Islamic Education Curriculum Development Strategy in the Era of Disruption

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ARTICLE INFO	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, using literature review as the primary method. The collected data was analyzed using a content analysis approach, by identifying main themes, comparing approaches used in various sources, and grouping emerging strategies. The findings indicate that integrating technology into learning, applying a competency-based approach, and fostering collaboration between educational institutions, industry, and society are key strategies in 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. *This is an open access article under the <u>CC BY-NC-SA</u> license.*

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INTRODUCTION

The era of disruption is a phenomenon where changes occur rapidly and significantly due to technological advancement, globalization, and social and economic shifts (Purnamasari & Verano, 2024). In this era of disruption, all dimensions of life are experiencing shifts not only in the business world but also affecting the world of education, thus demanding innovation in curriculum that is appropriate for its era (Nazila, 2019). In the context of education, this disruption brings major challenges, including for Islamic education, which must adapt to the dynamics of the times in order to remain relevant and capable of producing a generation that has competencies in accordance with the demands of the 21st century (Rawung, 2021). Digitalization, artificial intelligence, big data, and the industrial revolution 4.0 have changed learning patterns, teaching methods, and labor market needs (Sukmawati, 2024). Therefore, 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. This indicates a research gap that needs to be bridged, particularly regarding the integration between Islamic values and 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 obtained in education and the skills needed in the real world. This condition demonstrates 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 demand renewal in the education system, including in the development of Islamic education curriculum. In facing the challenges of the disruption era, the development of 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, not only focusing on cognitive aspects but also 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 in realizing a contextual and relevant Islamic curriculum.

In addition, the strategy for developing Islamic education curriculum must also pay attention to a comprehensive holistic approach. This includes a balance between religious knowledge and general sciences, as well as character formation based on Islamic values that are contextual with the developments of 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 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 basic values of Islamic education. With a deeper understanding of this curriculum development strategy, it is hoped that 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 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 scientific literature related to the development of Islamic education curriculum. 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 research used to collect information and data using various materials available in libraries such as articles, books, magazines, histories, and others. In this research, the author uses certain 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 was analyzed using a content analysis approach, by 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 is a major change in the way humans work and live due to the rapid development of technology. In this era, many things that used to be done by humans can now be done by smart 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 use of technologies such as artificial intelligence (AI), 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. Many human jobs are being replaced by machines, and if unprepared, many people can be left behind because they don't have the skills needed.

In the world of education, the Industrial Revolution 4.0 makes schools and teachers have to change too. Learning can no longer rely solely on books and blackboards, but must use 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 a digital and automated age. We must be ready to face it by learning, adapting, and maintaining 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 major 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, 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 be able to adapt or adjust itself, so as not to fall far behind other educational models. Islamic education, with its various available resources, is expected to take advantage of opportunities in the current era. Many jobs that were previously done by humans have now shifted to automated systems with the help of artificial intelligence. This creates higher efficiency but also requires humans to have new skills that are 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 advancement accelerates the flow of information and communication between countries, creating a more connected global society. This opens employment opportunities and cross-cultural collaboration as well as increases 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 affects how society makes decisions and carries out daily activities.

6. **Social and Cultural Changes**

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

7. **Data Security and Privacy Challenges**
   With the increasing use of digital technology, data security and privacy issues have become a major concern. Society must be more vigilant in managing personal information and understanding risks related to 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 the education world, including Islamic education (Muhaimin, 2008), to 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 becomes an important aspect in modern learning.

2. **Strengthening 21st Century Skills**
   The curriculum must emphasize the development of skills such as critical thinking, creativity, communication, and collaboration. In addition, digital literacy, problem-solving, and adaptability 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 world of work, so that graduates are ready to compete in the global market. Islamic education also needs to build partnerships with industry and the business world to provide practical experience for students.

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 has an important role in instilling Islamic values that remain relevant to the times (Yusuf, 2019).

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

Strategy is all means and power to deal with certain targets in certain conditions in order to obtain maximum expected results. The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for organising learning activities to achieve certain educational goals (Hamami, 2020). In education in the era of the industrial revolution 4.0, curriculum adaptation and innovation strategies are needed to help students face the challenges of the times and encourage creativity in various fields of life. The curriculum is basically always changing due to the needs and development of society in various fields (Hamid, 2018).

The curriculum is basically dynamic, this is because in the span of time there are changes in needs and developments at the community level (social, cultural, economic, political, global logic, and so on). Therefore, curriculum development is carried out, curriculum development is defined as an effort to find arrangements and plans regarding objectives, content, and learning materials that are used as guidelines for implementing learning in accordance with developments and needs (Febriani, S., Iswantir, M., & Akhyar, 2024). Curriculum development is carried out in an effort to find the best formulation in organising and establishing a series of plans regarding objectives, materials and learning materials that will guide learning activities in order to achieve certain

educational goals. The development of the Islamic education curriculum in the 4.0 era is very important in order to prepare human resources who think and behave moderately, inclusively, culturally, religiously and have the ability to 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, S. B., & Asikin, 2019). To answer the challenges of the Industrial Revolution 4.0, Islamic education needs to 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 the Bleanded Leraning method. This method is a process of teaching and learning activities with a combination and combination of conventional education systems with digital education systems (Syam, 2019). With this method, learning can be done anywhere and anytime using the internet, the material has been stored online. With this technology, access to knowledge becomes wider and more flexible.

2. **Competency-based approach**
    The curriculum should be orientated towards developing competencies that are relevant to the needs of industry and society. 21st century skills, such as critical thinking, problem-solving, communication and collaboration, should be part of 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 Muhaimin (2008), education according to Islam is education based on Islam, this means that education is developed with fundamental values contained in the Qur'an and Hadith. The curriculum must teach digital ethics, leadership, and social responsibility based on Islamic values.

5. **Flexible and Adaptive Curriculum Development**
    The curriculum must be designed flexibly in order to adapt to the 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 be given continuous training in order to be able 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 technology integration, 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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