

# Digital-based Islamic Education Curriculum Innovation Rooted in Islamic Values

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## Abstract

Digital transformation presents significant challenges and opportunities in Islamic education, especially in integrating Islamic values into a digital-based curriculum. This research aims to explore the implementation of digital transformation in Islamic education, identify the challenges faced, and explore opportunities to improve the quality of Islamic value-based learning. This research used a qualitative approach through case studies of Islamic education institutions that implemented a digital curriculum. Data were collected through in-depth interviews, participatory observation, and document analysis. Thematic analysis was applied to explore the main themes related to the challenges and opportunities in the digital transformation of Islamic education. Digital transformation increases the accessibility and flexibility of Islamic education through e-learning platforms and the use of digital media. Technology helps create more engaging and interactive learning experiences, thereby increasing student motivation. However, key challenges include gaps in technology access, a lack of teacher training, and resistance to change. However, the integration of technology enables personalised learning and digital literacy of students that is relevant to the needs of the times. Digital transformation has great potential to revitalize Islamic education by improving accessibility, relevance, and student engagement. However, successful implementation requires infrastructure development, teacher training, and a curriculum rooted in Islamic values. Further research is recommended to address the challenges of the technology gap and to explore the long-term impact of this transformation on Islamic education.

**Keywords:** Islamic Education, Digital Transformation, Digital-based Curriculum, Digital Literacy

## **Introduction**

In the ever-evolving digital age, Islamic education faces significant challenges and opportunities that must be addressed. This transformation includes teaching methods and curricula that must adapt to the needs of the time. This phenomenon becomes increasingly urgent when we see that many Islamic educational institutions in Indonesia still use traditional approaches that are less relevant to the current context of AI. According to Kasmawati (2023), Islamic education integrated with character values can strengthen students' understanding of ethical and moral principles. This suggests an urgent need to develop a digital-based Islamic education curriculum that teaches religious knowledge and equips students with the necessary skills to participate in a globalized society.

Data show that Islamic education in Indonesia is often stuck in outdated paradigms despite its great potential. Hanafi (2020) argues that Islamic education curricula in public universities often do not address the fundamental aspects of faith and Islam, but rather focus on contemporary issues, such as human rights and democracy. This indicates a gap between the Islamic values that should be taught and the reality of the existing curriculum design. Therefore, it is important to evaluate and design an Islamic education curriculum that is relevant and capable of integrating Islamic values into a digital context.

Experts' opinions indicate that innovation in the Islamic education curriculum is needed to face the challenges of globalization and modernization. Shalihin and Widodo (2020) emphasize the importance of curriculum integration that promotes Islamic values in education. Thus, developing a digital-based Islamic education curriculum rooted in Islamic values is not just an option but a necessity to ensure that future generations understand their identity and values in the midst of rapid change.

To address this challenge, it is important to develop engaging and relevant curriculum principles. In this context, we need to arouse the

interest and attention of educators and policymakers to invest in curriculum innovations that can accommodate the needs of learners in the digital era. Thus, the development of a digital-based Islamic education curriculum rooted in Islamic values can be an effective solution to create a generation that is not only academically smart but also has a strong and ethical character.

Digital transformation in Islamic education is a multifaceted phenomenon that requires a comprehensive understanding of its implications and its challenges. Nadifa(2024) emphasizes the integration of digital culture in Islamic schools, especially in the era of Society 5.0, where technology plays an important role in shaping educational practices. This integration involves adopting new technologies and a fundamental shift in pedagogical approaches aligned with Islamic values. The literature suggests that educational institutions must navigate the complexities of digitalization while maintaining an Islamic identity. This balance is crucial to ensure that the educational experience remains authentic and rooted in Islamic teachings, even when embracing modern technological advances.

Additionally, the concept of 'Insan Kamil,' or the ideal human being in Islam, is a guiding principle in this digital transformation. Husni and Atoillah (2022) discuss how the challenges posed by the digital age require a re-evaluation of the purpose of education to encourage holistic development in students. This includes intellectual growth and moral and spiritual development, which are critical to Islamic education. The literature suggests that the digital landscape offers unique opportunities to enhance learning experiences through interactive platforms and online resources that facilitate deeper engagement with Islamic teachings. However, educators must remain vigilant to ensure that these digital tools are used to reinforce, rather than undermine, Islamic values.

