ISLAMIC SCHOOLS IN FACING GLOBAL CHALLENGES

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Abstract: Islamic education in the era of globalization faces a variety of complex and diverse challenges, which require adaptation and reform to remain relevant and effective. Globalization has a significant impact, both positive and negative, on Islamic education, which must be faced by Islamic educational institutions, including Islamic schools. The rapid development of information technology has changed the way of learning and teaching. Islamic schools need to integrate technology in the curriculum to prepare students for an increasingly digital world, however, this challenge also creates the risk of spreading unhelpful information, such as pornography and radicalization, which can damage the morale of the younger generation.

INTRODUCTION

Basically, Islamic education aims to create a true Muslim personality by developing all the potential that exists in humans, both physically and spiritually (Putra Haidar Daulay, 2004). Education has a strategic role in building a dignified nation and forming a generation of intelligent morals and having the motivation to live and the spirit to develop science and high technology (Dewi, 2019). Islamic schools have an important role in forming a young generation that is able to compete at the global level. By reforming the curriculum, integrating technology, and implementing innovative learning approaches, Islamic education can effectively answer the challenges of globalization. These efforts will not only improve the quality of education but also help create individuals who are noble and ready to face the dynamics of the modern world. The democratization process brings changes in social and political structures that affect the education system. Islamic schools must adapt to the demands of society that increasingly wants education that is inclusive and responsive to local needs . The moral crisis among the younger generation is a serious challenge for Islamic education. Islamic schools are required to not only provide academic knowledge but also shape the character and morals of students so that they can become responsible individuals in society.

Obstacles and challenges, especially for educators in educating complete Muslims as the successors of the nation in the global and multicultural era, are increasingly difficult and complex. This is marked by the occurrence of various complexities and chaos, coupled with global turmoil that permeates all aspects of life and is able to shake the joints of humanity and continue to erode the religious values adopted by humans. The educational process after being shocked by the era of disruption and uncertainty due to the 4.0 revolution was followed by the emergence of *society* 5.0. The rapid and sophisticated progress of technology forces every educator and educational institution to continue to adjust and find ways to be able to color and educate each generation with good education, especially being able to equip them with noble morals and character. The global era, which on the one hand has a negative impact, turns out to have various positive impacts, such as access to sophisticated and open educational technology, various conveniences in the educational process can be done (Lestari, 2018). Therefore, Islamic schools are faced with the need to prepare a generation that is not only academically intelligent, but also has a strong Islamic character and is able to compete at the global level.

RESEARCH METHODS

The approach used in this study is a qualitative approach with a type of library research . The data sources for this study come from books, journals and scientific articles related to the challenges of madrasas in the era of globalization. Data analysis in this study uses content analysis techniques, namely data processing by sorting it out in a separate way related to the discussion of several ideas or thoughts of educational figures which are then described, discussed, and criticized. Furthermore, similar data is categorized, the contents are analyzed critically in order to obtain a concrete and adequate formulation.

RESULTS AND DISCUSSION

1. **Global Challenges to Islamic Schools**

   In the era of increasingly rapid globalization, society is experiencing significant changes in various aspects of life, including in the fields of economy, technology, social, and culture. The global era is an era of interdependence that

eliminates national borders, increasingly open technological and information advances, the era of free markets, and global competition (Muslam, 2011). Advances in information and communication technology have made national borders increasingly blurred, opening up wide access to various ideas, cultures, and values from all over the world. On the one hand, globalization provides great opportunities for the development of science, economy, and technology, which can be used to improve the quality of education and enrich insight. However, on the other hand, globalization also brings challenges, especially for Islamic educational institutions that seek to maintain Islamic values.

The biggest challenge facing Islamic schools is maintaining the identity and integrity of Islamic values amidst the rapid flow of modernization and the influence of foreign cultures that are not necessarily in line with Islamic teachings. Values such as honesty, obedience, justice, and noble morals that are the basis of Islamic education are often threatened by the culture of consumerism, materialism, and individualism that are growing rapidly in the global era. In addition, wide access to digital information also facilitates the spread of ideas that are not always in accordance with religious teachings, which can influence the mindset, attitudes, and behavior of students in Islamic schools.

