NEW PARADIGM OF 21st CENTURY ISLAMIC EDUCATION

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Abstract

The new Rahmatan Lil' Alamin Islamic education approach offers a responsive and holistic paradigm. This paradigm places Islamic religious teachings as the primary basis for learning while connecting them with real-life contexts. Rahmatan Lil' Alamin Islamic Education strives for inclusion, where everyone has equal opportunities for quality education. This is supported by developing 21st-century skills, such as critical thinking, creativity, and collaboration. In addition, 21st-century Islamic education emphasizes the formation of sound and responsible character and respect for diversity and the environment. This new paradigm also integrates technology into the learning process, providing broader access and a richer learning experience for students. This study examines issues related to the new paradigm of 21st-century Islamic education using literature review research with a qualitative approach and descriptive-analytical methods. The conclusion, as well as the recommendation that the reconstruction of Islamic education and the application of the new paradigm of Rahmatan Lil 'Alamin, it is hoped that Islamic education can become a vehicle for forming individuals who have a noble character, have broad insight, and can face the challenges of the modern world.

Keywords: 21st Century; Islamic Education; *Rahmatan Lil' Alamin.*

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INTRODUCTION

Islamic education in the 21st Century has strengths and weaknesses that need to be corrected and involves various historical facts that influence it. Islamic education in this era has significantly impacted the condition and achievement of Islamic education in the present and the future. Various obstacles faced by Islamic education are often faced with limited resources, such as lack of funds, inadequate infrastructure, lack of qualified teaching staff (Jakaria Umro, 2020; Aslamiyah, 2013), low scientific quality and student character (Lutfia et al., 2023; Tsalitsah & Tobroni, 2021). This can limit the accessibility and quality of Islamic education. Rapidly developing social and technological changes hinder Islamic education (Trisyanti & Prasetyo, 2018). These challenges include the negative influence of social media, inappropriate use of technology, the impact of globalization, which can shift religious values and identities (Syakhrani, 2019) as well as other global challenges (Öztürk, 2020; López-Fernández et al., 2023).

An educational curriculum that is irrelevant to the times and teaching methods that have not been appropriately adapted can also be an obstacle (Pasiska, 2019; Umro, 2021; Abd. Rachman Assegaf, 2022). Efforts are needed to develop a curriculum that aligns with the demands of the times and apply innovative and interactive teaching methods (Fernandes, 2019; Daniel et al., 2023). The imbalance between religious education and general education is also an obstacle. Sometimes an excessive focus on religious education comes at the expense of a balanced general education, reducing students' competitiveness in general knowledge and non-religious skills. There are also obstacles in the form of stereotypes and prejudice in a pluralistic society due to cognitive and cultural influences (Maryam, 2019), even this also impacts Islamic education. This can result in discrimination against Islamic educational institutions, teachers, or students and hinder the development of Islamic education as a whole (Trisyanti & Prasetyo, 2018). It is essential to overcome these obstacles through collaborative efforts from the government, society, and Islamic educational institutions to improve the conditions and achievements of Islamic education in the 21st Century (Subianto, 2013).

The achievement of 21st-century Islamic education can be fulfilled if Islamic education is reconstructed following the demands of 21st-century education, which requires that Islamic education be relevant to the times and face the challenges that arise in the digital and global era. This includes integrating technology into learning, understanding contemporary issues, and a deep understanding of social and cultural change. The demands of the 21st Century emphasize the importance of holistic education, which includes aspects of religion, academic, social, and life skills or *soft skills*. (Karyanto et al., 2022) . Islamic education must be able to develop students as a whole, not only in terms of religion but also in cognitive, emotional, and social development.

In-depth understanding of Islam and the global context, so that Islamic education must provide an in-depth understanding of Islamic religious teachings, their principles, and their application in everyday life. In addition, students also need to understand Islam globally and promote cross-cultural understanding, tolerance, and interfaith dialogue (Indyah Winasih, 2023; Wati, 2022; Irjus Indrawan et al., 2020). 21st-century Islamic education requires high-quality teaching and learning. Teachers must have in-depth knowledge of the Islamic religion and effective learning methodologies (Kusoy Anwarudin, 2022). Learning should also encourage active student engagement, utilization of technological resources, and the development of critical, creative, communication, and collaboration skills.

