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Problems of Islamic Education

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Abstract:

This journal aims to explore various problems faced in Islamic education, as well as to find relevant solutions to improve the quality of education. The methodology used in this study is a qualitative approach with literature analysis, which includes a review of various sources, including books, articles, and previous research reports. The results of the study indicate that there are several significant challenges, such as the lack of integration between theory and practice, and the influence of globalization that affects the values of Islamic education. In addition, this study also found the need to develop a more adaptive and innovative curriculum to answer the needs of the times. These findings are expected to contribute to the development of more effective and relevant Islamic education in the future.

Keywords: Islamic Education, Problems, Curriculum.

INTRODUCTION

Islamic education has a very important role in shaping character and individual morals, as well as building a civilized society. Since ancient times, Islamic education has been the foundation for the development of science and culture in the Muslim world. However, along with the development of the times and rapid social changes, Islamic education faces various challenges and problems that need to be identified and overcome. In this context, it is important to

understand the various factors that affect the effectiveness of Islamic education in order to formulate the right solutions (Supriyadi A. (2021)

One of the main challenges in Islamic education is the relevance of the curriculum taught. Many Islamic educational institutions still use a curriculum that is not in accordance with the needs and developments of the times. This causes students to be less prepared to face challenges in the real world, both

in academic and social aspects. Therefore, there is a need for curriculum evaluation and renewal that is more adaptive and responsive to changes that occur in society (Sari R. (2022).

In addition, the teaching methods used in Islamic education are also in the spotlight. Many teachers still rely on conventional methods that tend to be one-way, thus reducing students' active participation in the learning process. Innovative and interactive teaching methods are indispensable to increase students' motivation and interest in learning. Thus, the development of teaching methods that are in accordance with the characteristics of students is very important (Zainuddin A. (2020)

The influence of globalization also cannot be ignored in the context of Islamic education. The flow of information and culture that enters from outside can affect the values taught in Islamic education. On the one hand, globalization provides opportunities to expand horizons and knowledge, but on the other hand, it can threaten Islamic identity and values. Therefore, Islamic education needs to teach students to have a critical attitude towards outside influences and stick to the principles of Islamic teachings.

METHODS

The methodology of this research uses a qualitative approach with literature analysis as the main method to explore and understand problems in Islamic education. The qualitative approach was chosen because it allows researchers to explore various perspectives and experiences related to issues of Islamic education in depth. Thus, this study

In addition, internal factors such as the management of educational institutions also contribute to the problems of Islamic education. Many educational institutions lack a good management system, which has an impact on the quality of teaching and learning. Effective and efficient management is indispensable to create a conducive learning environment and support student development optimally.

The involvement of parents and the community in Islamic education is also an aspect that needs to be considered. Often, homeschooling is not in line with the values taught in school, thus creating a gap in the formation of students' character. Therefore, collaboration between educational institutions, parents, and the community is very important to create synergy in educating the next generation.

In this context, this research aims to identify and analyze various problems faced in Islamic education, as well as find relevant solutions to improve the quality of education. Using a qualitative approach, this study will explore various sources of literature related to Islamic education issues, so as to provide a comprehensive picture of the existing challenges.

focuses not only on quantitative data, but also on the context and meaning contained in each source analyzed. The data sources used in this study include various literature, such as books, journal articles, research reports, and official documents related to Islamic education. Researchers conducted a systematic search of these sources through academic databases, libraries, and trusted online sources. The criteria for selecting sources include relevance, credibility, and contribution to the

understanding of the problems of Islamic education. In this way, researchers can ensure that the information obtained is accurate and accountable.

After gathering relevant sources, the researcher conducts a content analysis to identify the main themes that emerge from the existing literature. This analysis process involves categorizing information based on issues related to Islamic education, such as curriculum, teaching methods, the influence of globalization, institutional management, and community involvement. By grouping the information into these themes, researchers can more easily understand the relationship between the various factors that influence Islamic education. Furthermore, the researcher also synthesized the findings obtained from various sources. This synthesis process aims to integrate existing information and produce a more holistic understanding of the problems of Islamic education. The researchers sought to identify the patterns that emerged from the literature analysis, as well as to look for possible solutions to address the challenges faced. Thus, this research is not only descriptive, but also provides recommendations that can be applied in educational practice.

RESULTS

Islamic education is a process that aims to form individuals who are faithful, devout, and have noble character in accordance with Islamic teachings. The definition of Islamic education does not only include the academic aspect, but also includes the formation of the character and morals of students. In this context, Islamic education serves as a means to inculcate religious values, ethics, and social norms that are in accordance with the teachings of the

Qur'an and the Sunnah. Thus, Islamic education has a very important role in shaping individual personalities that are balanced between spiritual, intellectual, and social aspects (Mardani A. (2020).

