

## INTEGRATING 21<sup>st</sup> CENTURY SKILLS INTO ISLAMIC RELIGIOUS EDUCATION: A HOLISTIC VALUE-BASED FRAMEWORK

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### Abstarct

*The rapid development of globalization, digital technology, and socio-cultural transformation has created significant challenges for contemporary education systems, including Islamic Religious Education (IRE). These changes require educational institutions to equip students with competencies that extend beyond traditional knowledge acquisition. This study aims to examine the integration of twenty-first century skills within the curriculum of Islamic Religious Education and to analyze its contribution to enhancing students' competencies in modern educational contexts. This research employs a qualitative approach using a systematic literature review of relevant national and international sources, including academic books, peer-reviewed journal articles, and policy documents. The data were analyzed through thematic content analysis to identify key patterns related to the urgency, pedagogical strategies, benefits, and challenges of integrating twenty-first century skills in IRE. The findings reveal that competencies such as critical thinking, creativity, collaboration, communication, digital literacy, and global citizenship awareness play a crucial role in strengthening the relevance of Islamic Religious Education. Their integration supports a shift from content-oriented instruction toward a more holistic educational approach that combines cognitive development with ethical awareness and social responsibility. However, the study also identifies several structural and pedagogical challenges, including limited teacher readiness, inadequate technological infrastructure, and curriculum rigidity. The study offers important educational implications by proposing an integrative and value-based framework that aligns twenty-first century competencies with Islamic pedagogical principles. This framework provides guidance for curriculum development, instructional design, and teacher professional development in Islamic Religious Education. Future research is recommended to conduct empirical and comparative studies to examine the effectiveness and measurable impact of such integration across diverse educational contexts.*

**Keywords:** *Islamic Religious Education; Twenty-First Century Skills; Curriculum Integration; Digital Literacy; Global Citizenship; Competency-Based Learning*

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### A. Introduction

The rapid expansion of digital technology, globalization, and socio-cultural transformation has fundamentally redefined the competencies required in the twenty-first century. Education systems are increasingly challenged to move beyond knowledge transmission toward the cultivation of higher-order thinking, adaptability, and complex problem-solving skills. Frameworks such as the Partnership for 21st Century Learning (P21) and the OECD Education 2030 agenda have institutionalized a global consensus that critical thinking, creativity, collaboration, communication, and digital literacy are essential for navigating contemporary life (Trilling & Fadel, 2009; OECD, 2018). However, this global discourse is not without critique. Scholars argue that the universalization of "twenty-first century skills" often reflects a technocratic and economically driven paradigm that risks marginalizing ethical, spiritual, and cultural dimensions of education, particularly in non-Western contexts.

Within this contested landscape, Islamic Religious Education (IRE) occupies a unique and complex position. Rooted in Islamic pedagogy, which integrates *ta'lim*, *tarbiyah*, and *ta'dib*, IRE is inherently oriented toward the holistic formation of individuals intellectually, morally, and spiritually (Al-Attas, 1991; Halstead, 2004). Yet, in practice, IRE in many contexts remains dominated by normative and text-centered approaches, often emphasizing memorization and doctrinal conformity over critical engagement and contextual application. This condition raises a fundamental tension: while contemporary education demands adaptive and critical competencies, Islamic education must also preserve its epistemological and ethical foundations. Efforts in Islamic education reform have attempted to address this tension by advocating the integration of modern pedagogical approaches and contextual interpretations of Islamic teachings (Muhaimin, 2017; Nata, 2020; Tan, 2014). Nevertheless, these reforms frequently remain at the level of discourse and policy, with limited transformation at the curricular and classroom levels.

