

THE IMPACT OF INTEGRATING ISLAMIC RELIGIOUS EDUCATION WITH MODERN EDUCATION IN INDONESIA

Lukman Hakim

Sekolah Tinggi Hukum (STH) Galunggung, Tasikmalaya, Indonesia

Abstract

Rapid social and technological change demands an education that is able to accommodate religious values while preparing the younger generation to face the challenges of the times. This research aims to analyze the impact of integrating Islamic religious education with modern education in Indonesia. This research uses a qualitative approach with descriptive methods. The research results show that the integration of Islamic religious education with modern education in Indonesia has a positive impact on students' holistic understanding of religious teachings. The use of technology in Islamic learning, such as digital media and online platforms, can increase student involvement, making the learning process more interactive. Students who experience this integration not only gain theoretical understanding, but also stimulate their critical thinking abilities, linking religious teachings with the realities of everyday life. Overall, the research results confirm that this approach opens up wider access to quality learning resources and helps shape student character with a balance between faith and understanding of current developments.

Keywords: Educational Integration, Islamic Religious Education, Modern Education, Technology in Education

A. INTRODUCTION

Education is a cultural process that continues to develop, aiming to improve human dignity throughout life. As times change, education is always faced with changing dynamics that require adaptation to remain relevant (Junaid, 2012). If education is not designed to follow the rhythm of change, the risk of becoming outdated can occur, and this can result in an inability to meet the demands of society's development. Throughout history, education has always adapted to the context of civilization and the needs of society at that time, from agrarian society to the industrial and information era (Syamsuar & Reflianto, 2019).

The importance of accommodating these changes lies in the ability of education to continue to develop, adapting concepts, materials, curriculum, processes, functions and objectives of educational institutions to the needs of the times and society (Fajar & Ilmi, 2024). The educational development cycle is a reflection of the dynamics of society, and the involvement of education in following the rhythm of change is the key to ensuring its continued relevance (Noor, 2019). Therefore, changes in education must be carried out continuously in order to be able to respond to changing times quickly and effectively, ensuring that education remains the main pillar in forming humans who are able to adapt and develop amidst changing times (Dupni & Rosadi, 2020).

Islamic religious education has a central role in shaping the character and morals of Muslim individuals. As an integral part of everyday life, Islamic religious education not only provides a theological foundation, but also teaches ethical norms and values that form the basis for a Muslim's

behavior (Pratama, 2019). Various aspects of a Muslim's life, from worship, muamalah, to morals, are included in the Islamic education curriculum. In this context, Budiman & Suparjo (2021) state that the main aim of Islamic religious education is to improve human behavior so that it conforms to the life guidelines recognized in Islamic teachings.

This is in line with the general objectives of education, which basically aims to form individuals who have good morals and contribute positively to society. By paying attention to moral and ethical aspects, Islamic religious education provides a solid foundation in developing strong character and full of integrity (Jannah, 2023). Therefore, Islamic religious education not only provides knowledge about religious teachings, but also emphasizes the implementation of these values in everyday life, helping to form individuals who have high moral awareness and are ready to contribute positively to society (Hamid, 2016).

In the context of the modern education system, the integration of Islamic religious education is an interesting and crucial challenge, especially considering the importance of combining religious values with developments in science and technology (Hanifah, 2018). The modern education system is often faced with the dynamics of globalization, technological advances and cultural diversity, so there needs to be an appropriate balance between religious traditions and the demands of the times (Adiyono et al, 2023).

This integration process requires a holistic and contextual approach to adapt Islamic religious teachings to the development of science. While religious values provide a moral and ethical foundation, modern education demands skills in scientific and technological understanding (Astuti, 2023). Therefore, the main challenge is how to combine religious teachings with a curriculum that focuses on developing skills and knowledge that are relevant to the demands of the times (Barizi, 2011).