Islamic education must encourage the empowerment of students to become independent individuals, think critically and creatively, and have problem-solving skills (Cristi et al., 2023; Nurhasnawati et al., 2023). Students must be invited to actively participate in learning and develop strong leadership, ethics, and religious values (Gunawan, 2023). 21st-century Islamic education must create an open and inclusive environment for all students, regardless of cultural, ethnic, or other differences. This involves recognizing and respecting diversity, addressing discrimination, and providing access to fair and equal education for all individuals (Pristiwanti et al., 2022).

Facing this demand, Islamic educational institutions need to continue to innovate, improve the quality of teaching, involve the community, and collaborate with the government, religious

organizations, and other educational institutions to ensure quality Islamic education that is relevant to the demands of the 21st Century.

METHODOLOGY

This study uses a literature review approach. The data collection method that will be used will involve searching and selecting relevant literature through online databases, repositories, scientific journals, digital books, and other sources of information related to the new paradigm of 21st-century Islamic education. In identifying and selecting literature, the criteria used are relevance to Islamic education and 21st-century education, quality and reliability of sources, the last published year, and the diversity of literary sources that cover various perspectives and approaches related to Islamic education and the demands of 21st-century education. The method used is the descriptive analysis method, namely describing the new paradigm of Islamic education in the 21st Century.

RESULTS AND DISCUSSION

Barriers and Challenges to Islamic Education in the 21st Century

Islamic education in the 21st Century faces several obstacles and challenges that must be overcome to develop correctly. Islamic education must integrate technology into learning to remain relevant (Daniel et al., 2023). However, adopting technology also presents new challenges, such as adequate technology infrastructure and teacher training to use technology effectively. Rapid social and cultural changes affect Islamic education and students' mindsets (Trisyanti & Prasetyo, 2018). These challenges include the influence of popular culture, a decline in religious values, and changes in mindsets that may not harmonize with religious teachings (Haerullah, 2017; Muhammad et al., 2022). Islamic education needs to face this challenge by strengthening religious understanding and promoting relevant Islamic values.

Challenges in terms of teacher quality are also obstacles. Efforts are needed to improve the quality and competence of teachers in understanding Islamic religious teachings (Abbas et al., 2023), effective teaching methods (Abbas et al., 2023), and the latest educational developments. Continuous professional training and development are essential in dealing with this challenge (Rahmat et al., 2019). Islamic education needs a curriculum relevant to the needs of the times and students (Fernandes, 2019; Sukino, 2023). The curriculum must include understanding Islamic teachings, moral values and mastery of relevant knowledge and skills. Dynamic and adaptive curriculum development is a challenge in meeting the demands of the 21st Century.

Social media and the internet can be a source of unfavorable influence on Islamic education. Content inconsistent with religious values or disinformation can affect students' understanding and religious practices (Trisyanti & Prasetyo, 2018). Islamic education needs to build a critical understanding of the use of social media and provide vital education regarding these negative influences. Realizing equality and inclusion in Islamic education is a significant challenge (Muqoyyidin & Widiyaningsih, 2021). Islamic education must ensure fair access for all individuals, regardless of gender, ethnicity, or social background, by prioritizing multicultural education and rahmatan lil 'alamin (Dedi Wahyudi, 2021; Sahrul et al., 2022). Overcoming discrimination and building an inclusive environment must be overcome in 21st-century Islamic education.

Overcoming these obstacles and challenges requires collaboration between the government, Islamic education institutions, communities, and other relevant stakeholders. Innovation, quality improvement, adaptation, and restructuring of learning methods are needed in dealing with the dynamics of the times so that Islamic education can make a positive and relevant contribution to the 21st Century (Surip, 2016).

The Excellence of 21st-Century Islamic Education

Islamic education in the 21st Century has several advantages that make it relevant, valuable, and developing, so it focuses on solid Islamic religious values (Abbas et al., 2023; Prasasti et al., 2023). This advantage allows students to understand Islamic religious teachings deeply, internalize Islamic moral and ethical values, and develop piety in daily life (Suriadi, 2022; Solihin et al., 2021).

Holistic character development is the development of a 21st-century Islamic education learning model that seeks to develop students' character holistically. In addition to the intellectual formation, Islamic education emphasizes building good character, such as honesty, a sense of responsibility, social care, justice, and work ethics (Subianto, 2013; Yulina et al., 2023). This helps students to become individuals with integrity and contribute positively to society.

Integrating Science and Islam Islamic education in the 21st Century puts forward the integration between science and Islamic religious teachings (Farabi, 2023; Wibowo, 2021). Students not only acquire religious knowledge but also receive a comprehensive academic education. Thus, Islamic education in the 21st Century creates students who have a solid understanding of religion while also being able to compete in the academic and professional world (Priatmoko, 2018). Developing critical and creative thinking skills encourages students to develop critical and creative thinking skills (Juhdi & Adila, 2018; HA Sinaga et al., 2022; Cristi et al., 2023). Students are encouraged to analyze, assess, and solve problems with critical and innovative approaches (Nurhasnawati et al., 2023). This excellence prepares students for the complex challenges of a modern, changing world.