A growing body of research in general education demonstrates that participatory and student-centered pedagogies such as project-based learning and problem-based learning are effective in fostering twenty-first century competencies (Bell, 2010). Similarly, digital literacy has been reconceptualized as a critical capability involving not only technical skills but also ethical judgment and epistemic awareness (Belshaw, 2014). However, when situated within Islamic Religious Education, the adoption of these approaches presents both opportunities and challenges. On the one hand, they offer pathways to connect religious values with real-world contexts; on the other hand, they risk superficial integration if not grounded in a coherent Islamic epistemological framework. Studies in Islamic education curriculum development emphasize the importance of integrating cognitive, affective, and spiritual domains, yet they often lack a systematic analysis of how such integration can be operationalized within contemporary skill frameworks (Nasution, 2015; Tan, 2014).

Despite increasing scholarly attention, significant gaps remain in the literature. First, there is a tendency to treat twenty-first century skills as a neutral and universally applicable framework, with insufficient critical examination of their compatibility with Islamic educational philosophy. Second, existing studies on IRE predominantly focus on pedagogical techniques or normative content, rather than investigating curriculum-level integration as a systemic process. Third, empirical evidence on how the integration of these skills influences students' holistic development across cognitive, affective, and psychomotor domains remains limited. This fragmentation results in a disconnection between global educational discourse, Islamic pedagogical principles, and classroom realities.

In response to these gaps, this study adopts a critical and integrative approach to examine how twenty-first century skills can be meaningfully embedded within the curriculum of Islamic Religious Education. Specifically, this study seeks to address the following research questions: (1) How are twenty-first century skills conceptualized within the context of Islamic Religious Education? (2) How are these competencies integrated into curriculum design and instructional practices? (3) To what extent does this integration

contribute to students' holistic development? and (4) What structural and pedagogical challenges emerge in the process of implementation? By framing these questions, the study positions itself not merely as descriptive but as analytically engaged with both global and Islamic educational discourses.

The contribution of this research is threefold. Theoretically, it advances the discourse on Islamic pedagogy by critically interrogating the epistemological compatibility between twenty-first century skills and Islamic educational philosophy, while proposing a more integrative and context-sensitive framework. Empirically, it provides evidence-based insights into curriculum implementation, addressing the scarcity of research that connects theory with practice in IRE. Practically, it offers strategic implications for curriculum developers, educators, and policymakers in designing Islamic Religious Education that is both faithful to its normative foundations and responsive to contemporary challenges. By bridging the divide between global competencies and value-based education, this study contributes to the development of a more holistic, critical, and contextually grounded model of Islamic education in the twenty-first century.

## **B. Method**

This study employs a descriptive qualitative approach to explore the integration of twenty-first century skills within the curriculum of Islamic Religious Education and its implications for improving students' competencies. A qualitative approach is considered appropriate because it allows researchers to investigate educational phenomena in depth, interpret meanings, and understand the contextual dynamics of curriculum implementation and pedagogical practices (Creswell & Creswell, 2018). Through this approach, the study aims to provide a comprehensive description of how twenty-first century competencies are conceptualized and integrated within Islamic Religious Education learning frameworks.

Data for this study were collected through a systematic literature review aimed at identifying, evaluating, and synthesizing relevant research on the integration of twenty-first century skills in Islamic Religious Education (IRE). The literature search was conducted across major academic databases, including Scopus, Web of Science, and Google Scholar, to ensure comprehensive coverage of high-quality international and regional publications. The selected literature was analyzed using a thematic analysis approach (Snyder, 2019). This process involved several stages: (1) familiarization with the data through repeated reading; (2) initial coding to identify key concepts and recurring patterns; (3) categorization of codes into broader themes; and (4) interpretation of themes in relation to the research objectives. The analysis focused on four major themes: (a) conceptualizations of twenty-first century skills, (b) models of integration in Islamic education, (c) pedagogical practices and curriculum design, and (d) challenges and limitations in implementation.

By employing a systematic and transparent review process, this study ensures methodological rigor and enhances the credibility of its findings. The use of multiple databases, clearly defined inclusion and exclusion criteria, and a structured thematic analysis framework allows for a comprehensive and critical synthesis of existing literature,

thereby providing a robust foundation for examining the integration of twenty-first century skills in Islamic Religious Education.

