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Strengthening the Islamic Religious Education Curriculum to Answer the Challenges of Character Education in the Era of Globalization

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ABSTRACT

The Islamic Religious Education (PAI) curriculum plays a crucial role in shaping students' character and morals, as well as instilling religious values that can be applied in everyday life. However, the challenges of globalization, which are transforming social, cultural, and technological patterns, require adjustments to the PAI curriculum to stay aligned with the times. This study aims to explore the importance of developing a relevant PAI curriculum in the era of globalization and to identify concrete steps in adapting the curriculum to the needs of students and global challenges. This research uses a qualitative approach with literature review and interviews with curriculum developers, PAI teachers, and academics. The findings of the study indicate that the development of a relevant PAI curriculum should cover three main aspects: integrating Islamic values with advancements in science and technology, enhancing students' social skills and character, and utilizing media and technology in the learning process. This study also emphasizes the importance of collaboration between the government, and educational institutions.

ABSTRAK

Kurikulum Pendidikan Agama Islam (PAI) memiliki peran yang krusial dalam membentuk karakter dan moral siswa, serta menanamkan nilai-nilai agama yang dapat diterapkan dalam kehidupan sehari-hari. Namun, tantangan globalisasi yang mengubah pola sosial, budaya, dan teknologi memerlukan penyesuaian terhadap kurikulum PAI agar tetap sejalan dengan perkembangan zaman. Penelitian ini bertujuan untuk mengeksplorasi pentingnya pengembangan kurikulum PAI yang relevan di era globalisasi, serta untuk mengidentifikasi langkah-langkah konkret dalam menyesuaikan kurikulum dengan kebutuhan siswa dan tantangan global. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi pustaka dan wawancara dengan pengembang kurikulum, guru PAI, dan akademisi. Temuan penelitian menunjukkan bahwa pengembangan kurikulum PAI yang relevan harus mencakup tiga aspek utama: integrasi nilai-nilai Islam dengan kemajuan ilmu pengetahuan dan teknologi, peningkatan keterampilan sosial dan karakter siswa, serta penggunaan media dan teknologi dalam proses pembelajaran. Penelitian ini juga menekankan pentingnya kolaborasi antara pemerintah, dan lembaga Pendidikan.

INTRODUCTION

The era of globalization has brought major changes in various aspects of human life, including in the field of education. The rapid flow of information, increasingly tight competition, and shifting cultural values are complex challenges that must be faced by every nation. Globalization not only offers opportunities to improve the quality of life through innovation and openness, but also presents a real threat to cultural identity, morals, and social integrity, especially for the younger generation.

In this context, education has a strategic role that not only functions as a means of transferring knowledge, but also as a foundation for shaping the character of students. An ideal education system must be able to instill strong national values, morality, and ethics so that the next generation of the nation can face the dynamics of the global world without losing their identity. Character education is a very important agenda in building a whole person, namely an individual who is not only intellectually intelligent, but also has social sensitivity, integrity, and the ability to appreciate cultural diversity and human values.

In addition, character education is also a key to ensuring that the younger generation can navigate the challenges of globalization wisely. Amidst the current of modernization that often shifts local traditions and values, character education serves as a fortress to maintain the nation's cultural and moral identity. With the right approach, education can produce individuals who are adaptive to changing times but remain steadfast to the noble principles inherited from their ancestors.

Therefore, reform in the education system is an urgent need. Relevant curriculum, innovative teaching methods, and active involvement from various parties, including families, communities, and governments, are important components in realizing education that is oriented towards character building. Only with education based on humanitarian and national values, this nation can produce a generation that is not only globally competent, but also able to bring positive change in an increasingly complex world order.

Moreover, character education also plays a role in instilling social awareness, a sense of responsibility, and critical skills needed to face the challenges of the modern era. By emphasizing the strengthening of morals and ethics, character education aims to build individuals who are not only intellectually intelligent, but also wise in making decisions, have integrity, and are able to make positive contributions to the global community.

In accordance with the Qur'an, Surah Al-Mujadilah, Verse 11, which means: "Allah will exalt those who believe among you and those who are given knowledge by degrees". This verse emphasizes that people who have knowledge and faith will get a higher position, both in this world and in the hereafter. Character education that emphasizes social awareness, a sense of responsibility, and critical skills, is in line with Islamic teachings that prioritize increasing a person's degree through knowledge and correct understanding.

