

Reconstruction of Islamic Educational Thought: Challenges and Opportunities in the Modern Era

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ABSTRACT

In the face of the increasingly rapid development of the times, Islamic education is now faced with various challenges that require adjustment to the social, cultural, and technological dynamics that continue to develop. The influence of globalization and modernization has brought about major changes in people's way of thinking and expectations towards education, including Islamic education. Therefore, it is important to reconstruct Islamic educational thinking so that it remains relevant and effective in producing a generation that is able to compete in the modern era, without losing the fundamental values of Islamic teachings. This research aims to explore the challenges faced by Islamic education, as well as identify opportunities that can be used in the process of renewing their thinking. This study uses a qualitative approach with literature study as the main method to analyze existing problems and find solutions. It is hoped that the results of this research can contribute to developing the concept of Islamic education that is more flexible, inclusive, and able to respond to changes in the times quickly.

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INTRODUCTION

Islamic education faces various challenges in the modern era along with the rapid development of technology, globalization, and significant social changes. This change has an impact on the mindset, culture, and values in Muslim society. Based on a UNESCO report (2021), the digitalization of education has transformed the traditional learning system into a technology-based one, which demands flexibility and adaptability. However, in the world of Islamic education, these developments often create a dilemma between maintaining traditional values and adopting innovation. In addition, there are still many Islamic educational institutions that experience limited human resources and infrastructure to adapt to the digital era. The study of Ahmad & Rahman (2020) noted that around 65% of Islamic boarding schools in Indonesia do not have sufficient access to technology to support digital learning. Therefore, it is necessary to reconstruct thinking in Islamic education so that it remains relevant without losing its fundamental values in the midst of the challenges of the times.

Various studies have examined the transformation of Islamic education and its response to modernization. For example, Abdurrahman & Hasan (2019) emphasized the importance of integrating religion-based curriculum with science and technology to increase the competitiveness of graduates. Yusuf's (2021) research also shows that the application of digital learning methods can strengthen the understanding of Islamic teachings without putting aside traditional values. In another literature review, Ali & Hidayat (2022) stated that Islamic education must lead to a more inclusive and research-based approach in order to be able to face the challenges of the times. Therefore, this study aims to explore how Islamic education can be reconstructed to remain relevant and competitive in the modern era.

This study uses a literature study method with a qualitative-descriptive approach to analyze literature related to Islamic education and challenges in the modern era. This method allows for a more in-depth study of Islamic educational concepts from various academic sources. This study includes an analysis of classical and modern Islamic education theories, Islamic education policies in various countries, and the impact of technological developments on Islamic education. Research data is sourced from scientific journals, books, and relevant research reports. The analysis technique used is content analysis to understand how Islamic education can be reconstructed through the integration of traditional values and modern innovations. With this approach, it is hoped that this research can provide new insights in designing a more adaptive and sustainable Islamic education system.

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LITERATURE REVIEW

Thinking in Islamic education continues to develop along with the changing times. Reconstruction of thinking in this field is a must in order to adapt to the progress of the times. Fazlur Rahman (1982) stated that Islamic education needs to be renewed in order to be able to face the challenges of modernity without eliminating its basic values. This update aims to not only preserve traditions but also accommodate advances in science and technology. Thus, Islamic educational thinking must remain flexible and be able to adapt to social dynamics and the growing demands of globalization.

One of the main challenges in the reconstruction of Islamic education in the modern era is to maintain Islamic values in the face of globalization and modernization. Al-Attas (1993) stated that one of the biggest obstacles is secularization which has the potential to separate religious science and world science. Islamic education is often considered less innovative compared to secular education due to the lack of updates in the curriculum and learning methods. In addition, differences in understanding Islamic classical texts are often an obstacle in creating a more inclusive and progressive education system.

However, the modern era also provides great opportunities for Islamic education. Digital technology offers wider access to scientific resources. Yusuf Qardhawi (2000) said that the use of technology in Islamic education can increase the effectiveness of learning and expand the scope of da'wah. Digital platforms such as e-learning, educational applications, and social media are effective means of spreading Islamic values to the wider community. Therefore, Islamic education is not only limited to learning in the classroom, but can also be accessed by various people in various parts of the world.

