Integration of Islamic Values in Modern Education Curriculum: Challenges and Opportunities in the Digital Era

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Abstract

This study aims to analyze the integration of Islamic values into modern educational curricula in the digital era, particularly in strengthening 21st-century competencies grounded in Islamic spiritual and ethical principles. The research employs a qualitative approach using a literature review method, examining academic studies, curriculum policies, and technology-based learning practices in Islamic education. The findings indicate that Islamic values can be effectively integrated through the use of educational technology, interdisciplinary approaches, character education reinforcement, and pedagogical development aligned with the objectives of Islamic law (maqāṣid al-sharīʿah). However, the study also identifies several challenges, including limited digital literacy among educators, the dominance of secular digital content, and the lack of practical integrative curriculum models. Based on these findings, this study recommends the development of adaptive, value-based Islamic curriculum models that respond to digital transformation. Future researchers are encouraged to conduct empirical studies to examine the effectiveness of Islamic value integration models across different educational levels and learning contexts.

Keywords: Islamic Values Integration; Modern Curriculum; Digital Education; Islamic Education; Digital Era.

Abstract

Penelitian ini bertujuan menganalisis integrasi nilai-nilai Islam dalam kurikulum pendidikan modern di era digital, khususnya dalam penguatan kompetensi abad ke-21 yang berlandaskan nilai spiritual dan etika Islam. Metode penelitian yang digunakan adalah kajian kualitatif dengan pendekatan studi pustaka terhadap literatur akademik, kebijakan kurikulum, serta praktik pembelajaran berbasis teknologi dalam pendidikan Islam. Hasil penelitian menunjukkan bahwa integrasi nilai Islam dapat dilakukan melalui pemanfaatan teknologi pembelajaran, pendekatan interdisipliner, penguatan pendidikan karakter, serta pengembangan pedagogi yang selaras dengan maqāṣid al-syarīʿah. Meskipun demikian, penelitian ini juga menemukan tantangan berupa keterbatasan literasi digital pendidik, dominasi konten sekuler, dan belum tersedianya model kurikulum integratif yang aplikatif. Penelitian ini merekomendasikan pengembangan model kurikulum berbasis nilai Islam yang adaptif terhadap teknologi digital. Peneliti selanjutnya disarankan melakukan studi empiris untuk menguji efektivitas model integrasi nilai Islam dalam praktik pembelajaran di berbagai jenjang Pendidikan.

Kata kunci: Integrasi Nilai-Nilai Islam; Kurikulum Modern; Pendidikan Digital; Pendidikan Islam; Era Digital.

Introduction

The development of digital technology in the 21st century has brought significant changes to almost all aspects of human life, including education. This transformation has led to various learning innovations oriented towards mastery of digital literacy, critical thinking skills, communication, collaboration, and creativity, known as modern educational competencies. However, in the context of Islamic education, this development presents new challenges regarding how to integrate the needs of 21st-century competencies with Islamic values, which serve as the foundation for the formation of students' morals and character. Education is understood not only as a process of transferring knowledge (ta'līm), but also as a process of internalizing values (tarbiyah) and developing an Islamic personality (ta'dīb). Therefore, the integration of Islamic values into the modern educational curriculum is an urgent need to ensure that education does not lose its moral and spiritual dimensions.(Rojak, 2024)

Global conditions that demonstrate the decline of moral values, the rise of individualism, an instant culture, and unfiltered exposure to digital information demand that Islamic education develop new strategies to address these challenges. If education focuses solely on technology without reinforcing Islamic values, it will produce a generation that is intellectually intelligent but weak in spirituality, ethics, and morals. Conversely, if education only emphasizes religious values without considering technological developments, students will be left behind and struggle to adapt to changing times. Therefore, a modern curriculum design is needed that not only focuses on technological skills but also instills Islamic principles such as honesty, trustworthiness, learning etiquette, responsibility, and a love of knowledge.(Eryandi, 2023)

This integration is not only a matter of developing course materials, but also concerns pedagogical approaches, learning methods, evaluation, and the educational environment. Educators, in this case, play a crucial role as facilitators, spiritual guides, and role models (uswah hasanah) in the digital-based learning