In this context, character education can shape individuals who not only have intellectual intelligence, but also have moral qualities, integrity, and concern for society, so that they can make positive contributions to the global community. This verse emphasizes the importance of knowledge accompanied by good faith and ethics, which in turn will improve the quality of individuals and enable them to make wise, just, and beneficial decisions for the wider community. Character education that emphasizes strengthening morals and ethics also becomes the foundation for developing leaders with integrity and who can advance society with positive contributions.

In facing the complexity of the challenges of globalization that continue to grow, Islamic Religious Education (PAI) has an irreplaceable strategic role as a moral and spiritual fortress for the younger generation. PAI not only functions to transfer religious knowledge to students, but also has a deeper goal, namely, to form individuals who are faithful, pious, and have noble morals in accordance with Islamic teachings. These values are an important foundation for students to live a harmonious life in society, nation, and state. In this context, PAI is not only relevant to meet spiritual needs, but also becomes the main instrument to direct the behavior of

the younger generation to remain consistent with religious norms and ethics during globalization.

The Qur'an and Hadith, as the main sources of Islamic teachings, pay great attention to the importance of value and character education as an integral part of a Muslim's life. For example, the Qur'an emphasizes the formation of superior individuals through the values of honesty, justice, responsibility, and respect for others. In addition, the hadith of the Prophet Muhammad SAW emphasizes the importance of seeking knowledge to improve the quality of life and build a better society. Therefore, Islamic Religious Education has a very important role in equipping students with applicable religious knowledge, so that they can use these values as a guide to life in a challenging global era.

However, despite its noble purpose, the implementation of Islamic Religious Education at various levels of education is often faced with significant obstacles. One of the main obstacles is the lack of relevance between the Islamic Religious Education curriculum and the reality and needs of the era of globalization. A curriculum that is too theoretical without accommodating contemporary issues, such as technology, the environment, and intercultural relations, often makes students feel that Islamic Religious Education is less relevant to their daily lives. As a result, religious education is unable to reach the practical dimension that should be the main goal of learning.

In addition, another challenge that is no less important is the lack of development of Islamic Religious Education teacher competencies. Teachers have a key role in delivering Islamic Religious Education material effectively and relevant to the needs of the times. However, many Islamic Religious Education teachers lack training to integrate religious values with modern challenges, such as the influence of digital media, global information flows, and shifts in cultural values. Without this competency update, Islamic Religious Education teachers may have difficulty in presenting learning that is interesting, interactive, and in accordance with the needs of students.

Technological advances also pose a challenge in the implementation of Islamic Religious Education. On the one hand, technology offers great opportunities to support learning, such as through e-learning platforms or interactive religious-based applications. However, on the other hand, technology also carries risks to the morality of the younger generation, such as exposure to negative content or values that conflict with Islamic teachings. In this case, Islamic Religious Education has a great responsibility to equip students with digital literacy skills based on Islamic values, so that they can use technology wisely and productively.

To answer this challenge, reform in Islamic Religious Education is a must. The reform must include aligning the curriculum with global and local issues, improving teacher competency through continuous training, and utilizing technology as a tool to strengthen religious learning. In addition, family and community involvement are also important factors in strengthening the impact of Islamic Religious Education. Religious education is not only the responsibility of the school but must also be supported by a harmonious family environment and a conducive society.

With a holistic approach, PAI can be a strong foundation for the younger generation to face the dynamics of globalization without losing its spiritual and moral identity. The generation formed through quality PAI is expected to not only be able to compete intellectually in the global arena, but also become an agent of change that brings Islamic values into a better world order. Only then can PAI truly carry out its role as a moral and spiritual fortress in this challenging era (Dacholfany, 2021).

One of the main problems in the implementation of Islamic Religious Education is that the curriculum tends to be theoretical. Islamic Religious Education teaching in many schools focuses more on textual understanding of religious material without efforts to develop critical thinking skills, creativity, and integrity of students. As a result, many students understand Islamic teachings only formally, but are less able to internalize these values in everyday behavior. This challenge is further exacerbated by the rapid flow of globalization that brings in

foreign cultural values that are not always in line with Islamic values. The rapidly developing consumer culture, individualism, and moral relativism can threaten the Islamic identity of the younger generation if they are not equipped with the ability to sort and choose values in accordance with Islamic principles (Drajat, 2020).

