



INNOVATION IN THE MANAGEMENT OF ISLAMIC EDUCATION CURRICULUM: PERSPECTIVES AND IMPLEMENTATION

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Abstract

Innovation in the management of Islamic education curriculum is an important effort to update and align the educational process with the needs of an increasingly dynamic era. This research examines the perspectives and implementation of such innovations, highlighting the importance of a contextualised approach that considers the needs of learners as well as the relevance of Islamic teachings in the modern context. The research findings show that the success of the innovation depends not only on improving teaching materials, but also on teaching methods that encourage students' active participation and enhance their understanding in technology and global competence. However, the implementation of this innovation faces challenges such as limited resources and resistance to change. Overcoming these obstacles requires collaboration between educational institutions, communities and support from governments and organisations. Thus, innovation in the Islamic education curriculum can play an important role in shaping a generation that is strong in faith and adaptive and competent in facing global challenges.

Keywords: *Innovation, Curriculum, Islamic Education.*

Abstrak

Inovasi dalam pengelolaan kurikulum pendidikan Islam merupakan upaya penting untuk memperbarui dan menyelaraskan proses pendidikan dengan kebutuhan zaman yang semakin dinamis. Penelitian ini mengkaji perspektif dan implementasi dari inovasi tersebut, menyoroti pentingnya pendekatan kontekstual yang mempertimbangkan kebutuhan peserta didik serta relevansi ajaran Islam dalam konteks modern. Temuan penelitian menunjukkan bahwa keberhasilan inovasi tidak hanya bergantung pada perbaikan materi ajar, tetapi juga pada metode pengajaran yang mendorong partisipasi aktif siswa dan meningkatkan pemahaman mereka dalam bidang teknologi dan kompetensi global. Namun, implementasi inovasi ini menghadapi tantangan seperti keterbatasan sumber daya dan resistensi terhadap perubahan. Untuk mengatasi hambatan ini, diperlukan kolaborasi antara lembaga pendidikan, komunitas, serta dukungan dari pemerintah dan organisasi. Dengan demikian, inovasi dalam kurikulum pendidikan Islam dapat

memainkan peran penting dalam membentuk generasi yang kuat dalam iman serta adaptif dan kompeten dalam menghadapi tantangan global.

Kata Kunci: inovasi, kurikulum, Pendidikan islam.

Introduction

In the era of globalisation and rapid technological advances, education, including Islamic education, is faced with the challenge of continuing to adapt and innovate. Islamic education, as one of the important pillars in shaping the character and identity of the ummah, plays a crucial role in conveying religious and moral values. However, the Islamic education curriculum is often considered rigid and unresponsive to the dynamics of changing times (Hamami & Nuryana, 2022); (Sitopu et al., 2024).

The traditional curriculum in Islamic education still relies heavily on conventional one-way teaching methods, which provide less space for students to think critically and creatively (Guna et al., 2024). This risks leaving Islamic education behind in preparing a generation capable of competing in the modern era, where critical thinking skills, creativity, and adaptability and innovation are needed (Fawait et al., 2024).

Innovation in curriculum management is not only important to improve the quality of education, but also to ensure the relevance of Islamic values in the ever-changing daily life. These innovations can cover various aspects, ranging from more interactive and collaborative learning methods, integration of technology in the teaching-learning process, to the development of more contextualised and applicable teaching materials (Akrim, 2022).

Innovation in the management of the Islamic education curriculum plays a vital role in facing the more dynamic and complex challenges of modern times. To ensure the relevance and effectiveness of Islamic education, innovation is needed to transform traditional teaching methods to be more interactive and adaptive to the needs of millennials and Gen Z (Baidi & SUTRISNO, 2022). The integration of technology in the educational process, for example through digital-based learning and the use of interactive media, can increase student engagement and facilitate understanding of the material. Thus, innovation will help create a more motivational and inspiring learning environment, while instilling strong and applicable Islamic values for students (Zainal et al., 2022).

In addition, innovation in the Islamic education curriculum is also crucial for developing students' critical, creative and problem-solving skills. In the era of globalisation, where critical and creative thinking skills are highly valued, Islamic education needs to prepare students to become leaders and innovators who are able to adapt to social, economic and technological changes (Syakhrani & Aslan, 2024); (Judijanto et al., 2024). By introducing more collaborative and project-based learning approaches, students will not only understand religious concepts in theory, but also how to apply them in contexts relevant to the challenges of everyday life. This will ultimately form a

generation that is not only strong in faith, but also competent in facing and navigating the modern world (Asril et al., 2023).