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process. Furthermore, Islamic values can be implemented through an interdisciplinary approach that connects scientific, technological, and social concepts with Islamic teachings, so that learning is not fragmented but fosters a monotheistic mindset. In the context of the digital era, opportunities for integrating Islamic values are increasingly open through the use of technologies such as interactive Quran applications, multimedia-based learning media, artificial intelligence for Islamic literacy, and e-learning platforms that provide spaces for Islamic contemplation, discussion, and collaboration.(Zainuddin, 2025)

Thus, integrating Islamic values into a modern curriculum is a strategic step toward creating an Islamic education that is relevant to current developments while adhering to sharia principles. This effort is a crucial foundation for producing a generation of Muslims who excel not only in technology and science but also possess noble character, commendable morals, and a strong spiritual awareness to face global challenges in the digital age.

Research methods

This study employed a qualitative approach with a library research method focused on the exploration, analysis, and interpretation of various scientific sources related to the integration of Islamic values into modern educational curricula in the digital era. The qualitative approach was chosen because this study aimed to deeply understand the concepts, ideas, and models of integrating Islamic values into contemporary educational systems, rather than to measure or statistically test variables. Data sources in this study were obtained from scientific publications such as national and international journals, books, proceedings, educational documents, curriculum policies, and relevant scientific articles. Furthermore, this study utilized digital sources such as scientific databases like Google Scholar, ResearchGate, DOAJ, and other academic portals to strengthen the literature.(Adinugraha & Rismawati, 2025).

Data collection techniques were carried out through a process of selection, classification, and content analysis. Each literature source was analyzed based on the relevance of the theme, scientific validity, and its contribution to the study of the integration of Islamic values in modern education. Data analysis was conducted in three stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers selected, filtered, and summarized important information related to the concept of the modern curriculum, Islamic values, the challenges of the digital era, and the implementation of the integration of religious values in education. The data presentation stage was carried out by organizing the findings into patterns, categories, and conceptual structures that illustrate the relationship between Islamic values and the modern curriculum. Meanwhile, the conclusion drawing stage was carried out through data interpretation to produce a holistic and systematic understanding.(al, 2022).

To ensure data validity, this study employed source triangulation, comparing data from various sources to ensure accurate and objective information. Thus, this method is expected to yield in-depth, accurate research results that can be used as a reference in developing an Islamic education curriculum relevant to the needs of the digital age.(Duija, Wastawa, & Tantra, 2025).

Results and Discussion

The Concept of Integrating Islamic Values in the Modern Curriculum

The integration of Islamic values into the modern curriculum is a systematic effort to harmonize contemporary science with Islamic teachings so that the educational process is oriented not only toward achieving intellectual competence but also toward character and spirituality development. In the context of global change marked by digitalization, globalization, and the acceleration of information, education is required to equip students with 21st-century skills such as critical thinking, communication, creativity, and collaboration. However, these

competencies must remain grounded in Islamic values, which guide behavior, attitudes, and mindsets based on monotheism.

In principle, integrating Islamic values doesn't just mean adding religious instruction to the curriculum, but rather embedding values, namely inserting Islamic values, morals, and ethics into every subject, learning method, and school culture. Thus, science, technology, language, social studies, and the arts are not viewed as separate disciplines from religion, but rather as part of God's universal verses that can strengthen students' faith and spiritual understanding.(Kusumawati & Nurfuadi, 2024).

The Foundation of Islamic Value Integration

This integration concept is based on three main principles: Tauhid (Unity of Knowledge): All knowledge and educational processes must emphasize that the highest source of truth is Allah SWT, so that students do not separate worldly knowledge from the afterlife. Akhlak (Character and Morality): Education must produce people who are not only intellectually intelligent but also civilized, honest, responsible, and able to maintain relationships with Allah, others, and nature. Maqāṣid al-Syarī'ah: The curriculum must support the protection and development of five main aspects: religion, soul, reason, offspring, and property.(R. Taufiq, Wahyudi, Asiyah, Suherman, & Sukandar, 2025)