The collected data were analyzed using qualitative content analysis. This analytical technique allows researchers to systematically interpret textual data by identifying patterns, themes, and conceptual relationships emerging from the literature. Content analysis is widely used in qualitative educational research to examine theoretical constructs and synthesize findings across multiple studies (Erlingsson & Brysiewicz, 2017). The analysis in this study followed an iterative process consisting of three major stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting and organizing relevant information from the literature; data display focused on presenting the synthesized information in a structured and interpretable form; and conclusion drawing aimed to identify key findings related to the urgency, patterns, benefits, and challenges of integrating twenty-first century skills in Islamic Religious Education (Miles, Huberman, & Saldaña, 2014).

To ensure the credibility and validity of the findings, this study applied source triangulation by comparing insights derived from multiple scholarly publications, theoretical perspectives, and empirical studies. Triangulation is an essential strategy in qualitative research for strengthening the reliability of interpretations and minimizing potential bias in data analysis (Patton, 2015). Additionally, theoretical validation was conducted by consulting established frameworks in educational research and curriculum studies related to twenty-first century competencies. Through these methodological procedures, the study aims to provide a comprehensive understanding of how twenty-first century skills can be effectively integrated into the curriculum of Islamic Religious Education and how such integration contributes to the development of students' cognitive, affective, and psychomotor competencies.

### **C. Finding and Discussion**

#### **Finding**

#### **Urgency of Integrating Twenty-First Century Skills in Islamic Religious Education**

The literature reviewed in this study consistently highlights that the integration of twenty-first century skills into Islamic Religious Education (IRE) is no longer optional but constitutes an educational necessity. Rapid technological advancement, digital transformation, and global interconnectedness have significantly altered how knowledge is produced, accessed, and applied. As a result, educational systems worldwide are increasingly expected to equip learners with competencies that go beyond memorization and content mastery. Scholarly works emphasize that twenty-first century skills include critical thinking, creativity, collaboration, and communication (commonly known as the 4C skills), as well as digital literacy and global citizenship awareness (Trilling & Fadel, 2009; OECD, 2018). These competencies are framed as essential for enabling students to function effectively in complex and unpredictable environments.

Within the context of Islamic Religious Education, the literature indicates a growing awareness that traditional approaches often centered on rote learning and textual memorization are insufficient to address contemporary challenges. Scholars argue that IRE should facilitate not only religious understanding but also the ability to interpret Islamic

teachings in relation to current social, technological, and ethical issues (Muhaimin, 2017; Nata, 2020). This shift reflects a broader movement toward contextual and transformative religious education.

### **Pedagogical Strategies Identified in the Literature**

The literature identifies several pedagogical strategies that are frequently associated with the integration of twenty-first century skills. One of the most prominent approaches is project-based learning (PBL), which is described as a method that engages students in solving real-world problems through inquiry, collaboration, and reflection (Bell, 2010). In this model, students actively construct knowledge rather than passively receive it.

In addition, collaborative learning is widely discussed as a means of fostering communication skills and social interaction. Through group discussions and cooperative tasks, students are encouraged to exchange ideas, negotiate meaning, and develop mutual understanding. This approach contrasts with traditional lecture-based instruction and supports more participatory learning environments. Digital literacy integration also emerges as a key theme in the literature. Scholars emphasize that students must be able not only to access digital information but also to critically evaluate its credibility and use it responsibly (Belshaw, 2014). In the context of IRE, this includes the ability to distinguish between reliable and misleading religious content in online spaces.

Furthermore, global citizenship education is identified as an important dimension, particularly in relation to ethical awareness and intercultural understanding. The literature suggests that integrating global perspectives with Islamic values can help students develop a sense of responsibility toward broader societal and environmental issues.

