International Journal of
Education,
Psychology and
Counseling
(IJEPC)

eISSN: 0128-164X

www.ijepc.com
editor@ijepc.com

INTERNATIONAL JOURNAL OF EDUCATION, PSYCHOLOGY AND COUNSELLING (IJEPC)

www.ijepc.com

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INNOVATIVE APPROACHES AND CHALLENGES IN ISLAMIC EDUCATION: CURRICULUM DEVELOPMENT, TEACHER TRAINING, AND STRATEGIC PEDAGOGICAL PRACTICES IN A GLOBAL CONTEXT

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Abstract:

Innovative approaches can drive curriculum development, teacher training, and pedagogical strategies to align Islamic education with global demands and local cultural values while offering strategic guidance to policymakers, educators, and researchers in addressing contemporary challenges such as digitalization, inclusivity, and global competitiveness to enhance the effectiveness of Islamic education across diverse educational contexts. This systematic literature review aims to provide a comprehensive analysis of the recent applications and impacts of Innovative Approaches and Challenges in Islamic Education in Curriculum Development, Teacher Training, and Strategic Pedagogical Practices. The primary issue addressed is the need for an updated and structured overview of Islamic education to ensure consistency in curriculum development, adequate teacher training, and the effective integration of modern technology to meet contemporary global challenges.To achieve this, we conducted an extensive search of scholarly articles from reputable databases such as Scopus and Web of Science, focusing on studies published between 2022 and 2024. The flow of study based on PRISMA framework. The

database found (n=39) final primary data was analysed. The finding was divided into three themes which is (1) Curriculum Transformation and Innovation in Islamic Education, (2) Teaching Approaches and Strategies in Islamic Education and (3) Integration of Islamic Values in Curriculum and Community. The overall analysis highlights the urgent need for innovative approaches in curriculum development, teacher training, and strategic pedagogical practices in Islamic education. The study identifies a lack of curriculum standardization, inadequate comprehensive teacher training, and limited technology integration as major challenges. Despite transformative efforts such as integrated curricula and the adoption of digital technologies, the effectiveness of Islamic education still requires stronger institutional support, stakeholder collaboration, and strategies aligned with global demands and local cultural values. This provides valuable guidance for educators, researchers, and policymakers to strengthen Islamic education in modern contexts.

Keywords:

Preschool, Module, Develop, Practic

Introduction

Islamic educational systems, rooted in religious, cultural, and philosophical traditions, are evolving to meet the demands of globalization and modernity. Beyond religious instruction, Islamic education emphasizes holistic human development. Contemporary challenges, such as technological advancements and socio-political shifts, have driven changes in curriculum design, teacher training, and pedagogy to align traditional Islamic values with modern educational needs. Recent reforms, including Indonesia's Merdeka Curriculum (Astuti et al., 2024) and Kuwait's competency-based models (Alkandari, 2023), exemplify efforts to integrate global standards with local cultural frameworks, showcasing the balance between innovation and tradition (Hidayat et al., 2024; Tolchah & Mu'ammar, 2019).

Research has highlighted advancements in Islamic education, particularly in integrating technology and culturally relevant instructional strategies. Proficiency-based approaches and professional development programs aimed at strengthening educators' competencies and ethical leadership have shown promising outcomes (Sidik et al., 2024; Abdullah, 2017).However, challenges persist, including inconsistent curricula, limited technological adoption, and insufficient teacher training, which hinder the sector's ability to address contemporary educational demands effectively (Sholeh et al., 2023; Tambak & Sukenti, 2023). The tension between preserving traditional pedagogical values and adopting modern educational frameworks underscores the need for a more cohesive approach (N. A. Memon et al., 2024; Succarie, 2024).

This study conducts a systematic literature review (SLR) of Scopus and Web of Science publications from 2022 to 2024, focusing on curriculum development, teacher training, and strategic pedagogical practices. It seeks to explore how Islamic education can integrate global competencies with cultural values, enhance teacher competencies, and address challenges such as digitalization and inclusivity. The findings aim to provide evidence-based insights and practical strategies for ensuring the relevance of Islamic education in a globalized world (Kosim et al., 2024; Khasawneh & Altakhaineh, 2020).

