Problems of Islamic Education

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Abstract
This research aims to identify and analyze the problems faced in Islamic education. Using a literature study methodology, this study collects and analyzes a variety of sources, including related articles, books, and journals that explain the challenges and solutions in Islamic education. The results of the analysis show that the main problems include lack of curriculum integration, lack of teacher competence, and challenges in implementing innovative learning methods. This study suggests the need to develop teacher professionalism and update the curriculum to be in line with the needs of the times. These findings are expected to be a reference for decision-makers in improving the quality of Islamic education.
Keywords: Islamic Education, Educational Problems

INTRODUCTION

Islamic education is a vital entity in shaping the character, morals, and intellect of generations of Muslims around the world. As part of the global education system, Islamic education faces unique challenges, along with ever-evolving social, cultural, and technological dynamics. This change requires a revision in the approach and methodology used in Islamic education, in order to respond to the needs of the times and society. Therefore, it is important to explore the problems faced in Islamic education in order to understand and overcome the existing obstacles (Utami Wulandari. 2021)

One of the most striking aspects of Islamic education is the integration between religious values and general science. In many cases, the Islamic education curriculum is seen as separate from the general education curriculum, which leads to gaps in the understanding and application of religious teachings in daily life. This misalignment can affect students' ability to apply Islamic values in a broader social context. Therefore, a review of the Islamic education curriculum is very important to achieve synergy between religious education and general education (Susanti Lestari. 2022).

On the other hand, teacher competence is a key factor in the success of education. Most Islamic education teachers are not fully trained in teaching with good methodology, especially in the modern era filled with technology and information. There is a shortage in professional training that equips teachers with the skills and knowledge necessary to teach in an engaging and effective way. This lack of competence not only hinders the teaching and learning process, but

also weakens the quality of Islamic education itself (Subhan Fajar. 2020)

The learning methods applied in Islamic education are also often a source of debate. Many methods are still traditional and are not able to accommodate the needs of students who are growing up in this digital era. Monotonous teaching techniques not only reduce students' motivation, but also limit their ability to think critically and creatively. Therefore, the discovery and application of more innovative learning methods is a challenge in improving the quality of Islamic education.

Furthermore, the social and cultural environment also plays an important role in Islamic education. In diverse societies, education is often influenced by social factors that can affect students' perception and acceptance of lessons. These challenges require adaptation strategies that allow Islamic education to remain relevant in the context of a changing society. An inclusive approach can help bridge these differences and strengthen the foundation of Islamic education in the midst of diversity (Rina Dian. 2020).

In addition, educational accessibility is an aspect that should not be overlooked. In some areas, especially in remote areas, Islamic education may be difficult to access due to limited infrastructure and resources. This creates inequality in learning opportunities for students, which has the potential to widen the educational gap. This research aims to explore possible solutions to improve accessibility and equity in Islamic education through a variety of policies and innovations.

Taking into account these various perspectives, it is important to conduct a thorough evaluation of the phenomena that occur in Islamic education today. This study aims not only to identify problems, but also to recommend strategic steps that can be taken to optimize Islamic education for future generations. Through this analysis, it is hoped that there will be a profound enlightenment on what needs to be done to improve the Islamic education system.

This research will use a literature review methodology to collect and analyze a variety of relevant sources. In this way, the information obtained will be more comprehensive and can provide a clear picture of the problems in Islamic education. It is hoped that the findings of this study can contribute meaningful thinking to the development of higher quality and competitive Islamic education at the global level.

METHOD

The methodology of this research uses a literature study approach to analyze the problems of Islamic education. The literature study was chosen because it allows for the comprehensive collection and analysis of information from a variety of relevant sources. This method is well-suited for exploring a broad and complex topic such as Islamic education, where a wide range of diverse perspectives and

discoveries need to be considered. In this way, researchers can dig deeper into the issues at hand and discover patterns that may not be seen in field-based research.

The first step in this methodology is the collection of literature that includes books, journal articles, research reports, and policy documents related to Islamic education. These sources are selected based on their relevance, credibility, and contribution to the understanding of the issues at hand. The selection criteria include publications in the last 10 years, as well as their contribution to the conceptual and practical development of Islamic education. In addition, the researcher also noted sources from various geographical and cultural backgrounds to get a more holistic view.

After the collection stage, the next step is content analysis. This process includes an in-depth reading and review of the literature that has been collected. A qualitative analysis approach is applied to identify key themes, recurring problems, and solutions proposed by previous researchers. By analyzing the structure and arguments in these sources, researchers can draw conclusions about the current state of Islamic education and the challenges affecting its practice.

