

Islamic Education And The Challenges Of Globalization

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ABSTRACT

Globalization has brought significant changes to various aspects of human life, including the field of education. The advancement of information technology, communication, economics, and global culture presents both opportunities and challenges for Islamic education. On the one hand, globalization provides broader access to knowledge and technology; on the other hand, it may give rise to various issues such as moral degradation, identity crises, secularization, and the weakening of Islamic values among younger generations. This article aims to examine the challenges posed by globalization to Islamic education and to explore strategies for addressing them. The study employs a library research method by analyzing relevant literature, books, and scholarly articles. The findings indicate that Islamic education needs to undergo transformation through the integration of religious and scientific knowledge, the strengthening of character education, the development of digital literacy, the enhancement of educators' competencies, and the productive and ethical utilization of technology. Therefore, Islamic education can remain relevant in responding to global dynamics while preserving its identity and fundamental Islamic values.

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Introduction

The rapid advancement of globalization has brought about profound and accelerated changes in societies worldwide. Globalization extends beyond the economic sphere to encompass social, cultural, political, scientific, and technological dimensions. The development of information and communication technology has transformed the world into an increasingly interconnected global community, where geographical boundaries no longer constitute significant barriers to the exchange of information, values, and cultures. (Giddens, 2000, pp. 67–72).

In the field of education, globalization has exerted a substantial influence on learning processes, curriculum development, patterns of social interaction, and educational orientations. Education is no longer viewed merely as a means of transmitting knowledge; rather, it is expected to equip learners with the competencies, skills, and adaptability necessary to respond effectively to the dynamic changes of the global era. (UNESCO, 2021, pp. 10–15).

For Islamic education, globalization presents multifaceted challenges. Islamic education is not only responsible for developing learners' academic competence but also for nurturing their faith (*iman*), moral character (*akhlaq*), and strong Islamic identity. Amid the growing influence of globalization, which often promotes materialistic, individualistic, and secular values, Islamic education faces the critical task of preserving spiritual and ethical principles while simultaneously preparing students to compete and contribute effectively in an increasingly globalized world. (Azra, 2012, pp. 87–90).

Therefore, it is essential to gain a comprehensive understanding of the challenges posed by globalization to Islamic education and to formulate appropriate strategies that enable it to fulfill its fundamental mission of cultivating individuals who possess intellectual excellence, strong faith, and noble moral character.

Method

This study employed a library research approach. The data were collected from various sources, including books, national and international journal articles, educational policy documents, and previous studies relevant to Islamic education and the challenges of globalization. The collected data were analyzed using content analysis to identify, classify, and synthesize the concepts and theoretical perspectives related to Islamic education and the challenges posed by globalization.

Results and Discussion

The Concept of Islamic Education

Islamic education is a process of nurturing and developing the full potential of human beings based on Islamic teachings with the aim of shaping Muslims who possess faith (*iman*), piety (*taqwa*), knowledge, and noble character (*akhlaq*). Islamic education is not merely oriented toward intellectual development; it also encompasses the spiritual, moral, social, and emotional dimensions of learners. According to Abuddin Nata, Islamic education is a conscious and systematic effort to guide and develop human potential in accordance with Islamic teachings, enabling individuals to fulfill their responsibilities as servants of Allah (*'abd Allah*) and vicegerents (*khalifah*) on earth. (Nata, 2021, pp. 34–36).

Islamic education constitutes a comprehensive process of human development that seeks to cultivate physical, intellectual, and spiritual capacities based on the values and principles of Islam. Its objective extends beyond the transfer of knowledge to include the formation of learners' character, morality, and spirituality, thereby producing individuals who are faithful, pious, knowledgeable, and endowed with exemplary moral conduct.

According to Syed Muhammad Naquib al-Attas, Islamic education is fundamentally a process of instilling *adab* (*ta'dib*), which aims to cultivate individuals who recognize and place everything in its proper order in accordance with the will of Allah (SWT). (Al-Attas, 1999, pp. 15–18). Meanwhile, Ahmad Tafsir argues that Islamic education is a conscious endeavor to guide and develop human potential based on the values of the Qur'an and the Sunnah, thereby fostering individuals who maintain a balanced orientation between worldly life and the Hereafter.

Challenges of Globalization to Islamic Education

1. Moral Degradation and the Crisis of Character

One of the negative consequences of globalization is the influx of foreign cultures that are not always compatible with Islamic values. Easy access to the Internet and social media frequently exposes learners to content containing violence, pornography, hedonism, and other forms of deviant behavior. Such conditions have the potential to trigger a moral crisis and weaken the character of the younger generation. Consequently, Islamic education

is expected to strengthen learners' moral and spiritual foundations in order to safeguard them from the adverse effects of globalization.

