



Reconstructing Islamic Educational Philosophy to Address Twenty-First Century Global Challenges

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Abstract

Globalization has transformed education through the rapid advancement of digital technologies, artificial intelligence, the Fourth Industrial Revolution, and Society 5.0, while also creating challenges related to moral decline, shifting values, and increasing global competition for human capital. These developments require Islamic education to evolve without compromising the foundational values of the Qur'an and Sunnah. This study examines the global challenges confronting Islamic education, analyzes the relevance of Islamic educational philosophy in addressing these transformations, and proposes strategic directions for its future development. Employing a qualitative library research approach with descriptive analysis, the study reviews relevant scholarly literature. The findings reveal that Islamic educational philosophy remains a robust conceptual foundation for integrating Islamic values with scientific and technological advancement. Accordingly, the development of Islamic education should prioritize an integrated curriculum, continuous professional development for educators, the ethical use of digital technologies, and strengthened character education to cultivate graduates who are adaptive, globally competitive, and morally grounded.

Keywords: Islamic educational philosophy; globalization; global challenges; educational transformation; development strategy.

Abstrak

Globalisasi telah mengubah sistem pendidikan melalui perkembangan teknologi digital, kecerdasan buatan, Revolusi Industri 4.0, dan Society 5.0, sekaligus menghadirkan tantangan berupa krisis moral, pergeseran nilai, dan meningkatnya persaingan sumber daya manusia. Kondisi ini menuntut pendidikan Islam untuk bertransformasi tanpa meninggalkan nilai-nilai Al-Qur'an dan Sunnah. Penelitian ini bertujuan menganalisis tantangan global yang dihadapi pendidikan Islam, mengkaji relevansi filsafat pendidikan Islam dalam merespons perubahan tersebut, serta merumuskan strategi pengembangannya agar tetap relevan di era global. Penelitian ini menggunakan pendekatan library research dengan metode deskriptif-kualitatif melalui analisis berbagai literatur yang relevan. Hasil penelitian menunjukkan bahwa filsafat pendidikan Islam tetap relevan sebagai landasan konseptual dalam mengintegrasikan nilai-nilai Islam dengan perkembangan sains dan teknologi. Oleh karena itu, pengembangan pendidikan Islam perlu diarahkan pada penguatan kurikulum integratif, peningkatan kompetensi pendidik, pemanfaatan teknologi digital secara etis, serta penguatan pendidikan karakter guna menghasilkan lulusan yang adaptif, berdaya saing, dan berintegritas.

Kata kunci: filsafat pendidikan Islam; globalisasi; tantangan global; transformasi pendidikan; strategi pengembangan.

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Introduction

Islamic education is a holistic educational process designed to foster the comprehensive development of human potential, encompassing spiritual, intellectual, emotional, and social dimensions in accordance with Islamic values and principles. Rather than being confined to the transmission of knowledge, Islamic education also emphasizes the internalization of ethical and moral values to cultivate individuals who possess faith (*īmān*), piety (*taqwā*), and noble character (*akhlāq*). Ultimately, it seeks to prepare individuals to fulfill their dual responsibilities as servants of Allah (*‘abd Allāh*) and His vicegerents (*khalīfah*) on earth. Accordingly, Islamic education occupies a pivotal role in advancing the development of Muslim civilization, as it serves as the principal mechanism through which Islamic values are preserved, transmitted, and continually reinterpreted to address evolving societal contexts. Beyond nurturing individual character, Islamic education contributes to the formation of ethically grounded communities by enabling the practical application of Islamic principles in both personal and social life (Abdul Nata, 2017).

Building upon this understanding, Islamic educational philosophy conceives education not merely as the acquisition of knowledge, but as a conscious and systematic endeavor to cultivate the full spectrum of human potential in pursuit of the ideal of *insān kāmīl* (the complete human being). This conception reflects the balanced orientation of Islamic education toward both worldly life and the Hereafter, emphasizing the harmonious development of intellectual, moral, social, and spiritual dimensions. Accordingly, Islamic education seeks to nurture individuals who possess not only intellectual competence but also moral integrity, social responsibility, and spiritual consciousness. Its success, therefore, should not be evaluated solely in terms of academic achievement, but also by the extent to which learners develop noble character and consistently embody Islamic values in their personal and social lives (Tafsir, 2014).

Against this philosophical foundation, the twenty-first century has introduced an increasingly complex global landscape that continues to reshape nearly every dimension of human life. Rapid advances in science, digital technologies, artificial intelligence (AI), and global interconnectedness have accelerated the emergence of a borderless world, characterized by the unrestricted flow of information, knowledge, and innovation across national boundaries. Within the educational sector, these transformations have created unprecedented opportunities by expanding access to

knowledge, fostering pedagogical innovation, and strengthening international collaboration in teaching, learning, and educational research.