**Educational Benefits Reported in the Literature** The literature consistently reports that the integration of twenty-first century skills contributes to multiple dimensions of student development. One of the most frequently mentioned benefits is the enhancement of critical and analytical thinking, which enables students to engage more deeply with both academic content and real-world problems.

Another key benefit is increased student engagement. Studies indicate that active learning approaches such as project-based and collaborative learning tend to improve motivation by making learning more meaningful and relevant to students' lives. This increased engagement often leads to better learning outcomes. In the context of Islamic Religious Education, the literature also highlights the development of contextual understanding. Students are better able to relate Islamic teachings to contemporary issues, such as environmental responsibility, social justice, and ethical behavior in digital environments. This contributes to a more holistic form of learning that integrates cognitive, affective, and behavioral dimensions.

### **Challenges Identified in the Literature**

Despite these benefits, the literature identifies several challenges that may hinder effective implementation. One of the most significant challenges is teacher readiness. Many educators lack the necessary training and experience to implement student-centered and technology-based learning approaches. Another challenge concerns the availability of infrastructure. Effective integration of digital literacy requires access to technology, including devices, internet connectivity, and digital learning platforms. In contexts where

such resources are limited, implementation becomes difficult. The literature also points to curriculum rigidity as a barrier. Standardized curricula and assessment systems often prioritize content coverage over skill development, limiting teachers' ability to adopt innovative approaches. Additionally, socio-economic disparities among students can create unequal access to learning opportunities, particularly in relation to digital resources.

### **Interpretation and Critical Analysis**

While the literature provides substantial support for the integration of twenty-first century skills, a closer examination reveals several important limitations. First, much of the existing research adopts a largely descriptive approach, presenting twenty-first century skills as universally applicable without critically examining their underlying assumptions. This study argues that such an approach overlooks the need to align these competencies with the philosophical and ethical foundations of Islamic education. Second, the literature tends to focus on pedagogical techniques rather than systemic change. Strategies such as project-based learning and digital integration are often discussed in isolation, without considering how they can be embedded within a coherent curriculum framework. As a result, implementation may remain superficial and fragmented. Third, there is limited attention to the integration of spiritual and moral dimensions within the framework of twenty-first century skills. While Islamic Religious Education emphasizes character and ethical development, many studies prioritize cognitive outcomes and overlook the affective domain.

Based on these observations, this study positions itself as an effort to move beyond fragmented approaches by proposing a more integrated and value-based framework. It seeks to bridge the gap between global educational discourse and Islamic pedagogical principles by emphasizing both competence and character.

**Tabel 1. Literature Mapping**

<b>Theme</b>	<b>Description in Literature</b>	<b>Identified Limitation</b>
21st Century Skills	Focus on 4C and global competencies	Lacks integration with religious values
Islamic Pedagogy	Emphasizes moral and spiritual formation	Limited operational application
Pedagogical Strategies	Focus on PBL, collaboration	Fragmented and technique-oriented
Curriculum Studies	Advocates holistic integration	Limited empirical evidence
Digital Literacy	Emphasizes critical digital skills	Often technocentric

### **Operational Conceptual Model**

Based on the synthesis of the literature, this study proposes an operational model consisting of three interconnected elements: Islamic values, twenty-first century skills, and pedagogical practices. In practical terms, the model functions as follows. Islamic values serve as the foundational layer, guiding the purpose and direction of learning. Twenty-first century skills represent the competencies that students are expected to develop. Pedagogical strategies act as the mechanism through which these competencies are implemented in classroom practice.

This model is operationalized through classroom activities that integrate knowledge, skills, and values simultaneously. For example, when discussing ethical issues in social media, students are encouraged to analyze information critically (critical thinking), collaborate with peers (collaboration), communicate their ideas effectively (communication), and reflect on Islamic ethical principles (value integration). Example of Implementation in Islamic Religious Education A practical example of this integration can be seen in a lesson on environmental ethics in Islam. The teacher begins by presenting a real-world problem related to environmental damage. Students are then asked to work in groups to analyze the issue using relevant Qur'anic verses and Hadith.

