

Reimagining the Islamic Religious Education Curriculum (IRE) in the Digital and Globalization Era

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ABSTRACT. The rapid advancement of digital technology and the pervasive influence of globalization have significantly transformed the educational landscape, including the development of the Islamic Religious Education (IRE) curriculum. These changes demand that the IRE curriculum be adaptive, contextual, and relevant to students' needs in the digital era while preserving the core values of Islam. This study aims to examine the development of the IRE curriculum amid digitalization and globalization, analyze the challenges and opportunities it presents, and propose innovative strategies for its effective implementation. Employing a qualitative approach through library research, the study analyzes relevant scientific literature, including accredited national journals and reputable international publications from the past decade. Findings indicate that the IRE curriculum should be dynamically developed by integrating digital technology, enhancing religious literacy, and promoting the values of religious moderation. Challenges, such as the rapid flow of information and global cultural influences, can be addressed through innovative curriculum design and implementation strategies. Consequently, a reimagined IRE curriculum plays a strategic role in nurturing students who are religiously grounded, critically minded, and globally aware.

Keywords: *Islamic Religious Education, Curriculum Development, Digital Era, Globalization, Religious Literacy*

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INTRODUCTION

The rapid advancement of digital technology and the intensifying currents of globalization have brought profound transformations across multiple domains of human life, particularly in education. The digital era is characterized by unprecedented developments in information and communication technology, facilitating instantaneous access to knowledge, and enabling new modalities of learning that are more interactive, personalized, and learner-centered. Students today engage with information in ways that are dynamic, decentralized, and highly participatory, requiring educational systems to adapt their pedagogical approaches, curricular structures, and assessment methods to remain relevant (Gómez-Galán, 2020). Concurrently, globalization has heightened cross-cultural interactions, leading to an increasingly complex exchange of values, beliefs, and ideologies that can both enrich and challenge local educational practices. In this context, national education systems face the pressing demand to continually innovate and adjust, ensuring that they uphold their cultural identity, ethical foundations, and moral values while embracing the opportunities afforded by technological progress and global interconnectedness.

Within the framework of national education, Islamic Religious Education (PAI) holds a strategic role in shaping the character, morality, and spiritual development of learners. PAI is not

merely a conduit for transmitting religious knowledge; it functions as a holistic framework for nurturing ethical conduct, social responsibility, and spiritual awareness, all while fostering cognitive and intellectual growth (Samsudin & Chamami, 2025). Its curriculum is designed to instill not only doctrinal understanding but also the internalization of values that guide ethical decision-making, personal integrity, and constructive engagement with society. However, the convergence of digitalization and globalization presents complex challenges for PAI curricula. Among these are the pervasive influence of global cultural flows, the rapid dissemination of religious content through digital platforms that is not always credible or verified, and the evolution of social interaction patterns among young people, which may potentially affect the transmission and internalization of Islamic values (Ahmad Manshur & Isroani, 2023)

The digital era, in particular, has amplified the pace and scope of information exchange, allowing learners unprecedented exposure to diverse religious interpretations, philosophies, and moral frameworks. While this presents opportunities for broadening knowledge and fostering critical thinking, it simultaneously raises concerns regarding the reliability, authenticity, and contextual relevance of religious content encountered by learners outside formal educational settings. Students are increasingly navigating a complex information landscape where misinformation, selective interpretations, and ideological polarization can influence their worldview and moral reasoning. These dynamics underscore the necessity for PAI curricula to develop students' digital literacy, critical thinking, and ethical discernment, equipping them to engage with information responsibly and reflectively.

Globalization compounds this challenge by fostering interactions with cultures, lifestyles, and value systems that may diverge from traditional Islamic teachings (Yus Hermansyah et al., 2024). Exposure to global trends can enrich learners' perspectives, yet it also has the potential to create cultural dissonance and value conflicts if the educational system does not provide adequate guidance and critical frameworks. Consequently, PAI curricula must not only transmit religious knowledge but also mediate the encounter between global cultural flows and local Islamic values, enabling students to navigate, synthesize, and respond to complex societal changes without losing their religious identity.