The main goal of Islamic education is to create a generation that is not only academically intelligent, but also has a high spiritual awareness. Islamic education aims to equip students with useful knowledge, as well as the skills necessary to face life's challenges. In addition, Islamic education also aims to form individuals who are able to contribute positively to society and the nation, by upholding the values of justice, tolerance, and mutual respect. In this case, Islamic education plays a role as a tool to create a harmonious and civilized society (Mulyasa E. (2018).

In the context of Islamic education, the learning process does not only take place in the classroom, but also outside the classroom. Islamic education emphasizes the importance of practical experience and lifelong learning. Therefore, Islamic education encourages students to actively participate in various social, religious, and cultural activities. In this way, students are expected to internalize Islamic values in their daily lives, so that they can be role models for others. Islamic education also has the goal of developing individual potential holistically. This includes the development of cognitive, affective, and psychomotor aspects. In Islamic education, knowledge is not only seen as information that must be memorized, but also as something that must be understood and applied in real life. Therefore, teaching methods in Islamic education must be able to encourage students to think critically, creatively,

and innovatively, so that they can face future challenges well.

In addition, Islamic education also aims to build social awareness among students. Through education, it is hoped that individuals can understand their roles and responsibilities as members of society. Islamic education teaches the importance of caring for others, as well as social responsibility in creating a better environment. Thus, Islamic education focuses not only on the development of the individual, but also on the development of society as a whole. In the current era of globalization, Islamic education is faced with the challenge of staying relevant and adaptive to the changes that occur. Therefore, the goals of Islamic education must include the development of critical attitudes and adaptability to the changing times. Islamic education must be able to prepare students to face global challenges, while still adhering to Islamic values. This is important so that the young generation can become agents of positive change in society, without losing their identity and religious values.

Overall, Islamic education has a very strategic role in shaping quality individuals and societies. By understanding the definition and purpose of Islamic education, it is hoped that educators, parents, and other stakeholders can contribute to creating an effective and relevant education system. Through good education, it is hoped that future generations can grow up to be individuals who are not only intelligent, but also have noble character and are able to make a positive contribution to society and the nation.

The history of Islamic education began during the time of the Prophet

Muhammad PBUH, who taught Islamic teachings to his companions in Medina. During this period, education was carried out informally, where the Prophet taught his followers religious, moral, and ethical values. This learning process is not only limited to teaching sacred texts, but also includes discussion, questions and answers, and the application of the doctrine in daily life. In this way, Islamic education began to take shape as a system that emphasizes the importance of knowledge and understanding of religious teachings (Rahman F. (2019).

After the time of the Prophet, Islamic education continued to develop along with the spread of Islam to various regions, including the Arabian Peninsula, Persia, and other regions. During the caliphate, especially in the Umayyad and Abbasid eras, Islamic education experienced rapid progress. The establishment of madrassas and baitul hikmah became one of the important milestones in the history of Islamic education. Madrasah functions as a formal educational institution that teaches various disciplines, including fiqh, tafsir, language, and general science. Baitul Hikmah, which was founded in Baghdad, became a center for research and translation of scientific works from various cultures, thus enriching the treasures of Islamic science (Salim U. (2020)

In the Middle Ages, Islamic education also experienced significant development in various regions, such as Spain, Egypt, and Turkey. In Spain, for example, Islamic education contributed to the development of European science and culture. Al-Qarawiyyin University in Morocco, founded in 859 AD, is recognized as the oldest university in the world that is still in operation today.

Here, Islamic education not only teaches religious science, but also other sciences, such as mathematics, astronomy, and medicine. This shows that Islamic education at that time was very open to the development of science.

Entering the modern era, Islamic education faces new challenges due to the influence of colonialism and rapid social change. Many Muslim colonized countries are undergoing changes in their education systems, where Western education is beginning to be adopted. The emergence of modern educational institutions, such as secular schools, has led to a shift in the perspective of education. However, in the midst of these challenges, many Muslim figures are trying to integrate Islamic values into the modern education system. They strive to create a curriculum that combines religious science and general science, so that Islamic education remains relevant in the modern era.

In Indonesia, Islamic education also has a long history. Since the arrival of Islam in the 13th century, Islamic education began to develop through Islamic boarding schools founded by scholars. Pesantren is an educational institution that teaches religious science and Arabic, as well as moral values to students. Along with the times, Islamic boarding schools began to adapt to the needs of the community, by adding a curriculum that included general science. This shows that Islamic education in Indonesia continues to strive to adapt to the changing times, while still maintaining Islamic values.

