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CONTEMPORARY ISLAMIC EDUCATION CURRICULUM
(Responding to the Needs of Multicultural Societies at Local and International Levels)

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Abstrak

Dalam era globalisasi yang terus berkembang, tantangan terbesar dalam pendidikan Islam adalah merancang kurikulum yang mampu merespons kebutuhan masyarakat multikultural baik di tingkat lokal maupun internasional. Artikel ini bertujuan untuk mengkaji dan menganalisis bagaimana kurikulum pendidikan Islam kontemporer dapat diintegrasikan dan diadaptasi dengan kebutuhan dan tantangan masyarakat multikultural. Melalui pendekatan kualitatif dan analisis dokumen, penelitian ini mengidentifikasi prinsip-prinsip dasar yang harus diterapkan dalam kurikulum pendidikan Islam untuk mencapai tujuan tersebut. Hasil penelitian menunjukkan bahwa integrasi nilai-nilai universal, kearifan lokal, dan pemahaman mendalam tentang keberagaman budaya merupakan kunci utama dalam pengembangan kurikulum. Peneliti juga menemukan bahwa pentingnya mengadopsi metode pembelajaran yang inovatif dan inklusif untuk menunjang efektivitas kurikulum tersebut. Dengan demikian, kurikulum pendidikan Islam kontemporer yang responsif terhadap masyarakat multikultural dapat menjadi sarana penting dalam menghasilkan generasi yang tidak hanya memiliki keunggulan akademik, tetapi juga kepekaan sosial dan kemampuan adaptasi yang tinggi di tengah keberagaman global. Penelitian ini berkontribusi pada pemikiran baru dalam pengembangan kurikulum pendidikan Islam yang relevan dengan konteks sosial budaya saat ini, sekaligus memberikan panduan praktis bagi para pendidik dan pengembang kurikulum di berbagai lembaga pendidikan Islam.

Kata kunci: Kurikulum Pendidikan Islam, Masyarakat Multikultural, Pendidikan Kontemporer, Integrasi Nilai, Pendekatan Holistik.

Abstract

In the era of ever-growing globalization, the biggest challenge in Islamic education is to design a curriculum that is able to respond to the needs of multicultural societies both at the local and international levels. This article aims to examine and analyze how contemporary Islamic education curricula can be integrated and adapted to the needs and challenges of multicultural societies. Through qualitative approach and document analysis, this study identifies the basic principles that must be applied in the Islamic education curriculum to achieve these goals. The results showed that the

integration of universal values, local wisdom, and a deep understanding of cultural diversity is the main key in curriculum development. Researchers also found that it is important to adopt innovative and inclusive learning methods to support the effectiveness of the curriculum. Thus, a contemporary Islamic education curriculum that is responsive to a multicultural society can be an important means in producing a generation that not only has academic excellence, but also high social sensitivity and adaptability in the midst of global diversity. This research contributes to new thinking in the development of Islamic education curricula that are relevant to the current socio-cultural context, as well as providing practical guidance for educators and curriculum developers in various Islamic educational institutions.

Keywords: Islamic Education Curriculum, Multicultural Society, Contemporary Education, Value Integration, Holistic Approach.

INTRODUCTION

In this era of globalization, education has a strategic role in shaping the character and competence of individuals who are able to contribute to the progress of society. Especially in the context of Islamic education, there are unique challenges in integrating Islamic values with the dynamics of multicultural societies. This research focuses on developing a contemporary Islamic education curriculum, designed to respond effectively to these needs. Multicultural societies, with all their diversity, require an inclusive and adaptive approach to education (Nikmah et al., 2023). The contemporary Islamic education curriculum must be able to accommodate this diversity, not only in the local but also international context. This requires critical and innovative thinking from curriculum developers to create relevant and responsive educational programs.

One critical aspect in the development of such a curriculum is a deep understanding of Islamic values and how these values can be integrated with competencies needed in the 21st century. Competencies such as critical thinking, creativity, and adaptability must be instilled in the curriculum, without reducing the essence of Islamic teachings themselves (Sulaiman et al., 2018). This research uses qualitative methods and document analysis to explore various approaches that have been adopted in the development of Islamic education curriculum. By understanding

the best practices that have been carried out, researchers seek to identify elements that can be further developed to achieve the goals of contemporary Islamic education.