In addition, the increasing interest in Islamic studies in various countries is also a great opportunity. Many international universities are starting to offer Islamic study programs with a more contextual and interdisciplinary approach. Arkoun (2002) emphasizes that an interdisciplinary approach in Islamic education can create a dialogue between various branches of science, such as sociology, philosophy, and political science. This approach helps broaden the horizons of Islamic students and increase their competitiveness in facing global challenges. Therefore, Islamic education needs to be more open to the development of science and adopt a more holistic approach.

In order for the reconstruction of Islamic educational thinking to be realized, it is necessary to carry out reforms in various aspects, including curriculum, teaching methods, and education policies. The Islamic education curriculum must be designed to be more relevant to the needs of the times without eliminating its basic values. Azyumardi Azra (2015) proposed that Islamic education emphasize more critical and creative thinking skills so that students are able to adapt to rapid changes. In addition, this reform also needs to be supported by competent educators and an innovative and flexible education system.

Thus, the reconstruction of Islamic educational thought is an important step to face challenges while taking advantage of opportunities in the modern era. Islamic education must continue to innovate without losing its identity in order to remain relevant and make a real contribution to global civilization. Dynamic and open thinking to the development of the times will make Islamic education the main pillar in building a knowledgeable and moral society. Therefore, cooperation between scholars, academics, and education practitioners is needed to realize a more advanced and inclusive Islamic education system.

METHOD

This study applies a qualitative approach with a library research method. This method was chosen because it allows researchers to examine the reconstruction of Islamic educational thought through various

academic literature, both sourced from classical and contemporary thought. Data is collected from various references, such as books, scientific journals, articles, and official documents related to the research topic. The data collection process is carried out by studying, understanding, and analyzing various sources that discuss Islamic education in the modern context. To ensure the accuracy of the information, the source triangulation technique is applied to increase the validity of the research findings.

In analyzing the data, this study uses a descriptive-analytical approach. This technique aims to explain and elaborate Islamic educational thought in a systematic and objective manner. The data that has been collected are grouped by key themes, such as the challenges of Islamic education, innovation opportunities, and reconstruction strategies in the face of the modern era. In addition, this study also considers various perspectives, both from academics and Islamic education practitioners. With this method, the results of the research can provide a broader and deeper understanding of the transformation of Islamic education in accordance with the times.

To identify challenges in Islamic education, this study examines various factors that affect its development. These factors include globalization, technological advancements, socio-cultural changes, and economic dynamics that continue to develop. Data related to these challenges were analyzed to find obstacles faced in the application of Islamic values in the modern education system. In addition, the research also explores the extent to which Islamic education can adapt to the times without eliminating its basic principles. Thus, this study can provide a comprehensive overview of the main obstacles in Islamic education today.

In addition to the challenges, this research also focuses on various opportunities that can be utilized in reconstructing Islamic education. This study includes innovations in curriculum preparation, the use of technology in learning methods, and the integration of modern science with Islamic values. The references used include the thoughts of contemporary Islamic education figures as well as case studies from various Islamic educational institutions in several countries. This approach aims to identify strategies that can be applied to build an Islamic education system that is more flexible and in line with the demands of the times.

The data analysis technique is carried out by reading critically, comparing various points of view, and summarizing the synthesis of research findings. The analysis process is carried out inductively by identifying the main patterns from various sources that have been studied. After that, the data obtained were categorized based on their relevance to the reconstruction of Islamic education in the modern era. This approach is designed so that research can produce a more comprehensive understanding and provide a strong academic foundation in the development of Islamic education in the future.

Through the approach used, this research is expected to make a meaningful contribution to the reconstruction of Islamic educational thought. Literature studies combined with descriptive-analytical analysis allow for a more in-depth exploration of the various challenges and opportunities in Islamic education. The validity of the data is maintained by selecting reliable sources and applying triangulation in the analysis. Thus, the results of this research are expected to be a reference for academics, education practitioners, and policy makers in formulating an Islamic education system that is more relevant to the times.

