Development of the Islamic Education Curriculum Facing the Challenges of 21st Century Skills

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INFO ARTIKEL	ABSTRAK
	Abstract: Transforming Islamic education to face the challenges of the 21st century is an important innovation to equip students to compete in the modern market. However, in its implementation, no clear steps have been found. This literature study aims to obtain information about what and how the demands of the 21st century have implications for the development of the Islamic Education curriculum, as well as alternatives to the transformation of Islamic education. Data were collected through a literature study and then analyzed using the content analysis method. The results showed that there are several alternatives to the reform of Islamic Education to welcome 21st-century skills, including adjusting the facilities and roles of teachers, developing 21st-century skills in teacher training, ICT literacy, and integrating PBL curriculum. These all need to be integrated with the development of ethical values to produce individuals who are academically competent and still maintain noble morals so that the objectives of Islamic education can be achieved as expected.

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A. INTRODUCTION

The challenge of 21st-century skills is increasingly urgent in the current educational era. This case was triggered by evidence of increasing social inequality in many countries and hampered social mobility. The Organization for Economic Co-operation and Development (OECD) report states that there is an increase in income gaps and poverty in OECD countries with other countries (Robertson, 2021). This problem is more than just an economic phenomenon but also has political, military, legal, social, cultural, linguistic, environmental, and technological causes and consequences (Rubaii, 2016). This indicates the need for education to incorporate global ideas and develop global competencies into teaching and learning so that students can adapt to an ever-changing world. In this context, Islamic education must also carry out a transformation towards developing skills that are expected to suit the needs of the modern market (Alpaydın et al., 2022), and also to maintain ethical and moral order (Hefner, 2015).

21st-century skills relate to several competencies that are important for every individual to be successful in this era of globalization (Nurhuda, Al Khoiron, et al., 2023). These competencies include critical thinking, problem-solving, creativity, meta-cognition, communication, collaboration, digital and technological literacy, civic responsibility, and global awareness (Van Laar et al., 2020). This is gaining increasing attention as a means of improving the quality of teachers and education (Kim et

al., 2019). Improvements in the quality of education are carried out in aspects of research, teaching processes, clinical practice, and multi-disciplinary plinary integration (Lee, 2014), to support the development of sustainable living.

Islamic education in this case also faces similar challenges. There are still many Islamic education institutions whose curriculum does not use modern courses so they do not equip students with the ability to be able to compete in the modern market (Alpaydın et al., 2022). Therefore, transformation into an education system that is responsive to the needs of the modern market while still upholding high ethical and moral principles is an urgent task (Alpaydın et al., 2022; Hefner, 2015). Developing skills relevant to the demands of the 21st century is important in ensuring that Islamic education maintains a solid foundation for students to achieve success in various aspects of life while preserving the core values of their faith and culture (Nurhuda & Aini, 2021).

Unfortunately, the picture of the potential for developing the Islamic Education curriculum toward empowering 21st-century competencies is still not optimally depicted (Azami et al., 2023). This condition is caused by them facing the dilemma of modern life which seems contradictory, usually tending to adopt conventional Islamic rote learning, now they have to be more comprehensive by looking at the reality of the phenomenon (Demirel Ucan & Wright, 2019). Educators also seem to be still struggling to find innovation and take

solution steps(Kim et al., 2019). The formulation of this transformation must be hastened because modern market competition is running fast (Susanti et al., 2023).

Several studies regarding this have been carried out. Among them is research on Muslim education in the 21st century (Hefner, 2015), a case study of teaching and learning through a project-based curriculum (Martinez, 2022); Islamic education in Belgium in the 21st century (Franken, 2017); and discourse on 21st century Muslim education (Wainscott, 2015). However, no one has discussed alternative models for developing the 21st-century Islamic education curriculum in its entirety. In line with this information, many studies discuss the development of 21st-century skills, but not many have examined what and how steps Islamic education must take in responding to the challenges of the 21st century. This kind of research needs to be carried out because it can contribute ideas and recommendations regarding alternatives an alternative model for transforming Islamic education towards empowering 21st-century skills. Apart from that, the findings obtained can be the basis for research into broader Islamic education curriculum development. Therefore, this research aims to investigate the influence of 21st-century skills challenges on the development of the Islamic education curriculum, with a focus on analyzing concrete influences, exploring the integration of 21st-century skills with ethical values, as well as identifying challenges and alternatives for the transformation of Islamic education.