Forms of Implementation in the Modern Curriculum, Integration of Islamic values can be realized through the following strategies: Integration in Educational Objectives: Each learning competency is accompanied by indicators of Islamic values such as trust, endeavor, discipline, or trust. Integration through Learning Content: Subject matter is linked to relevant scientific evidence from the Qur'an or hadith, for example, cosmology in science is linked to QS. Al-Mulk: 3–4. Integration through Methods: Technology-based learning such as multimedia, e-learning, or AI remains directed at building digital manners, communication ethics, and Islamic literacy. Integration through Evaluation: Assessment is not

only based on academics, but also attitudes, morals, and spiritual behavior.(Anas & M, 2024)

Thus, the concept of integrating Islamic values into a modern curriculum is a strategic step toward creating an educational model that is relevant to current developments without neglecting Islamic identity. This model not only produces students who are technologically and scientifically proficient, but also possess a strong moral foundation, deep spirituality, and noble character, equipping them to face the developments of the digital era and the challenges of global life.

Opportunities for Integrating Islamic Values in the Digital Era

The digital era provides ample opportunity for the development of Islamic education in various aspects, including the integration of Islamic values into modern curricula. Rapid technological change has provided a variety of facilities, media, and learning platforms that can be utilized to strengthen the understanding, dissemination, and internalization of religious values. While Islamic education previously relied on conventional face-to-face learning, the learning process can now take place through digital media such as learning apps, educational videos, Artificial Intelligence (AI), Learning Management Systems (LMS), and online platforms that enable flexible learning anytime and anywhere.

This opportunity opens up vast access to Islamic learning resources from various countries and leading educational institutions. Students can access digital Quranic commentary, interactive hadith, and Islamic jurisprudence studies through a globally developed platform. Thus, the digital era not only expands access to information but also enriches Islamic learning models with approaches that are engaging, interactive, and easy to understand for the modern generation.(Oktavia & Khotimah, 2023).

Strategic Opportunities in the Digital Era in Integrating Islamic Values

Some opportunities emerging in this context include: The availability of Islamic digital platforms, numerous educational applications and websites such as Quran.com, Muslim Pro, or Learning Qur'an AI that can help students learn Islam independently and systematically. This technology enables the internalization of Islamic values to occur not only in the classroom but also in everyday life. Interactive and adaptive learning models, technology allows the use of animated videos, simulations, and gamification to teach etiquette, morals, Islamic history, and understanding of Islamic jurisprudence. This makes learning more engaging and relevant to the learning styles of the digital native generation. Global access to scholars and sources of knowledge, webinars, online studies, international courses, and digital da'wah provide space for cross-border collaboration. Students can learn from scholars and global Islamic institutions without geographical boundaries.

Personalized Learning with Artificial Intelligence, AI allows religious learning to be tailored to the abilities and speed of students, for example in memorizing the Qur'an, learning tajwid, or understanding morals.(Sholihah, Bahiyah, & Acetylena, 2025)

The Role of Digitalization as a Strengthener of Islamic Identity: The digital era can also strengthen the Islamic identity of the younger generation through the dissemination of positive content that emphasizes the values of brotherhood, tolerance, and a spirit of learning. Social media, when used wisely, can be a creative means of da'wah (Islamic outreach) through podcasts, short videos, infographics, or reflective content that encourages young people to make Islam not just knowledge but a lifestyle.(Romandoni, Sulistyorini, & Efendi, 2024)

Thus, the digital era presents not only challenges but also significant opportunities for strengthening the integration of Islamic values into modern education. If utilized optimally and purposefully, technology can be a strategic

instrument for producing a generation of Muslims with a global perspective, digital literacy, Islamic character, and the ability to navigate the dynamics of the times without losing their spiritual and moral direction.

Challenges of Implementing an Islamic Values-Based Curriculum in the Digital Era

Although the digital era offers significant opportunities for the development of Islamic education, implementing an Islamic values-based curriculum in a modern context is not without challenges. Rapid technological change impacts students' mindsets, learning styles, and character. This situation demands that educational institutions and educators adapt comprehensively to ensure Islamic values remain firmly embedded without losing their relevance. These challenges emerge across multiple dimensions, from technology and pedagogy to culture and the moral and spiritual aspects of the digital generation.(Afdhalurrahman, Hasibuan, Ishfi, & Halimah, 2025).