Nevertheless, globalization also presents multifaceted challenges for Islamic education. Alongside the opportunities it offers, globalization has intensified international competition, accelerated socio-cultural transformation, and exposed learners to diverse value systems that may not always align with Islamic ethical principles. These developments require Islamic educational institutions to respond proactively to global change while preserving their distinctive religious identity and the foundational values that define their educational mission (Marjuni, 2022).

. The rapid advancement of digital technologies has fundamentally transformed the ways in which knowledge is accessed, produced, and disseminated. In contemporary learning environments, students no longer rely exclusively on teachers as their primary source of information, as digital platforms provide immediate and extensive access to diverse bodies of knowledge. While these developments offer significant opportunities for educational innovation, they also present critical challenges for Islamic education. Islamic educational institutions are therefore expected not only to integrate digital technologies effectively into teaching and learning processes but also to cultivate learners' critical thinking, digital discernment, and ethical responsibility in navigating the vast flow of information. More importantly, Islamic values should remain the primary ethical framework through which learners interpret and respond to contemporary social and technological developments. Failure to adapt to these transformations may widen the gap between the evolving demands of modern society and the capacity of Islamic education to remain relevant and responsive.

Beyond technological transformation, contemporary global challenges are also reflected in the growing concern over moral and ethical decline within society. The widespread use of digital media, the rapid circulation of misinformation, the persistence of cyberbullying, and the erosion of ethical standards in social interactions illustrate that scientific and technological advancement does not necessarily translate into moral progress. These developments suggest that an educational orientation centered solely on cognitive achievement is insufficient for preparing learners to navigate the complexities of contemporary society. In this context, Islamic education assumes a vital role in fostering moral character, integrity, responsibility, tolerance, and social awareness, thereby enabling learners to engage constructively with global developments while preserving their Islamic identity and ethical values (Fadliana & Harto, 2025).

A growing body of scholarship suggests that the transformation of Islamic education has become an imperative in responding to globalization, the Fourth Industrial Revolution, and the rapid expansion of digital society. Within this context, Islamic education offers a philosophical framework that seeks to harmonize intellectual development with moral and spiritual formation, enabling learners to respond to contemporary challenges without compromising their religious identity and ethical foundations. Consequently, the sustainable development of Islamic education requires continuous renewal through curriculum enhancement, the professional development of educators, the meaningful integration of digital technologies into teaching and learning, and the constructive integration of Islamic and contemporary scientific knowledge (Marjuni, 2022). Despite these valuable contributions, limited attention has been devoted to examining how Islamic educational philosophy can be reconstructed as a conceptual foundation for addressing contemporary global challenges while informing strategic directions for the sustainable development of Islamic education. Therefore, this study examines the global challenges confronting Islamic education, explores the role of Islamic educational philosophy in responding to these challenges, and proposes strategic directions for developing a globally relevant and sustainable Islamic education system.

Method

This study employed a qualitative library research design using a philosophical-conceptual approach to examine the reconstruction of Islamic educational philosophy in addressing twenty-first-century global challenges. Library research was considered appropriate because the study sought to analyze, interpret, and synthesize theoretical perspectives rather than generate empirical findings through field investigation (Creswell & Poth, 2018).

The primary sources consisted of scholarly works on Islamic educational philosophy, globalization, and the transformation of Islamic education, including classical and contemporary literature, peer-reviewed journal articles, and relevant policy documents. Data were collected through systematic literature review procedures involving the identification, selection, evaluation, and organization of scholarly sources relevant to the research objectives. The collected data were subsequently analyzed using qualitative content analysis, emphasizing conceptual interpretation, comparative analysis, and critical synthesis to identify the relationships among global challenges, the

philosophical foundations of Islamic education, and strategic directions for its future development (Krippendorff, 2018).

Result and Discussion

Mapping the Global Challenges Facing Islamic Education

1. Globalization and Modernization

Globalization and modernization have emerged as two interrelated forces that have profoundly reshaped the landscape of Islamic education in the contemporary era. Globalization is characterized by the growing interconnectedness of nations and societies through the rapid advancement of information technology, digital communication, economic integration, and cultural exchange. In parallel, modernization represents a continuous process of societal transformation toward more rational, efficient, and knowledge-based systems driven by scientific and technological progress. Together, these developments have fundamentally transformed multiple dimensions of human life, including educational systems, patterns of social interaction, and the ways in which knowledge is generated, accessed, and applied.