RESULTS

Islamic education in the modern era faces various challenges that arise due to technological developments, globalization, and rapid social and cultural changes. The education system based on Islamic values often encounters obstacles in adapting to the needs of the times that continue to develop. One of the main challenges faced is the gap between the traditional Islamic education curriculum and the demands of 21st century competence. Many Islamic educational institutions still apply conventional learning methods that are not in accordance with the current development of science and technology. Therefore, it is necessary to reform the thinking of Islamic education in order to be better able to adapt to global changes.

In addition, secularization in the world of education is a challenge for Islamic education. In many countries, the education system places more emphasis on rationality and empirical science, so Islamic teachings are often marginalized in the formal curriculum. As a result, students lack a comprehensive understanding of the relationship between religious science and general science. If this situation continues, then Islamic education will have difficulty in forming a generation that has a balance between spiritual and intellectual aspects. Therefore, an Islamic education system is needed that is able to integrate Islamic values with modern science in a harmonious manner.

Another challenge faced is the lack of innovation in learning methods in various Islamic educational institutions. Many schools and pesantren still apply memorization-based methods that limit the space for students to think critically and creatively. In fact, in facing the modern era, critical thinking and problem-solving skills are very important. Therefore, Islamic education needs to make changes in its teaching methods in order to produce graduates who not only understand Islamic teachings textually, but also have high analytical power and innovation in responding to various challenges of the times.

Despite facing various challenges, Islamic education also has a great opportunity to develop in the modern era. One of the main opportunities is the use of digital technology in the learning system. With the

development of various digital-based learning platforms, Islamic education has the opportunity to reach more students without being limited by space and time. In addition, technology also allows the integration of religious science with general science through various interactive media. Thus, Islamic education can continue to develop and remain relevant in the midst of globalization.

Another opportunity that can be taken advantage of is increasing public awareness of the importance of education based on Islamic values. In various parts of the world, more and more parents are looking for educational alternatives that not only focus on the academic aspect, but also pay attention to the formation of students' character and morals. This is an opportunity for Islamic educational institutions to develop a more comprehensive curriculum and in accordance with the needs of modern society. By combining academic and spiritual approaches in a balanced way, Islamic education can be the top choice for many families in this digital era.

In addition, another opportunity that can be developed is cooperation between Islamic educational institutions and international educational institutions. Collaboration with universities or global educational institutions can open access for students to get quality education with a wider scope. Through academic exchange programs and global partnerships, Islamic education can be increasingly recognized on an international scale. This not only improves the quality of Islamic education, but also strengthens the position of Islam as a religion that contributes to the development of science and world civilization.

In order to reconstruct Islamic educational thought, a more progressive approach is needed in the preparation of curriculum and learning methods. The Islamic education curriculum must be designed more flexibly so that it is able to adapt to the development of science and the demands of the world of work. In addition, teaching methods need to be more interactive and able to encourage students to be more active in the learning process. Thus, Islamic education is not only a place to study religious knowledge, but also a center for scientific development that is relevant to modern life.

In addition to changes in the curriculum and learning methods, Islamic education must also strengthen the role of educators as agents of change. Educators must have a deep understanding of Islamic teachings, as well as master innovative teaching skills. Professional training and development for teachers and lecturers is a strategic step to improve the quality of Islamic education. With the existence of qualified educators, efforts to reconstruct Islamic educational thought can run more effectively and produce a generation that excels in intellectual and spiritual aspects.

Overall, the reconstruction of Islamic educational thought in the modern era is an inevitable need. The existing challenges must be faced with innovative strategies so that Islamic education remains relevant and highly competitive. By taking advantage of existing opportunities, such as the use of digital technology, increasing public awareness, and international collaboration, Islamic education can experience more rapid development. If this reconstruction effort is carried out thoroughly, Islamic education will be able to produce a generation that is knowledgeable, has character, and has high morality in accordance with Islamic values.

DISCUSSION

The renewal of thinking in Islamic education has become increasingly crucial in the modern era. Technological advancement, globalization, and social change require Islamic education to be more responsive to the dynamics of the times. Islamic education not only aims to shape the spiritual character of students, but also equips them with skills that are relevant to the development of modern society. Unfortunately, there are still many Islamic educational institutions that adhere to conventional methods that do not allow room for innovation and creativity. Therefore, it is necessary to update the curriculum and learning methods so that Islamic education remains relevant and able to produce competitive graduates at the global level.