Furthermore, the researcher synthesizes the information obtained by linking findings from various sources. This is done to create a link between the identified problem and the solution that has been described in the literature. This combination helps researchers to obtain a more complete picture of how different aspects of Islamic education interact with and affect each other. This way, researchers can provide more informative and evidence-based recommendations.

Finally, the researcher compiles a report based on the findings and analysis carried out. In the report, the results of the research are presented in a systematic form so that it is easy for readers to understand. This report not only illustrates the problems of Islamic education, but also offers constructive thoughts on the steps that should be taken to improve the quality of Islamic education in the future. Through this methodology, it is hoped that this research can make a significant contribution to the development of better and relevant Islamic education.

RESULTS AND DISCUSSION

Definition and Concept of Islamic Education

Islamic education is an education system based on Islamic teachings sourced from the Qur'an and Hadith. The main goal of Islamic education is to form individuals who have good personality, extensive knowledge, and adequate skills. In this context, education is not only considered as a transfer of knowledge but also as an effort to shape students' morals and morals. Islamic education integrates spiritual teachings and religious values in every aspect of learning, so that students not only gain academic knowledge

but also build the character expected by Islam (Prasetyo Budi. 2021).

The concept of Islamic education is inseparable from the understanding that humans are created as creatures that have the potential to develop. In this perspective, education is considered as a means to hone human potential optimally in accordance with Islamic values. Therefore, Islamic education places great emphasis on a holistic learning process, namely achieving a balance between cognitive, affective, and psychomotor aspects. This makes students not only intellectually intelligent, but also have good emotional and social abilities.

Furthermore, Islamic education also integrates various fields of science that can support the spiritual and social life of mankind. For example, the teaching of fiqh, creed, morals, and other sciences is an important part of the Islamic education curriculum. This teaching aims to equip students with knowledge that can be used to live their daily lives within the framework of Islamic teachings. Therefore, Islamic education is considered a complete and thorough guide to life.

Islamic education also values a dialogical learning process between teachers and students. This concept prioritizes active interaction so that students feel more involved in the learning process. In this context, the teacher serves as a facilitator who guides students to explore relevant knowledge and values. Through this approach, Islamic education is expected to build curiosity and love of learning in students.

One of the hallmarks of Islamic education is the emphasis on ethics and morality. In this case, teaching is not only oriented to academic achievement, but also to the development of good character. Students are taught to prioritize values such as honesty, discipline, and responsibility. In an increasingly materialistic world, Islamic education plays an important role in providing an alternative to a more meaningful outlook on life.

In a global context, Islamic education must also be able to adapt to the times without losing the essence of its teachings. This includes the use of technology in learning and curriculum adjustments to be relevant to today's challenges and needs. Therefore, evaluation and innovation in Islamic education are essential to continue their relevance in the modern era.

Overall, Islamic education is a multidimensional system that seeks a balance between knowledge, morals, and skills in preparation for life in this world and the hereafter. In this way, Islamic education is expected to give birth to a generation that is not only intelligent, but also has high integrity in accordance with the values taught in Islam.

Purpose and Principles of Islamic Education

The goals of Islamic education are

very diverse and focus on the formation of well-rounded character, knowledge, and skills. One of the main goals of Islamic education is to produce individuals who believe and are pious to Allah SWT. This includes developing a strong relationship between individuals with God as well as society. This goal also includes spiritual and moral strengthening so that students can live their lives in accordance with religious teachings (Malik Rizal. 2021).

In addition, Islamic education aims to create individuals who are knowledgeable as well as the skills necessary in daily life. In this case, education is not only limited to the teaching of religious science but also includes useful general knowledge. Thus, graduates of Islamic education are expected to be able to contribute positively to society and the nation without forgetting the basics of religious teachings.

The principles of Islamic education are also important to understand, including the principles of integration, contextual learning, and relevance. Integration refers to the integration between religious science and general science, which shows that all knowledge comes from God and is complementary to each other. In addition, education must be carried out in a context that suits the needs of the community, so that what is taught can be directly applied in real life.

The principle of relevance requires the Islamic education curriculum to always be updated in accordance with the development of the times and the needs of students. Islamic education is expected to provide provisions that are in accordance with current and future challenges, both in the world of work and in social life. Therefore, periodic curriculum evaluation is very important so that Islamic education remains effective and efficient.

In addition, Islamic education also prioritizes the principles of justice and equality in access to education. Every individual, regardless of social, economic, or cultural background, has the right to quality education. Inclusive education is the hope that all children get equal opportunities to learn and develop. In this context, the role of government and society is very important in creating equitable accessibility.

Mental peace is also a focus in Islamic education, where students are taught not only to compete, but also to respect each other and collaborate. It includes teaching about the values of tolerance and cooperation that are highly relevant in a multicultural society. In this way, Islamic education can be a forum to form a more harmonious and peaceful society.

