Cultural Adaptation in Islamic Education: Navigating Between Tradition and Modernity

Ahmad Wahyudi[1], Alif Qurrotin Nuriana[2], Muhammad Irfan[3], Ratna Himawati[4]

[1] Institut Agama Islam Negeri Ponorogo, wahyudi.ahm10@gmail.com
[2] Institut Agama Islam Negeri Ponorogo, alif_nuriana@iainponorogo.ac.id
[3] Ahgaff University yaman, http://irfanahgofy26.gmail.com
[4] Sekolah Tinggi Agama Islam Ibnurusyd, asalamuallaikumratna@gmail.com

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ABSTRACT

Cultural adaptation in Islamic education is a challenge and opportunity in facing the dynamics of the times. Islamic education must be able to maintain traditional values while adapting to the challenges of modernity in order to remain relevant. This article discusses how Islamic education can adapt to social, cultural and technological changes without losing its identity. By using qualitative methods based on literature studies, this study explores the strategies and approaches used in the process of cultural adaptation in Islamic education. The results of the study show that the approach of curriculum integration moderation and the use of technology are key factors in aligning tradition and modernity in Islamic education.

Corresponding Author:
 Ahmad Wahyudi
 Institut Agama Islam Negeri Ponorogo, wahyudi.ahm10@gmail.com

1. INTRODUCTION

Islamic education has undergone a major transformation along with the development of the times. As an institution that is deeply rooted in religious values, Islamic education is faced with the challenge of maintaining tradition while still adapting to modernity **(Rizik, Hasibuan, & Anwar Us, 2021).** Globalization, technological progress and social change according to the Islamic education system to be more responsive without losing its fundamental values **(Walker, Pearce, Boe, & Lawson, 2019).** In this context it is important to analyze how Islamic education can navigate tradition and modernity in cultural adaptation **(Susanto, 2024a).** Current facts show that Muslim communities in various parts of the world are experiencing complex dynamics of change **(Susanto, Rohmah, Hidayanti, & Sugiyar, 2023)**. With the increasing globalization of

information and culture that is increasingly easily accessible, which has a major influence on the way of thinking and lifestyle. In some Muslim countries, challenges such as the secularization of education and the shift in cultural values have sparked debates about the relevance of the Islamic education system in the contemporary context. Islamic education must respond to these changes wisely and ensure that religious values remain strong while accommodating the necessary innovations **(Firdausi, 2020).**

One of the main problems in Islamic education today is the gap between theory and practice. Many Islamic educational institutions are still fixated on traditional learning methods that are less responsive to the needs of the times **(Ardat, Haidir, & YM, 2022).** For example, there are still many madrasas and Islamic boarding schools that have not adopted digital technology in the learning process, resulting in a lag in terms of digital literacy and 21st century skills **(Ismail, Ali, & Anwar Us, 2022).** In addition, the curriculum that focuses too much on textual aspects without a critical and analytical approach causes graduates to be less competitive in the global job market. So that the solution offered to deal with these problems requires curriculum renewal, increasing the capacity of educators and integrating technology into learning **(Mujahid, 2021).** The education curriculum must be designed to be more holistic by including elements of character education, science, technology and 21st century skills. Educators need to be given training to be able to adapt interactive and technology-based learning methods.

Based on the above problems, many scholars have studied this matter. One of them is a study that discusses the role of Islamic education in bridging tradition and modernity. Dalimunthe **(Dalimunthe et al., 2023)** in his study revealed that Islamic boarding schools in Indonesia have begun to adopt digital technology in the learning process. This shows that Islamic educational institutions are increasingly open to the development of the times without abandoning the traditional values that are their characteristics. The use of this technology is expected to increase the effectiveness of teaching and provide a more interactive learning experience for students. Meanwhile, research conducted by Maria and Beribe **(B. Beribe, 2023)** Highlighting the integrity of science-based curriculum in madrasahs in Malaysia. The results of the study show that this approach is able to improve students' academic competence without eliminating their Islamic identity. Thus, madrasahs not only function as religious educational institutions, but also as learning centers that are relevant to the demands of the modern world. This

integrity reflects an effort to create a generation of Muslims who excel in science and are solid in Islamic values.