On the other hand, the implementation of innovation in the Islamic education curriculum does not go without challenges. Different perceptions of innovation and resistance to change often create barriers to the implementation of new ideas. Therefore, an in-depth and systematic study is needed to understand how innovations can be effectively implemented in the Islamic education curriculum and to identify the opportunities and challenges faced (Arifin et al., 2023).

Based on the above background, this study aims to examine innovation in Islamic education curriculum management through the perspective of existing literature, focusing on the forms of innovation that have been implemented, the challenges faced, and the resulting impact. This study is expected to make a meaningful contribution to the development and improvement of the quality of Islamic education in the present and future.

Research Methods

In this study, researchers used the literature method. The literature research method, or often referred to as literature review, is an approach used to collect and analyse published information related to a particular topic. Basically, this method involves reviewing existing literature, such as books, journal articles, reports, and other relevant sources, to gain a deeper understanding of the subject being researched. Literature research not only collects information, but also critiques and identifies knowledge gaps that can serve as a foundation for further research (Syahran, 2020); (Sahar, 2008).

The literature research process generally begins with the selection of a topic and the formulation of a clear research question. The researcher must then locate, access and select relevant and high-quality resources. The analysis stage involves critical reading to identify important themes, trends and findings in the existing literature. In addition, the researcher must be able to synthesise the information obtained to construct a coherent and comprehensive narrative on the topic. The conclusion of literature research usually includes the identification of gaps in current knowledge and recommendations for future research (Arikunto, 2000); (Fadli, 2021).

Results and Discussion

Islamic Education Curriculum

The Islamic education curriculum can be defined as a plan and arrangement of subject matter and learning experiences that are systematically designed to achieve learning objectives in accordance with Islamic principles. This curriculum includes

teaching about *aqidah* (belief), worship (ritual), *muamalah* (social relations), as well as ethics and morals based on the teachings of the Qur'an and Hadith (Sartika & Fransiska, 2024); (Iksal et al., 2024). In addition, the Islamic education curriculum also seeks to integrate Islamic values in all aspects of life, including in the application of science and technology, so that students not only understand religious concepts theoretically but are also able to apply them in practical daily life (Haidir et al., 2021).

The main components of the Islamic education curriculum include educational objectives, subject matter, teaching methods, and learning evaluation. Educational objectives serve as a guide to shape the character and personality of students in accordance with Islamic teachings. The subject matter includes basic religious sciences such as *tafsir*, *hadith*, *fiqh*, Islamic history, as well as general subjects integrated with Islamic values (Baharun et al., 2022). Teaching methods in this curriculum usually include varied approaches, ranging from lectures, discussions, book studies, to the use of modern technology to make learning more interactive. Learning evaluation serves to assess the achievement of educational goals, both in terms of cognitive, affective, and psychomotor, including assessment of students' worship practices and morals (Suroso et al., 2021).

The curriculum in Islamic education plays a fundamental role in shaping students' character and personality in accordance with Islamic teachings. The main objective of this curriculum is to produce individuals who not only have knowledge of religion, but are also able to apply it in daily life. Through systematic learning of *aqidah*, worship, *muamalah*, and morals, this curriculum aims to instil Islamic values and principles from an early age. This is expected to form a generation that has high morality, integrity, and is able to be a role model for the surrounding environment (Hidayat et al., 2021).

In addition, the Islamic education curriculum also plays a role in integrating general science with Islamic teachings. This means that subjects such as maths, science, technology and art are taught while taking into account Islamic values. In this way, students are invited to see that science and religion are not separate, but complementary. Such a curriculum encourages students to think critically and analytically within the corridors of Shariah, preparing them to face the challenges of modern times without losing their Islamic identity (Irwan et al., 2024); (Juliani & Aslan, 2024).

Finally, the Islamic education curriculum serves as a tool to create a holistic learning environment. Not only does it focus on the cognitive aspect, it also pays great attention to the affective (emotions and attitudes) and psychomotor (practical skills) aspects. Through various learning methods such as lectures, discussions, worship practices, recitation of exemplary stories, and the use of educational technology, students are invited to learn as a whole. Comprehensive evaluations are conducted to ensure that all aspects of learning are achieved, guaranteeing that students develop in a balanced way in terms of knowledge, behaviour and skills.