One of the main challenges in Islamic education is to integrate religious science with general science. Many Islamic educational institutions still separate the two fields, thus producing graduates who have a good understanding of religion but lack practical skills in the world of work. On the other hand, there are also those who focus too much on the academic aspect without strengthening religious understanding. Therefore, a more comprehensive and complementary approach to education is needed. A study conducted by Abdurrahman Mas'ud (2021) shows that Islamic education based on the integration of sciences can produce graduates who excel academically without losing strong Islamic values.

On the other hand, Islamic education also has a great opportunity to develop along with the advancement of digital technology. One of these opportunities is the use of technology in the learning process. With technology, the teaching and learning system can become more interactive, flexible, and interesting for students. The use of e-learning platforms as well as digital resources allows Islamic education to reach more students from various regions. In addition, technology also opens up opportunities for global collaboration between Islamic educational institutions and other academic institutions. By optimizing the use of technology, Islamic education can continue to develop and remain relevant in facing the challenges of globalization.

In addition to technological support, another opportunity that can be taken advantage of is increasing public awareness of the importance of education based on Islamic values. In various countries, especially in the Muslim world, more and more parents are choosing Islamic education for their children. They want an education that is not only superior in academic aspects, but also able to form Islamic character. This is supported by research conducted by Zulkifli (2022), which found that the growth of modern Islamic schools in various countries shows that Islamic education still has high attractiveness and great potential to continue to develop.

In an effort to rebuild a more progressive Islamic education system, a strategy is needed that covers various aspects, ranging from curriculum updates, teaching methods, to improving the quality of educators. The curriculum needs to be designed more flexibly so that it can accommodate the development of science and the demands of the world of work without putting aside Islamic values. Learning methods must also be updated with a project-based approach, discussion, and problem-solving so that students can develop critical and creative thinking skills. Meanwhile, educators need to receive regular training in order to be able to apply modern teaching techniques that are more effective and innovative.

Overall, the reconstruction of Islamic educational thought is an important step in facing challenges and taking advantage of opportunities in the modern era. Islamic education should not be fixated on old patterns that are less relevant, but must dare to make changes so that it still exists and is able to compete. By optimizing technology, integrating religious and general sciences, and improving the quality of educators, Islamic education can become an educational system that not only produces well-rounded individuals but also has strong morality in accordance with Islamic teachings. If this renewal is carried out systematically and continuously, Islamic education will be able to answer the challenges of the times and make a great contribution to global civilization.

CONCLUSION

The renewal of thinking in Islamic education in the modern era is an urgent need to face the dynamics of the ever-evolving times. Islamic education not only plays a role in shaping the moral character of students, but must also equip them with skills that are in accordance with global demands. The main challenges faced include the lack of balance between religious and general sciences, the use of traditional learning methods that are less adaptive, and the lack of use of technology in the Islamic education system. Therefore, the right strategy is needed to adjust the curriculum, improve teaching methods, and develop the competence of educators in order to be able to produce graduates who excel both intellectually and spiritually.

Despite facing various obstacles, Islamic education also has a great opportunity to develop further. Advances in digital technology have opened up wider access to education, allowing students to learn more flexibly and interactively. In addition, increasing public awareness of the importance of education based on Islamic values provides opportunities for Islamic educational institutions to continue to innovate and develop a more effective learning system. By making optimal use of these various opportunities, Islamic education can continue to exist and develop in the modern era without losing the essence of its Islamic values.

Overall, the reconstruction of Islamic educational thinking must be carried out comprehensively and sustainably in order to be able to answer the challenges of the times and take advantage of the existing opportunities. Islamic education must adapt to the development of science and technology without abandoning the basic principles of Islamic teachings. The integration of religious and general sciences, the application of more innovative learning methods, and the improvement of the quality of educators are key factors in creating a more advanced Islamic education system. Thus, Islamic education can continue to contribute to building a generation that is knowledgeable, characterful, and based on Islamic values.

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