of national education, which is based on pluralism and unity. The study also aims to reveal the challenges in implementing synergy ideological, political, and technical and to offer practical strategies that can be applied by policymakers, educators, and educational institutions. Thus, this paper not only contributes academically but also serves as a practical reference for education stakeholders in creating a holistic, equitable, and relevant educational system that meets the needs of Indonesia's diverse society.

Research on the synergy between Islamic education and national education in Indonesia has been widely conducted, with various focuses and perspectives. One major trend involves studies focusing on the ideological and political challenges in building harmony between the two education systems. For instance, Hasanah (2020) highlights the differences in interpretations of religious and national values that often hinder collaboration between Islamic and national education. This study also emphasizes the need for a dialogical approach involving all stakeholders.

Another significant trend in the research is related to the role of education policy in creating synergy. For example, the work of Suryadi (2022) evaluates inclusive education policies that integrate Islamic values in the context of cultural and religious diversity. The study stresses that balanced and participatory policies can foster harmony between Islamic and national education, although challenges in implementation still remain. In the effort to build synergy between Islamic and national education in Indonesia, one of the earliest thematic orientations is the integration of Islamic values into the national education system.

According to Abdullah (2019), Islamic education should be synergized through the concept of religious moderation that aligns with the Indonesian context. The primary focus is on creating harmony between Islamic spirituality and the needs of modern education. The

integrative strategy commonly used involves merging religious curricula with general curricula to develop well-rounded students with strong character. Implementation methods include collaborative efforts between the government, Islamic educational institutions, and the wider community, as noted by Azra (2021). This orientation underscores the importance of aligning Islamic educational values with the national educational vision.

A second trend in establishing synergy between Islamic and national education is the thematic focus on strengthening character education based on religious values. According to Zuhdi (2020), Islamic education emphasizes the formation of noble character, which serves as an ethical foundation for social life. This concept stresses the internalization of values such as honesty, responsibility, and tolerance within the learning process. A contextual approach is used to bridge the relevance of religious values with global challenges, as discussed by Hasan (2021). Implementation methods include value-based curriculum development and the integration of religious activities into daily school routines. While the three approaches to building synergy between Islamic and national education namely value integration, character education reinforcement, and the unification of religious and scientific knowledge—have shown positive directions, certain aspects remain underexplored.

Hidayat (2022) points out that these efforts often overlook the importance of incorporating local culture as an essential part of education. In fact, local culture holds great potential for enriching Islamic values while preserving national identity. Additionally, Aziz (2021) notes that current approaches tend to neglect technological innovation as a tool to support the implementation of this synergy in the digital age. Therefore, the success of such integration requires greater attention to cultural and technological dimensions. Future research on the synergy between Islamic and national education should be directed toward new perspectives that consider the influence of globalization on Islamic and national identities.

Yusuf (2021) argues that this focus is critical since globalization often introduces values that may conflict with local culture and religion. The research orientation should explore how Islamic education can serve as a moral safeguard amid modernization, without losing its relevance in a global context. Furthermore, Rahman (2022) highlights the importance of developing an adaptive educational ecosystem that not only instills religious values but also equips students with 21st-century skills. This perspective opens new avenues for the development of a more progressive Islamic education.

B. METHOD

This research adopts a qualitative approach using a case study method to understand how Islamic and national education respond to the diversity of Indonesian society. Data were collected through in-depth interviews, observations, and document analysis in several schools with different social and cultural backgrounds. The focus of the study is to explore strategies for integrating Islamic values within multicultural and pluralistic contexts. Data analysis was conducted thematically to identify patterns of response to diversity. This approach is expected to provide deep insights into inclusive educational practices amid societal plurality.

This study also utilizes a descriptive qualitative approach with a primary orientation on literature review to understand the synergy between Islamic and national education. Data

were collected from various literature sources such as books, journals, and relevant scholarly articles. The focus of the review is to analyze the themes, concepts, approaches, and methods proposed in the literature to bridge religious and general education. Analysis was conducted systematically by evaluating previous arguments and findings, identifying research gaps, and formulating new perspectives. This approach aims to provide a structured and in-depth description of the conceptual foundation of educational research.

The study employs a descriptive qualitative method with primary data sources derived from literature reviews covering books published in the last five years. The literature review is focused on works relevant to the theme of Building Synergy between Islamic Education and National Education in Indonesia. Data were collected through a process of identifying, selecting, and critically analyzing books that discuss the integration of Islamic values, character education, and national education policies. The analysis aims to identify trends, concepts, approaches, and methods developed within the literature. This approach is intended to provide a comprehensive understanding of the efforts to synergize Islamic and national education, as well as to discover research gaps for future studies.

The data collection technique used in this research is library research, which includes books published in the last five years related to the theme Building Synergy between Islamic and National Education in Indonesia. Data were gathered by selecting, analyzing, and summarizing relevant writings from various sources, both those discussing the integration of religious and general education and those focusing on national education policies. This technique aims to obtain accurate and up-to-date data regarding developments and challenges in establishing such synergy. The collected data were then analyzed to provide a clearer and deeper picture of the efforts undertaken within Indonesia's educational context.