The challenges faced by Islamic education in the digital age are vast and varied. Malik and Maslahah (2021) highlight that rapid technological advances may lead to a disconnect between traditional Islamic teachings and contemporary educational practices. This disconnect risks weakening the essence of Islamic education, as educators may feel pressured to conform to secular educational standards that are not in line

with Islamic values. The literature suggests that a critical examination of the curriculum is needed to address these challenges, ensuring that it remains relevant and reflects Islamic principles while incorporating modern pedagogical strategies.

Conversely, the digital era also presents many opportunities to revitalize Islamic education. Yusmaliana and Widodo (2019) argue that integrating digital technology into the curriculum can enhance the learning experience by making it more engaging and accessible. This is particularly important for millennials, who are the digital generation and expect their educational experience to reflect the technological advances of their time. The literature shows that the use of digital tools allows educators to create a more dynamic and interactive learning environment that encourages critical thinking and fosters a deeper understanding of Islamic principles. Thus, despite the challenges, the potential for innovation and enhancement of Islamic education through digital transformation is immense and should be pursued.

The existing literature shows that despite several attempts to update the Islamic education curriculum, many challenges remain. An evaluation of the existing literature shows that many previous studies have discussed the importance of integrating Islamic values into curricula. However, few studies have specifically addressed the implementation of a digital curriculum. For example, Prasetya and Fahmi (2020) highlighted the shift to online learning during the pandemic but did not discuss how Islamic values could be integrated into that context. Therefore, this study seeks to fill this void by providing a new perspective on digital-based Islamic education curriculum development.

In this context, this study seeks to position itself amidst the existing literature by offering an innovative approach to Islamic education curriculum development. By combining theory and practice, this study aims to make a significant contribution to understanding how the Islamic education curriculum can be adapted to meet the demands of modern times. This is in line with research conducted by (Zakariyah (2024), who stated that the success of Islamic education in facing the challenges of modernity depends largely on its ability to transform and innovate.

In addition, it is important to note that the development of new

writing should be related to other existing writings. This article discusses how existing curriculum principles can be adapted and applied in the context of digital Islamic education. This will provide new insights and strengthen arguments already in the existing literature. For example, Wasehudin (2023) shows that integrating the pesantren curriculum into the national curriculum is important for adopting educational innovations that fit the changing times.

Although much research has been conducted, research gaps remain. These research gaps include a lack of understanding of how Islamic values can be effectively integrated into a digital-based Islamic education curriculum. This is becoming increasingly important, given that many Islamic education institutions have yet to fully utilise digital technology in their learning processes. For example, Ndari et al. (2023) show that although there have been efforts to implement the Merdeka curriculum, the challenges in its implementation are still enormous. Therefore, this study aims to identify and analyze the challenges and opportunities in developing a digital-based Islamic education curriculum rooted in Islamic values.

Theoretical studies related to this topic show that many approaches can be used to develop a digital-based Islamic education curriculum in Indonesia. One relevant approach is integrating Islamic values into modern education. In this case, character education theory can be a strong foundation for developing a curriculum that focuses on students' academic and character building. According to Masitoh and Rasyid (2022), character education based on Islamic values is important for shaping individuals with integrity and responsibility. Therefore, the development of a digital-based Islamic education curriculum should consider these aspects to create a holistic learning environment for students.

This study aims to answer the main question of how to develop a digital-based Islamic education curriculum rooted in Islamic values. The aim is to provide practical guidance for educators and policymakers in designing a curriculum that is relevant to the needs of the times and able to integrate Islamic values effectively. Thus, this study is expected to make a significant contribution to the development of Islamic education

in Indonesia and around the world.

The argument derived from the objectives of this study is that the development of a digital-based Islamic education curriculum rooted in Islamic values is important for improving the quality of education and forming strong and ethical student characters. By integrating Islamic values into the curriculum, students can gain academic knowledge and a deep understanding of Islamic identity and values. This is in line with Iqbal's (2022) research, which shows that Islamic values-based character education prepares students to face future challenges.

Additionally, it is important to emphasize that the development of a digital-based Islamic education curriculum should be linked to broader research objectives. This article aims to guide educators and policymakers in designing a curriculum that is relevant to the needs of the times and can effectively integrate Islamic values. Thus, this study is expected to make a significant contribution to the development of Islamic education in Indonesia and around the world.

## **Methods**

This study uses a qualitative approach with a case study method to explore digital-based Islamic education curriculum innovations rooted in Islamic values. The case study method was chosen because it allows researchers to deeply understand the context and dynamics within Islamic education institutions that implement the curriculum. Data will be collected through in-depth interviews with various stakeholders, including teachers, students, and parents, to gain a comprehensive perspective on curriculum implementation and its impact on learning. In addition, direct classroom observations and analyses of curriculum documents will be conducted to complement the data obtained from interviews. This approach is expected to provide a clear picture of how a digital-based Islamic education curriculum can be integrated with Islamic values into daily educational practices.