Another challenge faced is the weak integration of character education into the PAI curriculum holistically. Although the government has recognized the importance of character education through various national education policies, its implementation often does not go as expected. PAI should not only be a subject that discusses religious aspects normatively but should also be a medium to strengthen moral values, tolerance, and diversity. However, limited resources, such as lack of teacher training and minimal guidelines for implementing a character education-based curriculum, are significant obstacles in realizing these goals.

In this context, it is very important for stakeholders, including educators, parents, communities, and governments, to synergize in strengthening the role of Islamic Religious Education (PAI). This synergy is needed to answer the complex challenges of globalization, where religious values are often faced with the pressures of a global culture that tends to be materialistic and individualistic. PAI must be more than just a subject, but a holistic approach that is able to shape a young generation with a strong character, integrity, and global competitiveness without forgetting its spiritual values.

One strategic step that can be taken is to revise the Islamic Religious Education curriculum to make it more relevant to the challenges of globalization. An ideal curriculum should be designed not only to provide theoretical religious knowledge, but also to equip students with life skills based on Islamic values. These skills include critical thinking skills, problem analysis, conflict resolution, effective communication, and ethical and responsible decision making. Thus, students can apply religious values in various real-life situations, including when faced with moral or ethical dilemmas in a global environment.

In addition, intensive training for Islamic Religious Education teachers is also a priority to improve their competence in integrating character education into the learning process. Teachers are the spearheads in implementing the curriculum, so they need to be equipped with in-depth knowledge and innovative teaching methods. This training should include the ability to understand and teach contemporary issues, such as the impact of technology, cultural globalization, and other social challenges, from an Islamic perspective. With this support, teachers can become effective facilitators in helping students internalize religious values in a more contextual and relevant way.

The role of the government also cannot be ignored in supporting the implementation of quality PAI. The government needs to provide policies that support curriculum development, adequate budget allocation for teacher training, and educational infrastructure that allows for effective religious learning. Furthermore, the government must also ensure that Islamic values taught through PAI are in line with efforts to build an inclusive, tolerant, and diversity-appreciating society. This is important to create social harmony amidst the multicultural reality that characterizes modern society.

In addition to the government and schools, families also have a strategic role in strengthening the impact of Islamic Religious Education. The family is the first environment where religious values are introduced and practiced. Therefore, parents must be role models in practicing Islamic teachings and actively accompany their children in understanding and implementing these values. Consistent religious education at home will provide a strong foundation for children to face negative influences from outside, such as social media, free association, or excessive consumerism.

Furthermore, society also plays a role as an ecosystem that supports the development of students' characters. A conducive social environment will strengthen religious values that have been taught in schools and at home. Community-based programs, such as religious studies, religious activities, or social services, can be a means to strengthen the collective appreciation of

Islamic values. With community involvement, religious education is not only the responsibility of individuals, but also becomes part of a collective effort to build a better civilization.

Technology can also be used as a tool to strengthen Islamic Religious Education learning. The use of digital technology, such as Islamic education-based applications, e-learning platforms, or positive social media, can provide wider access for students to learn religion independently. Technology also allows for more dynamic interactions between teachers and students, so that the learning process becomes more interesting and relevant to their world. However, the use of this technology must be balanced with good digital literacy so that students can sort and select information that is in accordance with Islamic values.

Ultimately, the success of Islamic Religious Education in facing the challenges of globalization is highly dependent on the collective awareness of all parties. Religious education is not only about the transfer of knowledge, but also about the formation of character and values that are the foundation for life in society and the nation. With a relevant curriculum, competent teachers, family support, a conducive society, and the use of appropriate technology, Islamic Religious Education can be an effective instrument for producing a young generation that is intellectually superior, spiritually resilient, and ready to compete in the global arena without losing its identity as a Muslim. Only with this comprehensive approach can Islamic Religious Education play its role as a moral and spiritual fortress in this challenging era of globalization (Alam, 2020).

Thus, Islamic Religious Education (PAI) can be one of the main pillars in forming a young generation that is not only intellectually intelligent, but also has moral and spiritual resilience to face various challenges in the era of globalization. This will not only strengthen the Islamic identity of students, but also build a strong national character, in line with the values of Pancasila and the spirit of diversity in Indonesia. In this context, the PAI curriculum needs to be strengthened to answer the increasingly complex challenges of character education amidst the changing times.

