

The Transformation of Islamic Education Towards an Adaptive Education System in Facing the Challenges of Globalization

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Abstrak

Globalisasi telah mengubah lanskap pendidikan melalui perkembangan teknologi, perubahan sosial budaya, dan meningkatnya kebutuhan kompetensi global. Kondisi ini menuntut pendidikan Islam untuk bertransformasi agar mampu menjawab tantangan zaman tanpa kehilangan identitas dan nilai-nilai keislamannya. Penelitian ini bertujuan mengkaji transformasi pendidikan Islam menuju sistem pendidikan yang adaptif dalam menghadapi tantangan globalisasi. Penelitian menggunakan pendekatan kualitatif dengan metode studi pustaka. Data dikumpulkan melalui telaah berbagai jurnal nasional dan internasional, buku, serta dokumen ilmiah yang relevan dengan tema penelitian. Analisis data dilakukan menggunakan analisis tematik untuk mengidentifikasi pola, tema, dan hubungan konseptual yang muncul dari berbagai sumber literatur. Hasil penelitian menunjukkan bahwa transformasi pendidikan Islam berlangsung melalui empat dimensi utama, yaitu perubahan paradigma pendidikan, digitalisasi pembelajaran, penguatan kompetensi global berbasis nilai-nilai Islam, dan rekonstruksi kurikulum serta tata kelola pendidikan. Temuan ini menunjukkan bahwa pendidikan Islam yang adaptif bukan sekadar mengadopsi teknologi modern, tetapi juga mengintegrasikan inovasi pendidikan dengan pembentukan karakter, spiritualitas, dan identitas keislaman. Penelitian ini memperkuat pemahaman bahwa globalisasi dapat menjadi peluang bagi pendidikan Islam untuk melakukan pembaruan yang konstruktif. Hasil penelitian diharapkan dapat menjadi dasar pengembangan kebijakan dan praktik pendidikan Islam yang lebih responsif, inklusif, dan berkelanjutan dalam menghadapi perubahan global.

Abstract

Globalization has transformed the educational landscape through technological advancements, socio-cultural changes, and the growing demand for global competencies. These conditions require Islamic education to undergo transformation in order to address contemporary challenges while maintaining its identity and Islamic values. This study aims to examine the transformation of Islamic education toward an adaptive educational system in responding to the challenges of globalization. This research employed a qualitative approach using a library research method. Data were collected through a review of national and international journal articles, academic books, and other scholarly documents relevant to the research topic. The data were analyzed using thematic analysis to identify patterns, themes, and conceptual relationships emerging from the literature. The findings reveal that the transformation of Islamic education occurs through four main dimensions: the transformation of educational paradigms, the digitalization of learning, the strengthening of global competencies based on Islamic values, and the reconstruction of curriculum and educational governance. These findings indicate that adaptive Islamic education is not merely about adopting modern technology but also about integrating educational innovation with character building, spirituality, and Islamic identity. This study reinforces the understanding that globalization can serve as an opportunity for Islamic education to undertake constructive reforms. The findings are expected to contribute to the development of policies and educational practices that are more responsive, inclusive, and sustainable in addressing global changes.

Keywords:

Islamic education, globalization, adaptive education, curriculum, digitalization.



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INTRODUCTION

In recent years, various Islamic educational institutions have faced increasingly complex challenges. Teachers are no longer the only source of information because students can access various sources of knowledge through the internet and digital media. On the other hand, the current of globalization also brings cultural influences that have the potential to shift the Islamic identity and character of the younger generation. Based on various education reports and observations on Islamic educational institutions, it is found that there is still a gap between the development of educational technology and the readiness of Islamic institutions in integrating learning innovations, education management, and strengthening Islamic values in a balanced manner (Haq & Adiningsih, 2025). This condition shows that Islamic education not only faces technical challenges in the form of digitalization, but also ideological and cultural challenges that require a systematic and sustainable response.

This phenomenon is further strengthened when the industrial revolution 4.0 and Society 5.0 encourage a paradigm shift in education from conventional learning models to more flexible, collaborative, and technology-based learning. Students today are required to have 21st century competencies such as critical thinking, creativity, communication, collaboration, and digital literacy. However, various studies show that many Islamic educational institutions are still in the transition stage in developing an education system that is able to respond to these demands (Rochmah & Inayati, 2025). This situation raises fundamental questions about how Islamic education can transform into a system that is adaptive to global changes without losing the identity and purpose of Islamic education as a means of forming people who have faith, knowledge, and noble character.