The results of the study are expected to provide new insights in curriculum development that not only strengthens Islamic identity and values in learners, but also prepares them to interact and contribute to a multicultural society. This includes curriculum development that promotes inclusive and competency-based education (Abdullah et al., 2021). One important finding is the need for integration between religious education and general education in the curriculum. It aims to prepare students not only in spiritual and moral aspects, but also in intellectual and social aspects. This integration allows students to develop a holistic understanding of the world around them.

Teaching and learning that empathizes with cultural and religious diversity is one of the main pillars in the contemporary Islamic education curriculum. This necessitates the existence of teaching methods that can adapt to the individual needs of students from diverse backgrounds, promoting tolerance and respect for differences. In designing the curriculum, it is important for developers to consider how technology can be utilized to support the learning process. The use of technology in education can enrich students' learning experience and provide them access to diverse and innovative learning resources (Mawardi, 2023).

Cooperation between academics, education practitioners, and policy makers is a key factor in the successful development and implementation of contemporary Islamic education curricula. Through this collaboration, synergies can be created that produce curricula that are not only theoretical, but also practical and relevant to the needs of society. In conclusion, the development of a contemporary Islamic education curriculum that responds to the needs of a multicultural society is a complex but important task. With a holistic and inclusive approach, and involving various parties in the process, it is hoped that Islamic education can continue to be relevant and make a positive contribution to multicultural society at the local and international levels (Ibrahim, 2015).

METHODS

In examining the development of a contemporary Islamic education curriculum that is able to respond to the needs of multicultural communities at the local and international levels, researchers choose a qualitative approach as the main research method. This approach was chosen for its ability to understand social phenomena from the perspective of the participants, enabling the research to gain an in-depth understanding of how Islamic education curricula are developed and applied in multicultural contexts. Data was collected through in-depth interviews, participatory observation, and document analysis, involving a wide range of stakeholders including teachers, curriculum developers, students, and parents.

Document analysis is one of the important components in this research method. Researchers collect and review various documents related to curriculum development, such as school curriculum plans, textbooks, and other learning materials. This analysis aims to understand how Islamic values and the needs of multicultural societies are integrated in existing curricula. In addition, document analysis also helps in identifying challenges and opportunities that arise in the process of developing and implementing contemporary Islamic education curriculum (Ghani, 2023).

To enrich the data and gain a broader perspective, researchers also conducted in-depth interviews with purposively selected respondents. Respondents included academics in the field of Islamic education, curriculum developers, teachers who implemented the curriculum, and students who experienced the learning process. Interviews were conducted to explore their experiences, perceptions, and evaluations of the existing curriculum. Through triangulation of data from multiple sources, this study aims to present a comprehensive analysis of how contemporary Islamic education curricula can be designed and implemented to respond effectively to the needs of multicultural societies.

RESULTS AND DISCUSSION

The results of this study show that the development of a contemporary Islamic education curriculum that is able to respond to the needs of a multicultural society requires a deep understanding of Islamic values and the needs of diverse societies. Research finds that existing curricula tend to focus on theoretical understandings of religion without adequately integrating the practical application of these values in multicultural contexts (Anam, 2016). This shows that there is a gap between the curriculum designed and the actual needs in society. Analysis of curriculum documents and interviews with teachers show that there are still challenges in integrating Islamic values with the skills and competencies needed to interact in a multicultural society. Some teachers feel that the existing curriculum does not fully support the development of empathy and cross-cultural understanding in students. This confirms the need for curriculum revision to put more emphasis on these aspects (Kristiantari, 2014).