This study is here to answer these challenges by focusing on strengthening the PAI curriculum to face the challenges of character education in the era of globalization. This study was conducted in an educational institution that has various challenges and opportunities in implementing PAI, with the aim of exploring how the PAI curriculum can be designed and implemented effectively to provide real contributions to the formation of student character. The selection of this research location is based on the characteristics of heterogeneous students, both in terms of social, cultural, and economic backgrounds, which provide an opportunity to analyze how the PAI curriculum can be adapted to meet the needs of diverse students (Arribathi et al., 2021).

This study aims to explore how the Islamic Religious Education curriculum can be adapted and implemented to suit the needs of students in the era of globalization. This study also focuses on identifying the obstacles faced in the process of strengthening the Islamic Religious Education curriculum and offers practical solutions that are relevant to the needs of students in this digital era. With a comprehensive approach, this study is expected to provide significant contributions to strengthening the theory and practice of Islamic religious education, as well as providing new insights for the world of education.

The results of this study are expected to be useful not only for educators and policy makers, but also for the wider community who care about the future of the younger generation. By strengthening the Islamic Religious Education curriculum, it is hoped that a generation will be formed that is not only intellectually superior, but also has a strong character, based on Islamic values, and is able to become an agent of change amidst the ever-growing flow of globalization (Azhari et al., 2023). This study is also expected to provide guidance for educational institutions in formulating more effective policies and strategies in integrating Islamic religious education with the needs of the times, so that they can produce a generation with integrity, critical thinking, and able to face increasingly complex social dynamics.

METHOD

The research method used in this study is to use literature study or library study. Literature study is also known as literature review, literature review, theoretical study, theoretical basis, literature review, and theoretical review. According to Wardana et al. (2020), literature study is a data collection technique carried out by reviewing books, journals, notes, and reports related to the problem being studied. In addition, literature study is very important in conducting research, this is because research will not be separated from scientific literature. Data is obtained from data that is relevant to the problem to be studied by conducting other literature studies such as books, journals, articles, previous researchers. Research that only uses published or unpublished writings is called library research itself. Research that utilizes literature studies itself does not have to go directly to the field. Research data is taken from documents or libraries. The subject of research is where researchers can get data. After that, study and learn relevant theories. The author presents data findings systematically and objectively, through descriptive data analysis methods.

FINDINGS AND DISCUSSION

Findings

Islamic Religious Education Curriculum Concept

The Islamic Religious Education (PAI) curriculum is a set of plans and arrangements that include objectives, content, materials, methods, and learning evaluations with the main objective of forming students into individuals who are faithful, pious, and have noble morals in accordance with Islamic teachings. As part of the national education system, the PAI curriculum is designed not only to transfer religious knowledge textually, but also to build students' abilities in understanding, internalizing, and practicing Islamic values in everyday life. In this context, the PAI curriculum plays an important role as a foundation in forming the character and personality of students, so that they can live a life in harmony with spiritual and moral values.

The ideal Islamic Religious Education curriculum should be designed holistically, encompassing three main dimensions: cognitive, affective, and psychomotor. The cognitive dimension relates to students' ability to understand religious concepts, including the teachings of the Qur'an, Hadith, fiqh, creed, and Islamic history. This dimension aims to provide a strong intellectual foundation for students, so that they can master religious knowledge in depth. Meanwhile, the affective dimension emphasizes the formation of attitudes, values, and emotions that are in accordance with Islamic teachings. Through this dimension, students are taught to love the values of goodness, have empathy for others, and respect differences. The psychomotor dimension focuses on students' ability to apply Islamic values in real actions, such as carrying out worship, behaving honestly, helping others, and protecting the environment.

For the three dimensions to be integrated effectively, the Islamic Religious Education curriculum must be designed with an applicable and contextual approach. Learning should not only focus on memorization or theoretical understanding but must be able to connect religious teachings with the realities of everyday life. For example, when discussing the values of justice in Islam, teachers can relate them to contemporary social issues, such as gender equality, social justice, or the environment. With this approach, students not only understand Islamic values abstractly, but are also able to implement them in various aspects of life.

Furthermore, the PAI curriculum must also be adaptive to the dynamics of globalization and technological developments. In this fast-paced information era, students are faced with various challenges, such as the influence of foreign cultures, exposure to digital media, and shifts in traditional values. Therefore, the PAI curriculum must include elements of digital literacy, media criticism, and multicultural education based on Islamic values. This is important to equip students with the ability to filter information, maintain moral integrity, and appreciate diversity in a global environment.