Next, students develop a project, such as a digital campaign promoting environmental awareness based on Islamic teachings. Throughout the process, they engage in discussion, use digital resources, and present their findings to the class. The lesson concludes with a reflective session in which students connect their learning to personal values and daily behavior. This example illustrates how twenty-first century skills can be integrated into Islamic Religious Education in a way that is both meaningful and contextually relevant.

The findings of this study demonstrate that while the integration of twenty-first century skills in Islamic Religious Education is widely acknowledged in the literature, its implementation remains conceptually fragmented and practically inconsistent. By offering a more structured and operational framework, this study contributes to the development of a holistic approach that integrates cognitive skills, ethical values, and contextual learning. This approach not only aligns with contemporary educational demands but also preserves the core principles of Islamic pedagogy, thereby providing a more balanced and sustainable model for Islamic Religious Education in the twenty-first century.

## **Discussion**

### **The Urgency of Integrating Twenty-First Century Skills in Islamic Religious Education**

The findings of this study demonstrate that the integration of twenty-first century skills within the curriculum of Islamic Religious Education represents a critical step toward enhancing students' competencies in contemporary educational environments. Modern societies are increasingly characterized by rapid technological advancement, globalization, and complex socio-cultural interactions. These transformations require educational systems to prepare learners not only with academic knowledge but also with adaptive skills such as critical thinking, creativity, collaboration, and communication.

The concept of twenty-first century skills has been widely discussed in contemporary educational literature as a framework for equipping learners with competencies necessary for the knowledge society. According to Trilling and Fadel, the competencies of critical thinking, creativity, collaboration, and communication – commonly known as the 4C skills are fundamental abilities required for problem solving, innovation, and effective participation in modern social environments (Trilling & Fadel, 2009). Similarly, the OECD Learning Compass framework emphasizes that education in the twenty-first century should develop not only knowledge but also skills, attitudes, and values that enable learners to contribute responsibly to society (OECD, 2018). Within the context of Islamic

Religious Education, the integration of these competencies represents an important pedagogical transformation. Traditional religious learning has often focused primarily on memorization and doctrinal instruction. While these elements remain essential, contemporary educational approaches emphasize the importance of developing analytical thinking and contextual understanding. Integrating twenty-first century skills allows students to interpret Islamic teachings more critically and apply ethical principles to real-life social challenges.

Recent studies in religious education also emphasize the importance of aligning spiritual values with contemporary competencies in order to maintain the relevance of religious learning in modern societies. Research conducted by Setiawan and Abdullah shows that Islamic Religious Education can function as an effective platform for character development and ethical awareness when combined with innovative pedagogical approaches that encourage critical reflection and social engagement (Setiawan & Abdullah, 2020). Therefore, the integration of twenty-first century competencies within Islamic Religious Education not only enhances intellectual development but also strengthens students' moral and ethical perspectives.

### **Pedagogical Strategies for Developing Twenty-First Century Competencies**

The integration of twenty-first century skills within Islamic Religious Education requires innovative pedagogical strategies that promote active and student-centered learning environments. Contemporary educational research indicates that instructional models such as project-based learning, collaborative learning, and problem-based learning are effective approaches for developing higher-order thinking skills and fostering creativity.

Project-based learning, for example, encourages students to explore real-world problems through collaborative inquiry and reflective analysis. This learning model enables students to develop problem-solving abilities while simultaneously enhancing communication and teamwork skills. Bell explains that project-based learning provides opportunities for students to apply knowledge in authentic contexts, thereby strengthening both conceptual understanding and practical competencies (Bell, 2010). In addition to project-based learning, collaborative learning strategies play a crucial role in developing communication and interpersonal skills. Collaborative discussions encourage students to exchange ideas, evaluate different perspectives, and engage in constructive dialogue. Such learning environments support the development of critical thinking while also fostering respect for diverse viewpoints.