Efforts to integrate Islamic religious education into a modern system must also consider inclusiveness, accommodating diversity in society (Abror & Rohmaniyah, 2023). By ensuring that Islamic religious education is not only theoretical, but also practical in responding to contemporary challenges, we can create graduates who are not only academically competent but also have moral integrity and readiness to face the complexities of the modern world (Qurtubi et al, 2023). Thus, this integration can be the basis for the formation of a balanced individual, including religious values and a deep understanding of the development of science and technology.

Islamic religious education is expected to have more dimensions than just conveying religious teachings, but also as a vehicle for training to shape students' character and personality (Manizar, 2017). The importance of Islamic religious education lies not only in understanding religious concepts, but also in shaping students into individuals who are responsible, tolerant, and able to contribute positively to society. In this context, the integration of religious values with the principles of daily life is essential to achieve this goal (Sholeh, 2014).

One approach that can be taken in integrating Islamic religious education is to strengthen the curriculum framework. This involves preparing a curriculum that not only includes religious material, but also designing teaching methods and learning activities that can shape students' attitudes, values and social skills (Hakim, 2012). Alignment of religious teachings with

contemporary needs is an important basis so that Islamic religious education can be relevant to current developments. Thus, Islamic religious education is expected to be able to bridge understanding of religious values with practical life, preparing students to become individuals who are not only academically competent but also have a positive contribution in building a harmonious and cultured society (Sadewa, 2022).

The aim of this research is to explore and analyze the impact of integrating Islamic religious education with modern education in Indonesia. The benefits of this research are very significant in the context of educational development in Indonesia. First, this research can contribute valuable thoughts and information to educational policy makers to increase the effectiveness of integrating Islamic religious education with modern education. Second, the results of this research can provide practical guidance for educators and teachers in designing learning strategies that optimize the integration between Islamic religious values and the needs of modern education. Thus, it is hoped that this research can provide a strong basis for improving educational policies and better learning practices in Indonesia.

B. METHOD

This research adopts a qualitative descriptive method, in accordance with the concept described by Moleong (2014). The main goal of descriptive research is to describe phenomena using descriptive words rather than numbers, with narrative explanations being the main focus. The definition of qualitative methods according to Bogdan & Taylor, as quoted in the work of Moleong (2014), indicates that this approach produces descriptive data in the form of written or spoken words obtained from direct observation of individuals and behavior. The decision to choose descriptive research with a qualitative approach was chosen because it is believed to be more supportive in uncovering issues that are relevant to the research focus (Yulianah, 2022). Data collection was carried out through interviews and documentation. In the data analysis process, an interactive model is used where the collected data is analyzed, abstracted, structured and validated for its validity. The final step involves interpreting the data to gain an in-depth understanding related to the research topic.

C. RESULTS AND DISCUSSION

It is important to emphasize a deep understanding of Islamic values that are relevant to the current context. This not only includes theological aspects, but also the values contained in Islamic teachings related to business ethics, human rights, inter-religious tolerance and social responsibility. In integrating these values into the Islamic religious education curriculum, the main aim is to provide students with a more holistic and practical understanding. This understanding allows students not only to understand religious teachings as spiritual guidance, but also as a basis for acting positively and in accordance with Islamic values in various aspects of daily life.

By deepening this understanding, it is hoped that students can internalize Islamic values and apply them in their lives. This approach will help shape students' stronger character and create individuals who are able to contribute positively to society. Thus, Islamic religious education can

function as a means to form individuals who not only have strong faith but also have skills and attitudes that are in accordance with religious values in facing the challenges of the modern era.

Furthermore, the integration of technology in Islamic religious learning opens up great opportunities to increase the effectiveness and attractiveness of learning. The use of digital media, applications and online learning platforms provides innovative alternatives to bring students closer to Islamic religious material in a more interactive way. By utilizing multimedia features, such as videos, images and animations, Islamic religious learning can be presented in an interesting and in-depth way. Technology also enables project-based approaches, simulations, and educational games that can enrich students' learning experiences. In addition, the use of technology can create a learning atmosphere that is more dynamic and responsive to students' individual needs.