Comparison with General Education System

A comparison between Islamic education and general education shows that both have different focuses and approaches although the ultimate goal remains the same which is to create qualified individuals. General education usually places more

emphasis on the academic aspects and practical skills required in the world of work. On the other hand, Islamic education focuses on spiritual, moral, and ethical development based on the values of Islamic teachings. This shows that Islamic education has a more holistic approach in shaping the character of students (Kholifah Nur. 2021).

In terms of curriculum, general education usually includes various disciplines that are considered important for career preparation. The curriculum is set by government agencies and is often standardized, although some private schools may add special aspects according to their vision. Meanwhile, the Islamic education curriculum is designed to cover both religious and general sciences, with an emphasis on Islamic values. It aims to prepare students not only intellectually but also morally and ethically.

In terms of learning methods, general education often uses a more conventional and theoretical-based approach. Students are given the task of learning theory and then applying that knowledge in practice. On the contrary, Islamic education prioritizes a leadership approach and dialogue interaction between teachers and students. This method includes the application of practice, memorization, and more active discussion to deepen students' understanding of religious teachings.

Evaluation systems in general education generally focus on quantitative aspects, such as standardized grades and exams. This often instills a culture of competition among students. On the other hand, Islamic education in its evaluation emphasizes more on the achievement of character and morals. Although academic grades remain important, the measurement of the success of Islamic education is not only measured by numbers, but also by how students live their lives based on the values and teachings they have learned.

Another interesting comparison is in terms of parental and community involvement. General education often relies on educational institutions to carry out educational tasks. Meanwhile, Islamic education emphasizes collaboration between schools, families, and communities. In this case, parental involvement is considered important in the educational process, in the hope of creating an environment that supports the spiritual and moral development of students.

In terms of accessibility, public education is usually more open to all groups, although in some areas there is still a gap between urban and rural education. Meanwhile, Islamic education can have certain barriers, especially in terms of understanding and implementing teachings. However, efforts have been made to reach out to the wider community through formal and non-formal education that can include various

groups.

In conclusion, although Islamic education and general education have the same end goal, the approaches, values, and methods used in each education system are very different. Therefore, it is important for these two systems to complement and complement each other in order to create a generation that is not only academically intelligent but also has good morals and ethics.

Identification of Problems in Islamic Education

Identification and understanding of problems in Islamic education is an important first step to improve the quality of the education system. One of the main problems that is often faced is the gap between the Islamic education curriculum and the real world. The existing curriculum is often irrelevant to the needs and challenges faced by today's young generation. Many Islamic educational institutions are still trapped in traditional teaching patterns, so that students do not get provisions that are in accordance with the times (Hidayat Rahmat. 2020).

In addition, the lack of competence and professionalism of Islamic education teachers is a challenge that cannot be ignored. Many teachers do not have a deep understanding of the concepts and methodologies of effective teaching in accordance with Islamic education. This results in the teaching and learning process becoming less interesting and unable to

motivate students to be more active in learning. To increase the effectiveness of Islamic education, the development of teacher professionalism is a very urgent thing to do.

Another factor that becomes problematic is the lack of adequate educational facilities and resources in some Islamic educational institutions, especially in marginalized areas. This limited resource can hinder the learning process and make education not optimal. Difficulties in accessing technology and information are also a problem that is exacerbated by the lack of funds and adequate educational infrastructure.

Social and economic disparities are also factors that affect Islamic education. Many students from disadvantaged backgrounds find it difficult to access quality education. This creates a significant educational gap among children from different backgrounds. Wealthier societies may be able to access better Islamic education, while those who cannot afford it are forced to face lower quality education.

The application of character education in Islamic education programs also often encounters obstacles. Although Islamic education actually aims to foster morals and ethics, its implementation is sometimes not in line with theory. Students' behavior in daily life often does not reflect the values taught in school, suggesting a gap between educational theory and practice. The question is how to change this so that character education can be

applied more effectively?

In addition, there is still a negative stigma against Islamic education in the community is a challenge that must be overcome. Some views of the public that consider Islamic education to be limited to religious knowledge can limit the acceptance and development of Islamic education itself. As a result, students who follow Islamic education are sometimes considered to have less opportunities than those who follow general education.

By understanding these various problems, strategic steps can be taken to improve and improve the quality of Islamic education. It is important for all parties, including the government, educational institutions, teachers, and the community to work together in finding solutions and innovations in learning. Open dialogue and collaboration can help create a better and relevant Islamic education system for the present.