To answer this challenge, Islamic schools are required to be able to adapt without losing their identity. They must develop an educational strategy that can combine modern science with Islamic values in a balanced way, in order to be able to produce a generation that is not only competent at the global level, but also has strong character and morals. In this context, Islamic schools have a great responsibility to provide education that is not only oriented towards academics, but also on the formation of noble morals according to Islamic teachings.

Therefore, there needs to be an in-depth study of the strategies and approaches that can be applied by Islamic schools in facing the challenges of globalization, so that they can maintain Islamic values and form a generation that is ready to face the era of globalization with strength and Islamic morals. Islamic schools in Indonesia face various challenges in the increasingly complex era of globalization. These challenges include:

a. Development of Information Technology

The increasingly advanced technology has an impact on students' learning styles and teaching methods. Islamic schools need to adapt to technology, but still maintain Islamic values in its use.

b. Moral Crisis and Foreign Culture

Exposure to foreign cultures through social media and technology can affect students' mindsets and attitudes. Islamic schools must be able to overcome the negative influences of foreign cultures that conflict with Islamic values.

c. Global Competition in the World of Education

The increasingly competitive education system forces Islamic schools to improve the quality of teaching, curriculum and facilities in order to be able to compete with other schools at the national and international levels (Abdul Munir Mulkhan, 2004).

2. **The Role of Islamic Schools in Facing Global Challenges**

In the midst of the increasingly intensive flow of globalization, education faces new challenges that require adjustment and innovation in various aspects. Globalization affects almost all aspects of life, from economics, social, technology, to culture. As an educational institution that carries the mission to form a generation with morals and broad insights, Islamic schools are at a crossroads between maintaining Islamic values and adapting to the demands of a competitive modern world.

Islamic schools are not only faced with the challenge of improving students' academic competence, but also with the task of upholding Islamic principles in educating the younger generation. The rapid and easily accessible flow of global information often brings cultural values that are contrary to Islamic teachings, such as individualism, materialism, and consumerism. This challenge requires Islamic schools to have a more strategic role in shaping students' character, so that they are not only intellectually intelligent but also have strong Islamic morals and ethics.

Furthermore, Islamic schools must play a role in developing a curriculum that focuses not only on academic aspects, but also on spiritual and ethical development in accordance with Islamic teachings. With the increasing demand

for 21st century skills, such as the use of technology, complex problem solving, and critical thinking skills, Islamic schools need to take an active role in training students to be able to face the modern world with a solid religious foundation.

Therefore, the role of Islamic schools in facing global challenges cannot be underestimated. This role includes the preparation of an integrative curriculum, improving the quality of teachers, implementing technology in an Islamic manner, and establishing an international network that can support the vision of Islamic schools to produce a generation that is ready to compete globally without losing their Islamic identity. This study is expected to identify effective strategies for Islamic schools in carrying out their roles in the era of globalization, so that they are able to produce a young generation that is moral, competent, and competitive.

a. Islamic Character Formation

Islamic schools have an important role in shaping students' characters based on Islamic teachings, such as honesty, integrity, and a sense of responsibility. This is an important provision for students in facing global challenges.

b. Integration of Technology with Islamic Values

Islamic schools can use technology wisely, such as providing technology-based learning materials that still uphold Islamic values and do not get caught up in content that damages morals.

c. Improving the Quality of Education and Teacher Competence

Islamic schools must improve teacher competency, both in general knowledge and religion, so that they are able to provide education that is relevant to global needs and in accordance with Islamic law.

No less important is the demand for educators from among Muslims who are the spearhead of educational success to master various skills needed in the 21st century, such as:

a. *Life and career* skills, to be able to always be flexible and adapt (*Flexibility and Adaptability*), take initiative and manage oneself (Initiative and Self-Direction), interact socially and culturally (*Social and Cross Cultural Interaction*), continue to be productive and accountable (*Productivity and Accountability*) and be able to lead and be responsible (*Leadership and*

Responsibility).

b. *Learning and* innovation skills to be able to think critically and solve problems (*Critical Thinking and Problem Solving*), communicate and collaborate with all parties (*Communication and Collaboration*), and have creativity and innovation (*Creativity and Innovation*).

c. Skills in the field of information technology and media (*Information media and technology skills*), both in information literacy and media literacy *,* as well as ICT literacy (*Information and Communication Technology literacy*) (Wijaya et al., 2016).