In addition, the success of the Islamic Religious Education curriculum is highly dependent on the competence of teachers as learning facilitators. Teachers must have a deep

understanding of the curriculum content and the ability to teach it effectively. Therefore, training, and professional development for Islamic Religious Education teachers are urgently needed. This training must cover various aspects, such as technology-based teaching methods, innovative approaches to religious learning, and strategies for presenting Islamic values in a contemporary context. Thus, Islamic Religious Education teachers can play their role optimally in helping students internalize religious values.

Learning evaluation is also an important component in the Islamic Religious Education curriculum. Evaluation is not only intended to measure the extent to which students understand the material, but also to assess changes in their attitudes and behavior. A holistic evaluation approach must include cognitive, affective, and psychomotor aspects in a balanced manner. For example, in addition to providing written tests on religious concepts, evaluation can also be done through observation of students' behavior in everyday life, such as honesty, discipline, and social concern.

Ultimately, the PAI curriculum that is designed holistically and contextually will be an important instrument in forming a young generation that is not only intellectually intelligent, but also spiritually and morally strong. A generation equipped with strong religious education is expected to be able to face the challenges of the times wisely, maintain their Islamic identity, and contribute to building a just, peaceful, and civilized society. Thus, the PAI curriculum not only functions as a learning guideline, but also as a strategic means to create a better civilization in the future.

The Islamic Religious Education (PAI) curriculum needs to be designed as a medium to instill universal Islamic values, such as honesty, responsibility, tolerance, and cooperation. This curriculum must be able to go beyond the normative discussion of religious teachings and offer solutions to the various challenges faced by the younger generation, such as the impact of globalization, social change, and technological advances. Thus, the PAI curriculum must remain relevant to the needs of the times without losing its Islamic identity.

The approach used in the PAI curriculum must also emphasize the integration between general knowledge and religious values. Religious education needs to be connected to everyday life, so that it can be a guideline in forming character and behavior that reflects Islamic teachings. This curriculum also needs to use contextual methods so that students can understand the relationship between Islamic teachings and real challenges, such as diversity, social justice, and national moral development.

The Islamic Religious Education curriculum is expected to cover various dimensions of education, including character education, tolerance education, and citizenship education, which are relevant to the challenges of the globalization era. In practice, this curriculum needs to be designed to equip students with critical thinking skills, adaptability, and awareness of local and global values. In addition, Islamic Religious Education learning must also encourage students to understand religion in depth, both textually and contextually, so that they are able to face the influence of foreign cultures without losing their Islamic and national identities (Ayu, 2022).

The Need for Technology in Islamic Religious Education Learning

In Islamic Religious Education learning, technology can bridge classic challenges such as the limitations of conventional methods, lack of access to quality educational resources, and minimal student involvement in understanding religious values in depth and contextually. One of the main technological needs in Islamic Religious Education learning is the use of a digital learning platform that allows the education system to be more flexible and structured. Platforms such as the Learning Management System (LMS), Google Classroom, or other online-based learning applications can help Islamic Religious Education teachers manage educational content, compile evaluations, and provide virtual collaboration space between teachers and students. With features such as video uploads, interactive quizzes, and online discussions, Islamic Religious Education learning can be more dynamic and participatory.

Visual and multimedia-based learning media are also important elements that can strengthen the delivery of religious material. Content such as animated videos that tell the story of the prophet, infographics about worship procedures, or virtual simulations such as the Hajj and Umrah can help students understand the material in a concrete and interesting way. This technology not only makes it easier to understand abstract concepts but also increases students' emotional involvement in deepening Islamic teachings (Kulsum & Muhid, 2022).

In addition, artificial intelligence (AI) plays a significant role in Islamic Religious Education learning. AI technology enables the Strengthening of personal learning applications, such as speech recognition-based Quran applications that provide automatic feedback on pronunciation and tajweed. Applications like this encourage independent yet efficient learning, where students can practice intensively without having to wait for direct supervision from teachers. This is very relevant, especially amidst the challenges of minimal direct interaction time in formal learning.