Another important pedagogical dimension is the integration of digital literacy within Islamic Religious Education. The rapid expansion of digital technology has transformed the way knowledge is accessed and disseminated. Digital literacy enables students to critically evaluate information sources, access religious resources from diverse perspectives, and engage responsibly with digital media. UNESCO highlights that digital literacy is an

essential component of global citizenship education, as it prepares learners to participate ethically and responsibly in digital environments (UNESCO, 2021).

Research conducted in Indonesian educational contexts also supports the importance of integrating technology and innovative pedagogies within Islamic Religious Education. A study by Rahman and Nuryana (2022) found that the use of digital learning media and collaborative teaching strategies significantly enhances students' engagement and motivation in religious learning. These findings suggest that pedagogical innovation plays a central role in facilitating the successful integration of twenty-first century competencies.

### **Educational Benefits of Integrating Twenty-First Century Skills**

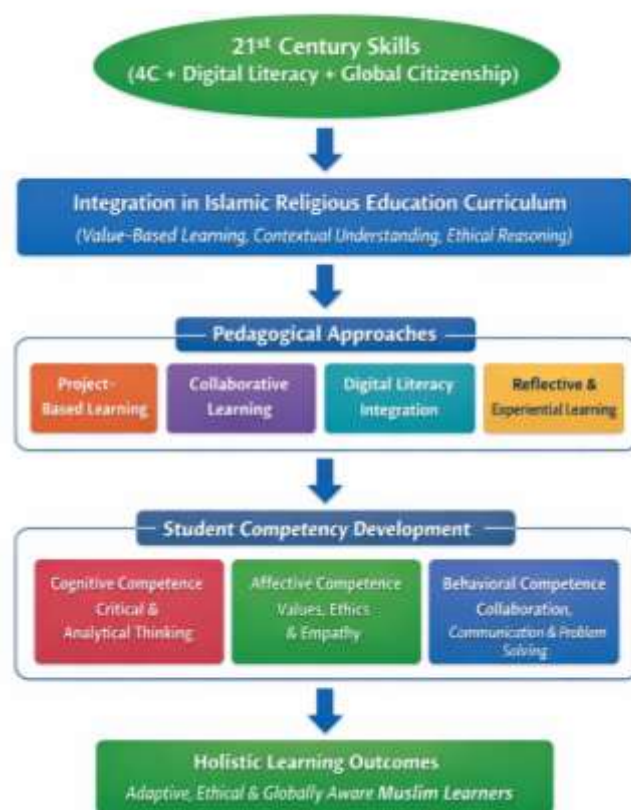
The integration of twenty-first century competencies within Islamic Religious Education provides several important educational benefits. One of the most significant advantages is the development of students' critical thinking abilities. Critical thinking enables learners to analyze information, evaluate arguments, and interpret religious teachings within broader social contexts. Furthermore, the integration of these competencies enhances students' motivation and participation in the learning process. Educational research consistently demonstrates that student-centered learning approaches encourage deeper engagement with learning materials. When students are actively involved in collaborative projects and discussions, they are more likely to develop meaningful connections with the subject matter.

Another important benefit relates to the development of holistic learning outcomes that integrate cognitive, affective, and behavioral dimensions of education. Islamic Religious Education traditionally emphasizes moral values and character formation. By integrating twenty-first century competencies, religious education can further strengthen its role in promoting ethical awareness, social responsibility, and civic engagement.

Studies in Indonesian educational contexts also support this perspective. Research conducted by Hidayat and Sa'diyah indicates that integrating character education with twenty-first century competencies significantly improves students' moral reasoning and social awareness (Hidayat & Sa'diyah, 2021). These findings highlight the potential of Islamic Religious Education to contribute not only to intellectual development but also to the formation of responsible and ethically conscious citizens.