Several prior studies have examined the intersection of Islamic education with technological development and globalization. For instance, research by Rahmat and Utomo (2025) emphasizes the importance of integrating digital literacy, religious moderation, and technology-based pedagogical innovations within Islamic educational contexts. Other studies focus on discrete aspects such as learning technologies (Manshur & Isroani, 2023), moderation in religious practice (Ifa Afida et al., 2025), or character education (Qomusuddin et al., 2025). While these studies contribute valuable insights, they often adopt a partial perspective, addressing specific facets of the curriculum rather than offering a systematic, holistic analysis of how PAI curricula can be comprehensively reimagined to respond to the multifaceted challenges and opportunities of the digital and global era.

Moreover, there remains a notable gap in research that maps the distinctive characteristics of PAI curricula in the digital era, identifies the practical and theoretical challenges of implementation, and proposes integrated strategies and innovations within a cohesive conceptual framework. Understanding these dimensions is essential for formulating evidence-based policies and practical guidelines for curriculum development that are not only adaptive and forward-looking but also grounded in the enduring principles of Islamic pedagogy (Ludviana, 2025). The absence of such integrative studies underscores the urgency and novelty of the present research, which seeks to complement and advance the existing discourse by providing a comprehensive analytical lens.

This article is premised on the argument that successfully navigating the challenges of the digital and global era requires more than merely embedding technological tools into PAI teaching. Rather, it necessitates a transformative paradigm shift in curriculum design one that harmonizes

technological competence with the reinforcement of Islamic values and the cultivation of students' moral and spiritual character. Without such a transformation, the PAI curriculum risks losing both its relevance and functional efficacy, undermining its role as a foundational vehicle for ethical, spiritual, and intellectual formation in an increasingly complex and interconnected world (Zainuddin et al., 2025). This perspective aligns with contemporary educational theories advocating for curriculum models that are integrative, adaptive, and capable of cultivating learners who are both technologically literate and ethically grounded.

The strategic reimagining of PAI curricula in the digital and globalization era involves several critical dimensions. Firstly, it requires a thorough articulation of the curriculum's essential characteristics to ensure that content, pedagogical methods, and assessment strategies are both contextually relevant and culturally responsive. This includes identifying learning outcomes that balance cognitive mastery, moral reasoning, and spiritual development. Secondly, it entails recognizing and addressing the major challenges associated with curriculum implementation, such as the digital divide, variable teacher competencies, the heterogeneity of student backgrounds, and the potential conflicts between global cultural influences and local religious norms. Thirdly, it demands the design of innovative curricular strategies and frameworks that are adaptive, scalable, and sustainable, encompassing technology-enhanced learning, character-building initiatives, and mechanisms for fostering critical engagement with global knowledge flows (Correia et al., 2025).

The objectives of this study, therefore, are threefold: (1) to examine the characteristics of a PAI curriculum that is responsive to contemporary societal and technological demands, (2) to analyze the primary challenges confronting curriculum implementation in the digital and global context, and (3) to propose forms of innovation and strategies for curriculum development that are adaptive, integrative, and sustainable. By addressing these objectives, this research seeks to fill the gaps identified in previous studies, offering a conceptual framework that synthesizes curricular design, pedagogical practice, and technological integration into a coherent approach. The ultimate goal is to provide a roadmap for policymakers, educators, and curriculum developers to strengthen the PAI curriculum, ensuring that it remains a robust vehicle for cultivating morally and spiritually grounded individuals capable of thriving in a rapidly changing world.