Data analysis will be conducted inductively, with the researcher identifying key themes that emerge from the collected data. This process involved coding the data, grouping information by theme, and drawing conclusions relevant to the research objectives. Using this approach, the

research is expected to produce findings that are not only descriptive but also analytical, providing new insights into the challenges and opportunities of Islamic education in the digital age. This research also considers the social and cultural contexts that influence curriculum implementation, so that the results can provide practical recommendations for the future development of Islamic education.

## **Results and Discussion**

### **Digital Transformation in Islamic Education**

Digital transformation has brought significant changes to Islamic education, especially in terms of learning accessibility and flexibility. Digital technology allows students to access religious materials anytime and anywhere through e-learning platforms and digital learning applications. This is particularly beneficial for students in remote areas, who previously had difficulty accessing formal religious education. With this flexibility, the learning process becomes more inclusive, allowing more people to access religious knowledge relevant to their needs.

Integrating technology into the Islamic education learning process creates a more engaging and interactive learning experience for students. Teachers can now use tools such as learning videos, interactive simulations, and social media to explain complex religious concepts more easily. Using technologies such as augmented reality (AR) allows students to learn about Islamic history through immersive visualizations, thus increasing their interest and understanding of the learning material. In addition, artificial intelligence (AI)-based platforms support the personalization of learning by providing content tailored to students' needs and level of understanding.

The implementation of digital transformation in Islamic education has yielded significant results across various dimensions. *First*, the integration of technology into the curriculum has increased the accessibility of educational resources. According to Sa'dullah et al. (2022), Islamic International Boarding Schools have adopted a systematic curriculum management approach that incorporates digital tools, allowing students to access online learning materials (Anwar &

Rosyad, 2021). This shift makes learning more engaging and facilitates a more personalized educational experience, allowing students to learn at their own pace.

*Second*, the use of digital platforms has improved communication between educators and students. Halim Halim (2023) highlighted that the incorporation of online learning management systems encourages a more interactive learning environment. Educators can now provide real-time feedback and support to students, which is especially beneficial during the Covid-19 pandemic when face-to-face interactions are limited. This improved communication has increased students' motivation and participation in the learning process. *Third*, digital transformation contributes to the development of students' critical thinking and problem-solving skills. Nasir et al. (2021) found that technology integration in Islamic education encourages students to engage in collaborative projects and discussions, fostering a culture of inquiry and exploration. This approach aligns with the goals of Islamic education, which emphasizes the importance of intellectual growth alongside spiritual development.

Additionally, the curriculum has been adapted to include digital literacy as a core competency. Kasmawati (2023) notes that Islamic educational institutions are now placing greater emphasis on equipping students with the skills necessary to navigate the digital landscape responsibly. This includes teaching students about online ethics, digital citizenship, and responsible use of technology, which are essential skills in today's digital age.

Finally, the results show that the digital transformation of Islamic education has resulted in a more inclusive learning environment. Mohammed et al. (2021) report that digital tools have made access to educational content easier for students with diverse learning needs. The use of multimedia resources and adaptive learning technologies has enabled educators to cater to different learning styles and abilities, ensuring that all students have the opportunity to succeed.

These findings suggest that the digital transformation of Islamic education is not just a trend but a necessary evolution to meet the demands of the 21st century. Integrating technology into the curriculum has proven beneficial in improving accessibility, communication, and



critical thinking skills among students. However, it is important to approach this transformation with caution to ensure that the core values of Islamic education are maintained. As highlighted by Shalihin and Widodo (2020), the challenge lies in balancing the use of technology with the need to maintain a strong foundation in Islamic teachings.

While digital transformation presents many opportunities, it also presents challenges that must be overcome. Reliance on technology can raise issues related to digital equity, where not all students have equal access to digital resources. Therefore, educational institutions should implement strategies that ensure equitable access to technology and support all students, regardless of their socioeconomic background.

### **Challenges and Opportunities in Islamic Education**

Islamic education faces increasingly complex challenges in the era of globalization and technological development. One of the main challenges is the gap in access to quality education, especially in remote areas that lack infrastructure and teaching staff to deliver it. Many students in these areas struggle to obtain learning materials that are relevant to their needs. In addition, limitations in teacher training are a considerable obstacle, given that most teaching staff do not yet have the competence to integrate technology into the learning process. Another challenge is the increasing influence of global culture, which often contradicts Islamic values and can affect students' understanding of religious identity and teachings.