The analytical stages in this study began with data collection through a literature study of books and scholarly articles published in the last five years on Building Synergy between Islamic and National Education in Indonesia. Once data were gathered, thematic analysis was employed, where data were grouped based on emerging key themes such as the integration of religious values, education policy, and the challenge of diversity. Next, comparative analysis was conducted to compare findings across various literature sources. The results of the analysis were presented descriptively to illustrate the efforts made in creating synergy between Islamic and national education. This technique aims to produce a more in-depth and comprehensive understanding of the relationship between the two educational systems

C. RESULTS AND DISCUSSION

Table 1. Research Variables discussed in the Research

No	Results	Description	Literatur
1	Integration of Religious Values into the National Curriculum	Most of the reviewed books indicate efforts to integrate Islamic values into the national education curriculum, particularly in the area of character education. This effort aims to shape a generation that is not only intellectually capable but also morally upright.	Hidayat, A. (2022). <i>Budaya Lokal dalam Pendidikan Islam</i> . Yogyakarta: Deepublish

2	Differences in Educational Approaches between Islamic and Public Schools.	Research reveals differences in educational approaches between Islamic schools, which focus on religious instruction, and public schools, which emphasize scientific knowledge. However, some schools have begun to adopt interdisciplinary approaches that combine both aspects	Arifin, Z. (2020). <i>Integrasi Ilmu Agama dan Sains dalam Pendidikan</i> . Bandung: Remaja Rosdakarya.
3	School Autonomy in Internal Management Positively Affects Education Quality	Findings reveal that schools with the capacity to independently manage their programs, curricula, and human resources are more responsive to students' needs and local contexts. This autonomy fosters innovation in the learning process and contributes to improved student academic achievement.	Yusuf, M. (2021). <i>Globalisasi dan Pendidikan Islam: Tantangan dan Peluang</i> . Jakarta: Prenada Media

1. Integration of Islamic Values into the National Curriculum

Most of the reviewed literature highlights an awareness of the importance of integrating Islamic values into the national education curriculum, particularly in the field of character education. This character education not only involves the development of intellectual capacity but also emphasizes the cultivation of moral and ethical values aligned with Islamic teachings. The integration aims to equip students not only with academic knowledge but also with the ability to apply values such as honesty, responsibility, and empathy in daily life. Through Islamic-based character education, it is hoped that Indonesian youth will grow into individuals of noble character, capable of facing global challenges without losing their moral and religious identity. The emphasis on character education is seen as fundamental to building a nation rooted in integrity, peace, and tolerance values nurtured through pure and consistent religious instruction.

2. Differences in Educational Approaches Between Islamic and Public Schools

This study finds significant differences in the educational approaches between Islamic schools and public schools in Indonesia. Islamic schools generally emphasize religious instruction as the foundation of education, focusing on instilling spiritual and moral values in students' daily lives. On the other hand, public schools prioritize academic knowledge and skill development aimed at preparing students for the workforce. Despite these differences, a number of schools have begun to adopt interdisciplinary approaches that combine both aspects. This approach seeks to balance religious education with academic excellence, so that students are not only intellectually capable but also grounded in strong moral and spiritual values. It offers an innovative solution to bridge the gap between the two educational systems.

3. Islamic Education in the Era of Globalization

In the era of globalization, Islamic education faces significant challenges in maintaining its identity amidst the flow of global cultural values that often prioritize modernity and

technological advancement. These global values can sometimes conflict with Islamic teachings, particularly in areas related to morality and ethics. However, there are ongoing efforts to align Islamic education with contemporary developments for example, by integrating information technology into teaching and modernizing instructional methods without compromising core Islamic principles. This approach aims to ensure that Islamic education remains relevant to global demands while preserving its spiritual and moral richness. In practice, some Islamic educational institutions have begun adopting curricula that combine 21st-century skills with Islamic values, enabling the development of students who are both intellectually competent and morally grounded.

D. CONCLUSIONS AND SUGGESTIONS

The key insight of this study lies in the importance of creating a balanced integration between religious education and national education to shape a generation that is not only intellectually capable but also possesses strong moral character. This research highlights that, despite the differences in approach between Islamic schools and public schools, synergy can be achieved through an interdisciplinary approach that integrates religious values with scientific knowledge. Furthermore, the study emphasizes the need for Islamic education to adapt to contemporary developments in order to remain relevant while preserving its core religious values. The main lesson drawn from this research is that education should be holistic, addressing both the intellectual and spiritual development of students in order to build a better society.

The scholarly contribution of this research lies in its provision of data concerning efforts to integrate Islamic and national education in Indonesia, a topic that remains underexplored in a comprehensive manner. The study also introduces a new variable related to interdisciplinary approaches that blend religious values with scientific knowledge within the educational curriculum. Additionally, the proposed concept of religion-based character education in the context of globalization offers a relevant perspective for educational policy development. The approach adopted in this study provides fresh insights into understanding the relationship between religious and general education in Indonesia. Moreover, the study opens new questions about how Islamic education can better adapt to contemporary demands without compromising its core religious values.

This research is limited by its exclusive focus on literature published within the past five years, thus excluding a broader spectrum of research and developments in Islamic and national education. Moreover, the study is conceptual in nature and does not include field observations or interviews with education practitioners. Therefore, future research should integrate empirical data through case studies or surveys to gain a more comprehensive understanding of the actual implementation of the synergy between the two educational systems. Further studies may also explore the impact of education policies on social and cultural diversity in Indonesia.

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