

Islamic Education Curriculum Development Strategy in the Era of Disruption

Al Haqqi¹, Dzakia Fifi Mahardini², Muhammad Afriansyah³, Muhammad Sirozi⁴

¹ Universitas Islam Negeri Raden Fatah Palembang; alhaqqi217@gmail.com

² Universitas Islam Negeri Raden Fatah Palembang; dzakiafifi8701@gmail.com

³ Universitas Islam Negeri Raden Fatah Palembang; afriansyahmuhammad5@gmail.com

⁴ Universitas Islam Negeri Raden Fatah Palembang; muhammadsirozi_uin@radenfatah.ac.id

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ABSTRACT

The era of disruption marked by the Industrial Revolution 4.0 has significantly impacted various aspects of life, including education. This article aims to identify and formulate adaptive strategies for developing the Islamic education curriculum in response to these changes. A qualitative approach was employed, with a literature review serving as the primary method. The collected data were analyzed using a content analysis approach, which involved identifying main themes, comparing approaches used in various sources, and grouping emerging strategies. The findings suggest that integrating technology into learning, adopting a competency-based approach, and promoting collaboration among educational institutions, industry, and society are key strategies for developing a relevant curriculum. The main contribution of this article lies in proposing a holistic approach that enables students to master not only religious knowledge but also 21st-century skills such as digital literacy and critical thinking. These strategies are expected to enhance the role of Islamic education in producing a competitive generation ready to face global challenges.

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Corresponding Author:

Al Haqqi

Universitas Islam Negeri Raden Fatah Palembang; alhaqqi217@gmail.com

INTRODUCTION

The era of disruption is a phenomenon characterized by rapid and significant changes resulting from technological advancements, globalization, and shifts in social and economic conditions (Purnamasari & Verano, 2024). In this era of disruption, all dimensions of life are experiencing shifts not only in the business world but also in the world of education, thus demanding innovative curricula that are appropriate for their time (Nazila, 2019). In the context of education, this disruption presents significant challenges, including for Islamic education, which must adapt to the changing times to remain relevant and produce a generation with competencies that meet the demands of the 21st century (Rawung, 2021). Digitalization, artificial intelligence, big data, and the Industrial Revolution 4.0 have transformed learning patterns, teaching methods, and labor market needs (Sukmawati, 2024). Therefore, the Islamic education curriculum needs to be developed with innovative strategies that are responsive to these changes (Susanto, 2020). However, previous studies tend to focus on changes in curriculum content without systematically discussing the strategic approach needed by Islamic educational institutions to face the era of disruption. It highlights a research gap that needs to be bridged, particularly in terms of integrating Islamic values with 21st-century competency needs. Islamic education has a strategic role in shaping the character, morality,

and spirituality of students (Yasmansyah & Sesmiarni, 2022). In addition, Islamic education also aims to produce individuals who not only understand Islamic values but also possess the skills needed in modern life. However, many Islamic educational institutions still use conventional curriculum models that are less flexible in adapting to current developments. As a result, Islamic education graduates often experience a gap between the knowledge they acquire in education and the skills required in the real world. This condition highlights the need for strategic and innovative approaches that are not only conceptual but also applicable in the context of contemporary Islamic education.

Changes in community lifestyles in the digital era necessitate renewal in the education system, including the development of Islamic education curricula. In facing the challenges of the disruption era, the development of the Islamic education curriculum must consider various important aspects (Azra, 2015). First, the integration of technology in the learning process becomes a necessity. The use of technology such as e-learning, digital-based applications, and artificial intelligence can increase the effectiveness and efficiency of the teaching-learning process. Second, the curriculum must be competency-based, focusing not only on cognitive aspects but also on developing practical skills and soft skills, such as critical thinking, creativity, and collaboration. Third, collaboration between Islamic educational institutions with industry, government, and communities must be strengthened to create a competitive educational ecosystem. These three aspects have not been explored in depth in local literature, even though they are key to realizing a contextual and relevant Islamic curriculum.

Additionally, the strategy for developing the Islamic education curriculum should also adopt a comprehensive and holistic approach. It strikes a balance between religious knowledge and general sciences, as well as character formation based on Islamic values that are relevant to the times (Hidayat, A., Hadi, S., & Marlin, 2021). Thus, Islamic education is not only a means to understand religious teachings textually, but also as an instrument to produce a generation that is excellent, innovative, and able to contribute to the global community (Syarnubi, 2019). In this context, this article aims to formulate strategies for developing an Islamic education curriculum that are adaptive to the era of disruption by examining concepts, challenges, and implementative solutions based on literature approaches and critical analysis (Hendrizal, 2020). The main contribution of this article is to offer a conceptual framework for Islamic education curriculum strategies that are integrative and responsive to the challenges of the Industrial Revolution 4.0, while maintaining the fundamental values of Islamic education. With a deeper understanding of this curriculum development strategy, Islamic education can continue to develop and address the needs of the times without losing its essence and fundamental values.