The continuing expansion of globalization has fostered an increasingly interconnected world in which geographical boundaries no longer constitute significant barriers to the exchange of information, knowledge, and ideas. Through digital networks and online platforms, educational institutions have gained unprecedented access to diverse academic resources, creating new opportunities for the advancement of Islamic education. At the same time, the openness facilitated by globalization has intensified the circulation of cultural values, worldviews, and ideological perspectives that may not always be compatible with Islamic principles. Consequently, Islamic educational institutions are required to develop the capacity to critically evaluate, selectively adopt, and constructively integrate global developments while preserving the fundamental values and identity of Islamic education (Hidayat et al., 2026).

Globalization and modernization have fundamentally reshaped contemporary educational systems by accelerating the integration of digital technologies into teaching and learning processes. The emergence of online learning, digital libraries, artificial intelligence (AI), and other educational technologies has transformed conventional instructional models into more flexible, technology-driven learning environments. These developments have also broadened public expectations of education, which is no longer viewed solely as a means of acquiring religious knowledge but also as a pathway to enhancing human capital, professional competence, and global competitiveness.

Consequently, Islamic educational institutions are increasingly expected to produce graduates who possess both sound religious understanding and the knowledge, skills, and technological competencies required to respond effectively to contemporary societal needs (Muyadi & Noviani, 2023).

Despite these opportunities, globalization and modernization also present significant challenges for Islamic education. The unrestricted flow of information and the increasing exposure to diverse cultural values and ideological perspectives have intensified concerns regarding secularism, materialism, individualism, and consumerism, all of which may weaken the moral and spiritual foundations of Muslim youth. The misuse of digital media, the dissemination of misinformation, and the decline of ethical conduct in social interactions further demonstrate that technological advancement does not necessarily correspond to moral progress. These conditions reinforce the need for Islamic education to strengthen its role in cultivating ethical awareness, moral integrity, and spiritual responsibility alongside intellectual development (Masrifah et al., 2024).

From this perspective, globalization and modernization should not be perceived solely as external threats but also as strategic opportunities for the renewal and transformation of Islamic education. The effective utilization of digital technologies can expand educational access, enhance instructional quality, and facilitate the wider dissemination of Islamic values. Nevertheless, such transformation requires Islamic educational institutions to adopt adaptive and innovative strategies while preserving the normative foundations of the Qur'an and Sunnah. By maintaining this balance, Islamic education can remain responsive to global change without compromising its distinctive religious identity and educational mission.

2. Digital Transformation in the Era of Industry 4.0 and Society 5.0

The Fourth Industrial Revolution has fundamentally transformed contemporary society through the integration of digital technologies, artificial intelligence (AI), the Internet of Things (IoT), cloud computing, and big data across virtually every sector of human activity. These technological advancements have reshaped the ways individuals work, communicate, access information, and engage in learning, thereby requiring educational institutions to continuously adapt to rapidly evolving technological environments. Within the context of Islamic education, this transformation extends beyond the acquisition of religious knowledge, demanding the development of digital literacy, critical thinking, creativity, communication, and collaborative competencies

that enable learners to participate effectively in an increasingly technology-driven global society (Yahya, 2018).

Building upon this transformation, the concept of Society 5.0 further emphasizes a human-centered approach in which technological innovation is directed toward enhancing human well-being rather than merely advancing automation. This paradigm encourages Islamic educational institutions to integrate technological innovation with ethical values, social responsibility, and Islamic teachings so that technological progress remains aligned with human dignity and moral development. Accordingly, Islamic education is expected to cultivate graduates who are not only technologically competent but also spiritually grounded and ethically responsible in responding to contemporary societal challenges.

Despite its transformative potential, the digital era also presents substantial challenges for Islamic education. The unrestricted circulation of information through digital platforms has facilitated access to knowledge while simultaneously increasing exposure to misinformation, online radicalization, hate speech, consumerism, and other forms of digital misconduct that may undermine the moral and spiritual development of Muslim learners. Furthermore, disparities in digital competence among educators, limited technological infrastructure, and the uneven integration of digital technologies into instructional practices continue to hinder the effective implementation of technology-enhanced learning. These conditions underscore the importance of strengthening both digital literacy and ethical literacy to ensure that technological advancement contributes positively to educational development.