In the 20th century, Islamic education in Indonesia underwent a significant transformation with the emergence of formal educational

institutions, such as madrassas and Islamic schools. The government has also begun to pay more attention to Islamic education by issuing various policies that support the development of religious education. The emergence of Islamic organizations, such as Nahdlatul Ulama and Muhammadiyah, also contributed to the development of Islamic education in Indonesia. They established educational institutions that focused not only on religious education, but also general education, thus producing a well-rounded generation.

Today, Islamic education continues to evolve and adapt to the challenges of globalization and technological advancement. Many Islamic educational institutions have begun to integrate technology in the learning process, as well as develop curricula that are relevant to the needs of the times. Modern Islamic education seeks to create individuals who not only have strong religious knowledge, but also the skills and competencies necessary to compete in the global world. Thus, the history and development of Islamic education shows that this education always strives to adapt and be relevant to the changing times, while still adhering to fundamental Islamic values.

The challenges of the curriculum in Islamic education are a very important issue to discuss, considering that the curriculum is one of the main components that determine the quality of education. One of the main challenges is the relevance of the Islamic education curriculum to the needs of the times. In the era of globalization and rapid technological development, existing curriculums are often considered not responsive enough to changes that occur in society. Many Islamic educational

institutions still use a conventional curriculum, which focuses more on the teaching of religious sciences without integrating the general knowledge needed to face the challenges of the modern world (Hidayati N. (2021).

In addition, the lack of integration between religious science and general science is also a significant challenge in the Islamic education curriculum. Many students feel that religious lessons are irrelevant to their daily lives, thus reducing interest and motivation to learn. A separate curriculum between religious and general sciences can create a gap in students' understanding, where they cannot see the relationship between Islamic values and practical application in life. Therefore, it is important to formulate a curriculum that integrates these two aspects, so that students can understand and apply Islamic teachings in a broader context (Kurniawan A. (2022)

Another challenge is the lack of adequate resources and facilities to support effective curriculum implementation. Many Islamic educational institutions, especially in remote areas, face limitations in terms of educational facilities, books, and technology. This has an impact on the quality of teaching and learning that takes place. Without adequate support, it is difficult for educators to implement innovative and interactive teaching methods, which are indispensable to increase student engagement in the learning process. Therefore, the development of infrastructure and the provision of sufficient resources are very important to overcome this challenge.

In addition, challenges in training and professional development for

educators are also issues that need attention. Many teachers in Islamic educational institutions have not received adequate training in terms of teaching and curriculum development. Without sufficient skills and knowledge, educators will struggle to implement an effective and relevant curriculum. Therefore, training and professional development programs for teachers must be a priority, so that they can master teaching methods that are in accordance with the needs of students and the times.

Another challenge faced is the difference in views and interpretations in the teachings of Islam itself. Islamic education cannot be separated from various existing schools and thoughts, which can affect the curriculum applied. These differences can cause confusion among students and hinder the learning process. Therefore, it is important to formulate a curriculum that is inclusive and acceptable to various circles, so as to create unity in Islamic education without ignoring the existing diversity. In addition, challenges in evaluation and assessment are also a concern in the Islamic education curriculum. Many educational institutions still use quantitative assessment methods, such as written exams, without considering more in-depth qualitative aspects. Assessments that focus only on the final outcome can ignore the actual learning process, where students are supposed to be encouraged to think critically and creatively. Therefore, there is a need to develop a more holistic evaluation system, which covers various aspects of student development, both in terms of academics and character.

Teaching methods in Islamic education play a very important role in the learning process and character

development of students. The methods used not only affect students' understanding of the material being taught, but also shape attitudes and values that are internalized in them. In the context of Islamic education, teaching methods must be able to integrate spiritual, moral, and intellectual aspects, so that students not only gain knowledge, but also build good morals in accordance with Islamic teachings (Amin M. (2019).

One of the teaching methods commonly used in Islamic education is the lecture method. This method is often applied in the teaching of religious science, where the teacher delivers the material directly to the students. Although this method is effective for conveying information, there is a risk that students will become passive and less engaged in the learning process. Therefore, it is important to combine the lecture method with other more interactive methods, such as group discussions or questions and answers, so that students can more actively participate and develop critical thinking skills (Hamid A. (2020).