In sum, this research underscores the imperative of reconceptualizing Islamic Religious Education in light of the digital and globalization era. By situating the discourse at the intersection of technological innovation, global cultural interaction, and religious pedagogy, this study aims to advance both theoretical understanding and practical guidance. It argues for a balanced, multidimensional approach in which technological literacy, ethical reasoning, and spiritual formation are mutually reinforcing components of an adaptive PAI curriculum. Such an approach is envisioned not only to preserve the integrity of Islamic education but also to empower learners to navigate global complexities, engage critically with diverse perspectives, and embody the moral and spiritual virtues central to Islamic teaching. Ultimately, this study contributes to the evolving conversation on how religious education can respond effectively to the transformative forces shaping contemporary societies, ensuring that PAI remains a vital, relevant, and transformative educational practice

METHOD

This study adopts a qualitative research design with a focus on library research (desk research) to deeply explore the conceptual underpinnings, characteristics, challenges, and innovations of the Islamic Religious Education (IRE) curriculum in the context of digital transformation and globalization. Qualitative approaches are particularly appropriate for examining complex social and educational phenomena, as they allow for in-depth understanding, interpretation, and contextual analysis rather than mere quantification (Denzin & Lincoln, 2018). Library research is employed to systematically collect, evaluate, and synthesize existing

knowledge, enabling the researcher to engage critically with a wide range of sources to develop a nuanced and comprehensive understanding of the curriculum (Bowen, 2009).

The data sources of this study consist of multiple layers of written materials. First, peer-reviewed academic literature such as books, book chapters, and journal articles from national and international outlets provides theoretical foundations on curriculum design, Islamic education, digital learning, and globalization in education (Creswell & Poth, 2018). Second, policy documents and institutional guidelines from governmental and educational bodies offer insights into current standards, regulations, and frameworks shaping the IRE curriculum. Third, reports and white papers from reputable organizations such as UNESCO, the International Islamic Educational Organization (IIEO), and other educational research centers inform the study of recent innovations and global trends in curriculum development. These sources are selected to ensure both depth and breadth, capturing historical, normative, and emergent perspectives on Islamic education in the digital age.

Data collection is conducted through a systematic documentary study, which involves identifying, screening, and organizing relevant literature. The identification stage utilizes electronic databases including Scopus, Web of Science, ERIC, JSTOR, and Google Scholar, alongside manual retrieval from institutional repositories. Selected sources are then appraised based on relevance, academic quality, and applicability to the research focus, while outdated or non-peer-reviewed materials are excluded. Subsequently, materials are catalogued and coded thematically according to key concepts such as digital pedagogy, curriculum responsiveness, and globalization effects. This structured approach ensures that the data collected is comprehensive, organized, and suitable for rigorous analysis (Merriam & Tisdell, 2015)

Once collected, data is analyzed using content analysis, which facilitates the identification of patterns, themes, and conceptual relationships within the texts (Krippendorff, 2019). This analysis is carried out in three main stages: data reduction, which involves selecting and summarizing relevant information; data display, where information is organized into thematic matrices or conceptual frameworks; and drawing conclusions, which integrates findings with existing theory to provide coherent insights regarding the IRE curriculum's adaptation to digital and global contexts. Content analysis allows for both descriptive and interpretive understanding, revealing not only what changes are occurring but also why they are significant for curriculum development.

To ensure the trustworthiness and validity of the findings, this study employs several strategies. Source triangulation compares information across diverse literature types to reduce bias and provide a balanced perspective (Patton, 1999). Reflexive analysis encourages the researcher to continuously examine assumptions and analytical decisions, while theoretical grounding links findings to established frameworks in curriculum theory, constructivist pedagogy, and digital competence development. These measures ensure that the study produces reliable, credible, and academically robust conclusions, offering meaningful guidance for reimagining Islamic Religious Education in the contemporary era (Lincoln & Guba, 1985).

RESULT AND DISCUSSION

Shifting Curriculum Orientation and Expanded Learning Outcomes

The evolution of curriculum design over the past several decades reflects a paradigmatic shift that is both epistemological and pedagogical in nature. Contemporary scholarship increasingly recognizes that traditional, teacher centred and content driven curricular models rooted in industrial-era assumptions of standardized knowledge transmission are no longer sufficient to address the complexities of modern society. These conventional models, which emphasize linear progression through fixed disciplinary content, have been widely critiqued for their limited capacity

to cultivate higher-order thinking skills, adaptability, and contextual intelligence required in the 21st century (Suyanto, 2017)