From a strategic perspective, however, the Fourth Industrial Revolution and Society 5.0 should also be viewed as opportunities for the renewal of Islamic education. The effective integration of digital technologies can expand educational accessibility, improve instructional quality, strengthen international academic collaboration, and facilitate the broader dissemination of Islamic knowledge through digital learning platforms and intelligent educational technologies. Realizing these opportunities requires sustained investment in human resource development, institutional capacity building, and technology-based educational innovation while maintaining the normative foundations of the Qur'an and Sunnah. Through such a balanced approach, Islamic education can remain globally competitive without compromising its distinctive religious identity and educational mission (Maysitoh et al., 2018).

3. Digital Transformation and Artificial Intelligence

The rapid advancement of information and communication technologies has become one of the defining features of globalization, profoundly reshaping various dimensions of human life, including education. The widespread adoption of the internet, cloud computing, digital media, and artificial intelligence (AI) has transformed the ways knowledge is generated, accessed, managed, and disseminated. These technological developments have created both opportunities and challenges for Islamic educational institutions, which are expected to modernize their educational systems while preserving the theological, ethical, and philosophical foundations of Islamic education.

Digital technologies have significantly expanded access to educational resources and transformed learning into a more flexible, interactive, and technology-enhanced process. Learners are now able to engage with scholarly publications, online courses, digital libraries, and intelligent learning platforms beyond the constraints of conventional classrooms. The growing integration of artificial intelligence into educational practices has further facilitated curriculum development, personalized learning, automated assessment, and adaptive instructional strategies, thereby fostering a new paradigm of education that is increasingly responsive to technological innovation (Qomariyah, 2023). These developments require Islamic educational institutions to strengthen digital literacy while ensuring that technological advancement remains aligned with the intellectual and moral objectives of education.

Notwithstanding these advantages, the rapid diffusion of digital technologies has also intensified a range of ethical and educational challenges. The unrestricted circulation of online information has increased learners' exposure to misinformation, digital radicalization, hate speech, and religious content lacking scholarly credibility. Moreover, the extensive use of AI-powered applications raises concerns regarding academic integrity, plagiarism, excessive dependence on automated technologies, and the gradual decline of learners' critical and reflective thinking skills. These circumstances demonstrate that technological competence alone is insufficient unless accompanied by ethical literacy, critical reasoning, and the internalization of Islamic values that enable learners to engage responsibly with the digital environment.

The sustainable integration of information technology and artificial intelligence into Islamic education therefore requires a holistic educational approach that places human development at the center of technological innovation. A value-oriented implementation of artificial intelligence should ensure that digital technologies function as educational instruments for strengthening intellectual capacity, character formation,

and spiritual development rather than replacing the human dimensions of learning (Masuroh & Mardani, 2025). Accordingly, Islamic educational institutions should continue to promote technological innovation while maintaining the normative principles of the Qur'an and Sunnah, thereby cultivating graduates who are intellectually competent, digitally adaptive, ethically responsible, and firmly grounded in Islamic moral values.

4. Moral and Ethical Challenges

Moral crisis and character degradation have emerged as some of the most pressing global challenges confronting Islamic education in the contemporary era. The rapid expansion of globalization, accompanied by unprecedented advances in information and communication technologies, has profoundly influenced the values, lifestyles, and behavioral patterns of modern society, particularly among younger generations. While unrestricted access to digital information has significantly broadened educational opportunities, it has also exposed learners to diverse ideological, cultural, and ethical influences that are not always compatible with Islamic teachings. As a result, Islamic educational institutions are increasingly challenged to preserve learners' moral integrity and spiritual consciousness while preparing them to participate effectively in an interconnected global society.

The manifestations of character degradation can be observed in the increasing prevalence of disrespect toward parents and teachers, cyberbullying, the misuse of social media, the spread of misinformation, excessive consumerism, and declining social responsibility. These phenomena indicate that scientific and technological advancement alone is insufficient to foster ethical and moral development, thereby reinforcing the urgency of strengthening Islamic education as a means of cultivating moral values, religious commitment, and virtuous character (Habib & Muslihun, 2022). Accordingly, Islamic education should not merely emphasize intellectual achievement but must also promote the balanced development of cognitive, affective, and behavioral dimensions in accordance with Islamic ethical principles.

Responding to these challenges requires Islamic education to reinforce the internalization of Qur'anic and Prophetic values throughout the educational process rather than confining moral education to classroom instruction alone. Character formation should be nurtured through exemplary leadership, a value-based school culture, positive habitual practices, and meaningful collaboration among families, educational institutions, and the wider community. Such an integrated approach enables

learners to develop honesty, responsibility, discipline, tolerance, and social awareness as enduring personal virtues, thereby ensuring that educational excellence is accompanied by moral and spiritual maturity (Lutfiyah & Salamah, 2025).