In line with the study above, the study conducted by Idham **(Idham, 2021)** highlights the project-based approach in Islamic education. This method has been proven to improve students' analytical skills, so that they are better able to think critically and solve problems independently. However, the implementation of the approach still faces various challenges, especially in adjusting the curriculum to suit the needs and conditions of each Islamic educational institution. Overall, the research is relevant to this study and confirms that Islamic education continues to develop in bridging tradition and modernity. Islamic boarding schools that adopt digital technology, madrasas that integrate science into their curriculum, and the implementation of the project-based approach are clear evidence of renewal efforts in Islamic education. Thus, this study provides novelty to a comprehensive approach that highlights how Islamic education can adopt the STEAM method and digital technology more broadly to bridge the gap between tradition and modernity.

2. METHODS

This research uses a qualitative approach with a literature study method **(Huberman & Jhonny, 2014).** This approach was chosen because it allows researchers to explore various concepts and findings that have been discussed in previous studies. Thus, this study can provide a deeper understanding of how Islamic education adapts to cultural developments and modernization. Data sources in this study were obtained from various relevant literature, including scientific journals, books, and research reports. These sources were selected selectively so that the information used has high validity and relevance to the topic being studied **(Sugiyono, 2016)**. This diversity of sources also allows research to gain a broader perspective on cultural adaptation strategies in Islamic education.

The collected data were analyzed descriptively to identify various strategies applied in maintaining the balance between traditional values and modernization in Islamic education. Descriptive analysis was used to organize and interpret data so that the patterns that emerged could be understood systematically. With this approach, the study can reveal how various Islamic educational institutions adapt to the changing times without neglecting their Islamic identity. Through this method, the study is expected to provide comprehensive insight into the dynamics of Islamic education in facing the

challenges of modern culture. The findings produced can be the basis for the development of more adaptive and sustainable educational policies. Thus, Islamic education can continue to develop without losing its traditional roots, while remaining relevant to the demands of the times.

3.   FINDINGS AND DISCUSSION

3.1.The Importance of Tradition in Islamic Education

Islamic education has a long tradition of distinctive learning methods, such as talaqqi, sorogan, and wetonan **(Wahyono, 2019).** These methods have become an integral part of the education system in Islamic boarding schools and other Islamic institutions. Talaqqi, which emphasizes direct learning from teacher to student with a clear sanad system, has long been used in teaching the Koran and classical books **(Yahuda, Susanto, Widodo, Kolis, & Abdillah, 2023).** This method relies on memorization, repetition, and closeness between teacher and student to ensure authentic transfer of knowledge. Sorogan, on the other hand, is an individual method where students read books in front of a kiai or ustaz to get direct correction **(Susanto & Nuhaa, 2023).** This trains independence and accuracy in understanding Islamic texts. While wetonan is a collective study method in which a kiai reads a certain book with oral explanation, while the students take notes and understand the contents of the study. This method is effective in building an interactive learning community and strengthening collective understanding of religious knowledge.

This tradition not only instills scientific understanding, but also spiritual, moral and ethical values which are the main foundation in forming the character of students. **(Wanto & Jalwis, 2021)**. Learning in Islamic boarding schools, for example, emphasizes the importance of manners before knowledge, where respect for teachers, perseverance in learning, and simplicity in daily life become part of the educational process itself. In addition, this method also fosters an attitude of tawadhu' (humility), discipline, and blessings in seeking knowledge because of the relationship between teacher and student that is full of sincerity **(Kamal, 2020).** This makes Islamic education not only a transfer of knowledge, but also a transformation of morals and the formation of personality based on Islam. However, in the modern era of digital, this traditional learning method faces major challenges in terms of effectiveness and appeal to the younger generation. Today's young people are more accustomed to technology, which allows them to access information quickly and instantly via the internet **(Lokananta & Herlina,**

2018). Memorization-based and face-to-face learning models for a long time are sometimes considered less interesting compared to interactive technology-based methods such as learning videos, e-learning, or online discussions. In addition, the rapid flow of information makes the younger generation have shorter attention spans, making it difficult for them to survive in a traditional learning system that relies on perseverance and patience in understanding knowledge.