B. RESEARCH METHODS

This research uses a literature study method to obtain information related to the transformation of Islamic education and the demands of the 21st century. The main focus of the research is on literature that discusses the development of the Islamic Education curriculum as well as alternative educational transformations that can answer the skills demands of the 21st century. Data was collected through literature searches from theoretical sources, ebooks, articles, journals, websites and other research relevant to the topic discussed (Amrona et al., 2023).

The data analysis process was carried out using the content analysis method. This form of scientific inquiry involves the systematic reading of collections of texts and symbolic materials (Krippendorff, 2004), then words and phrases will become the units of analysis (Taylor & Bogdan, 1998). Information obtained from the literature is extracted and grouped to identify general patterns and alternative transformations of Islamic education that appear in the literature (Amrona, Anggraheni, et al., 2023). This method allows researchers to develop an in-depth understanding of the key concepts and recommendations proposed by previous researchers regarding the

transformation of Islamic education in facing the demands of the 21st century.

The literature search process was carried out systematically using keywords relevant to the research topic, thereby ensuring that the literature accessed was truly related to the transformation of Islamic education and the demands of the 21st century. During data analysis using content analysis methods, researchers systematically identify, classify, and organize information found in the literature (Murjazin et al., 2023). This allows researchers to comprehensively describe the various alternative transformations of Islamic education described in the literature, as well as find general patterns that can guide recommendations for developing the Islamic Education curriculum.
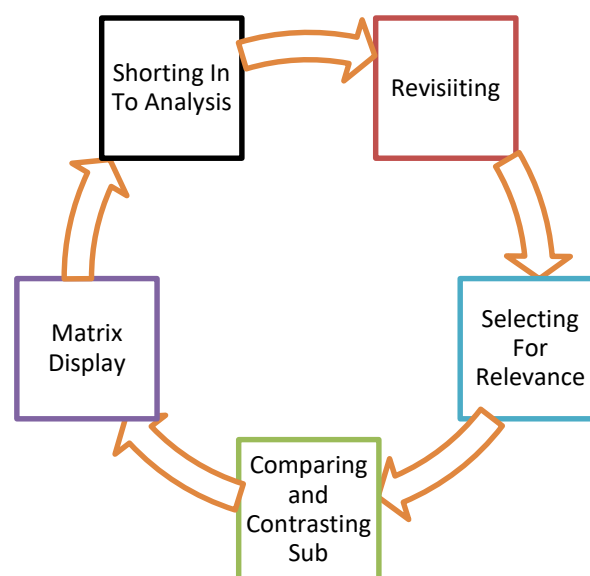

Figure 1. Analysis Content Models

C. RESULT AND DISCUSSION
1. Impact of 21st Century Skills Challenges on Islamic Education

In the 21st century, current technological developments affect all aspects of life, from production to education, representing significant social changes. Fast access to unlimited sources of information impacts all levels of society. Communities and institutions involved in providing education are also significantly impacted by this change. Learning environments, schools, classrooms, student profiles, parent profiles, and school management have all been affected by these changes. This change requires a deep understanding and determination of educational needs to keep up with economic and technological developments in the 21st century (Alpaydın et al., 2022).

The challenges of 21st-century skills have a significant impact on Islamic education. Paradigmatic changes in education are a necessity. Automation in the business world is predicted to shape the job market which changes drastically, and 20th century education is

considered not relevant enough to face these changes (Murjazin et al., 2023). Therefore, the education system, especially Islamic education, needs to adapt to technological developments and social changes to ensure that students are ready to face future challenges that will affect their quality of life (Susanti et al., 2023). Islamic educational institutions in countries around the world face the challenge of adapting to global changes. They must struggle to remain relevant and meet educational needs amidst pressure from developing countries and international policies. This challenge involves efforts to maintain existing Islamic education capital in the face of an ever-changing global market (Alpaydın et al., 2022).