Literature Review

The study of Islamic education at the preschool level is critical in developing educational modules that integrate Islamic values with effective pedagogical practices. This literature review explores the design, implementation, and practical application of Islamic education modules, emphasizing the alignment of these modules with Islamic teachings and the developmental needs of preschool-aged children. Research underscores the significance of creating structured modules that incorporate cultural adaptability and systematic approaches, ensuring relevance across diverse educational contexts Kosim et al., (2022); Kosim et al., (2021). Modules such as "Becoming Great Muslim Parents" and "Creating a Virtuous and Civilized Generation" exemplify efforts to embed Islamic principles into early childhood education (Kosim et al., 2021).

Pedagogical strategies in Islamic education prioritize holistic development, fostering ethical (*akhlaq*), aesthetic (*dhawq/jamāl*), and intellectual growth. Lahmar, (2020) highlights the concept of "Islamic wisdom-based culture," which integrates classical and contemporary educational theories to nurture learners through ethical and aesthetic dimensions. However, challenges persist, including conceptual ambiguity in Islamic Education Studies and limited ICT integration, which requires further empirical investigation (Qazi et al., 2021);(Sahin, 2018). Addressing these challenges is essential for advancing Islamic pedagogy and creating cohesive strategies that align with global educational standards.

Teachers play an integral role in implementing Islamic education modules effectively. Comprehensive teacher education programs are crucial for fostering ethical, social, and professional values among educators, enabling them to serve as role models and significantly influence student development (Khasawneh & Altakhaineh, 2020). Future research should focus on clarifying conceptual frameworks and exploring ICT's potential to enhance Islamic education. By addressing these gaps, Islamic education can evolve to promote holistic and culturally relevant learning environments for preschool children.
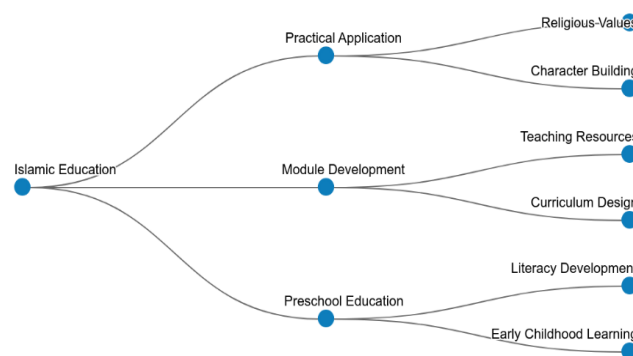
Figure 1: Dimensions and Interconnections in Islamic Education

Identification

This study employed critical steps in the systematic review process to collect a comprehensive body of relevant literature. The process commenced with the selection of keywords,

supplemented by the identification of related terms through dictionaries, thesauri, encyclopedias, and prior research. All relevant terms were systematically identified, and search strings were developed for use in the Web of Science and Scopus databases, as outlined in Table 1. This initial phase of the review retrieved 716 publications relevant to the study's topic from the two databases.

Table 1: The Search String

Scopus	TITLE-ABS-KEY (("islamic education" OR "islamic studies" OR "islamic teachings") AND (module* OR curriculum OR program*) AND (early OR childhood OR education)) AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (PUBYEAR , 2023) OR LIMIT-TO (PUBYEAR , 2024))
	Date of Access: Jan 2025
WoS	TITLE-ABS-KEY (.awa) AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (PUBYEAR , 2023) OR LIMIT-TO (PUBYEAR , 2024))
	Date of Access: Jan 2024

Screening

In the screening stage, potentially relevant research items are evaluated to ensure alignment with the predefined research question(s). This phase often involves selecting studies related to Malaysian e-learning. Duplicate records are removed during this process. Out of the initial pool, 596 publications were excluded, leaving 120 papers for further analysis based on specific inclusion and exclusion criteria (refer to Table 2). The primary criterion focused on literature that serves as a key source of valuable insights, including book series, book reviews, meta-syntheses, meta-analyses, conference proceedings, and chapters not covered in recent studies. Only English-language publications from 2023 to 2024 were considered. Additionally, seven publications were excluded due to duplication.