Improving the Quality of the Islamic Education Curriculum

Improving the quality of the Islamic education curriculum is a must to face the challenges that exist in the modern era. The first step that needs to be taken is to conduct an in-depth evaluation of the current curriculum. Existing curriculums should be examined for their effectiveness in preparing students to face real-world challenges. This evaluation must include elements that are not only related to the academic aspect but also the moral and ethical aspects that characterize Islamic education (Fatimah Siti. 2020).

Furthermore, the integration of religious knowledge and general knowledge must be the main focus in the Islamic education curriculum. It aims for students to have not only theoretical knowledge of religion, but also a strong understanding of the social sciences, science, and technology. Thus, Islamic education graduates are expected to be able to compete and contribute to today's increasingly complex society. This integration will also strengthen the argument that Islamic education is relevant to the times.

An adaptive curriculum is one of the solutions to improve the quality of Islamic education. A curriculum that can adapt to local needs, culture, and socio-economic conditions of the community will create a more relevant and quality education. The application of these principles in the Islamic education curriculum can pay attention to the problems faced in society and help provide solutions through education.

The use of technology in education must also be optimized. In the digital era, the proper use of technology will enrich the learning process. Online resources, educational applications, and innovative learning methods can help teachers deliver material in a more engaging way. Therefore, the development of adequate infrastructure and training for teachers in the use of

technology is essential to improve the quality of the Islamic education curriculum.

The aspect of teacher training is also no less important in efforts to improve the quality of the curriculum. Qualified and professional instructors greatly determine the success of the implementation of the Islamic education curriculum. Therefore, investment in teacher training and professional development is a must. Planned and ongoing training programs can help teachers to understand new curriculum and effective teaching techniques.

Collaboration with educational institutions, both local and international, can also enrich the Islamic education curriculum. Through the exchange of knowledge and experience in curriculum development, Islamic education can learn from best practices around the world. With this, Islamic education is expected to be much more progressive and can adopt innovative ideas that are relevant to Islamic values.

In conclusion, improving the quality of the Islamic education curriculum is an important step to create a generation that not only has the knowledge, but also the character and skills necessary in modern society. Various approaches, from curriculum evaluation to teacher training and technology utilization, can be solutions to address the challenges faced by Islamic education today. Thus, Islamic education is expected to be better in preparing students to become individuals who contribute positively to society and the country.

Successful Implementation of Islamic Education

The successful implementation of Islamic education can be seen from several examples of good practices in various educational institutions. One prominent example is educational institutions that integrate religious and science curricula, such as schools that adopt an integrative education model. In this model, both fields of science are taught simultaneously, so that students can understand the relationship between religious science and science. Through this approach, Islamic education is not only a theoretical teaching, but also able to create a deeper awareness of the surrounding world (Ahmad Rofiuddin. 2020).

One of the other examples is the application of active and creative learning methods in Islamic education. Some successful institutions apply methods such as project-based learning, where students are directly involved in projects related to society and the environment. Through this approach, students not only gain knowledge, but also develop critical thinking, cooperation, and social responsibility skills. As a result, students better understand how Islamic values can be applied in real life.

The use of information technology in Islamic education has also shown encouraging results. Several institutions have utilized

digital media such as learning applications and online platforms to support the teaching and learning process. In this way, students can access learning materials and resources more easily and flexibly. Technology also allows students to connect with global educational resources, broadening their horizons and knowledge.

Character education is an integral part of the successful implementation of Islamic education. Institutions that successfully integrate character education into curriculum and daily activities often create a more positive and supportive environment. For example, teaching Islamic values through extracurricular activities and community service programs can shape students' character more effectively. The institution has proven to be successful in producing students who are not only intelligent, but also have good morals.

The involvement of parents and the community is one of the success factors in Islamic education. Institutions that have active parental involvement programs in their children's education tend to be more successful. Programs such as seminars for parents, involvement in school activities, and good communication between teachers and parents create positive synergy. This involvement helps to ensure that the values taught in school are also supported by the family environment.

CONCLUSION

From the analysis carried out through a literature study on problems in Islamic education, it can be concluded that there are various challenges that must be faced in an effort to improve the quality of education. The gap between the Islamic education curriculum and general education, the lack of teacher competence, and the non-optimal learning approach are crucial issues. In addition, social, cultural, and educational accessibility factors also contribute to the problems faced. Therefore, there is a need for collaborative efforts between stakeholders, including the government, educational institutions, and the community to jointly find innovative and sustainable solutions.

Furthermore, it is important for Islamic education to adapt to the times, including integrating technology and learning methods that are more interesting and effective. By conducting a thorough evaluation of existing practices, as well as the implementation of policies that support the accessibility and quality of education, it is hoped that Islamic education can be more relevant and useful for future generations. This research is expected to contribute to defining the direction of better development of Islamic education, as well as encouraging constructive dialogue between various parties involved in Islamic education in this modern era.

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