Another challenge is the shift in lifestyle and mindset that prioritizes efficiency. In the modern world of education, competency-based evaluation systems and certification are prioritized over the talaqqi method which is more oriented towards the transfer of knowledge and blessings. As a result, some students feel that traditional methods are less relevant to their needs in the world of work and academia which demands mastery of practical skills **(Noer Syo Im & Achmad Muhibin Zuhri, 2024).** Despite these challenges, traditional Islamic learning methods still have great potential to survive and develop with various innovations. Integration between traditional methods and modern technology is a solution that can bridge the gap between tradition and the needs of the times **(Rizik et al., 2021)**. Several Islamic boarding schools and Islamic educational institutions have begun to utilize technology by providing digital platforms for teaching yellow books, online classes, and the use of interactive applications to help memorize and understand texts. In this way, the values in talaqqi, sorogan, and wetonan can still be maintained, but with an approach that is more in line with the learning patterns of the digital generation.

In addition, a blended learning approach, which combines face-to-face learning with digital technology, can also be an effective solution **(Mujib & Marhamah, 2020).** Students still get direct learning experience from teachers, but can also access additional materials through videos, e-books, or online discussions. This model not only maintains the essence of tradition, but also increases the appeal and effectiveness of Islamic learning methods for the younger generation. Furthermore, Islamic boarding schools and Islamic educational institutions can strengthen the relevance of traditional methods by providing a contextual approach to learning **(Susanto, 2024b).** This means that learning yellow books and religious knowledge is not only taught textually, but also linked to contemporary issues such as Islamic economics, ecology, and leadership in modern society. In this way, students can see the

relevance of religious knowledge in their lives and be more motivated to study it in depth.

Overall, although traditional Islamic learning methods face challenges in the digital era, the values contained in talaqqi, sorogan, and wetonan remain very valuable. With innovation in learning approaches and the use of technology, these methods can continue to develop without losing the spiritual, moral, and ethical essence that is the main foundation of Islamic education. This adaptation will not only maintain the continuity of tradition, but also ensure that Islamic education remains relevant and interesting for future generations.

3.2. Demands of Modernity in Islamic Education

Modernity brings major changes in the education system, especially in the context of Islamic education. Digitalization of learning has become an inevitable phenomenon, changing conventional methods to be more technology-based. **(Asror, Bakar, & Fuad, 2023).** In the world of Islamic education, the use of technology is not only limited to tools, but has also become an integral part of the learning system. E-learning, educational applications, and online learning platforms increasingly dominate the way students and students learn in understanding religious knowledge and general knowledge. With this technology, access to learning materials becomes wider and more flexible, allowing students to learn anywhere and anytime without being bound by space and time. In addition to digitalization, modernity also encourages the implementation of competency-based curriculum in Islamic education **(Syamsul Aripin & Nana Meily Nurdiansyah, 2022).** This approach emphasizes the achievement of real skills and abilities that must be possessed by students after completing a stage of education. Not only understanding Islamic theory in depth, but they are also required to be able to apply Islamic values in everyday life. This competency-based curriculum also encourages integration between religious knowledge and general knowledge, so that graduates of Islamic educational institutions not only have a strong religious understanding, but also have skills that are relevant to the needs of the times. In this context, Islamic boarding schools and Islamic universities have begun to adopt more interactive, project-based learning methods, and emphasize 21st-century skills such as critical thinking, collaboration, creativity, and communication.