Innovation in Education

Innovation in education is the introduction and application of new ideas, methods or tools that serve to improve the teaching and learning process to make it more effective and efficient. This concept is not only limited to the use of advanced technologies such as educational software or e-learning platforms, but also includes creative pedagogical approaches, such as flipped classroom, project-based learning and interdisciplinary collaboration (Taja et al., 2021). The ultimate goal is to create a more engaging learning environment, tailor learning to students' individual needs, and prepare them to face real-world challenges with 21st century skills. The implementation of educational innovation is expected to eliminate traditional barriers in the education process, such as limited access to information, lack of student-teacher interaction, and monotonous learning methods that are less relevant to daily life (Arif et al., 2023).

One well-known example of innovation in general education is the concept of the 'flipped classroom'. In this model, students first study the subject matter at home through videos, readings, or interactive modules, and then spend time in class discussing, asking questions, and working on more in-depth assignments with the help of the teacher. This system allows students to learn at their own pace and provides more time for direct interaction with the teacher in class (Santosa & Jazuli, 2022). The potential application of this method in Islamic education is huge, for example, to study Qur'anic tafsir or hadith. Students can be provided with video lectures or explanations before class, so that time in class is focussed on exploring and understanding the context and practical application of the teachings (Kultsum et al., 2022).

E-learning technology is also an innovation that has revolutionised the world of general education. Online education platforms such as Coursera or Khan Academy offer a variety of courses from basic to advanced levels that can be accessed anytime and anywhere. In the context of Islamic education, this technology can be utilised to distribute Islamic materials to more people, including those living in remote areas. Online courses on fiqh, Islamic history or Arabic can help increase the accessibility of quality Islamic education for individuals. In addition, interactive features such as discussion forums or live video sessions can facilitate Q&A and discussion between students and teachers, enriching the learning experience (Ismail et al., 2022).

Pedagogical approaches such as project-based learning are also innovations that are gaining popularity in mainstream education. This model encourages students to work in teams to complete projects relevant to real life, strengthening collaborative and problem-solving skills. In Islamic education, this approach can be adapted to work on projects that involve Islamic aspects, such as developing a charity programme based on the principles of zakat and sadaqah or creating a mobile application for worship guidance (Nasir, 2021). In this way, students not only gain theoretical understanding of Islamic

teachings, but also practical experience in applying those teachings in real life, ultimately enhancing their skills in innovating and contributing to society (Pahrudin et al., 2023).

Furthermore, the implementation of game-based learning (gamification) has also been proven effective in increasing students' participation and motivation to learn in general education. Through elements such as points, badges and leaderboards, learning becomes more engaging and healthily competitive. In Islamic education, gamification can be applied to material that is usually considered difficult or monotonous, such as Qur'an memorisation, tajweed, or Islamic history (Zakiah & Aslan, 2024); (Ikhlas et al., 2024). For example, through game-based educational applications, students can improve their memorisation of short letters in a fun way, while getting feedback and rewards for their progress. This approach not only increases interest in learning but also helps students achieve progressively deeper understanding (Chanifah et al., 2021).

In addition, the adaptation of the concept of flexible learning spaces is also an innovation worth considering. In general education, traditional classrooms are replaced with more dynamic and interactive learning areas, equipped with a variety of tools such as computers, audio-visual devices and furniture that can be easily rearranged as needed. An application of this concept in Islamic education could be learning spaces that provide a variety of places to read the Qur'an, discuss hadith, or perform acts of worship together (Adhi et al., 2022). This encourages a more inclusive and adaptive learning environment, where students can choose the learning methods and spaces that best suit their learning styles, thus improving the quality of material reception.

In conclusion, various innovations in general education such as flipped classrooms, e-learning technology, project-based learning, gamification and flexible learning spaces have great potential if applied in Islamic education. Each of these approaches can be customised to increase students' efficiency, engagement and understanding in learning Islamic materials. Through the adaptation of these innovations, Islamic education will not only focus on the theoretical aspects but also be able to apply Islamic teachings in daily life more effectively and relevantly to the times. This will ultimately produce a generation that is not only academically intelligent but also able to implement Islamic values in various aspects of life.

Curriculum innovation in Islamic education

The implementation of a competency-based curriculum in Islamic education is the first innovative step that should be considered. This curriculum focuses on developing specific competencies that students should possess. In the context of Islamic education, these competencies include not only cognitive aspects and skills, but also moral and spiritual values (Alhamuddin et al., 2021). With this approach, students are expected to not only understand Islamic theory and history, but also be able to apply these teachings in their daily lives. Through competency-based evaluation, schools can ensure that

students have adequate understanding and abilities in accordance with the standards that have been set (Samsudin et al., 2021).