Respondents also highlighted the importance of innovative pedagogical approaches in implementing contemporary Islamic education curricula. The use of active learning methods, such as project-based learning and group discussions, is effective in increasing students' understanding of diversity and promoting critical thinking skills. This suggests that teaching methods can play a key role in successful curriculum implementation. In an international context, this study found that the contemporary Islamic education curriculum should be able to accommodate the needs of Muslim students in various countries with different cultural backgrounds (Frimayanti, 2017). This requires flexibility in the curriculum to adapt to the local context while still maintaining the universal principles of Islam. This diversity of approaches is necessary to ensure the relevance and effectiveness of Islamic education at the global level.

One of the notable outcomes is the recognition of the importance of media and technology literacy in the curriculum (Meyanti &; Lasmawan, 2023). In the digital age, the ability to critically critique and sort information is essential. Research shows that the integration of media literacy in Islamic education curricula can help students become responsible consumers and producers of media, capable of filtering

information that conforms to Islamic values and respects diversity. The results also emphasize the importance of collaboration between schools, families, and communities in curriculum development and implementation (Rochayati et al., 2023). This collaboration is considered vital in creating a supportive and enriching educational environment, where Islamic values and respect for diversity can be instilled from an early age. This shows that contemporary Islamic education requires a holistic approach that involves all stakeholders.

In addition, the study revealed that teacher training in curriculum development and multicultural teaching methods is essential. Teachers play an important role in interpreting and implementing the curriculum (Saputra &; Hadi, 2022). Without sufficient understanding of how to integrate Islamic values with multicultural needs, it is difficult for teachers to teach effectively in this context. Discussions with academics and education practitioners highlighted the need for ongoing research and curriculum development. Rapid social and technological changes demand periodic curriculum adaptation to ensure that Islamic education remains relevant to the challenges and needs of the times (Liriwati, 2023). This necessitates a mechanism for regular curriculum evaluation and revision.

The results also showed that students felt more engaged and motivated when the learning material reflected their diversity and multicultural reality. This confirms the need for a curriculum designed to celebrate diversity and promote cross-cultural understanding and tolerance (Irwansyah et al., 2024). Practical experience of curriculum implementation in several educational institutions shows that local adaptation of the curriculum is an important factor in its success. This means that the curriculum must be flexible enough to be adapted to the local context without losing the essence of Islamic teachings (Hasanah &; Hasanah, 2021).

The discussion further pointed out that increasing resources and supporting facilities is an important aspect that needs attention in the development of contemporary Islamic education curriculum. Investment in educational resources, including learning technology, diverse teaching materials, and school infrastructure, is

considered essential to support effective curriculum implementation. In conclusion, the results of this study provide important insights into the development of an Islamic education curriculum that is responsive to the needs of multicultural communities (Rif'an, 2022). A comprehensive approach, involving curriculum updates, innovative teaching methods, collaboration among stakeholders, and investment in educational resources, is needed to ensure that Islamic education can meet challenges and seize opportunities in multicultural contexts effectively.

CONCLUSION

This research has explored and analyzed the importance of developing a contemporary Islamic education curriculum that is able to respond to the needs of multicultural societies at local and international levels. Research findings suggest that an effective curriculum in this context should blend Islamic values with the understanding and skills necessary to interact in a diverse society. This requires careful integration of Islamic teachings and innovative pedagogical approaches, which can support students in developing critical thinking, empathy, and adaptation skills in multicultural contexts.

The results also emphasize the importance of collaboration among stakeholders, including educators, parents, students, and the community, in curriculum development and implementation. This collaboration is considered critical in creating an inclusive and supportive educational environment, where students can learn and grow in an atmosphere that values diversity and promotes tolerance. In addition, the study underscores the role of technology and media literacy as important elements in the curriculum, to equip students with skills relevant in this digital age.

In conclusion, the development of a contemporary Islamic education curriculum that responds to the needs of a multicultural society is an important step in preparing future generations who are not only strong in faith and religious science, but also able to contribute positively in an increasingly global and diverse society. There needs to be continuous efforts to review and update the curriculum, so that Islamic

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education can continue to be relevant and effective in facing challenges and opportunities in the future. The implementation of this kind of curriculum requires dedication, creativity, and commitment from all parties involved in the educational process.

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