2. The Dichotomy of Knowledge

Globalization has accelerated the advancement of science and technology at an unprecedented pace. Nevertheless, a dichotomy between religious sciences and secular sciences still exists in many Islamic educational institutions. As a result, learners often experience a gap between their understanding of religious teachings and their mastery of modern scientific knowledge. This separation poses a significant challenge to the development of graduates who are both intellectually competent and spiritually grounded. (Kartika et al., 2023, pp. 45–58)

3. Intensifying Global Competition

The era of globalization demands human resources equipped with advanced competencies, including critical thinking, creativity, effective communication, and collaboration. Therefore, Islamic education must produce graduates who are capable of competing in the global arena while maintaining a strong Islamic identity and adhering to ethical values. (Abdullah, 2020, pp. 71–75)

4. The Advancement of Digital Technology

Digital technology has fundamentally transformed the ways people learn, communicate, and access information. Although technological innovation offers numerous educational opportunities, its uncontrolled use may lead to social media addiction, the spread of misinformation (*hoaxes*), cyberbullying, and a decline in direct interpersonal interaction. Accordingly, Islamic education should promote the responsible, ethical, and productive use of digital technology in accordance with Islamic principles. (Al-Faruqi, 1982).

5. The Crisis of Islamic Identity

Globalization often introduces Western cultural values that are not always consistent with Islamic teachings. Without strong religious and character education, learners may experience an identity crisis, resulting in the loss of their moral and spiritual orientation. Therefore, Islamic education plays a crucial role in strengthening learners'

Islamic identity while enabling them to engage constructively with global developments without compromising their religious values and beliefs. (Castells, 2010).

Strategies of Islamic Education in Responding to Globalization

The advancement of globalization has created significant opportunities for the progress of science and technology. At the same time, however, it has also brought major challenges, including moral crises, character degradation, and the erosion of religious and cultural values. Within this context, Islamic education plays a strategic role in cultivating individuals who possess strong faith, noble character, and the ability to adapt to contemporary developments without compromising their Islamic identity. The principal strategies of Islamic education in responding to globalization are outlined as follows.

1. Integration of Religious and Scientific Knowledge

Islamic education should adopt an integrative paradigm that bridges religious knowledge with modern science and technology. This approach aims to eliminate the dichotomy between religious and secular knowledge, enabling learners to develop a comprehensive understanding of the relationship between divine revelation, human reason, and the realities of contemporary life. Such integration equips students to address modern challenges while remaining firmly grounded in Islamic principles. (Giddens, 2000).

2. Strengthening Character Education

Character education should be a primary priority within Islamic education. Core values such as honesty, responsibility, discipline, tolerance, cooperation, empathy, and social responsibility should be systematically cultivated through classroom instruction, exemplary conduct, and the overall school culture. These values constitute the foundation for developing individuals of integrity and strong moral character. An educational system that focuses solely on cognitive achievement while neglecting the affective and psychomotor domains risks producing intellectually capable individuals who lack moral and social responsibility. (Rahmadani et al., 2025).

3. Promoting Digital Literacy

Students should be equipped with digital literacy skills that enable them to use technology critically, wisely, and responsibly. Digital literacy is essential for helping learners evaluate information, distinguish reliable sources from misinformation, and protect themselves from the negative influences of the digital environment. Furthermore, these competencies encourage students to utilize digital technologies productively for learning, research, and personal development. (Fauzi & Ali, 2023).

4. Enhancing Teachers' Professional Competence

Teachers are the key agents in the successful implementation of Islamic education. Therefore, educators should possess strong pedagogical, professional, social, and personal competencies while also being capable of integrating digital technologies into the teaching and learning process. Continuous professional development is essential to enable teachers to respond effectively to educational innovations and the evolving demands of the global era. (Langgulong, 2017).

5. Utilizing Technology Based on Islamic Values

Technology should be utilized as a medium for *da'wah* (Islamic outreach), education, and the advancement of knowledge. Islamic education should encourage the productive, ethical, and responsible use of technology in accordance with Islamic moral principles. By integrating technological innovation with Islamic values, educational institutions can maximize the benefits of digital transformation while minimizing its potential negative impacts on learners and society.

The Role of Islamic Education in the Era of Globalization

The advancement of globalization has brought profound changes to various aspects of human life, including education, society, culture, the economy, and technology. On the one hand, globalization has created opportunities for the advancement of science and technology; on the other hand, it has also given rise to challenges such as moral crises, character degradation, and the erosion of religious and cultural values. In this context, Islamic education plays a strategic role in nurturing individuals who possess strong faith, noble character, and the ability to adapt to contemporary developments without losing their Islamic identity. Specifically, Islamic education contributes to: (1) developing a

generation with strong faith and piety; (2) instilling moral values and noble character; (3) fostering critical and creative thinking skills; (4) promoting moderation and tolerance in social life; (5) preparing globally competitive human resources; and (6) preserving Islamic identity and culture amid the forces of globalization. (Nata, 2016). The roles of Islamic education in the era of globalization are discussed as follows.