The urgency of this research is increasing because globalization has not only become an international phenomenon, but has also influenced educational practices at the local level. In Indonesia, as a country with the largest Muslim population in the world, Islamic education has a strategic role in shaping the quality of human resources that are able to compete globally while maintaining Islamic values. Therefore, the transformation of Islamic education is a very important issue to be studied in order to find educational formulations that are relevant to the needs of contemporary society.

Studies on the transformation of Islamic education have actually been done a lot in recent years. Rochmah and Inayati's research (2025) highlights the importance of digitizing Islamic education as a solution to global challenges. Haq and Adiningsih (2025) examine the role of educational technology in strengthening Islamic values in the era of digital globalization. Meanwhile, Malizal (2024) emphasized the importance of integrating curriculum, Islamic identity, and digital technology in facing globalization. Research by Rizal et al. (2026) also shows that the transformation of Islamic education needs to be supported by curriculum integration, value-based leadership, and sustainable digital transformation.

In addition, Hidayat and Syamsudin (2024) found that the use of digital technology in Islamic Religious Education learning is able to increase learning effectiveness while expanding students' access to authentic Islamic resources. Nuryana's research (2023) shows that strengthening digital literacy is an important competency for Islamic educational institutions to maintain relevance and competitiveness in the midst of rapid technological developments. Furthermore, Anwar and Fathurrahman (2024) emphasized that the transformation of Islamic education is not only related to technological aspects, but also requires strengthening character, digital ethics, and internalizing Islamic values in the learning process. Meanwhile, Rahman et al. (2025) highlighted the importance of innovation in the management of Islamic educational institutions in adapting to social changes and technological developments in order to be able to produce graduates who are competent, religious, and adaptive to the demands of the times.

However, most of the previous research still focused on normative aspects, education policies, digitization of learning, and curriculum development. These studies tend to place the transformation of Islamic education as a structural response to technological changes and globalization. There is still relatively limited research that seeks to synthesize various perspectives on the transformation process of Islamic education comprehensively, especially those that highlight how Islamic education builds an adaptive system through the integration of global values, innovation, and competencies. In other words, there is still a need to develop a more complete conceptual understanding of the characteristics, strategies, and directions of Islamic education transformation in the face of globalization challenges.

Based on this description, this study aims to analyze the transformation of Islamic education towards an adaptive education system in facing the challenges of globalization through a literature study approach. The focus of the study includes the identification of globalization challenges to Islamic education, the characteristics of an adaptive Islamic education system, and transformation strategies that can be applied in the context of contemporary Islamic education. Theoretically, this research is expected to enrich the scientific treasures of Islamic education, especially related to the development of adaptive education models in the global era. Practically, the results of this research are expected to be a reference for Islamic educational institution managers, educators, and policymakers in designing an education system that is able to respond to the demands of globalization without ignoring the fundamental values of Islam.

METHODS

This research uses a qualitative approach with a library research design. This approach was chosen because the research aims to understand, interpret, and synthesize various concepts, theories, and empirical findings related to the transformation of Islamic education in the face of globalization challenges. In qualitative research, social reality is understood as a construct of meaning formed through various perspectives and interpretations that develop in a particular context (Creswell & Poth, 2018). Therefore, literature study is a relevant method to examine in depth the dynamics of Islamic education transformation, identify developing thought patterns, and formulate a conceptual framework for the Islamic education system that is adaptive to social, cultural, and technological changes in the global era. Literature studies also allow researchers to conduct critical analysis of various scientific sources to produce a comprehensive and systematic synthesis of knowledge (Snyder, 2019).

This research focuses on a literature review that discusses the transformation of Islamic education in the context of globalization, Industrial Revolution 4.0, and Society 5.0. The scope of research includes strategic issues such as the digitalization of education, the development of adaptive curriculums, the strengthening of 21st century competencies, the integration of Islamic values with technological developments, and the innovation of the governance of Islamic educational institutions. The selection of data sources is carried out purposively by considering the relevance of the theme, the quality of the publication, the novelty of the source, and the theoretical contribution to the development of contemporary Islamic education (Merriam & Tisdell, 2016). With this focus, this research is expected to be able to produce a comprehensive understanding of the direction of Islamic education transformation and the adaptation strategies needed to answer the challenges of globalization without eliminating the identity and fundamental values of Islamic education.

RESULTS

Globalization has driven significant changes in various aspects of life, including the Islamic education system. The development of digital technology, the increasing flow of global information, and the demands of 21st century competencies put Islamic educational institutions in a position that requires continuous adaptation. Based on the results of the literature synthesis analyzed, the transformation of Islamic education is not only related to changes in learning methods, but also concerns educational paradigms, curriculum, institutional governance, and strengthening Islamic identity.