In response, there has been a significant reorientation toward learner-centred curriculum frameworks that prioritize not only knowledge acquisition but also the development of competencies, dispositions, and transferable skills. This shift is closely aligned with constructivist and socio-cultural learning theories, which posit that knowledge is actively constructed through interaction, experience, and reflection rather than passively received. Empirical studies within the Indonesian context demonstrate that competency based curricula enhance students' critical thinking, problem-solving abilities, and collaborative skills, particularly when learning is designed to be inquiry-driven and contextually grounded (Hidayat, 2011), (Fredy et al., 2025)

Moreover, this transformation is reinforced by global policy agendas, most notably the UNESCO framework of Sustainable Development Goal 4 (SDG 4), which advocates for inclusive, equitable, and quality education while promoting lifelong learning opportunities. SDG 4 underscores the necessity of broadening learning outcomes beyond cognitive achievement to encompass social, emotional, and ethical dimensions of human development (UNESCO, 2015). Within this framework, education is no longer perceived merely as a mechanism for knowledge transmission, but as a holistic process aimed at fostering well-rounded individuals capable of navigating diverse and rapidly changing global contexts.

A critical theoretical contribution to this discourse is João M. Paraskeva's Itinerant Curriculum Theory (ICT), which reconceptualizes curriculum as a fluid, dynamic, and context-sensitive construct. ICT challenges the dominance of standardized, hegemonic epistemologies that often marginalize local and indigenous knowledge systems. Instead, it advocates for a pluralistic approach in which curriculum is continuously negotiated and reconstructed in response to socio-cultural realities. This perspective is particularly relevant in postcolonial and multicultural contexts such as Indonesia, where diversity necessitates a more inclusive and dialogical approach to knowledge production (Santoso & Dito Mangkuluhur, 2024)

From a practical standpoint, this evolving orientation has led to a substantial expansion of learning outcomes. Modern curricula increasingly integrate multidimensional competencies that extend beyond academic mastery. These include digital and media literacy, enabling learners to critically evaluate information in an era of rapid technological advancement; intercultural competence, fostering mutual understanding in increasingly diverse societies; and ethical reasoning alongside civic responsibility, which are essential for democratic participation and social cohesion. Additionally, creativity and entrepreneurial thinking are emphasized as key drivers of innovation, while social-emotional learning (SEL) supports the development of empathy, resilience, and self-regulation (Rahmawati & Dewi, 2020).

In the Indonesian educational landscape, this paradigm shift is exemplified by the implementation of the Kurikulum Merdeka, introduced by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. This curriculum embodies principles of flexibility, contextualization, and student autonomy, integrating cultural, linguistic, and digital literacies into a cohesive framework aimed at developing future-ready competencies. It encourages project-based learning and emphasizes the "Profil Pelajar Pancasila," which reflects a holistic vision of student development encompassing character, competence, and citizenship (Zidan & Qamariah, 2023)

Ultimately, the ongoing transformation of curriculum orientation signifies a move toward a more adaptive, inclusive, and future-oriented educational paradigm. By embracing expanded learning outcomes and contextual relevance, contemporary curricula are better positioned to prepare learners not only for economic participation but also for meaningful engagement in complex, interconnected, and culturally diverse societies.

Digital Technology as a Pedagogical and Curriculum Driver

Digital technologies should no longer be understood merely as instrumental supports that reinforce pre-existing pedagogical routines; rather, they function as epistemic and structural catalysts that fundamentally reconfigure how curricula are conceived, enacted, and evaluated. Moving beyond reductive “transportation” metaphors which frame technology as neutral conduits for content delivery contemporary scholarship underscores that digital innovation actively shapes the architecture of learning itself, enabling emergent pedagogical logics, multimodal knowledge representations, and dynamic assessment ecosystems (Teräs, 2022), (ECJC., 2017). In this sense, technology is not external to pedagogy, but constitutive of new educational paradigms that redefine the relationships among knowledge, learners, and instructional processes.