One of the main challenges is the low digital literacy of educators. Not all teachers or educational staff have the ability to utilize technology as a medium for Islamic and character-building learning. Many teachers are accustomed to conventional methods and are therefore unprepared to implement interactive, technology-based learning models. As a result, the integration of Islamic values is not optimal because technology is used only as a medium, not as a means of character and moral development.(Kosasih, Zikrulloh, & Kartika, 2025).

Major Challenges in Curriculum Implementation, some of the most significant challenges include: Dominance of Non-Islamic and Secular Digital Content, Uncontrolled flow of digital information and most of its content is not in line with Islamic values. Students easily access entertainment content, games, social media, and global culture that often contradict Islamic manners, ethics, and morals. Changes in Student Learning Patterns, the digital generation tends to think

quickly, visually, and multitask so that they are less patient in carrying out in-depth learning processes such as tadabbur, book review, or fiqh learning that requires analysis. Instrumentalization of Technology Without Moral Guidance, in many cases, technology is only treated as a tool for delivering material rather than as a medium for instilling Islamic values, even though digital learning requires a moral filter and digital manners. Limitations of Regulations and Standardized Islamic Curriculum Models, there are not many curriculum frameworks that systematically integrate 21st-century competencies with the Islamic worldview (ru'yatul Islam lil 'ilmi), so that educational institutions often run without clear guidance.(Manshur & Isroani, 2023).

Social and Spiritual Implications: In addition to technical challenges, the digital era also poses spiritual challenges. High digital media consumption leads to a weakening of religious mindfulness, a lack of self-control, and an increase in individualism and a culture of instant gratification. Students become accustomed to quick access and instant answers, diminishing the internalization of values such as patience, humility, learning etiquette, and discipline.(Sapruddin, 2025).

Thus, the challenge of implementing an Islamic values-based curriculum in the digital age is not only a technical issue, but also a matter of mindset, spirituality, and the readiness of educational institutions. These challenges must be addressed with appropriate strategies so that Islamic values remain the moral and intellectual foundation of modern learning and foster a generation of Muslims who are technologically superior yet possess noble morals.

Strategy for Implementing the Integration of Islamic Values in the Modern Curriculum

Integrating Islamic values into a modern curriculum requires a well-planned, measurable, and sustainable strategy. Implementation should encompass not only the content but also the design of learning objectives, teaching methods, evaluation, and school culture. Integration must reflect a holistic approach so that

education produces not only technologically and academically savvy students but also those with noble morals, strong spirituality, and the ability to apply Islamic values in their daily lives. Therefore, the implementation strategy must encompass institutional, pedagogical, technological, and character-building dimensions.(Zahroh & Iksal, 2024).

Institutional Strategy: Formation of a Tauhid-Based Curriculum

The integration of Islamic values can begin at the educational institution level through: Formulating a vision and mission based on an Islamic worldview, so that institutions focus not only on academic achievement but also on the formation of individuals with noble morals. Developing a curriculum based on the maqāṣid al-syarī'ah (the principles of Islamic law), which ensures that all subjects support the protection of religion, reason, life, morals, lineage, and property. Training in digital literacy and Islamic pedagogy for teachers, so that educators are able to integrate Islamic values into technology-based learning. This institutional approach ensures that the integration of Islamic values is not just an individual teacher initiative, but becomes a consistent educational system.(Missouri, 2023).

Pedagogical Strategy: Integration through Active Learning

In learning practice, integration can be done through: Islamic Blended Learning: Combining face-to-face and digital learning while emphasizing learning etiquette, communication ethics, and Islamic values in online interactions, Project Based Learning: Students are given assignments that connect technology with Islamic values, for example creating daily prayer applications, creative da'wah videos, or designing moral content, Qur'anic Storytelling and Sirah Nabawiyah: This method is effective in instilling character values through stories of companions, prophets, and Islamic figures, especially for early and middle levels.(A. Taufiq & Ramadhani, nd).

Technology and Media Strategy: Technology must be a tool for da'wah, not just entertainment. Its implementation includes: The use of interactive Quran applications, Islamic LMS, and AI to monitor memorization and tajweed, Development of Islamic digital content such as educational podcasts, Islamic value animations, and multimedia-based e-books. With this strategy, technology becomes a space for habituating Islamic values, not just a neutral medium. Value-Based Evaluation Strategy: Assessments not only measure cognitive aspects, but also: Values of manners and morals, Activeness in worship, Digital ethics, Collaboration and trustworthiness in tasks. Character-based evaluation ensures that learning not only produces technical skills, but also moral integrity.(Husaini, 2025).