Developing social and human awareness instills high social and human awareness in students (Trisyanti & Prasetyo, 2018). Students are taught to respect diversity, promote peace, help others, and actively build a just and sustainable society (Taat Wulandari, 2010) ; (Arifandi et al., 2023). Character education and leadership formation in 21st-century Islamic education pay serious attention to character building and leadership (Koputri, 2023). Students are encouraged to develop good leadership qualities, such as integrity, courage, cooperation, and example. This advantage aims to create a generation that has the potential to become quality and responsible leaders.

Equality and inclusion in 21st-century Islamic education are also committed to creating an inclusive and fair educational environment for all students, regardless of their background (Rudiyanto & Kasanova, 2023). This includes gender equality and its benefits (Muhammad et al., 2023; Huriani & Zulaiha, 2023; Hasanah & Husnan, 2022), the inclusion of students with special needs, and respect for diversity (Rudiyanto & Kasanova, 2023). These advantages ensure that 21st-century Islamic education provides equal opportunities for all individuals to obtain a quality education. These advantages make 21st-century Islamic education an attractive option for individuals seeking a balanced education between religious values, academic development, and holistic character building (Nida, 2023) ; (Sultan & Kasim, 2023; Wulansari et al., 2023).

Demands for 21st-Century Islamic Education

Islamic education in the 21st Century faces several demands that must be met to be relevant and effective in meeting the needs of the times (Rini et al., 2023; Fricticarani et al., 2023). This is important in 21st-century Islamic education so that Islamic education can integrate science and technology into the learning process (Saiful, 2023). Students must acquire knowledge and skills relevant to developing information and communication technology to compete in the digital era. 2nd Century Skills Development will focus on developing 21st-century skills, such as critical thinking, creativity, collaboration, communication, and problem-solving (Muhammad Rafliyanto, 2023; AV Sinaga, 2023). Students need to be equipped with the necessary skills to face the complex challenges of work and everyday life.

Islamic education needs to provide a deep understanding of Islamic teachings to students. This includes understanding the Koran, Hadith, Islamic history, fiqh, and other religious values (Abbas & Subando, 2023). Students need to understand and apply religious teachings in everyday life. Furthermore, Islamic education must shape the character of students based on religious values, such as honesty, justice, a sense of responsibility, empathy, and work ethics (Muhibi, 2023). Students must be trained to become individuals with morals, integrity, and high social awareness (Sari et al., 2023). Islamic education must encourage respect for diversity and promote tolerance (Ikhwan et al., 2023; Arifandi et al., 2023). Students must understand and respect cultural, religious, and social background differences. 21st-century Islamic education must be a vehicle for building peace, harmony, and unity in a pluralistic society.

Furthermore, Islamic education must develop the concept of lifelong learning, in which students continuously learn, develop themselves, and increase their knowledge throughout their lives (Khalil Asy'ari, 2017; Messy et al., 2023). 21st-century Islamic education must encourage active, independent, and innovative learning attitudes. Islamic education must ensure gender equality in access, participation, and educational outcomes. Women must be encouraged to participate actively in education, leadership, and community development.

In facing these demands, Islamic education in the 21st Century needs to innovate, improve quality, and adapt the curriculum, teaching methods, and management of education (Muhammad Rafliyanto, 2023). The government, Islamic educational institutions, communities, and other relevant stakeholders must work together to meet these demands and ensure that Islamic education positively contributes to the development of individuals and society.

Reconstruction and Innovation of Islamic Education Rahmatan Lil 'Alamin

The reconstruction and innovation of Rahmatan Lil' Alamin's Islamic education is an approach that aims to renew and develop Islamic education so that it becomes a blessing for the entire universe (Khojir, 2022). This approach focuses on human values, inclusivity, justice, and a deep understanding of Islamic religious teachings. The reconstruction of Rahmatan Lil' Alamin's Islamic education involved updating the curriculum, teaching methods, and overall approach to education.