5. Multiculturalism, Religious Pluralism, and Identity

Multiculturalism and pluralism have become defining characteristics of contemporary global society, driven by the rapid advancement of information technology, increased human mobility, and the growing interconnectedness of cultures, religions, ethnicities, and languages. These developments have significantly influenced educational systems, including Islamic education, which is increasingly expected to prepare learners to engage constructively within culturally and religiously diverse societies while maintaining a strong Islamic identity. Consequently, Islamic education must extend beyond the transmission of religious knowledge by fostering intercultural competence, social responsibility, and ethical awareness that enable learners to navigate diversity without compromising their religious commitments.

Within the Indonesian context, where social and cultural diversity constitutes a fundamental national characteristic, Islamic education carries a strategic responsibility to cultivate tolerance, mutual respect, justice, and peaceful coexistence. Learners should be encouraged to understand diversity as part of *sunnatullah* and to respond to differences through dialogue, cooperation, and respect for the dignity and rights of others. At the same time, the unrestricted flow of global information requires Islamic educational institutions to strengthen learners' critical thinking, religious moderation (*wasathiyah*), and the capacity to evaluate diverse ideological perspectives based on the normative teachings of the Qur'an and Sunnah. Such an educational orientation reflects the principles of multicultural education that promote social cohesion while preserving religious identity (Hanafy, 2015).

Responding to these challenges requires Islamic educational institutions to develop curricula and learning environments that integrate Islamic values with multicultural perspectives in a balanced and constructive manner. Educational practices should promote empathy, inclusivity, collaboration, and civic responsibility while reinforcing a firm commitment to Islamic creed and moral principles. Such an approach enables learners to establish harmonious social relationships without falling into religious relativism or identity confusion, thereby preparing them to contribute positively to increasingly pluralistic societies. This perspective is consistent with the concept of pluralist-multicultural Islamic education, which emphasizes that

strengthening religious commitment and fostering peaceful coexistence are complementary rather than contradictory educational objectives (Sahlan & Zulfa, 2018).

6. Global Competitiveness and Human Capital Development

Global competition for human resources has become one of the most significant consequences of globalization, exerting profound implications for educational systems worldwide, including Islamic education. The rapid advancement of science, technology, and the international integration of economies has intensified competition across professional and academic sectors, requiring educational institutions to prepare graduates who possess not only strong disciplinary knowledge but also critical thinking, creativity, communication, collaboration, and digital competencies. Within this context, Islamic education faces the strategic challenge of producing human resources who are intellectually competitive while remaining firmly grounded in Islamic moral and spiritual values.

The changing demands of the global labor market require Islamic educational institutions to undertake comprehensive educational transformation. Curricula should no longer focus exclusively on religious sciences but must integrate twenty-first-century competencies, digital literacy, technological proficiency, and lifelong learning skills that enable graduates to respond effectively to rapidly evolving professional environments. This transformation also requires strengthening institutional quality through curriculum innovation, the professional development of educators, technology-enhanced learning environments, and the cultivation of a dynamic academic culture capable of producing globally competitive graduates (Marjuni, 2022). Such reforms are essential to ensure that Islamic education remains relevant while preserving its distinctive educational philosophy and religious identity.

Despite these opportunities, increasing global competition also presents important educational dilemmas. Market-driven educational policies frequently prioritize employability and economic productivity, sometimes at the expense of ethical formation and spiritual development. For Islamic education, however, educational excellence cannot be measured solely by academic achievement or professional competence. Rather, it must also encompass the cultivation of faith, integrity, social responsibility, and moral character, ensuring that graduates are capable of contributing constructively to society while maintaining their commitment to the ethical principles of Islam.

Accordingly, Islamic educational institutions should strengthen strategic partnerships with governments, industries, higher education institutions, and other stakeholders to enhance curriculum relevance, research collaboration, internship opportunities, and the integration of digital technologies into teaching and learning. Such collaborative initiatives can improve graduates' competitiveness in the global arena while ensuring that intellectual advancement remains inseparable from character formation and spiritual development. In this way, Islamic education can produce professionals who are adaptive, innovative, and globally competitive without compromising the normative values of the Qur'an and Sunnah (Rasyid & Marjuni, 2017).

Reconstructing Islamic Educational Philosophy in the Era of Global Transformation

1. The Contemporary Relevance of Islamic Educational Philosophy in Responding to Global Transformation

Islamic educational philosophy constitutes the conceptual foundation that defines the vision, objectives, and normative values underpinning Islamic education. Beyond addressing the nature of human beings, knowledge, and education from a philosophical perspective, it provides an intellectual framework for interpreting and responding to social transformation. In the context of globalization, Islamic educational philosophy remains highly relevant because it enables educational institutions to engage constructively with rapid scientific, technological, and cultural developments while preserving the normative principles derived from the Qur'an and Sunnah. Consequently, Islamic education is expected to remain adaptive to contemporary changes without compromising its theological identity or educational mission.