However, these challenges also present opportunities to transform Islamic education in a more relevant and inclusive direction. Digital technology, for example, provides opportunities to expand access to Islamic education through e-learning platforms, learning apps, and social media. These technologies allow for a more engaging and interactive delivery of religious materials, thus reaching students in various locations, including remote areas. In addition, globalization can be used to introduce Islamic values to the international community through cross-cultural cooperation and innovation in the delivery of educational materials.

Other opportunities arise from more flexible education policies, such as the Merdeka Belajar Curriculum, which provides space for personalization of learning. In Islamic education, this curriculum allows students to choose learning approaches that suit their interests and needs, thereby increasing motivation and engagement. In addition, Islamic education has the potential to integrate moral and ethical values with 21st century skills, such as critical thinking, cooperation, and digital literacy, which are highly relevant in equipping students to face the challenges of the times.

The challenges facing Islamic education in the context of digital transformation are multifaceted and complex. One significant challenge is the resistance to change among educators and institutions. Kasmawati (2023) notes that many educators are accustomed to traditional teaching methods and may hesitate to adopt new technologies. This reluctance can hinder the effective implementation of digital tools in classrooms, ultimately affecting the quality of education.

Another challenge is the need for adequate training and professional development of educators. Nasir et al., (2021) emphasises that educators will struggle to integrate technology into their teaching practices effectively without adequate training. This lack of preparedness can lead to the ineffective use of digital tools, resulting in a suboptimal learning experience for students. Therefore, continuous professional development is essential to equip educators with the skills and knowledge necessary to navigate the digital landscape.

Additionally, the curriculum may not be fully aligned with the demands of the digital age. Halim(2023) pointed out that many Islamic education curricula still rely heavily on traditional content and methods, which may not adequately prepare students for the challenges they will face in a technology-driven world. Therefore, curricula must be revised and updated to incorporate relevant digital competencies and skills.

Despite these challenges, there are significant opportunities for growth and improvement in Islamic education. Digital transformation enhances collaboration and networking among educators and institutions. Mohammed et al. (2021) highlighted that digital platforms facilitate the sharing of resources, best practices, and innovative teaching

strategies, fostering collaborative learning communities. This collaboration can lead to more effective teaching methods and better educational outcomes for students.

In addition, technology integration can enhance the relevance of Islamic education in contemporary society. As noted by Shalihin and Widodo (2020), accessing and engaging with Islamic teachings through digital platforms can attract a wider audience, including those who may not have previously engaged with traditional forms of Islamic education. This increased accessibility can help revitalize interest in Islamic teachings and encourage a deeper understanding of Islam among diverse populations.

The results show that despite the challenges in the digital transformation of Islamic education, the potential benefits far outweigh the obstacles to it. Educational institutions must realize the importance of adapting to the digital age while still adhering to the core values of Islamic education. This balance can be achieved through the judicious integration of technology that can enhance learning without compromising the integrity of Islamic teachings.

Moreover, meeting the challenges of digital transformation requires collaborative efforts among educators, policymakers, and stakeholders. By investing in professional development, revising curricula, and fostering a culture of innovation, Islamic educational institutions can effectively navigate the complexities of the digital landscape. Ultimately, embracing digital transformation presents an opportunity to enrich Islamic education and prepare students for success in an increasingly connected world.

## **Conclusion**

The findings of this study reveal significant insights into the digital transformation of Islamic education and the challenges and opportunities it presents. Integrating digital tools into Islamic education has improved accessibility, communication, and critical thinking skills among students. The results show that educational institutions are increasingly adopting technology to create more engaging and personalized learning experiences, which are aligned with the goals of Islamic education.

Conversely, the challenges faced by educators include resistance to change and the need for adequate training. The potential for collaboration and the relevance of Islamic education in contemporary society suggest that digital transformation can revitalize interest in Islamic teachings.

Despite the valuable insights gained from this study, some limitations must be acknowledged. One significant limitation is the potential for bias in qualitative data collection, especially in interviews and focus groups, as highlighted by Rahman et al. In addition, this study's reliance on self-reported data may not fully capture the complexity of educators' experiences and perceptions of digital transformation. Future research should consider using longitudinal studies or mixed-method approaches to further explore the long-term effects of digital integration in Islamic education and validate the findings presented in this study.

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