Education based on religious values is an approach that emphasizes the importance of building a strong understanding of Islamic religious teachings and applying moral and ethical values in everyday life. Rahmatan Lil' Alamin Islamic education promotes compassion, tolerance, justice, and a caring attitude toward the environment and humanity (Arifandi et al., 2023). Rahmatan Lil' Alamin's reconstruction of Islamic education carries the principle of inclusiveness, in which all individuals, regardless of background, gender, or ability, have equal opportunities in obtaining quality education and. This involves developing educational programs that accommodate the needs and potential of each individual, as well as human values (Trisyanti & Prasetyo, 2018).

Rahmatan Lil' Alamin Islamic Education encourages the formation of sound and responsible character. Students are encouraged to develop positive attitudes, such as exemplary integrity, courage, cooperation, and empathy for others (Rasmuin & Maghfuri, 2019; Dedi Wahyudi, 2021; Solihin et al., 2021). Character education is one of the main pillars in the reconstruction of Islamic education (Salmarita & Kama, 2022);. Education based on progress and skills of the 21st Century in the reconstruction of Islamic education Rahmatan Lil 'Alamin emphasizes mastery of 21st-century skills, such as critical thinking skills, creativity, communication, collaboration, and problem-solving. Students are encouraged to become innovators, leaders, and lifelong learners.

Rahmatan Lil' Alamin's approach emphasizes the importance of sustainability and concern for the environment (Muvid, 2023). Islamic education aims to build awareness and responsibility towards nature and promote environmentally friendly behavior. Rahmatan Lil' Alamin's reconstruction of Islamic education integrates technology into the learning process to increase the efficiency and quality of education. Information and communication technology can expand access to education, facilitate active learning, and enrich student learning experiences (Mochammad et al., 2023). Through the reconstruction and innovation of Rahmatan Lil' Alamin Islamic education, it is hoped that Islamic education can make a significant contribution to building a just, civilized, and prosperous society and answering the demands of modern times by maintaining the essence of Islamic religious teachings (Megawati Fajrin, 2023).

New Paradigm of 21st-Century Islamic Education

The new paradigm of Islamic education for the 21st Century refers to innovative and responsive approaches to changing times and contemporary demands. This paradigm reflects a broader understanding of the goals of Islamic education and ways to achieve them, so it is necessary to pay attention to several critical aspects of the new paradigm of Islamic education, which emphasizes that the new paradigm of Islamic education must: 1) place Islamic religious teachings

as the primary foundation in the learning process. This education aims to develop a deep understanding of Islamic values, ethics, morality, and adherence to religious principles (Mirzon et al., 2023); 2) emphasizing the importance of understanding and applying the teachings of Islam in real-life contexts. This education seeks to link religious values with social, economic, and political challenges, problems, and realities faced by society (Sabrifha et al., 2023); 3) adhering to the principle of inclusion, in which every individual, regardless of social, economic or ability background, has the same right to education. This education provides equal opportunities and access for all students (Alimuddin et al., 2023); 4) recognizing the importance of the holistic development of students, which includes intellectual, moral, social, emotional, and physical aspects (Tahir, 2023) ; (Suparjo, 2023; Sapdi, 2023). This education seeks to integrate all dimensions of student life in the learning process; 5) emphasizing the importance of developing 21st-century skills (Mikraj & Hajri, 2023), such as critical thinking skills, creativity, communication, collaboration, and problem-solving (Acep et al., 2023). This education prepares students to face the challenges and demands of the modern world; 6) pay great attention to the formation of the character of students (Hadori, 2022). This education aims to develop vital moral, ethical, leadership, and social responsibility qualities in students; and 7) recognize the role of technology in supporting the learning process. This education utilizes information and communication technology to increase accessibility, flexibility, and learning effectiveness (Murtado et al., 2023).

The new paradigm of 21st-century Islamic education challenges traditional education by integrating religious values, contextual knowledge, 21st-century skills, and an inclusive approach (Alfalah, 2023). The goal is to create relevant, responsive education and empowers students to face a constantly changing world (H. et al. et al., 2022; Rifa et al., 2021).

CONCLUSION

Islamic education in the 21st Century faces various challenges and demands that need to be overcome with innovation and adaptation. Even though there are obstacles and obstacles, 21st-century Islamic education has the potential to provide excellence in various aspects. These advantages include the integration of religious values, the development of 21st-century skills, inclusivity, character education, respect for diversity, lifelong learning, and gender equality. Reconstruction and a new paradigm of Islamic education for the 21st Century are the basis for facing changing times and ensuring that Islamic education positively contributes to the development of individuals and society. By involving innovation, adaptation, and the cooperation of all related parties, 21st-century Islamic education can be a vehicle for building individuals who have noble characters, are broad-minded, and are ready to face the challenges of the modern world.

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