Furthermore, the integration of technology in Islamic education curriculum development is an equally important aspect. The use of e-learning platforms, educational apps and social media can enrich learning methods and provide wider access to educational resources. Applications such as Quran memorisation tools, digital tafsir, and online discussion forums can improve interaction between teachers and students and enable more flexible and independent learning. Thus, students can learn at their own pace and style and have the opportunity to explore topics in greater depth beyond the standard curriculum (Musolin et al., 2024).

The interdisciplinary approach is also a relevant curriculum innovation in Islamic education. This concept allows students to understand how Islamic teachings interact with various other sciences such as science, maths, arts and economics. For example, in science lessons, concepts such as the creation of the universe or ecology can be integrated with Islamic teachings on creation and the environment (Rosyadi et al., 2023). With an interdisciplinary approach, students not only gain broader knowledge but also understand how Islam explains and guides different aspects of life, creating harmony between science and religion (Laili et al., 2022).

Finally, project-based curriculum development can change the dynamics of learning in Islamic education. In this model, students engage in real-life relevant projects that require practical application of Islamic teachings. For example, projects that focus on solving social problems using Islamic principles or community development through charity and kindness. This method not only encourages students' creativity and critical thinking skills but also reinforces Islamic values in a more real and applicable context. Through project-based learning, Islamic education can create a more meaningful and relevant learning experience for students.

Implementation and Challenges of Innovation in Islamic Education Institutions

Implementing innovation in Islamic education institutions requires careful planning and commitment from all parties involved. First of all, the institution must develop a flexible and adaptive curriculum and ensure that educators have the necessary skills and knowledge to teach the material in a relevant and engaging way (Eraku et al., 2021). Ongoing training for teachers is also essential to keep up with technological developments and modern teaching methods. The use of technology such as e-learning, educational apps, as well as digital resources should be carefully integrated to ensure that they enhance the learning experience without compromising the essence of Islamic teachings (Nikmatullah et al., 2023).

However, budget constraints are one of the biggest challenges in the implementation of innovation in Islamic educational institutions. Many institutions still

rely on public funds or donations, which may not be enough to cover the costs of training, technological infrastructure and new curriculum development. Therefore, creative fundraising strategies and collaboration with various institutions and communities are needed to secure adequate financial support. In addition, educational institutions can also seek scholarships or grants from national and international organisations that support educational innovation (Hoerudin et al., 2023).

Resistance to change is another challenge that educators, students and communities may face. Some people may feel hesitant or uncomfortable with changes that are perceived as disrupting long-established traditions or teaching methods. To overcome this, it is important to involve all stakeholders from the beginning of the planning process and provide explanations about the benefits and objectives of the innovations to be implemented. This participatory approach can help ease concerns and build wider support for the changes being made (Fransiska et al., 2023).

In addition, the challenges of standardisation and accreditation also need to be considered. Many Islamic education institutions may have to deal with government requirements or accreditation bodies that are not fully supportive of the innovation. The process of gaining formal recognition or accreditation for a new curriculum can be lengthy and bureaucratic. Therefore, educational institutions need to liaise with the authorities to ensure that the innovations implemented meet national and international education standards. This not only ensures the quality of education but also provides legitimacy and trust to students, parents and the wider community.

Conclusion

The conclusion of innovation in Islamic education curriculum management, from the perspective and implementation, shows that the success of innovation depends on a deep understanding of learners' needs and contextualisation of Islamic teachings in a relevant and modern educational framework. Innovation in curriculum does not simply revamp the material, but also involves new teaching methods that trigger students' active participation and enhance their competitiveness in the digital age. By focusing on character development, technological literacy and in-depth religious knowledge, Islamic educational institutions can prepare a generation that is not only strong in faith, but also flexible and adaptive in facing global challenges.

On the implementation side, the main challenges include limited resources and resistance to change. To effectively implement innovations, education institutions must address these concerns through community engagement, continuous training for teachers and seeking support from various parties, including government and non-profit organisations. In addition, it is important to ensure that accreditation standards are met so that the quality of education is maintained. Overall, innovations in the Islamic

education curriculum not only reform the education system, but also help shape a more inclusive and globally competitive future.

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