The accelerating pace of globalization, the Fourth Industrial Revolution, Society 5.0, and artificial intelligence (AI) has further reinforced the importance of reconstructing Islamic educational philosophy. Contemporary educational transformation requires more than technological adaptation; it also demands a philosophical orientation capable of balancing scientific advancement with ethical responsibility and spiritual development. Recent studies emphasize that Islamic educational philosophy should integrate ethics, technology, and spirituality into a coherent educational paradigm so that technological innovation contributes to holistic human development rather than merely improving technical competence (Mubarak & Kamila, 2026). Accordingly, science and technology should be understood as educational instruments for achieving *maslahah* (human well-being) rather than as ultimate educational objectives.

From this perspective, the relevance of Islamic educational philosophy lies in its capacity to maintain equilibrium between intellectual advancement and character formation. Educational excellence should therefore be measured not only by academic achievement or technological proficiency but also by the cultivation of honesty, justice, responsibility, social awareness, and spiritual maturity. Such a balanced philosophical orientation enables Islamic education to respond critically to contemporary global challenges while nurturing learners who are intellectually capable, ethically responsible, and firmly committed to Islamic values.

Ultimately, the reconstruction of Islamic educational philosophy represents a strategic response to the dynamics of global transformation. Rather than rejecting modernization, Islamic education should reinterpret its philosophical foundations in ways that harmonize scientific progress with the enduring values of the Qur'an and Sunnah. **This philosophical reconstruction is regarded as essential for developing an educational system that remains contextually relevant, promotes educational innovation, and simultaneously preserves the moral and spiritual purposes of Islamic education amid the complexities of the modern world (Alfatih & Aini, 2023).

2. The Integration of Revealed and Acquired Knowledge as a Paradigm of Islamic Education

One of the enduring challenges confronting Islamic education in the era of global transformation is the persistent dichotomy between religious sciences and modern scientific knowledge. This dichotomous perspective has frequently positioned religious knowledge as being primarily concerned with worship and the hereafter, while science and technology are perceived as secular domains detached from Islamic values. Such a separation has limited the capacity of Islamic education to respond effectively to contemporary scientific and technological developments. From the perspective of Islamic educational philosophy, however, all forms of knowledge ultimately originate from Allah and are intended to promote human well-being (*maslahah*). Consequently, Islamic education should adopt an integrative epistemological framework in which revealed knowledge and acquired knowledge are understood as complementary dimensions of a unified educational system.

The urgency of this integrative paradigm has become increasingly evident in the context of globalization, the Fourth Industrial Revolution, and the rapid advancement of artificial intelligence. Islamic educational institutions are therefore expected not only to cultivate sound religious understanding but also to develop learners' scientific

reasoning, digital literacy, creativity, and innovative capacities. At the same time, scientific and technological progress should remain guided by the ethical principles of *tawhīd*, justice, and social responsibility so that technological advancement continues to serve humanity rather than undermining moral and spiritual values.

The implementation of an integrative educational paradigm requires a comprehensive transformation of curricula, instructional practices, and educator competencies. Rather than maintaining a rigid separation between religious and scientific disciplines, Islamic education should promote interdisciplinary learning that demonstrates the interconnectedness of revelation and empirical inquiry. Such an approach enables learners to appreciate scientific knowledge as a means of understanding both the natural world and the divine wisdom embedded within creation, thereby fostering balanced intellectual, spiritual, and moral development (Masithah, 2025).

Ultimately, the integration of religious and scientific knowledge represents a fundamental philosophical paradigm through which Islamic education can respond constructively to contemporary global challenges. The utilization of digital technologies, artificial intelligence, and other scientific innovations should therefore be aligned with the normative guidance of the Qur'an and Sunnah so that educational transformation strengthens both academic excellence and ethical responsibility. Through this integrative paradigm, Islamic education can remain adaptive to scientific and technological progress while preserving its distinctive Islamic identity and fulfilling its broader mission of developing intellectually competent, spiritually grounded, and morally responsible individuals (Hajita, 2024).