Recent systematic and meta-analytic studies on digital transformation in education further reveal that institutions are adopting technologies not as ends in themselves, but as strategic enablers of flexibility, inclusivity, personalization, and sustained learner engagement (OECD, 2021). Within this trajectory, frameworks such as Universal Design for Learning (UDL) have gained increasing prominence, offering structured principles that leverage digital affordances to accommodate learner variability through multiple means of engagement, representation, and expression (CAST, 2018). Empirical evidence suggests that digitally mediated UDL implementations significantly enhance accessibility and equity, particularly in diverse and inclusive classrooms where traditional one-size-fits-all curricula prove insufficient (Al-Azawei et al., 2016)

Importantly, the integration of digital technologies transcends the superficial provision of devices or platforms. It necessitates a paradigmatic shift in pedagogical design, wherein instructional strategies are intentionally reconstructed to capitalize on the distinctive affordances of digital environments such as interactivity, immediacy, scalability, and data-driven feedback (Tondeur et al., 2017). This transformation foregrounds active, collaborative, and inquiry-oriented learning models that promote deeper cognitive engagement and the development of higher-order thinking skills. Consequently, the role of educators undergoes a profound redefinition: from authoritative transmitters of knowledge to reflective facilitators, learning designers, and curators of digital ecosystems who foster student agency and co-construct knowledge in blended and networked environments (Voogt et al., 2013)

Concurrently, digital literacy has evolved into a core curricular objective rather than a peripheral competency. Contemporary conceptualizations extend beyond operational skills to encompass critical information evaluation, ethical and responsible technology use, digital content creation, and participatory engagement within complex socio-digital networks). As a result, curriculum design increasingly shifts from content-centric models toward competency-based frameworks that prioritize transversal skills essential for navigating digitally mediated societies. This reorientation aligns with global educational agendas emphasizing 21st-century skills, including critical thinking, creativity, collaboration, and digital citizenship.

Within this evolving pedagogical landscape, a diverse array of technology-enhanced instructional practices has emerged and gained empirical support. Blended and hybrid learning models integrate synchronous and asynchronous modalities to optimize learning flexibility and continuity (Graham, 2013). Interactive simulations, serious games, and immersive technologies such as virtual and augmented reality enable experiential learning that enhances conceptual understanding and learner motivation (Radianti et al., 2020). Adaptive learning systems utilize algorithmic personalization to tailor instruction to individual learner profiles, thereby improving learning efficiency and outcomes (Holmes et al., 2019). Additionally, digitally mediated collaborative learning particularly through global initiatives such as Collaborative Online International Learning (COIL) facilitates cross-cultural interaction and the development of global competencies by connecting learners across geographical boundaries in sustained, inquiry based projects (Rubin, 2019)

Collectively, these developments demonstrate that digital transformation in education is not

merely a technological phenomenon, but a profound pedagogical and conceptual shift that redefines the purposes, processes, and outcomes of learning. It compels educators, institutions, and policymakers to reconceptualize curriculum not as a static body of knowledge, but as a dynamic, adaptive, and learner-centered ecosystem responsive to the complexities of the digital age

Globalization and the Imperative for Inclusive, Contextualized Education

Globalization fundamentally alters the landscape in which education systems operate. The transnational flow of people, ideas, and technologies has increased expectations for education to prepare learners not only for local engagement but for participation in global networks of knowledge, work, and citizenship. This creates both opportunities and challenges.

On one hand, globalization supports the idea of a global curriculum that fosters intercultural competence, global awareness, and shared competencies across borders. International frameworks like the Global Citizenship Education (GCE) agenda emphasize teaching learners to understand diverse worldviews, respect human rights, and meaningfully engage with global issues such as climate change, inequality, and peacebuilding. Studies point out that global citizenship principles can be integrated into curriculum frameworks by grounding them in locally relevant contexts, project-based learning, and culturally responsive pedagogy.

On the other hand, globalization raises significant concerns about educational equity and cultural sovereignty. Critics caution that global curriculum models can inadvertently marginalize local knowledge systems, languages, identities, and educational traditions effectively replicating patterns of epistemic dominance and intellectual colonization. Paraskeva's Itinerant Curriculum Theory explicitly challenges globalization's homogenizing pressures, arguing for curricula that resist universalizing narratives and instead embrace plural epistemologies rooted in specific communities and histories.