METHODS

This article discusses strategies for developing an Islamic education curriculum in the era of disruption using the library research method (Sugiyono, 2009). This method was chosen because it is relevant for examining ideas, theories, and practices that have developed in the scientific literature related to the development of Islamic education curricula. The focus of this research is to examine the thoughts of scholars and the content of texts in books, journals, magazines, and other materials relevant to the discussion theme.

Mirzaqon T and Purwoko state that library research is a type of research that involves collecting information and data using various materials available in libraries, such as articles, books, magazines, histories, and others. In this research, the author uses specific criteria in selecting sources, namely: (1) originating from reputable scientific publications, both national and international; (2) directly relevant to the themes of curriculum, Islamic education, and the era of disruption; and (3) published in the last five to ten years to ensure data currency.

The collected data were analyzed using a content analysis approach, which involved identifying main themes, comparing approaches used in various sources, and grouping emerging strategies. The analysis was conducted systematically to find strategic patterns in curriculum development that can be applied in the context of Islamic education. To maintain the validity of the

analysis, the author conducted cross-checks on findings from various sources and avoided using literature that cannot be academically accounted for.

RESULTS AND DISCUSSION

Industry Revolution 4.0

The Industrial Revolution 4.0 represents a significant shift in the way humans work and live, driven by the rapid advancement of technology. In this era, many tasks that humans once performed can now be automated by intelligent machines and computers. For example, there are now robots that can assemble cars, apps that can answer questions like humans, and household appliances that can be controlled via mobile phones.

The main feature of the Industrial Revolution 4.0 is the utilization of technologies such as artificial intelligence (AI), the Internet of Things (IoT), robotics, and big data. All these technologies are interconnected and make work faster, more efficient, and easier. However, on the other hand, this development also brings challenges. Machines are replacing many human jobs, and if people are unprepared, many may be left behind because they lack the necessary skills.

In the world of education, the Industrial Revolution 4.0 necessitates that schools and teachers adapt as well. Learning can no longer rely solely on books and blackboards; it must utilize technology such as computers, the internet, and digital media. Children need to be taught not only science, but also how to think critically, work together, use technology wisely, and maintain moral and religious values (Zainuddin, 2021). In short, Industrial Revolution 4.0 is an era of digital and automated transformation. We must be prepared to face it by learning, adapting, and upholding good values, so that technology can bring benefits, not harm.

Characteristics of Society's Life in the Industrial Revolution 4.0 Era

The Industrial Revolution 4.0 era is characterised by significant changes in various aspects of people's lives. The development of digital technology, artificial intelligence, the Internet of Things (IoT), and big data has changed the way humans interact, work, and learn.

Here are some of the main characteristics of people's lives in the era of the Industrial Revolution 4.0:

1. Digitalization in Various Aspects of Life

Society's life is increasingly digitalized, with various activities that can now be done online. From financial transactions and communication to healthcare and education services, everything can be accessed through digital technology.

2. Automation and Artificial Intelligence

It cannot be denied that the presence of this automation era demands Islamic education to adapt and adjust, so as not to fall far behind other educational models. Islamic education, with its numerous available resources, is expected to capitalize on opportunities in the current era. Many jobs that humans previously performed have now been automated with the help of artificial intelligence. It creates higher efficiency, but also requires humans to acquire new skills relevant to technological developments.

3. Changes in Work and Education Patterns

Flexible work concepts, remote working, and online learning have become more common. Society is no longer bound to physical spaces for working or learning, but can adapt to more dynamic and technology-based systems.

4. Technological advancements accelerate the flow of information and communication between countries, creating a more interconnected global society. It opens up employment opportunities and facilitates cross-cultural collaboration, while also enhancing individual competitiveness in the international job market.

5. Increased Dependence on Artificial Intelligence (AI) and Big Data

Business, government, and even individual decisions increasingly rely on big data analysis and artificial intelligence. This impacts how society makes decisions and conducts its daily activities.

6. Social and Cultural Changes

Society's lifestyle and culture are changing rapidly along with technological developments. Social media plays a significant role in shaping public opinion, consumer behavior, and communication styles.

7. Data Security and Privacy Challenges

With the increasing use of digital technology, data security and privacy issues have become a significant concern. Society must be more vigilant in managing personal information and understanding the risks associated with the digital world.

Society's Demands on the Education World in the Industrial Revolution 4.0 Era

The rapid development in the Industrial Revolution 4.0 era demands that the education world, including Islamic education (Muhaimin, 2008), adapt to the changes taking place. Society now has higher expectations for the education system to produce graduates who are ready to face global challenges. The following are some of the main demands of society on the education world in the Industrial Revolution 4.0 era:

1. Integration of Technology in Learning

Society expects education that utilizes digital technology to enhance learning effectiveness. The use of e-learning, artificial intelligence, and big data has become a crucial aspect of modern learning.

2. Strengthening 21st Century Skills

The curriculum must emphasize the development of skills such as critical thinking, creativity, communication, and collaboration. Additionally, digital literacy, problem-solving, and adaptability have become key competencies expected by society.