In line with Rubaii (2016) globalization demands new ways of thinking and acting. Education should teach ways that enable students to practice and hone the skills necessary to lead in a globally interconnected world (Huda & Nurhuda, 2023). It can be concluded that the impact of 21st-century skills challenges on Islamic education includes adaptation to technological advances, adapting curricula to changing job market demands, preparing students to compete globally, maintaining the relevance of Islamic educational institutions, and transformations in school management and learning approaches (Putri & Nurhuda, 2023). These changes emphasize the need to integrate 21st-century skills, such as digital skills, creativity, entrepreneurship, and global literacy, to ensure that Islamic education can meet future needs and make a positive contribution to student development in an increasingly complex and globally connected environment.

2. Integration of 21st-Century Skills with Ethical Values

Islamic education aims to educate graduates towards the formation of an ethical self that ensures moral continuity between study and work and builds a wider community that has a sense of shared belonging. However, Islamic education that is called "good" from the perspective of secular state policy is education that has reformed its curriculum by teaching subjects such as science, social sciences, mathematics, English, and computer literacy (Alpaydın et al., 2022).

In the Islamic education curriculum, 21st-century skills are integrated with ethical principles in the learning approach. This includes teaching skills such as problem-solving, effective communication, collaboration, and critical thinking based on values such as fairness, tolerance, and a sense of social responsibility (Maheningsih & Nurhuda, 2023). This approach not only produces academically competent individuals but also individuals who are ethical and able to make positive contributions to society (Nurhuda, 2023a). This integration allows Islamic education to meet global demands and produce graduates who are better prepared

to face the complex challenges of the 21st century, while maintaining the underlying ethical values (Hefner, 2015).

According to (Retsikas, 2017) The emphasis on developing 21st-century skills, such as entrepreneurial skills, time management, and cooperation in the context of the Islamic economic movement, needs to be accompanied by Islamic ethical values that encourage integrity, social responsibility, and justice. Practical steps such as business training covering disciplines related to money, staff management, and time management can be implemented by ensuring that Islamic ethical values are integrated into every aspect of learning (Nurhuda & Prananingrum, 2022). A balanced integration of 21st-century skills and ethical values makes a positive contribution to society in upholding moral and spiritual principles as a source of coolness amidst the current modern change (Ni'am et al., 2023).

It can be concluded that the importance of integrating 21st-century skills with ethical values in the context of Islamic education is the main basis for forming individuals who not only excel in modern skills but also have a strong moral foundation. The Islamic Education curriculum needs to be directed at combining 21st-century skills such as problem-solving, creativity, entrepreneurship, and technology with Islamic ethical values that encourage integrity, social responsibility, and justice (Nurhuda et al., 2023). A balanced integration of 21st-century skills and ethical values creates graduates who are not only ready to face the complex challenges of the 21st century but also become agents of positive change based on moral and spiritual principles.

3. Challenges and Alternatives for the Transformation of Islamic Education Facing the Skills Demands of the 21st Century

To welcome 21st-century skills, challenges and obstacles in the transformation of Islamic education include (Alpaydın et al., 2022):

a. Aligning religious studies with secular studies
Reconciling religious sciences with secular sciences can be a challenge, especially when Islamic seminaries' broader goal of imparting religious knowledge must be maintained.

b. The relationship between society and the state
Conditions for curricular reform require a democratic relationship between society and the state, where the state supports the development of Islamic education by the traditions and expectations of society within a democratic framework.

c. Insertion of instrumental science
There is debate about including instrumental sciences in the Islamic education curriculum. Some argue that this can undermine broader educational goals.

d. Symbolic-moral competence
    The Islamic educational tradition seeks to create symbolic-moral competencies that are considered important for the material foundations of collective existence and citizenship.
e. Integration of ethics and social roles
    Islamic education emphasizes the integration of ethics, moral behavior, social roles in learning, and work as one unit.
f. Positive impact on trade and work ethic
    Islamic education is expected to have a positive influence on trade, the creation of a symbolic world, work ethic, and various productive roles in society.