The importance of technology integration lies not only in increasing the attractiveness of learning, but also in facilitating wider access to quality Islamic religious learning resources. With online platforms, students can access learning materials, assignments and other resources from anywhere and at any time. This expands the learning space outside the classroom and provides flexibility for students in adjusting their learning pace. Thus, the integration of technology in Islamic learning not only brings innovation in learning methods, but also opens the door to educational progress that is more inclusive and accessible to various groups.

Apart from that, teacher training has a central role in integrating Islamic religious education well. Teachers need to be equipped with in-depth knowledge of Islamic teachings in order to deliver learning material accurately and in depth. It is also important for them to develop skills that enable them to package learning material in an interesting and relevant way to students' lives. In this way, teachers can create a learning atmosphere that inspires and motivates students to better understand and internalize Islamic religious values in the context of everyday life.

Apart from technical knowledge and skills, teacher training also needs to emphasize social and communicative aspects. Teachers need to be trained to become facilitators who are able to lead discussions and reflections in the classroom. This ability allows students to relate religious teachings to their own experiences and realities. By providing space for discussion and reflection, teachers can help students bridge Islamic religious concepts with the practical situations they face, so that learning does not only focus on theory, but also on implementing religious values in everyday life. Thus, holistic teacher training can be the key to creating Islamic religious learning that is impactful and relevant for the development of student character.

Based on this, the impact of integrating Islamic religious education with modern education:

1. Holistic Understanding

The integration of Islamic religious education with modern education opens a window of more holistic understanding for students. More than just following religious rituals, students are invited to understand religious teachings in the context of their application to everyday life. Within this framework, students can reflect on how Islamic religious values play a role in every aspect of life, including business ethics, human rights, inter-religious tolerance, and social responsibility. In addition, this integration allows students to see the relationship between religious teachings and the development of science and technology. They can combine religious values with the latest

understanding of science and technology, enriching their religious perspective in facing the dynamics of the modern era. In this way, Islamic religious education is no longer focused on ritual aspects alone, but is articulated as a comprehensive view of life, linking religious values with the context of science and technology to create students who are more empowered and broad-minded.

2. Character Development

The integration of Islamic religious education with modern education makes a significant contribution to the formation of student character. More than just understanding, students are encouraged to implement Islamic teachings in their daily behavior. One example is in understanding business ethics, where students not only understand the financial principles permitted by religion, but are also expected to apply these ethics in their business practices. Apart from that, this integration teaches the values of tolerance and social responsibility in a practical way. Students are not only taught to accept differences, but also to appreciate and understand diversity in society. They are also empowered to recognize their social responsibility as part of a larger community. In this way, the integration of Islamic religious education with modern education not only creates theoretical understanding, but also aims to provide a real foundation for students to become individuals who are responsible, tolerant and have integrity in their daily actions.

3. Relevance to Modern Life

The integration of Islamic religious education with modern education is a guarantee that the values of religious teachings remain relevant to the demands of the modern era. Students not only understand these teachings theoretically, but are also invited to absorb and apply them in the context of technology, science and the development of modern society. They can see how religious values can synergize with technological advances, making religious teachings a guide in facing dynamic modern realities. In this context, students can develop a deeper understanding of the relevance of religious teachings to aspects of daily life characterized by advances in science and technology. This integration also opens up opportunities for students to articulate religious values in the context of the challenges and opportunities offered by the development of modern society. Thus, Islamic religious education is not only a separate part of current developments, but becomes an integral part that provides a sustainable and relevant perspective for students in facing the complexity of the modern world.