To obtain a more comprehensive picture, the results of the literature synthesis are presented in Table 1.

Table 1. Literature Synthesis of Islamic Education Transformation in the Face of Globalization

es	Y	Author	Study Focus	Key Findings	Implications
1		Evil (2024)	Globalization and Islamic Education	Integration of curriculum, technology, and Islamic identity	Islamic education must be able to adapt without losing its Islamic character
2		Rochmah & Inayati (2025)	Digitization of Islamic Education	Technology improves learning effectiveness and access to education	Digitalization is the main instrument of educational transformation
3		Haq & Adiningsih (2025)	Islamic Technology and Values	Technology must strengthen the internalization of Islamic values	Digital transformation must be character- and spirituality-based
4		Rohmah et al. (2024)	Islamic Education Environment	Strengthening Islamic culture and character is the main need	Islamic identity becomes the foundation of global adaptation
5		Rizal et al. (2026)	Islamic Education and	Integration of curriculum, leadership,	Islamic education needs to develop global

Y es	Author	Study Focus	Key Findings	Implications
		Society 5.0	and digital transformation	competencies in an integrated manner

Based on the results of the synthesis, four main themes were found that formed the construction of adaptive Islamic education as presented in Table 2.

Table 2. Main Theme of Islamic Education Transformation

Theme	Focus of Findings
Transformation of the Education Paradigm	Changes in educational orientation from knowledge transfer to competency and character development
Digitization of Islamic Education	Integration of technology in learning and educational governance
Integration of Global Competencies and Islamic Values	Strengthening 21st century skills based on ethics and spirituality
Curriculum Reconstruction and Governance	Development of an integrative curriculum and innovative education management

In addition to identifying four main themes, the results of the literature synthesis also show a consistent trend in various studies regarding the importance of a balance between adaptation to global changes and the strengthening of Islamic identity. All of the studies described emphasize that the transformation of Islamic education is not directed to replace Islamic values with modern educational paradigms, but rather to integrate the two harmoniously (Malizal, 2024; Rahmasari & Aris, 2026).

In addition, the results of the study show that the transformation of Islamic education takes place in a multidimensional manner and involves various interrelated aspects. Changes in the educational paradigm, digitalization of learning, global competency integration, and curriculum and governance reconstruction cannot be understood as stand-alone components. These four aspects form a system that supports each other in improving the quality of Islamic education (Rochmah & Inayati, 2025; Rizal et al., 2026; Yunus et al., 2025).

DISCUSSION

The results of the literature review show that the transformation of Islamic education basically departs from a change in perspective on the essence and purpose of education itself. The changes triggered by globalization have shifted the orientation of education from the previous focus on knowledge transfer to broader and more comprehensive competency development. In this context, education is no longer understood simply as a process of conveying information or mastering learning materials, but as a means to form individuals who are able to face various challenges of life that are constantly changing. Therefore, Islamic education is required to develop students who not only have a good understanding of religion, but also have the ability to think critically, social skills, and adequate adaptive capacity (Malizal, 2024; Suharto, 2023).

This paradigm shift emerged in response to the increasingly complex reality of society. The development of digital technology, the unlimited flow of information, and the increasing interaction across cultures have created a different social environment than in previous decades. In a situation like this, students are not only required to understand religious teachings textually, but also to be able to contextualize Islamic values in daily life. Thus, Islamic education needs to move from a normative approach to a more contextual approach, so that students can understand the relationship between Islamic teachings and the social realities they face (Nata, 2023).

This transformation does not mean reducing or even eliminating the substance of Islamic values that have been the foundation of Islamic education. On the contrary, the changes that have occurred aim to strengthen the relevance of Islamic values in answering various contemporary problems. Values such as honesty, responsibility, justice, tolerance, and social concern remain at the core of education, but are actualized through an approach that is more in line with the needs of the times. In this perspective, Islamic education seeks to bridge the relationship between the intellectual heritage of Islam and the demands of modern society so that the two can run harmoniously (Muhaimin, 2022; Rohmah et al.,

2024).

Furthermore, Malizal (2024) emphasized that globalization requires Islamic education to integrate religious, intellectual, and social dimensions in a balanced manner. Islamic education is not enough to produce graduates who have spiritual depth, but it must also be able to form individuals who are productive, creative, and able to contribute to the life of the global society. Therefore, the learning process needs to be designed in a more integrative manner by connecting Islamic sciences, modern sciences, and various skills that are relevant to the needs of the 21st century. This integration is one of the important indicators in realizing an adaptive and competitive Islamic education system.