Inclusive and contextualized education emerges as both an ethical obligation and a pedagogical necessity in contemporary learning environments. At its core, inclusive education seeks to ensure that all learners regardless of their physical abilities, linguistic backgrounds, cultural identities, or socio-economic conditions are granted equitable access to meaningful educational experiences. It emphasizes full participation, not merely in terms of access, but also in engagement and achievement. In the post-COVID era, the growing integration of digital literacy has further reinforced inclusivity by enabling more flexible, accessible, and adaptive learning environments, particularly benefiting those who have traditionally been marginalized by conventional teaching approaches.

At the same time, the forces of globalization have significantly reshaped educational priorities, underscoring the importance of contextual relevance in curriculum design and pedagogical practice. Education must not exist in abstraction from the learners' lived realities; instead, it should be firmly rooted in local cultures, languages, values, and community needs. This contextual grounding allows students to find personal meaning in their learning processes. Simultaneously, education must also prepare learners to navigate and contribute to an increasingly interconnected world. This dual orientation local relevance and global awareness ensures that students develop both a strong sense of identity and the competencies required for global engagement.

In this regard, the globalization of education calls for the development of cross-cultural competence, fostering learners' ability to understand, respect, and interact effectively across diverse cultural contexts. It also necessitates the promotion of intercultural dialogue and collaboration, encouraging mutual understanding and shared learning among individuals from different backgrounds. Moreover, it requires the recognition and integration of local and indigenous knowledge systems, ensuring that education remains inclusive of diverse epistemologies rather than privileging a singular, dominant perspective. Equally important is the balanced representation of

global issues alongside community-specific concerns, allowing learners to situate global challenges within their own local contexts.

Failure to integrate either the local or global dimension within educational frameworks can lead to significant consequences. Learners may become narrowly focused and disconnected from global realities, or conversely, they may feel alienated from their own cultural identities and social environments. Therefore, a well-balanced, inclusive, and contextually responsive educational approach is essential for nurturing individuals who are both locally grounded and globally competent

Implementation Strategies: Pedagogy, Assessment, and Teacher Capacity

Effective curriculum reform cannot be achieved solely at the policy level; rather, it requires comprehensive and coherent implementation strategies that integrate pedagogy, assessment, and the continuous development of teacher capacity. A holistic approach is essential to ensure that policy intentions are translated into meaningful educational practices.

Within the context of curriculum transformation, pedagogical strategies increasingly emphasize learner engagement, critical thinking, collaboration, and the application of knowledge to real-world problem solving. Effective implementation models often incorporate digital technologies to foster interactive and participatory learning environments, positioning students as active constructors of knowledge rather than passive recipients. Consequently, teachers are expected to assume multifaceted roles as facilitators, instructional designers, and mentors who guide students' inquiry, reflection, and deeper understanding.

Assessment practices must also undergo significant transformation. Conventional examinations and standardized testing frameworks are limited in their ability to capture complex competencies such as creativity, communication, and ethical reasoning. Therefore, alternative approaches such as performance-based assessments, portfolios, project-based evaluations, and authentic assessments aligned with real-world contexts are increasingly promoted. The integration of digital technologies further enhances assessment practices by enabling continuous feedback, adaptive testing mechanisms, and diverse, multimodal representations of student learning.

Central to the successful implementation of curriculum reform is the capacity of teachers, which constitutes a critical determinant of educational innovation. Teachers are required not only to demonstrate technical proficiency in the use of digital tools but also to possess a sophisticated pedagogical understanding of how such tools can be effectively and meaningfully integrated into the learning process. This includes the ability to design and facilitate inclusive, learner-centered environments that address diverse student needs. A substantial body of research consistently identifies teacher readiness as a key predictor of both the adoption and sustainability of curriculum innovations. In the absence of adequate preparation, even well-conceived policies and advanced technologies may fail to yield meaningful educational outcomes.