Project-based teaching methods are also gaining popularity in Islamic education. This method encourages students to engage in practical activities related to the material being studied. For example, students may undertake social projects that reflect Islamic values, such as social service activities or fundraisers to help others. In this way, students not only learn theory, but also apply Islamic values in real action. This method can also improve cooperation and leadership skills among students. In addition, the use of technology in teaching methods is also becoming increasingly important in Islamic education. With the advancement of information technology, many Islamic

educational institutions have begun to integrate digital media in the learning process. The use of videos, learning apps, and online platforms can make learning more engaging and interactive. However, it is important to ensure that the content presented remains in accordance with Islamic values and does not contain elements that are contrary to religious teachings.

Experiential teaching methods are also very relevant in the context of Islamic education. Education does not only happen in the classroom, but also outside the classroom. Activities such as visits to historical sites, religious activities, or skills training can provide students with hands-on experience. Through this experience, students can better understand and internalize the values taught. This method can also help students to develop empathy and concern for the surrounding environment. The importance of a holistic approach in teaching methods cannot be ignored either. Islamic education must include the development of cognitive, affective, and psychomotor aspects. Therefore, the teaching methods used must be able to accommodate various learning styles of students. For example, some students may prefer to learn through visuals, while others prefer to learn through hands-on practice. By understanding these differences, educators can design teaching methods that are more effective and appropriate to the needs of students.

The problem of Islamic education is a complex and multidimensional issue, covering various aspects that affect the quality and effectiveness of education in the context of Islam. One of the main challenges is the relevance of the curriculum which is often considered not

in accordance with the needs of the times. Many Islamic educational institutions still use traditional curricula that focus more on the teaching of religious sciences without integrating the general sciences necessary to face global challenges. This can cause Islamic education graduates to be less prepared to compete in an increasingly competitive and complex world (Abdul Aziz (2019).

In addition, the teaching methods used in Islamic education are also in the spotlight. Many educators still rely on the one-way lecture method, where students become recipients of information without being actively involved in the learning process. This method can reduce students' interest and motivation to learn, as well as hinder the development of critical and creative thinking skills. Therefore, innovation is needed in teaching methods that are more interactive and participatory, so that students can be more involved in the learning process and better internalize Islamic values (Alimuddin M. (2020).

The quality of human resources, especially educators, is also a significant issue in Islamic education. Many teachers in Islamic educational institutions have not received adequate training in terms of pedagogy and curriculum development. Without sufficient skills and knowledge, educators will struggle to implement effective and relevant teaching methods. Therefore, improving the quality of education and training for teachers should be a priority to ensure that they can provide quality education to students.

Another challenge faced is the difference in views and interpretations in the teachings of Islam itself. Islamic education cannot be separated from

various existing schools and thoughts, which can affect the curriculum and teaching methods. These differences can cause confusion among students and hinder the learning process. Therefore, it is important to formulate an approach that is inclusive and acceptable to various circles, so that Islamic education can create unity without ignoring existing diversity.

In the era of globalization, Islamic education is also faced with the challenge of maintaining Islamic identity and values. The influence of foreign cultures and secular values can threaten the integrity of Islamic education, especially if there is not enough effort to internalize Islamic values in the curriculum and teaching methods. Therefore, it is important for Islamic educational institutions to develop a curriculum that is not only relevant to the times, but also able to maintain and strengthen Islamic identity in the midst of globalization.

The problem of management of Islamic educational institutions is also a concern in the context of this problem. Many educational institutions face challenges in terms of resource management, both human and financial. Limited funds and adequate facilities can hinder the development of quality education. Therefore, effective and efficient management is needed to optimize existing resources, as well as create a conducive learning environment for students.

Overall, the problems of Islamic education require attention and collaborative efforts from various parties, including the government, educational institutions, and the community. By formulating the right solutions to overcome these challenges, it

is hoped that Islamic education can continue to develop and make a positive contribution to society and the nation. Through joint efforts, Islamic education can create a generation that is not only academically intelligent, but also has strong character and morals, and is able to contribute to creating a better society.

DISCUSSION

Islamic education has a strategic role in shaping the character and morals of students. This is based on the main goal of Islamic education, which is to produce a generation that not only excels academically, but also has moral integrity, strong faith, and social sensitivity. Islamic education does not only focus on knowledge transfer, but more broadly as a medium for internalizing Islamic values in real life. So, in this context, Islamic education is a holistic process that combines the spiritual, intellectual, emotional, and social aspects of students.

In its development, Islamic education has gone through a long historical journey, starting from the time of the Prophet Muhammad PBUH to the current era of globalization. In the time of the Prophet, education took place informally through assemblies of knowledge, discussions, and daily life practices that reflected Islamic values. Then, during the caliphate, education developed more systematically with the establishment of madrassas and institutions such as Baitul Hikmah. These institutions not only teach religious science, but also general science, which shows that Islamic education from the beginning was open to the development of science and technology. This shows that historically, Islamic education has

had an integrative foundation between religion and science.