3. Connectivity and Wider Access to Education

People want more flexible and inclusive access to education. Online education and hybrid learning are solutions to make learning accessible to more individuals, including those in remote areas.

4. Collaboration with Industry

The curriculum must be more relevant to the needs of the workforce, so that graduates are prepared to compete in the global market. Islamic education also needs to establish partnerships with industry and the business world to provide students with practical experience.

5. Character and Value-Based Education

Although the Industrial Revolution 4.0 era relies heavily on technology, people still demand education that shapes the character and morals of students. Islamic education plays a crucial role in instilling Islamic values that remain relevant to contemporary times (Yusuf, 2019).

Islamic Education Curriculum Development Strategy in the Era of Industrial Revolution 4.0

Strategy is the means and power to achieve specific targets under certain conditions in order to obtain maximum expected results. The curriculum is a set of plans and arrangements that outline the objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve specific educational goals (Hamami, 2020). In the era of the Industrial Revolution 4.0, education requires curriculum adaptation and innovation strategies to help students navigate the challenges of the time and foster creativity in various fields of life. The curriculum is constantly evolving due to the changing needs and developments in various fields (Hamid, 2018).

The curriculum is dynamic, as changes in needs and developments occur at the community level over time (social, cultural, economic, political, and global). Therefore, curriculum development is defined as an effort to establish arrangements and plans regarding objectives, content, and learning materials that serve as guidelines for implementing learning in accordance with developments and needs (Febriani, S., Iswantir, M., & Akhyar, 2024). Curriculum development is carried out to find the best formulation for organizing and establishing a series of plans regarding objectives, materials, and learning resources that will guide learning activities to achieve specific educational goals. The development of the Islamic education curriculum in the 4.0 era is significant in order to prepare human resources who think and behave moderately, inclusively, culturally, religiously and can live

as a person of faith, devotion, noble character, creative, productive, innovative, and collaborative and can contribute to solving the problems of life in society, nation, state, and world civilisation (Astuti, Waluya & Asikin, 2019). To address the challenges of the Industrial Revolution 4.0, Islamic education must implement innovative and adaptive curriculum development strategies. Here are some of the main strategies that can be applied:

1. Integration of Technology in Learning

The utilisation of digital technology, such as e-learning, artificial intelligence, and mobile-based learning applications, should be an integral part of the Islamic education system. In addition, the method of learning by utilising digital technology can be a blended learning method. This method combines traditional education systems with digital education systems, utilizing a process of teaching and learning activities (Syam, 2019). With this method, learning can be done anywhere and at any time, using the internet, as the material is stored online. With this technology, access to knowledge becomes broader and more flexible.

2. Competency-based approach

The curriculum should be oriented towards developing competencies that are relevant to the needs of industry and society. Twenty-first-century skills, such as critical thinking, problem-solving, communication, and collaboration, should be integrated into the curriculum.

3. Collaboration with Industry and Business

Islamic education needs to establish partnerships with the industrial world so that the curriculum developed is more relevant to the needs of the workforce. Internship programmes, industrial visits, and the involvement of practitioners in the learning process can improve the work readiness of graduates.

4. Strengthening Islamic Character and Values

In the midst of rapid technological development, Islamic education must adhere to moral values and Islamic character. According to Muhamimin (2008), Islamic education is defined as education based on Islamic principles, which means that it is developed with fundamental values contained in the Qur'an and Hadith. The curriculum must teach digital ethics, leadership, and social responsibility in accordance with Islamic values.

5. Flexible and Adaptive Curriculum Development

The curriculum must be designed flexibly to adapt to changing times. Project-based learning systems, blended learning, and interdisciplinary approaches can be applied to meet the demands of rapid change.

6. Improving Digital Skills and Technological Literacy

Islamic education should equip learners with strong digital skills, including an understanding of coding, data analysis, and the utilisation of information technology for academic and professional purposes.

7. Teacher Training in Technology Utilisation

Teachers and educators must receive continuous training to adapt learning methods in accordance with the era of the Industrial Revolution 4.0. Improving teachers' competence in technology utilisation and innovative teaching methodologies is a key factor in the success of Islamic education.

CONCLUSION

In an era of disruption characterised by technological advances and rapid social change, the development of the Islamic Education curriculum needs to be carried out with a more innovative approach and based on real needs. Curriculum change is not only a matter of technological adaptation, but also related to strengthening the character and relevance of Islamic education in facing global challenges. As the main findings, effective curriculum development strategies should include the integration of technology, strengthening 21st-century skills, and collaboration between educational institutions, industry, and society. More detailed implementation suggestions include designing a flexible and adaptive curriculum, continuous training for educators, and strengthening aspects of digital literacy and practical skills for learners. With these steps, Islamic education is

expected to produce a generation that is not only intellectually competent but also noble and ready to face global dynamics, without neglecting the Islamic values that are the essence of education itself.

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