4. Increased Student Engagement

The use of technology in Islamic religious learning is the key to increasing student engagement. Digital media, applications and online platforms provide a new dimension to learning methods, creating a more interactive and engaging atmosphere. By utilizing multimedia features, such as video, animation and technology-based content, Islamic religious learning can be presented in a more dynamic way, motivating students to be actively involved. The diversity of learning technology also gives teachers the flexibility to present religious material in a more innovative way. Interactive applications, simulations, and multimedia content help create a more fun and engaging learning experience. In addition, the online platform allows students to access Islamic learning materials from various sources, enriching their horizons more broadly.

5. Wide Access to Learning Resources

The integration of technology in Islamic learning opens the door for students to access quality learning resources through online platforms. The availability of structured and informative digital content provides students with the freedom to deepen their understanding of the Islamic religion. Online platforms also facilitate access to various study materials, articles, videos and online discussions that can provide broader religious insight. By utilizing online platforms, students can learn from a variety of sources tailored to their needs and level of understanding. This not only broadens the scope of information, but also allows students to explore content in greater depth according to their personal interests and challenges. Thus, the integration of technology in Islamic religious learning not only creates easier access, but also opens up opportunities to increase students' understanding and depth of insight into religious values as a whole.

6. Increased Critical Thinking Ability

The integration of Islamic religious education with modern education not only aims to convey information, but also stimulates students' ability to think critically. Students are not only faced with passive acceptance of religious teachings, but are also invited to reflect, analyze and relate these teachings to the reality of their daily lives. Through this approach, students are invited to develop critical thinking skills in understanding Islamic religious concepts. They are invited to ask questions, question and explore deeper understanding regarding religious values applied in the context of modern life. This reflection process not only strengthens their understanding of religious teachings, but also trains their critical skills in analyzing the relationship between religious teachings and the daily life situations they experience.

7. Preparation for Global Challenges

By understanding and applying Islamic religious values in the context of modern education, students will be better prepared to face global challenges with a balanced attitude between faith and understanding of current developments. The integration of religious teachings with modern education not only aims to provide a foundation for faith, but also to equip students with a broad understanding of the rapid developments of the times. Students are invited to see religious teachings as life guides that are not static, but can be applied relevantly in various modern contexts. This includes how religious values can shape students' character, ethics and social attitudes so they can adapt positively in a diverse global society. Thus, the integration of Islamic religious values with modern education provides a strong foundation for students to face global challenges with strong faith, while having an open mind to the dynamics of contemporary developments. Harmony between faith and understanding of contemporary developments allows students to become individuals who contribute positively to the global environment, bringing religious values as a basis for responding to various aspects of modern life.

D. CONCLUSION

The integration of Islamic religious education with modern education in Indonesia has had significant positive impacts. This approach allows students to understand religious teachings holistically and apply them in everyday life, while also being relevant to developments in science

and technology. By utilizing technology in Islamic learning, student engagement can be increased through digital media, applications and online platforms, making the learning process more interactive and interesting. This integration also opens up students' access to quality Islamic learning resources through online platforms, broadening their religious horizons. In addition, Islamic religious education which is integrated with modern education stimulates students' critical thinking skills, invites them to reflect, analyze and relate religious teachings to the realities of everyday life. By understanding and applying Islamic religious values in the context of modern education, students are expected to be better prepared to face global challenges with a balanced attitude between faith and understanding of current developments. This alignment creates individuals who are not only strong in their faith, but also able to contribute positively to a diverse global society. Therefore, the integration of Islamic religious education with modern education has great potential to form a young generation who is characterful, critical and ready to face the dynamics of the modern era with full wisdom.