### **Conceptual Model of 21st Century Skills Integration in Islamic Religious Education**

To clarify the theoretical framework of this study, a conceptual model is proposed to illustrate how twenty-first century competencies can be integrated within the curriculum of Islamic Religious Education. The model highlights the relationship between three main components: foundational competencies, pedagogical strategies, and learning outcomes.



**Figure 1: Conceptual Framework for the Integration of 21st-Century Skills in Islamic Religious Education**

This conceptual model illustrates that the integration of twenty-first century skills functions as a mediating framework that connects Islamic values with modern pedagogical practices. Through this integration, Islamic Religious Education can promote holistic student development encompassing intellectual, ethical, and social dimensions of learning. Similar integrative frameworks have been discussed in the literature on competency-based education and global citizenship education, which emphasize the importance of aligning curriculum, pedagogy, and student competencies in order to prepare learners for complex global environments (OECD, 2018; Fullan & Scott, 2014; UNESCO, 2018).

### **Challenges in Implementing Twenty-First Century Skills**

Despite the potential benefits of integrating twenty-first century competencies, several challenges remain in the implementation process. One of the most significant challenges relates to teachers' professional readiness. Many educators may lack sufficient training in innovative pedagogical approaches or digital learning technologies. Teacher professional development is therefore essential to ensure that educators possess the necessary competencies to implement student-centered learning strategies. Another challenge concerns the availability of educational infrastructure. Technology-based learning requires adequate digital facilities, including internet connectivity, digital devices, and learning management systems. In many educational institutions, particularly in

developing regions, limited technological infrastructure may hinder the implementation of digital learning strategies.

Curriculum rigidity also presents an important obstacle. Educational systems that rely heavily on standardized curricula and traditional assessment methods may limit teachers' ability to implement innovative instructional strategies. As a result, curriculum reform efforts should emphasize flexibility, interdisciplinary learning, and competency-based assessment. Finally, socio-economic disparities among students may influence the effectiveness of digital learning initiatives. Differences in access to technology and digital literacy skills can create inequalities in students' learning opportunities. Addressing these disparities requires comprehensive educational policies that prioritize inclusive access to technological resources and learning support systems.

#### **D. Conclusion**

This study demonstrates that the integration of twenty-first century skills into Islamic Religious Education (IRE) is both necessary and strategically important in responding to contemporary educational demands. The key findings indicate that competencies such as critical thinking, creativity, collaboration, communication, digital literacy, and global citizenship can enhance the relevance of IRE by enabling students to connect Islamic values with real-world challenges. Furthermore, the integration of these competencies supports a more holistic learning process that combines cognitive understanding, ethical awareness, and social responsibility. However, the findings also reveal that existing approaches to integration remain fragmented, often limited to pedagogical techniques without sufficient alignment at the curriculum and epistemological levels.

In terms of contribution, this study advances the field of Islamic Education by offering a more integrative and value-based framework that bridges the gap between global competency discourse and Islamic pedagogical principles. Unlike prior studies that tend to focus either on conceptual discussions or isolated instructional strategies, this research emphasizes the importance of aligning twenty-first century skills with the spiritual and ethical foundations of Islamic education. As such, it contributes theoretically by re-positioning Islamic Religious Education as a dynamic and context-responsive field, and practically by providing an operational perspective for curriculum development and classroom implementation.

Nevertheless, this study is not without limitations. It relies primarily on literature-based analysis and does not incorporate empirical data to measure the actual impact of skill integration on student outcomes. In addition, the study focuses on conceptual and theoretical integration, which may not fully capture the complexity of implementation in diverse educational settings. Therefore, future research is recommended to conduct empirical investigations using qualitative, quantitative, or mixed-method approaches, including classroom observations, teacher interviews, and student assessments. Comparative studies across different institutional and socio-cultural contexts are also needed to evaluate the effectiveness of pedagogical strategies such as project-based learning, collaborative learning, and digital-based instruction in operationalizing twenty-

first century skills within Islamic Religious Education. Such research will be essential in strengthening the evidence base and ensuring more effective and contextually grounded implementation.

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