1. Developing a Generation with Faith and Piety

The primary objective of Islamic education is to cultivate individuals who possess faith (*iman*) and piety (*taqwa*) toward Allah (SWT). Faith serves as the spiritual foundation that guides individuals in their thoughts, attitudes, and actions in accordance with Islamic teachings. In an era characterized by the rapid flow of information and the influence of foreign cultures, Islamic education strengthens learners' *aqidah* (Islamic creed), enabling them to resist values that contradict Islamic principles. Individuals with strong faith and piety possess a solid moral foundation that enables them to confront contemporary challenges wisely and responsibly.

2. Instilling Moral Values and Noble Character

Globalization often contributes to the rise of consumerism, individualism, hedonism, and declining social responsibility. Therefore, Islamic education plays a vital role in instilling moral values and noble character derived from the Qur'an and the Sunnah. Through systematic instruction, habitual practice, and exemplary conduct, learners are encouraged to develop honesty, trustworthiness (*amanah*), discipline, responsibility, tolerance, and social concern. Consequently, Islamic education is concerned not only with intellectual achievement but also with character formation, which constitutes the cornerstone of a harmonious and ethical society.

3. Promoting Critical and Creative Thinking

Islamic education encourages learners to utilize their intellectual capacities to understand and respond to the realities of life. Islam highly values reflection, inquiry, and the pursuit of knowledge. In an increasingly complex and rapidly changing global environment, students should be equipped with critical, analytical, and creative thinking skills that enable them to evaluate information, solve problems, and generate meaningful

innovations. Thus, Islamic education aims to produce graduates who are not only spiritually devoted but also intellectually competent and productive members of modern society.

4. Fostering Moderation and Tolerance in Social Life

Contemporary global society is characterized by diversity in religion, culture, language, and tradition. Within this context, Islamic education promotes the principle of *wasatiyyah* (moderation), which emphasizes balance, justice, and respect for diversity. Moderate and tolerant attitudes are essential for fostering peaceful coexistence in multicultural societies. Islamic education teaches that diversity is part of Allah's divine wisdom (*sunnatullah*) and should be addressed through dialogue, mutual respect, and cooperation to achieve a peaceful and civilized society.

5. Preparing Globally Competitive Human Resources

Globalization requires the development of human resources with high levels of competence in science, technology, and professional skills. Therefore, Islamic education should integrate Islamic values with modern scientific knowledge and technological advancement to produce graduates who are academically excellent, professionally competitive, and capable of competing at the international level. By mastering twenty-first-century competencies—including digital literacy, communication, collaboration, creativity, and problem-solving—learners will be well prepared to contribute meaningfully to national development and global civilization.

6. Preserving Islamic Identity and Culture amid Globalization

One of the consequences of globalization is the increasing influence of foreign cultures, which may weaken both local cultural traditions and Islamic identity. In this context, Islamic education serves as a guardian of Muslim identity by fostering a strong understanding of Islamic teachings, the history of Islamic civilization, and cultural values that are consistent with Islamic principles. Through Islamic education, young Muslims are expected to evaluate global cultural influences critically by adopting positive elements while rejecting those that contradict Islamic teachings. In this way, Islamic identity can be preserved despite the ongoing transformations of the globalized world. Through these

strategic roles, Islamic education is expected to function as both a moral safeguard and a driving force for the advancement of the Muslim community in responding to the challenges and opportunities of globalization.

Conclusion

Globalization is an inevitable phenomenon that has exerted a profound influence on the field of education. For Islamic education, globalization presents a range of challenges, including moral degradation, the dichotomy between religious and secular knowledge, intensifying global competition, rapid advancements in digital technology, and the crisis of Islamic identity. Nevertheless, globalization also offers significant opportunities for the advancement of Islamic education through the effective utilization of technology and broader access to scientific knowledge and educational resources.

To address these challenges, Islamic education must undergo continuous transformation by integrating religious and scientific knowledge, strengthening character education, enhancing digital literacy, improving teachers' professional competencies, and promoting the ethical use of technology based on Islamic values. Through these strategic efforts, Islamic education will be better positioned to produce a generation that is intellectually competent, spiritually grounded, morally upright, and well prepared to respond to the dynamics of globalization without compromising its Islamic identity.

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