To address these challenges, it is imperative that teachers are provided with sustained and high-quality professional development opportunities that extend beyond one-off training initiatives. Such professional learning should be continuous, contextually relevant, and aligned with the evolving demands of digital and contemporary education. Furthermore, the availability of reliable infrastructure, along with supportive institutional policies, plays a crucial role in enabling teachers to experiment with innovative practices and to engage in ongoing reflective teaching.

Teacher development initiatives, therefore, should be comprehensive and multidimensional. They need to include structured training in digital pedagogy, such as frameworks like Technological Pedagogical Content Knowledge (TPACK) and DigCompEdu, which guide the effective integration of technology into teaching and learning. Furthermore, these initiatives should incorporate context-specific strategies that promote inclusivity in diverse classroom settings, ensuring that no learner is left behind. Equally important is the establishment of collaborative

professional learning communities, where teachers can share experiences, exchange ideas, and collectively solve challenges. Finally, continuous reflection and adaptive practice must be encouraged, enabling teachers to refine their approaches based on feedback and changing educational contexts. In low-resource and marginalised settings, teacher training must be contextually adapted to address local needs and limitations such as infrastructure constraints, cultural variations, and community priorities. Supporting networks of practice and specialized roles (e.g., technology education mentors) enhances sustainability and teacher confidence.

Furthermore, digital teacher identity itself is an evolving aspect of professional development. As teachers integrate technology into their practice, they reconstruct their sense of professional purpose, teaching philosophy, and pedagogical identity. This underscores the importance of supportive policy environments that legitimise experimentation and provide clear pathways for growth.

Reimagining Identity and Values in a Digital-Global World

Education has traditionally played a central role in shaping both individual and collective identities by transmitting cultural values, norms, and shared understandings. However, in an increasingly digital and globalized world, learning experiences extend far beyond the physical boundaries of the classroom, mediated by vast networks of communication and information. This transformation raises several critical questions: How does digital engagement influence learners' sense of identity? What values should education promote in an interconnected global society? And how can curricula effectively balance cultural rootedness with the demands of global citizenship?

A growing body of research suggests that identity formation in digital contexts involves navigating multiple cultural influences, leading to the construction of hybrid identities that integrate personal heritage with global awareness. Consequently, curricula must be both reflective and dialogical, enabling learners to engage critically with diverse perspectives while simultaneously affirming their own cultural backgrounds.

Educational theorists such as Paulo Freire emphasize that education is never neutral; rather, it is inherently political and ethical, shaping learners' capacities to think critically and act as agents of social transformation. Within a globalized context, this implies that curricula should cultivate critical consciousness, empowering students to analyze power structures, challenge inequalities, and act with empathy and social responsibility.

Furthermore, the rise of digital technologies introduces new ethical challenges, including concerns related to privacy, equity, algorithmic bias, and digital citizenship. As such, contemporary curricula must incorporate digital ethics and media literacy, equipping learners with the skills and moral awareness necessary to navigate digital environments responsibly.

Reimagining identity and values also requires a strong commitment to inclusivity and cultural plurality. Educational systems that privilege dominant cultural narratives risk marginalizing minority groups and deepening social inequalities. Therefore, curriculum design must intentionally integrate diverse voices, histories, and worldviews to ensure that all learners feel represented and valued within their educational experiences.

In this regard, the future of education extends beyond the mere acquisition of skills. It involves fostering meaningful human flourishing by cultivating individuals who are technologically competent, ethically grounded, culturally aware, and socially engaged.

CONCLUSION

Taken together, these five themes illustrate a comprehensive vision of contemporary educational transformation. Curricula are shifting toward expansive learning outcomes that recognize the complexity of global life; digital technologies are reshaping pedagogy and expanding access; globalization compels more inclusive and contextualized education; effective

implementation strategies require aligned pedagogy, assessments, and teacher capacity; and education must now engage with questions of identity and values in an interconnected world. These changes are challenging but necessary. They invite educational systems to transcend outdated models and embrace learning as a dynamic, inclusive, and ethically grounded process—one that prepares learners not just for the jobs of tomorrow but for thoughtful participation in an increasingly complex and shared global future

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