Therefore, Islamic society must resolve the problem of the dichotomy between religious sciences and rational sciences, or between faith and reason, by harmonizing the Al-Qur'an and science through quoting verses from the Koran that refer to scientific discovery or certain scientific elements (Martinez, 2022). There are several alternatives for reforming Islamic education in facing the skills challenges of the 21st century, according to (Alpaydın et al., 2022) as follows:

a. Adjustment of technical facilities and teacher responsibilities to adapt student profiles and employability in the new business structure.
b. Teachers are expected to encourage the effective use of technology and the importance of safe use of technology in developing student character.
c. Focus on 21st-century skills in teacher education in almost all countries.
d. The importance of involving teachers in adapting to diverse learning environments and sharing teaching roles with the digital world.
e. Qualifications of a qualified teacher with a master's or doctoral degree, experience, mobility, salary, and positive working conditions.
f. Support to new teachers in terms of lightening the curriculum, mentoring programs, access to resources, linking theory and practice, as well as consultation with their colleagues.
g. Facilitate qualified and experienced mentors in teacher training, both pre-service and in-service.

According to Voogt & Roblin (2012), to welcome 21st-century skills in the field of Islamic education, several key steps can be taken. First, it is necessary to create operational definitions for each 21st-century competency, which can be used as a guide for student development at different levels. Second, core subjects need to be linked to 21st-century competencies, with the introduction of interdisciplinary themes to strengthen these linkages. Third, ICT literacy must be embedded in the curriculum.

ICT is considered as an argument for the need for 21st-century competencies and a tool that can support the acquisition and assessment of 21st-century competencies. Fourth, the role of formal and informal education needs to be recognized and closely linked. Finally, there is a need for a clear national framework and assessment for 21st-century competencies across different educational levels and contexts (Nurhuda, 2023b).

Another opinion comes from Aifan (2022), who suggests that recommended educational curriculum development alternatives include the integration of 21st-century skills into core subjects, the application of collaborative learning methods, and the use of educational technology. Educators need to understand the importance of 21st-century skills and prepare students to apply them in real life. The curriculum should be designed to cover interdisciplinary themes such as financial literacy, entrepreneurship, health, and global awareness. Additionally, educational technology and collaborative tools must be integrated into the learning environment to enhance the skills of digital learners (Nurhuda & Azizah, 2022). Educators also need to increase students' global awareness and consider the impact of teaching through e-learning environments, especially in the context of the pandemic.

Another alternative is that the development of 21st-century skills can be taught and enhanced through the integration of a PBL curriculum that encourages the development of students who can think critically, pose and solve problems, and work collaboratively. Through PBL, teachers and students need to explore the study of many issues related to contemporary curriculum discourse in various fields such as hermeneutics, race, gender, sexuality, culture, philosophy, politics, democracy, ecology, aesthetics, autobiography, cosmology. In postmodern education, teachers, administrators, and parents will realize that they are not experts in all the answers, but rather fellow travelers on a journey of lifelong learning (Martinez, 2022).

D. CONCLUSION

This research underlines the importance of meeting the challenges of 21st-century skills in the context of Islamic education. The impact of technological, social, and educational changes on society requires a transformation in Islamic education to ensure students are prepared to face a complex future. Integrating 21st-century skills with ethical values is the key to producing graduates who are academically competent and ethical. Even though there are challenges in facing this transformation, there are several alternative reforms that can be carried out, including adjusting facilities and teacher roles, focusing on developing 21st-century skills in teacher training, and ICT literacy, and integrating the PBL curriculum. All of this

is a key step in ensuring Islamic education is relevant and competitive in the era of globalization.

Research on this matter needs to be re-examined in the future by digging deeper into more concrete 21st-century curriculum models, as well as exploring their impact on students' character and their preparation for facing global change. In addition, research should involve the role of teachers in implementing this integration and see to what extent it can influence changes in student behavior and competence. These steps will provide more comprehensive guidance to continue the transformation of Islamic education in facing the challenges of the 21st century.

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