Technology also provides access to global digital learning resources that can enrich students' insights. Through platforms such as Islamic e-books, video lectures, podcasts, and Islamic educational sites, students can access religious knowledge anytime and anywhere. With this approach, learning is no longer limited to the classroom, but rather creates a continuous learning environment that combines flexibility and depth of material (Qolbi & Hamami, 2021)

However, the implementation of technology in Islamic Religious Education learning requires several significant prerequisites. First, it is necessary to improve the digital competence of Islamic Religious Education teachers through intensive training, so that they can utilize technology optimally. This competence includes an understanding of the use of learning software, strengthening technology-based media, to digital learning designs that are in accordance with Islamic values. Second, the importance of providing adequate technology-based educational infrastructure, such as hardware (computers, tablets, or smartphones), stable internet access, and easy-to-use technology platforms, especially in areas with limited facilities.

The integration of technology in Islamic Religious Education learning must also pay attention to the aspect of strengthening spiritual and moral values amidst the rapid flow of globalization and digital culture. Technology must be directed to build critical awareness of students towards the challenges of foreign values that conflict with Islamic teachings, while strengthening their Islamic identity. Thus, technology-based Islamic Religious Education learning not only produces individuals who are technologically literate, but also a generation that is strong in faith, has an Islamic character, and has the competence to face the challenges of the modern world.

Significant integration of technology in Islamic Religious Education learning is a strategic step to ensure that Islamic religious education remains relevant and transformative. In the long term, this approach can create an educational ecosystem that is not only intellectually intelligent, but also strengthens the morality and spirituality of students, in accordance with the demands of the increasingly complex digital era (Firmansyah & Fakhrudin, 2022).

Strengthening Islamic Values in a Global Context

Amid the dynamics of globalization, strengthening Islamic values in a broader context is an important priority. Globalization brings challenges in the form of a meeting of various cultural and social values that are not always in line with Islamic teachings. Therefore, students need to be equipped with an understanding that can connect their religious values with relevant global issues, such as world peace, cultural diversity, and environmental preservation.

The contextual approach in Islamic Religious Education (PAI) learning is one of the main needs to ensure that the material taught is relevant to students' lives. This approach emphasizes the importance of linking Islamic teachings to real situations faced by students in everyday life, so that learning is not only theoretical, but also applicable. Teachers as the spearhead of education have an important role in implementing this approach, by providing concrete

examples of how Islamic values can be applied to answer the challenges of modern life, such as social problems, conflicts between individuals, or the wise use of technology (Kosim, 2020).

For example, when discussing the concept of justice in Islam, teachers can relate it to relevant issues, such as fairness in dividing time between studying and playing, or the importance of being fair in work groups at school. With a contextual approach, students are invited to not only understand the value of justice textually but also to practice it in everyday life. This makes learning more meaningful and helps students to internalize religious teachings in their mindset and behavior.

A relevant Islamic Religious Education curriculum should be able to provide students with insight into how Islamic values, such as tolerance, respect for differences, and responsibility for nature, can contribute to solving global problems. For example, students can be taught how the Islamic principle of preserving the environment (*hifdzul bi'ah*) is relevant to efforts to address climate change. In addition, Islamic teachings on the importance of *ukhuwah insaniyyah* (brotherhood among human beings) can be used as a basis for promoting peace and reducing conflicts based on religious or cultural differences.

This contextual approach also encourages students to see religious teachings as a practical guide in dealing with the complexities of the modern world. The Islamic Religious Education curriculum that integrates global issues not only builds a deep understanding of religion but also prepares students to become individuals who are able to play an active role in global society. With this approach, students not only understand Islamic teachings, but also have the ability to apply these values in the context of real life that is constantly changing (Mulyeni & Fadriati, 2023).

Discussion

This study reveals that strengthening the Islamic Religious Education (PAI) curriculum in the era of globalization needs to cover several crucial aspects to answer the increasingly complex needs of students. The following are the main findings found in this study which are expected to contribute to the development of a PAI curriculum that is more responsive to the challenges of the times:

First, the importance of technology integration in Islamic Religious Education learning. This study shows that the use of technology, such as online learning applications, interactive videos, and Islamic social media platforms, is very helpful in increasing the effectiveness and attractiveness of learning. The use of technology not only makes learning materials more accessible, but also provides opportunities for students to learn in more innovative and modern ways. For example, the use of animated videos to explain Islamic history can help students understand the material in a more interesting and digestible way. Likewise, gamification-based applications can be used to learn *tajwid*, which makes learning more fun and interactive. With technology, students can learn outside of class hours, deepen the material, and access various sources of information that enrich their understanding of Islamic teachings. Technology also allows for more flexible learning and can be tailored to the individual needs of each student, making the learning process more personal and relevant (Novriantoni & Dewi, 2024)