3. Reconstructing Islamic Educational Philosophy Based on the Qur'an and Sunnah in the Age of Science and Technology

The rapid advancement of science and technology has become an inevitable reality that Islamic education must address constructively. The emergence of digital technologies, artificial intelligence (AI), big data, and internet-based learning has fundamentally transformed educational practices, knowledge acquisition, and institutional management. These developments require Islamic educational institutions to continuously innovate in order to remain globally competitive while preserving their normative foundations in the Qur'an and Sunnah. From the perspective of Islamic educational philosophy, scientific and technological progress should not be viewed as a

threat to Islamic identity but rather as a means of enhancing educational quality and extending its contribution to human civilization.

Within this framework, Islamic educational philosophy emphasizes that scientific knowledge and technological innovation should be integrated with the principles of *tawhīd*, ethics, and social responsibility. Accordingly, educational reform should promote an integrative learning paradigm that combines revealed knowledge with contemporary science, enabling learners to develop academic competence alongside spiritual awareness and moral responsibility. As argued by Muna Hajita Umami, the integration of religion and science encourages holistic learning, strengthens critical thinking, and prepares learners to navigate the complexities of the modern world without neglecting their religious values (Hajita, 2024). Consequently, curriculum development and instructional strategies should embrace interdisciplinary approaches, collaborative learning, digital innovation, and problem-solving while maintaining the ethical orientation of Islamic education.

The successful adaptation of Islamic education to scientific and technological advancement ultimately depends on the quality of its human resources and its philosophical commitment to character formation. Educators are therefore expected to function not only as transmitters of knowledge but also as *murabbī*, mentors, and moral exemplars who guide learners in using technology responsibly and ethically. In this regard, Azyumardi Azra emphasizes that the modernization of Islamic education should preserve its essential Islamic values while remaining responsive to changing social and intellectual contexts (Azra, 2002). Through such a balanced approach, Islamic education can cultivate graduates who are intellectually competent, technologically adaptive, spiritually grounded, and morally responsible, thereby contributing meaningfully to the development of a just and civilized global society.

4. Islamic Education and the Formation of *Insān Kāmil* in Responding to the Global Moral Crisis

The concept of *insān kāmil* represents one of the fundamental objectives of Islamic educational philosophy. Islamic education is not merely intended to cultivate intellectual excellence but to develop the whole person through the balanced integration of faith, morality, intellectual capacity, emotional maturity, spiritual awareness, and social responsibility. This philosophical orientation is rooted in the Islamic understanding that human beings are created as both servants of Allah (*‘abd Allāh*) and vicegerents (*khalīfah*) on earth, entrusted with the responsibility of realizing divine

values in individual and social life. As emphasized by Tri Ulandari and Usman, the concept of *insān kāmil* positions holistic human development as the primary objective of Islamic education, encompassing intellectual, spiritual, moral, and social dimensions in an integrated manner (Ulandari & Usman, 2026).

The relevance of this concept has become increasingly evident amid globalization, digital transformation, and the rapid advancement of science and technology. While these developments have significantly expanded access to knowledge, they have also generated complex challenges, including identity crises, individualism, materialism, and the erosion of social solidarity. These conditions demonstrate that scientific and technological progress does not necessarily correspond with moral advancement. Consequently, Islamic education must continue to prioritize character formation, spiritual cultivation, and ethical development so that learners are able to engage with global change without compromising their Islamic identity.

Within this philosophical framework, educational success cannot be measured solely by academic achievement or technological competence but should also be reflected in learners' moral integrity, honesty, responsibility, moderation, empathy, and commitment to social justice. Accordingly, the implementation of the *insān kāmil* paradigm requires the integration of cognitive, affective, and psychomotor domains through holistic curricula, exemplary educators (*murabbī*), supportive learning environments, and collaborative partnerships among families, educational institutions, and society. Such an integrated educational ecosystem enables learners to internalize Islamic values while developing the competencies required to address contemporary global challenges.

Ultimately, the concept of *insān kāmil* offers a philosophical response to the global moral crisis by integrating intellectual development with ethical and spiritual formation. Rather than limiting education to the transmission of knowledge, Islamic educational philosophy seeks to cultivate individuals who employ science and technology responsibly for the benefit of humanity while remaining firmly grounded in the values of the Qur'an and Sunnah. Maesaroh and Akhmad Affandi argue that the formation of *insān kāmil* provides a relevant philosophical framework for addressing contemporary crises of identity and morality by harmonizing intellectual competence with spiritual consciousness and noble character (Maesaroh & Affandi, 2025). Therefore, the realization of *insān kāmil* remains the ultimate educational ideal through which Islamic

education contributes to the development of a civilized, ethical, and globally competitive society.