With an integrated strategy encompassing institutions, pedagogy, technology, and evaluation, the integration of Islamic values into a modern curriculum can be effectively implemented. This approach is believed to be capable of developing a generation of Muslims with a strong identity, global competitiveness, and adherence to Islamic values amidst the technological transformation of the digital era.

The Impact of Integration of Islamic Values on Learning

The integration of Islamic values into a modern curriculum has a significant impact on the learning process, outcomes, and objectives. This impact is not only evident in the cognitive aspect but also encompasses the affective and psychomotor domains. Learning that combines Islamic values with digital technology, modern pedagogical methods, and the context of 21st-century life shapes the character of students with noble morals and the ability to adapt to modern developments. Thus, education is not only a process of knowledge transfer but also a spiritual and moral transformation that guides students toward a holistic religious awareness.(Rosyad & Khoiriyah, 2025)

In general, the impact of integrating Islamic values in learning can be seen through the following three main dimensions: Impact on Students, Integration of Islamic values encourages the formation of student profiles that are not only intellectually intelligent, but also emotionally and spiritually mature. Students who acquire knowledge based on monotheism will: Develop morals and ethics in social interactions, both in the real world and the digital world, Have a sense of worship in carrying out academic activities, place knowledge as a means of getting closer to Allah, Demonstrate discipline, responsibility, and manners in learning, as exemplified in the classical Islamic scientific tradition.

In other words, learning outcomes are not only in the form of academic competencies, but also internalization of the values of faith, ihsan, and noble character.(Supriadi, Faqihuddin, & Islamy, 2024)

Impact on Teachers and Learning Practices, Integration of Islamic values also affects the role of teachers. Teachers not only function as conveyors of material, but also as murabbi (spiritual educators) and qudwah (moral role models). The impacts are: Teachers apply a teaching approach that prioritizes compassion and gentleness in accordance with the ethics of the Prophet's da'wah, Learning models become more holistic, combining scientific explanations with Qur'anic wisdom, Learning becomes dialogical, reflective, and contextual so that students understand the relationship between knowledge, faith, and life. Thus, the role of teachers undergoes a transformation from instructors to guides of character and morals.(Barus, Zulfan, & Hasanuddin, 2025)

Impact on the School Environment and Culture: Integrating Islamic values also creates a religious, harmonious, and humanistic school culture. These impacts include: Schools foster a spiritual atmosphere through good habits such as congregational prayer, Quranic recitation, greetings, and the practice of daily etiquette. Interactions between school members are more guided by the values of brotherhood, tolerance, and mutual respect. Technology is utilized positively for

learning and preaching, not just entertainment.(Amirullah, 2020)

Thus, the integration of Islamic values into a modern curriculum makes a real contribution to developing a generation of Muslims who are knowledgeable, globally competitive, yet rooted in the principles of Islamic law. Such a curriculum has the potential to produce a generation of intellectually intelligent, spiritually strong, and morally upright scholars capable of meeting the challenges of the times without losing their Islamic identity.

Conclusion

The integration of Islamic values into modern educational curricula is a crucial step in addressing the challenges of technological development and cultural change in the digital era. Education is not only aimed at improving academic knowledge and skills, but also at shaping students' morals, ethics, and spirituality in line with the principles of monotheism and Islamic teachings. The opportunities of the digital era allow for the use of technologies such as digital platforms, learning applications, and artificial intelligence to support the internalization of Islamic values in a more creative, interactive, and expansive manner. However, these efforts also face obstacles such as low digital capacity among educators, a lack of integrative curricula, and the predominance of secular content.

Thus, the integration of Islamic values into a modern curriculum has a positive impact on developing a generation of Muslims who are intellectually superior, technologically skilled, yet still imbued with morals and an Islamic identity. Learning is not merely a process of knowledge transfer, but also a process of character formation and a school culture that is religious, humanistic, and visionary. With the right strategy, improved teacher competency, and institutional support, the integration of Islamic values into modern education can provide a strong foundation for developing a future generation that is responsive to global developments without losing its moral compass, faith, and religious commitment.

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