Second, strengthening social values and character is an equally important aspect in developing the Islamic Religious Education curriculum. This study found that students need learning that not only provides theoretical knowledge about religion, but also focuses on the application of Islamic values in everyday life. Values such as honesty, responsibility, empathy, and tolerance are very relevant to be applied in an increasingly complex social context. In this case, Islamic Religious Education teachers in schools have integrated social project-based learning methods that allow students to apply these values in real action. Programs such as community service, which involve students in social activities in the community, and group discussions on diversity, are effective ways to help students understand the importance of living side by side with others from different backgrounds. This method not only teaches religious

theory, but also encourages students to internalize and practice these values in their lives, making them individuals who are not only intelligent but also have character.

Furthermore, global relevance in Islamic Religious Education learning is also an important issue found in this study. Students today are increasingly interested in understanding how Islamic values can be applied to broader global issues, such as world peace, environmental conservation, and cultural diversity. Religious education that only focuses on local issues is considered insufficient to prepare students to face a world that is increasingly connected and full of global challenges. Therefore, an Islamic Religious Education curriculum that is relevant in the era of globalization must integrate these global issues with an approach based on Islamic values. Teaching that combines discussions on global issues and concrete examples of the application of Islamic values at the international level has proven to be very effective in broadening students' global horizons. This gives them an understanding that religious values are not only valid in a local context, but can be applied in an international context, so that students are ready to become world citizens who not only understand religion, but also care about various ongoing global issues.

Finally, this study confirms that strengthening the Islamic Religious Education curriculum requires strong collaboration between schools, the government, and the community. Islamic Religious Education teachers expressed that support from the government is very much needed, especially in terms of providing technology training for teachers and strengthening digital-based teaching materials. With the increasing use of technology in education, it is important for educators to receive adequate training so that they can optimally utilize technology in the learning process. In addition, the involvement of parents and the community in supporting religious activities in schools, such as commemorating Islamic holidays and religious mentoring programs, has also been shown to have a positive impact on student learning. Solid collaboration between schools, parents, and the community can create a more holistic and effective educational ecosystem, which focuses not only on academic aspects, but also on the formation of character and moral values of students. With this support, the religious education process will be more comprehensive, integrating various elements that can enrich students' learning experiences.

This study provides in-depth insight into how strengthening the Islamic Religious Education curriculum can answer the challenges of character education in the era of globalization. The results of this study are expected to provide useful recommendations for the development of a curriculum that is more relevant and responsive to the increasingly diverse needs of students. Furthermore, this study can also contribute to efforts to form a generation that is not only intellectually superior, but also has a strong character, based on Islamic values, and is ready to face the increasingly complex dynamics of life in the future. Thus, Islamic religious education that is strengthened through an innovative and relevant curriculum will equip students with the skills and understanding needed to become agents of change in society and be able to overcome the ever-growing global challenges.

CONCLUSION

Based on the description above, it is concluded that the Islamic religious education curriculum needs to be designed holistically and relevant to the development of the times, especially in the era of globalization. Several important points in the development of the Islamic Religious Education curriculum in this school are: *first*, Holistic Dimensions in Learning, the Islamic Religious Education Curriculum must include three dimensions of cognitive, affective, and psychomotor Education to shape students' character as a whole through the application of Islamic values in everyday life. *Second*, Technology Integration, The use of technology, such as digital learning platforms and artificial intelligence (AI)-based applications, can increase the effectiveness, flexibility, and attractiveness of Islamic Religious Education learning, allowing students to be more active and independent in learning.

Third, Strengthening Social Values and Character, the Islamic Religious Education Curriculum needs to emphasize the development of student character, with a focus on Islamic values such as honesty, tolerance, responsibility, and empathy, which must be applied in students' daily lives. *Fourth*, Contextual Approach, Learning materials must be relevant to global issues, such as world peace, cultural diversity, and environmental conservation. This approach will help students understand how Islamic values can be applied in the context of modern life and global challenges.

Fifth, Collaboration between Schools, Government, and Society, Close collaboration between schools, government, and society is needed to support the development of an adaptive curriculum and ensure that Islamic religious education remains relevant to the needs of students, both in terms of teaching materials and supporting facilities. With this approach, the Islamic Religious Education curriculum is expected to produce a generation that not only masters religious knowledge but also has a strong character, is able to compete in the global world, and maintains its Islamic identity amidst the development of the times.

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