Reconstructing Islamic Education for Global Relevance

Globalization, characterized by rapid advances in scientific knowledge, information technology, and increasingly intense global competition for human capital, has compelled Islamic education to undertake continuous institutional and pedagogical renewal. Maintaining conventional educational practices alone is no longer sufficient; rather, Islamic educational institutions must develop strategic approaches capable of addressing the evolving demands of a global society while preserving the fundamental values and principles of Islam.

From the perspective of Islamic educational philosophy, any educational reform must remain oriented toward the ultimate purpose of education: cultivating individuals who possess faith (*īmān*), knowledge (*‘ilm*), noble character (*akhlāq*), and the capacity to fulfill their dual roles as servants of Allah (*‘abd Allāh*) and stewards (*khalīfah*) on earth. Consequently, the development of Islamic education requires a comprehensive strategy that integrates spiritual, intellectual, social, and professional dimensions in order to produce graduates who are globally competitive while remaining firmly grounded in Islamic ethical values (Muhaimin, 2012).

The development of Islamic education in the global era must also respond to the paradigm shifts driven by the digital revolution, Artificial Intelligence (AI), and the rapid advancement of science and technology. These transformations require Islamic educational institutions to pursue innovation across multiple dimensions, including curriculum enhancement, professional development of educators, the effective integration of digital technologies into teaching and learning, and the reinforcement of character and moral education. Such strategic initiatives are essential because the success of Islamic education can no longer be assessed solely by learners' mastery of scientific and technological knowledge, but also by their ability to internalize the values of the Qur'an and the Sunnah in both personal and social life. Consequently, Islamic education is expected to evolve into an adaptive educational system that responds effectively to contemporary changes while preserving its distinctive Islamic identity and foundational values (Ramayulis, 2015).

In response to these global challenges, the development of Islamic education should be guided by strategies that are integrative, innovative, and sustainable. Such strategies encompass strengthening value-based curricula, enhancing the competencies

of teachers and educational personnel, optimizing the use of digital technologies in instructional practices, reinforcing character and moral education, and fostering collaboration between Islamic education and contemporary scientific and technological developments. Through the implementation of these strategic initiatives, Islamic education is expected to cultivate graduates who demonstrate a balanced integration of intellectual, emotional, spiritual, and social competencies, thereby enabling them to contribute meaningfully to the advancement of a just, civilized, and ethically grounded global society.

Ultimately, the development of Islamic education in the global era should not be understood merely as a process of institutional modernization or technological adoption, but rather as a transformative endeavor grounded in the philosophical foundations of Islamic education. All strategic initiatives must be anchored in an integrative paradigm that harmonizes the values of the Qur'an and the Sunnah with contemporary developments in science, technology, and the evolving needs of global society. Within this framework, educational innovation is intended not to diminish the identity of Islamic education, but to strengthen its relevance, competitiveness, and contribution to the development of modern civilization. As argued by Marjuni, the transformation of Islamic education should prioritize institutional quality enhancement, human resource development, and adaptive capacity in responding to global change without compromising the foundational principles of Islamic teachings (Marjuni, 2022). Accordingly, the future success of Islamic education will depend on its ability to integrate academic excellence, technological innovation, character formation, and spiritual depth into a holistic, adaptive, and sustainable educational system.

Conclusion

This study demonstrates that the reconstruction of Islamic educational philosophy is essential for responding to twenty-first-century global challenges, including globalization, digital transformation, artificial intelligence, multiculturalism, and increasing competition in human resource development. Islamic educational philosophy remains relevant as a conceptual foundation that integrates the values of the Qur'an and Sunnah with scientific and technological advancement while maintaining its ultimate objective of forming *insān kāmil*. The implications of this study emphasize the need for Islamic educational institutions

to develop integrative curricula, strengthen educators' digital and pedagogical competencies, optimize the ethical use of technology, and reinforce character education to produce graduates who are intellectually competent, morally responsible, and globally competitive. Through this reconstruction, Islamic education can preserve its distinctive identity while contributing to the development of a just, humane, and sustainable global civilization.

Nevertheless, this study is limited by its reliance on a library research approach, which focuses primarily on conceptual and theoretical analysis without empirical validation in specific educational contexts. Consequently, the findings cannot fully capture the practical challenges and variations in the implementation of Islamic educational philosophy across different institutions and socio-cultural settings. Future studies are therefore recommended to employ empirical approaches, such as case studies or mixed-method research, to examine how the integration of Islamic values, digital technology, and educational innovation is implemented in practice. In addition, policymakers, educational leaders, and practitioners are encouraged to formulate strategic policies that support curriculum transformation, teacher professional development, and the ethical integration of artificial intelligence in order to ensure that Islamic education remains adaptive, relevant, and sustainable in the face of global change.

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