Modernity also encourages an interdisciplinary approach in Islamic studies, which means that Islamic studies are no longer limited to classical

texts alone, but are also studied in the context of social sciences, science, economics, and technology. This approach makes Islamic studies more relevant and applicable in responding to the challenges of the times **(Najib & Maunah, 2022)**. For example, in the field of Islamic economics, learning not only focuses on textual muamalah fiqh, but is also linked to the modern Islamic banking system, financial management, and the development of the global halal industry. Likewise, in the study of interpretation and hadith, linguistic analysis methods, history, and even artificial intelligence (AI) technology have begun to be applied to understand the meaning of the text in more depth. The integration of technology and Islamic education also opens up new opportunities for global collaboration. With the existence of digital platforms, students and students can access lectures from leading scholars and academics in various parts of the world. Webinars, online courses, and digital-based academic communities further enrich the learning experience **(Asy'arie, Mun'im, Ma'ruf, Susanti, & Kurniawati, 2024).** In addition, the development of artificial intelligence and data analytics has also begun to be utilized in developing more personal and adaptive learning methods according to the needs of each individual. This makes Islamic education more inclusive, reaching more people, including those in remote areas or who have limited access to formal educational institutions.

However, despite bringing many benefits, modernity in Islamic education also demands wisdom in its implementation. A balance is needed between the use of technology and traditional values so that the essence of Islamic education is maintained. Digitalization and interdisciplinary approaches must not shift the spiritual and moral values that are the basis of Islamic education. Therefore, the main challenge for Islamic educational institutions is how to optimize technology and competency-based curriculum without sacrificing ethical values, morals, and local wisdom that have been part of the Islamic educational tradition for centuries.

3.3. Cultural Adaptation Strategy in Islamic Education

S The strategy of cultural adaptation in Islamic education is a very important aspect in facing the dynamics of globalization and the development of the times. Islamic education needs to continue to innovate in order to be able to produce a generation that not only has a deep understanding of religious teachings, but also has broad insight into science and technology. **(Ridho, Wardhana, Yuliana, Qolby, & Zalwana, 2022)**. One of the main strategies in cultural adaptation in Islamic education is curriculum integration

that combines religious knowledge and general knowledge. This step is important so that students do not experience a dichotomy of knowledge that can cause alienation from the realities of modern life. This integration also aims to build a generation that is able to face global challenges without losing its Islamic identity. With a balance between religious knowledge and general knowledge, students can understand that Islam is a religion that covers all aspects of life, including in the fields of science, economics, politics, and social **(Susanto & Nuhaa, 2024).** Effective Islamic education must also apply a moderation approach in learning. The principle of wasathiyah (moderation) must be the main foundation in the Islamic education system so that students do not get caught up in extreme understanding, either in the form of overly rigid conservatism or overly free liberalism. This approach emphasizes a balance between textual and contextual understanding of Islamic teachings, so that students are able to apply religious teachings in a relevant way to everyday life **(da Silva, Pereira, & Amorim, 2023)**. Moderation in Islamic education also plays a role in building an attitude of tolerance and respect for differences, so that it can reduce the potential for social conflict and strengthen Islamic brotherhood. By applying the principle of moderation, students will be wiser in dealing with differences of opinion and will not be easily provoked by ideologies that conflict with Islamic values that are *rahmatan lil 'alamin.*

In the digital era like today, the use of technology in Islamic education is also an important strategy in adapting to modern culture. Rapid technological developments open up opportunities for Islamic education to be more innovative in learning methods. The use of digital media, such as interactive Quran applications, virtual classes, and technology-based learning management systems, can increase the accessibility and effectiveness of Islamic education. Technology allows the learning process to be more flexible and accessible anytime and anywhere, so that students are no longer limited by space and time. In addition, the use of technology in Islamic education can also improve the quality of teaching by providing a variety of more varied and interesting learning resources. The use of technology in Islamic education also allows for personalization of learning, where each student can learn according to their respective abilities and speeds **(Sastradiharja, 2022).** For example, through online learning platforms, students can review material that they have not understood without having to feel left behind by their friends. This is certainly a solution to various challenges in the traditional education

system which is often uniform and does not pay attention to the individual needs of students. In addition, technology can also be used as a means to expand the scientific network through collaboration with Islamic educational institutions in various parts of the world. Thus, students not only gain insight from one perspective, but can also understand how Islam is practiced in various different cultures.