However, entering the modern era and globalization, Islamic education faces complex challenges. One of the main challenges is the relevance of the curriculum to the needs of the times. Many Islamic educational institutions still implement traditional curricula that do not fully accommodate technological developments, labor market needs, and changing social dynamics. A curriculum that only focuses on memorizing religious texts without associating them with daily life makes it difficult for students to internalize Islamic values in a practical context. This leads to the emergence of a gap between the Islamic theory taught in schools and the reality of students' lives.

Another challenge that emerges is the lack of integration between religious science and general science. The dichotomy between these two fields of knowledge causes students to be unable to see the relationship between Islamic teachings and science, technology, and other contemporary issues. Therefore, it is necessary to design an integrative curriculum that is able to harmoniously connect Islamic teachings with modern science. Thus, Islamic education can give birth to a generation that is able to understand Islamic values while having insights and skills that are relevant to the needs of the times.

In terms of teaching methodology, there are still many Islamic educational institutions that use traditional one-way approaches, such as lecture and memorization methods. Although this method has the power to transmit basic knowledge of religion

directly, this method often makes students passive and less involved in the learning process. Lack of active participation from students has the potential to reduce learning motivation and limit the development of critical, collaborative, and creative thinking skills. Therefore, there is a need for innovation in teaching methods, such as project-based approaches, group discussions, and the integration of interactive technology media. With this approach, students can experience learning that is more meaningful, contextual, and in accordance with the characteristics of the digital age.

Another challenge that also affects the effectiveness of Islamic education is the limited resources, both in terms of infrastructure, funding, and the quality of educators. There are still many teachers who have not received adequate training on modern learning methods and curriculum development. On the other hand, the weak management of educational institutions is also an obstacle in creating a professional and highly competitive Islamic education system. Without good management, educational institutions will have difficulty in responding to the demands of the dynamic times. Therefore, ongoing training for teachers, as well as quality-based and accountability-based education management reforms, should be a major concern.

In addition, challenges in Islamic education also include the issue of diversity of interpretations and thoughts in Islam itself. Differences in sects, views, and approaches to Islamic teachings often create tension in formulating an inclusive and universal curriculum. Therefore, Islamic education must be

able to instill an attitude of tolerance and respect for differences within the framework of Islamic *ukhuwah*, as well as avoid exclusivism that can reduce the values of *rahmatan lil 'alamin* in Islam. Curriculum and teaching methods need to be structured with an adaptive approach to this diversity, while upholding the basic principles of moderate and open Islam.

In response to all these challenges, the solution that can be offered is the integration between traditional and modern methods in the Islamic education system. The legacy of classical education, such as the use of the yellow book, manners for teachers, and memorization of the Qur'an, still needs to be preserved as part of the identity and character of Islam. However, this legacy must be balanced with innovative and contextual learning methods and media. The use of information technology, competency-based approaches, and process-based formative assessments must be widely implemented so that Islamic education remains relevant and attractive to the younger generation.

Overall, Islamic education is a rich and potential, but also challenging. For this reason, all stakeholders, ranging from the government, educational institutions, educators, to the community, need to work together in developing a comprehensive Islamic education strategy. Islamic education must be designed not only to produce people who are spiritually obedient, but also capable in facing global challenges, and able to become agents of change in a plural and dynamic society. If these challenges can be overcome wisely and systematically, then Islamic education can become the main pillar in building an advanced, just, and noble civilization.

CONCLUSION

In this study, various problems faced in Islamic education have been identified, which include aspects of curriculum, teaching methods, the influence of globalization, institutional management, and community involvement. Each of these factors interacts with each other and affects the effectiveness of Islamic education as a whole. It was found that less relevant curriculum and conventional teaching methods are the main obstacles in creating a dynamic learning environment that is responsive to the needs of the times. In addition, the strong influence of globalization can threaten Islamic values if it is not balanced with critical and contextual education.

Therefore, to improve the quality of Islamic education, collaborative efforts are needed between educational institutions, educators, parents, and the community. The development of a more adaptive curriculum, the application of innovative teaching methods, and the improvement of the management of educational institutions are important steps that must be taken. By overcoming these challenges, it is hoped that Islamic education can contribute significantly in shaping a generation that is not only academically intelligent, but also has strong character and morals in accordance with Islamic teachings. This research is expected to be a reference for further development in the field of Islamic education and provide inspiration for stakeholders to make positive changes.

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