With the nature of Islamic teachings that are accommodating to various changes that are of good value and in accordance with the level of human ability as the object of its implementation, the various demands and challenges above can become opportunities to continue learning throughout life which is a form of worship for every Muslim. Even in Islam it is seen as a form of "amal fi sabilillah" which is very pleasing to Allah and promises heaven for anyone who dies in a state of seeking knowledge: "whoever goes out to seek knowledge, then he is fisabilillah until he returns".

Islamic education needs to transform in its various aspects in dealing with technological progress and sophistication without losing its main essence, namely educating humans to be able to become servants of Allah (Abdullah) who always worship and serve Allah.

3. Islamic School Strategies in Facing Global Challenges

Globalization affects students' lives directly and indirectly through exposure to foreign cultures, unlimited access to information, and the development of mindsets that lead to a consumerist lifestyle, individualism, and an understanding of values that sometimes conflict with Islamic teachings. Islamic schools, which from the beginning aimed to integrate general education and religious education, are faced with the challenge of balancing these two aspects effectively. They need to ensure that Islamic values do not fade, while still being able to provide relevant and competitive education at the global level. Islamic education is able to function and be applied well in order to: develop knowledge,

both theoretically, practically, and functionally; able to develop creativity, potential or human nature; able to improve the quality of morals and personality (human values and divine values; able to prepare productive humans; able to build a quality civilization that is in accordance with Islamic values in the future; and able to pass on divine values and human values to the next generation (Suriana, 2014).

In facing these challenges, Islamic schools need to design educational strategies that can equip students with strong intellectual, spiritual, and moral abilities. Islamic schools are required to adopt innovative approaches, such as developing a curriculum that is relevant to global needs but still based on Islamic values, as well as implementing technology that supports Islamic learning. In addition, improving the quality of teachers, strengthening Islamic character, and expanding international networks with other Islamic educational institutions are also important parts of this strategy.

These strategies are expected to equip students with the competencies needed to compete globally, while still maintaining their identity as moral Muslims. Therefore, an in-depth study is needed regarding the approaches and strategies that can be applied by Islamic schools in order to optimally face the challenges of globalization, thus producing graduates who are not only highly competitive, but also have strong moral and ethical resilience according to Islamic teachings.

a. Curriculum Development Oriented to Global Needs

    The curriculum needs to be adjusted to global needs, while maintaining the basics of Islam. The teaching of science and technology must be integrated with Islamic teachings so that students are able to view the world in an Islamic way.

b. Implementation of Islamic-Based Character Education Program

    Islamic character building needs to be instilled from an early age through various extracurricular activities and self-development programs, such as Islamic leadership training, Islamic communication skills, and regular studies.

c. Cooperation with Foreign Institutions and Global Islamic Institutions

Islamic schools can expand their network with global educational institutions that share the same vision in maintaining Islamic values. This can open up opportunities for student exchanges, improve the quality of education, and enrich students' insights into the international world from an Islamic perspective.

CONCLUSION

Islamic schools have a very important role in facing global challenges in this modern era. In the midst of globalization that affects almost all aspects of life, Islamic schools are faced with the need to maintain Islamic values while preparing students to compete at the global level. Globalization brings complex challenges that can affect the character and mindset of the younger generation, such as exposure to foreign cultures, unlimited access to information, and dynamic social changes. Islamic schools are responsible for forming a generation that is not only academically intelligent but also has a strong Islamic character.

Through strategies such as developing relevant curricula, utilizing technology in an Islamic way, improving teacher quality, and instilling character based on Islamic teachings, Islamic schools can play their role in producing a globally competitive generation without losing their Islamic identity. In addition, efforts to expand international networks with other Islamic educational institutions are also important to enrich students' insights and skills.

With the right approach, Islamic schools can become institutions that are able to provide solutions to global challenges, contributing to the formation of a generation that is knowledgeable, has noble morals, and is ready to compete at the international level.

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