The importance of curriculum integration, moderation approaches, and the use of technology in Islamic education is not just a response to changing times, but also part of Islamic teachings that encourage its people to continue learning and developing. In Islamic history, we can see how previous scholars mastered various disciplines, from religious knowledge to science and philosophy **(Susanto & Syahrudin, 2024).** Examples include Al-Farabi, Ibn Sina, and Al-Khawarizmi who are not only known as scholars, but also as great scientists in their respective fields. This shows that Islam never limits its people in exploring science, as long as they adhere to values that are in accordance with religious teachings. However, in implementing this cultural adaptation strategy, there are various challenges that need to be faced. One of them is resistance from some groups who still maintain a conventional Islamic education model and are less open to change. To overcome this challenge, an inclusive and dialogical approach is needed, so that all parties can understand that renewal in Islamic education does not mean eliminating the essence of Islamic teachings, but rather strengthening it in facing the realities of the times. In addition, there needs to be a policy from the government and Islamic educational institutions that support the development of an integrated curriculum, the application of the principle of moderation, and investment in educational technology. Without support from various parties, the cultural adaptation strategy in Islamic education will be difficult to realize optimally.

In addition, the readiness of educators is also a key factor in the success of this strategy. Educators must be equipped with relevant skills to be able to teach religious knowledge with a more contextual approach and utilize technology in the learning process. Training for educators needs to be carried out periodically, so that they can continue to follow the latest developments in the world of education and apply them in learning **(Unik Hanifah Salsabila, Putri Fauziatul Fitrah, 2021).** Educators must also be role models in implementing the principle of moderation, so that students can emulate this attitude in their daily lives. In implementing this cultural adaptation strategy,

the role of the family and community is no less important. Islamic education does not only occur in the classroom, but also in the family and community environment. Therefore, the family must be the main supporter in implementing moderate and technology-based Islamic education. For example, parents can guide their children in using digital media to learn Islam in a positive and productive way. The community can also contribute by creating an environment that is conducive to progressive Islamic education and is open to the development of the times **(Susanto, Yahuda, Basuki, & Kadir, 2023).**

Ultimately, the cultural adaptation strategy in Islamic education must be oriented towards forming a generation that has a strong Islamic identity, but is also able to adapt to changing times. Curriculum integration that combines religious knowledge and general knowledge will form students who have a comprehensive understanding of Islam and are able to apply it in various aspects of life. A moderation approach will ensure that students have a balanced understanding and are not trapped in extreme thinking. Meanwhile, the use of technology will open up new opportunities in more flexible, interactive, and accessible learning. By implementing this strategy optimally, Islamic education will remain relevant and able to be a solution to global challenges, without sacrificing Islamic values that are the main foundation in the lives of Muslims. Therefore, all parties, including the government, educational institutions, educators, families, and society, must work together to realize Islamic education that is adaptive, innovative, and highly competitive.

4. CONCLUSION

Cultural adaptation in Islamic education is a necessity in facing the challenges of the times. Islamic education must be able to maintain a balance between maintaining traditional values that have become the identity of the people and accommodating the demands of modernity. In this process, an integrative approach is needed so that Islamic education does not get trapped in rigid exclusivity or lose its Islamic essence. Moderation is the key in responding to social, cultural, and technological changes, so that Islamic values remain relevant without being alienated from the developments of the times. In addition, the use of technology in Islamic education is also an important factor in increasing the effectiveness of learning. Digitalization and technology-based learning methods can expand access to knowledge while strengthening the character and morals of

students. By combining solid Islamic values with 21st century skills, Islamic education can contribute to producing a generation that is not only knowledgeable, but also has high morality and readiness to face the global era.

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