From an institutional perspective, the transformation of Islamic education can also be understood as a form of institutional adaptation to changes in the external environment. Islamic educational institutions are required to continue to make updates in aspects of curriculum, learning methods, organizational governance, and the use of digital technology. This step is necessary so that Islamic educational institutions are still able to carry out their educational, social, and moral functions effectively in the midst of global changes that are taking place very quickly. In other words, transformation is not only an option, but a necessity that must be done to maintain the existence and relevance of Islamic education in the present and future (Rizal et al., 2026; Yaqin, 2024).

The urgency of this transformation is increasingly seen when paying attention to the challenges faced by the young generation today. Students live in an environment filled with various information, global cultural influences, and rapid technological developments. They face not only academic demands, but also various social, ethical, and identity issues that are increasingly complex. In such conditions, Islamic education has a strategic role to equip students with intellectual abilities, moral resilience, and strong spiritual awareness. Therefore, the transformation of Islamic education must be directed at efforts to create a balance between mastering global competencies and strengthening Islamic values, so that students are able to become adaptive individuals while having a strong character in facing the dynamics of global life (Syafri et al., 2023; Zulkarnain & Hidayat, 2022).

The second theme that emerged from the literature synthesis was the digitization of Islamic education. Almost all of the studies analyzed put technology as the main factor driving educational transformation. The presence of digital technology has changed learning patterns, learning resources, and communication systems between educators and students.

Rochmah and Inayati (2025) explained that the use of digital technology is able to increase learning effectiveness through the provision of wider and more flexible learning resources. Technology also allows the learning process to take place without being limited by space and time. This condition has become very relevant in the context of globalization which demands speed of access to information and lifelong learning skills.

However, the results of the study show that digitalization is not only a matter of using technology. Digitalization is also related to changes in learning culture and the way students think. Technology can be both an opportunity and a challenge. On the one hand, technology expands access to Islamic knowledge. On the other hand, technology also opens up opportunities for the entry of unverified information and values that are contrary to Islamic principles. Therefore, Haq and Adiningsih (2025) emphasized that digital transformation in Islamic education must be accompanied by strengthening digital literacy and religious literacy. Islamic education needs to build students' ability to use technology critically, ethically, and responsibly. Thus, technology not only serves as a learning tool, but also as a means of character and spirituality formation.

The next findings show that adaptive Islamic education is characterized by its ability to integrate global competencies with Islamic values. Globalization requires students to have critical thinking, creativity, communication, collaboration, and digital literacy skills. These competencies are an important requirement to participate in an increasingly competitive global society. However, the results of the analysis show that Islamic education does not adopt global competencies in its entirety without value filtering. Global competence is understood as a means to achieve benefits and improve the quality of human life, not just an instrument to achieve economic success. Therefore, the development of global competencies in Islamic education has always been linked to the formation of morals, ethics, and social responsibility.

These findings show a synthesis between modernity and tradition. Islamic education does not position the two as two opposing poles, but as two elements that can complement each other. This

perspective enriches the study of Rizal et al. (2026) which emphasizes the importance of integrating 21st century competencies with Islamic values in building relevant education in the era of Society 5.0.

The transformation of Islamic education is not only seen in changes in learning methods, but also in efforts to reconstruct the curriculum and strengthen institutional governance. Studies show that Islamic educational institutions are currently faced with the need to adapt to the rapid development of science, technology, and social change. Therefore, the curriculum is no longer enough to be prepared by focusing on mastering religious materials alone, but needs to be designed more comprehensively to be able to answer the needs of students in modern life. This transformation is a strategic step to maintain the relevance of Islamic education in the midst of ever-evolving global dynamics (Muhaimin, 2022; Malizal, 2025).

One form of transformation that is widely discussed in the literature is the development of an integrative curriculum. This approach emphasizes the importance of connecting Islamic sciences with general science, technology, and various real problems faced by society. So far, there is still a tendency to separate religious science and general science in some Islamic educational institutions, so that students often gain a fragmented understanding. In fact, in the Islamic scientific tradition, all sciences basically have the same goal, which is to provide benefits for human life. Therefore, curriculum integration is an important effort to build a more complete and contextual perspective on science (Suharto, 2023; Nata, 2023).