REFERENCES

1. Abror, D., & Rohmaniyah, N. (2023). *Model Integrasi Kurikulum Pesantren Inklusif*. Academia Publication.
2. Adiyono, A., Julaiha, J., & Jumrah, S. (2023). Perubahan Pengembangan Kurikulum Pendidikan Agama Islam Di Madrasah Aliyah Negeri Insan Cendikia Paser. *IQRO: Journal of Islamic Education*, 6(1), 33-60.
3. Astuti, D. (2023). Tantangan dan Peluang Integrasi Pendidikan Agama Islam dalam Konteks Kurikulum Merdeka di Sekolah Dasar. *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam*, 3(7), 137-149.
4. Barizi, A. (2011). *Pendidikan integratif: Akar tradisi dan integrasi keilmuan pendidikan Islam*. UIN-Maliki Press.
5. Budiman, S., & Suparjo, S. (2021). Manajemen Strategik Pendidikan Islam. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 5(3).
6. Dupni, D., & Rosadi, K. I. (2020). Faktor yang mempengaruhi berpikir kritis dalam tradisi kesisteman Pendidikan Islam di Indonesia. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 180-192.
7. Fajri, N., & Ilmi, D. (2024). Evolusi Lembaga Pendidikan Islam dalam Sejarah Indonesia. *Adiba: Journal of Education*, 4(1), 121-131.
8. Hakim, L. (2012). Model integrasi pendidikan anti korupsi dalam kurikulum pendidikan islam. *Ta'lim: Jurnal Pendidikan Agama Islam*, 10(2), 141-156.
9. Hamid, A. (2016). Metode internalisasi nilai-nilai akhlak dalam pembelajaran pendidikan agama Islam di SMP Negeri 17 kota Palu. *Jurnal Pendidikan Agama Islam*, 14(2), 195-206.
10. Hanifah, U. (2018). Islamisasi Ilmu Pengetahuan Kontemporer (Konsep Integrasi Keilmuan di Universitas-Universitas Islam Indonesia. *TADRIS: Jurnal Pendidikan Islam*, 13(2), 273-294.

11. Jannah, A. (2023). Peran Pendidikan Agama Islam Dalam Membina Karakter Religius Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2), 2758-2771.
12. Junaid, H. (2012). Sumber, Azas dan Landasan Pendidikan (Kajian Fungsionalisasi secara makro dan mikro terhadap rumusan kebijakan pendidikan nasional). *Sulesana: Jurnal Wawasan Keislaman*, 7(2), 84-102.
13. Manizar, E. (2017). Optimalisasi pendidikan agama islam di sekolah. *Tadrib*, 3(2), 251-278.
14. Moleong, L. J. (2014). Metode penelitian kualitatif edisi revisi. *Bandung: PT Remaja Rosdakarya*.
15. Musyafak, M., & Subhi, M. R. I. (2023). Strategi Pembelajaran Pendidikan Agama Islam dalam Menghadapi Tantangan di Era Revolusi Industri 5.0. *Asian Journal of Islamic Studies and Da'wah*, 1(2), 373-398.
16. Noor, A. (2019). Problematika pembelajaran pendidikan agama Islam di era digital. In *Prosiding Seminar Nasional Prodi PAI UMP*.
17. Pratama, D. A. N. (2019). Tantangan karakter di era revolusi industri 4.0 dalam membentuk kepribadian muslim. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(1), 198-226.
18. Qurtubi, A., Rukiyanto, B. A., Rusmayani, A. L., Hita, I. P. A. D., Nurzaima, N., & Ismaya, R. (2023). Pengembangan Metode Penilaian Kinerja Guru Berbasis Kompetensi Untuk Meningkatkan Mutu Pendidikan Tinggi. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(4), 3051-3061.
19. Sadewa, M. A. (2022). Meninjau Kurikulum prototipe melalui pendekatan integrasi-interkoneksi Prof M Amin Abdullah. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(1), 266-280.
20. Sholeh, A. (2014). Pemahaman Konsep Tasamuh (Toleransi) Siswa dalam Ajaran Islam. *J-PAI: Jurnal Pendidikan Agama Islam*, 1(1), 101-132.
21. Syamsuar, S., & Reflianto, R. (2019). Pendidikan dan tantangan pembelajaran berbasis teknologi informasi di era revolusi industri 4.0. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 6(2).
22. Yulianah, S. E. (2022). *Metodelogi Penelitian Sosial*. CV Rey Media Grafika.