An adaptive curriculum also provides opportunities for students to develop competencies that are more diverse and relevant to future needs. In addition to gaining a strong religious understanding, students need to be equipped with critical thinking skills, creativity, digital literacy, communication skills, and collaboration skills. These competencies are very important because the current generation will live and work in an environment characterized by technological developments, global competition, and dynamic social change. Thus, Islamic education not only functions to shape individual piety, but also prepares a generation that is able to actively contribute to the life of the global community (Zulkarnain & Hidayat, 2022; Yunus et al., 2025).

In addition to curriculum reform, the transformation of Islamic education also requires institutional governance that is more professional, innovative, and responsive to change. Effective management of educational institutions will support the optimal implementation of the curriculum and encourage the creation of an adaptive academic culture. In this context, educational leadership has an important role in directing change, building collaboration, and ensuring that the transformation process remains based on Islamic values. With the synergy between an integrative curriculum and good governance, Islamic education has a greater opportunity to produce graduates who are academically superior, morally strong, and able to face various global challenges in the future (Rizal et al., 2026; Yaqin, 2024).

In this process, educational leadership plays a very strategic role. The success of transformation often depends on the ability of leaders to read changes in the environment, formulate institutional vision, and move all elements of the organization towards the same goal. Leaders of Islamic educational institutions no longer only function as administrators, but also as agents of change who are able to create an innovative and adaptive work culture. Visionary leadership will help educational institutions respond to technological developments, changing societal needs, and global challenges more quickly and in a more targeted manner. Therefore, leadership quality is one of the main factors that determine the success of Islamic education transformation in the era of globalization (Rizal et al., 2026; Malizal, 2025).

However, various research results show that the implementation of institutional transformation does not always go smoothly. One of the most common challenges is the limitation of human resources who have competence in the field of modern management and digital technology. In addition, not all Islamic educational institutions have adequate infrastructure support to implement the various innovations needed. In some cases, the change process also faces resistance from some members of the organization who are still comfortable with the old work pattern and view change as something risky. This condition shows that educational transformation is not only related to system change, but also concerns changes in organizational mindset and culture as a whole (Hasanah & Mubin, 2024; Yunus et al., 2025).

Therefore, the transformation of Islamic education governance requires comprehensive and sustainable support. This support can be realized through strengthening education policies, improving

human resource competence, developing technological infrastructure, and strong commitment from all stakeholders within educational institutions. When these elements can run synergistically, transformation not only results in administrative changes, but is also able to build Islamic educational institutions that are more adaptive, innovative, and competitive. Thus, Islamic education will have a stronger capacity to answer various global challenges while maintaining Islamic values as the main foundation in the process of implementing education (Muhaimin, 2022; Yaqin, 2024; Rizal et al., 2026).

Based on the overall results of the analysis, a conceptual model can be formulated that adaptive Islamic education is built through four main components, namely the transformation of educational paradigms, the digitalization of learning, the integration of global competencies and Islamic values, and the reconstruction of curriculum and educational governance. These four components are interconnected and form the foundation of an Islamic education system that is able to answer the challenges of globalization without losing its Islamic identity. This model shows that the transformation of Islamic education is not just a process of modernization, but a process of integration between innovation, global competence, and sustainable Islamic values.

CONCLUSION

This research shows that the transformation of Islamic education in facing the challenges of globalization is a multidimensional process that includes changing the paradigm of education, digitizing learning, integrating global competencies with Islamic values, and curriculum reconstruction and institutional governance. The results of the literature analysis revealed that the success of Islamic education adaptation is not only determined by its ability to adopt technology and keep up with global developments, but also by its ability to integrate innovation with Islamic fundamental values in a balanced and sustainable manner. The findings of this study confirm that globalization can be seen as a strategic opportunity to reform Islamic education so that it can improve the quality of learning, strengthen the competitiveness of students, and expand its contribution to the life of modern society without losing its identity, moral orientation, and spiritual goals that are its main character.

Conceptually, this research enriches the study of Islamic education by emphasizing that the transformation of Islamic education is not just institutional modernization, but a process of integration between social change, technological development, and the preservation of Islamic values. The adaptivity of Islamic education is understood as the ability to manage global dynamics through a contextual, reflective, and value-based approach. Practically, the results of this research can be a reference for educational institution managers, educators, and policy makers in developing digital literacy, integrative curriculum, global competencies of students, and innovative educational governance. Therefore, the success of Islamic education transformation in the future is highly determined by the synergy between educational innovation, improving the quality of human resources, and strengthening Islamic values as the main foundation in forming a generation that is superior, characterful, and able to face global challenges.

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