Table 2: The Selection Criterion Is Searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time line	2023 – 2024	< 2023
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press
Subject Area	Social Sciences, Arts and Humanities,	Beside Social Sciences, Arts and Humanities,

Eligibility

The eligibility phase represents a critical step in the systematic literature review (SLR) process, involving a meticulous assessment of the remaining 117 articles to evaluate their relevance and suitability for qualitative analysis. During this phase, 78 articles were excluded based on several criteria, including being outside the scope of the study, having titles that did not align with the research objectives, presenting abstracts unrelated to the study's aims, or lacking access to the full text. These stringent criteria ensure that only studies directly relevant to the research objectives are retained, thereby enhancing the reliability and focus of the final analysis.

Following this rigorous screening process, 39 studies were identified as eligible and included in the qualitative analysis. This carefully refined selection constitutes a focused body of literature that provides significant insights into the research topic. The systematic exclusion of irrelevant or incomplete studies highlights the importance of adhering to a stringent methodology, safeguarding the integrity of the review process. By narrowing the analysis to these 39 studies, the review achieves a robust foundation for producing in-depth and credible findings that align with the research objectives.

Data Abstraction and Analysis

An integrative analysis was employed in this study as an assessment strategy to examine and synthesize various research designs, focusing on quantitative methods. The primary objective was to identify relevant topics and subtopics. The data collection phase marked the initial step in theme development. As illustrated in Figure 2, the authors conducted a detailed analysis of 39 publications, extracting assertions and materials pertinent to the study's themes. This was followed by an evaluation of significant studies addressing innovations and challenges in Islamic education, including an assessment of methodologies and research findings.

The authors collaborated with co-researchers to develop themes grounded in the study's context, maintaining a log throughout the data analysis process to document interpretations, observations, and reflections. To ensure consistency in theme development, the findings were systematically compared to identify and resolve any discrepancies. In cases of conceptual disagreements, discussions were held among the authors to reach a consensus.

Table 3: Number and details of Primary Studies Database

No	Authors	Title	Year	Journal	Scopus	WoS
1	Jiyanto; Waston; Hidayat S.; Ariyani S.A.; Rosyadi I.; Widiani D.	Analysis Of Kuttab School Curricula Using The Cipp Framework: A Social And Environmental Management Perspective	2024	Journal of Lifestyle and SDG'S Review	/	
2	Irawan; Priatna H.; Gustini N.; Mulyani H.	Facing Global Challenges And A New Post Pandemi Era In Indonesia: Curriculum Changes And Innovations In The Bachelor Of Islamic Education Management Program	2023	Revista de Gestao Social e Ambiental	/	
3	Abbas L.N.; Nida Q.M.	Developing Reflective Thinking In Female Students Fourth Grade Preparatory School In The Subject Of Quran Oh Noble And Islamic Education	2024	Journal of Ecohumanism	/	
4	Pallathadka H.; Al-Hawary S.I.S.; Muda I.; Surahman S.H.; Al-Salami A.A.A.; Nasimova Z.	The Study Of Islamic Teachings In Education: With An Emphasis On Behavioural Gentleness	2023	HTS Teologiese Studies / Theological Studies	/	
5	Wasehudin; Rohman A.; Wajdi M.B.N.; Marwan	Transforming Islamic Education Through Merdeka Curriculum In Pesantren	2023	Jurnal Pendidikan Islam	/	
6	Tambak S.; Sukenti D.	Student Involvement Within Islamic Teacher Education: For A Future Profession	2023	Qudus International Journal of Islamic Studies	/	
7	Yapandi; Jayanti F.	Development Of Early Childhood Education Theory Modules Literacy-Based: Strategies To Improve Student Cognitive	2023	Nazhruna: Jurnal Pendidikan Islam	/	
8	Nurhayati; Lubis S.H.; Islamy M.R.F.; Faqihuddin A.	Exploring Online Preschool Programs In Children Academic Preparation For Elementary School: A Case Study In Indonesia	2024	Cogent Education	/	
9	Hasbiyallah; Duran B.N.; Suhendi S.	Indonesian Fiqh In Higher Education: A Pathway To Moderate And Inclusive Islamic Values	2024	Jurnal Pendidikan Islam	/	
10	Muzakkir; Rauf R.A.A.; Zulnaidi H.	Development And Validation Of The Quran Science, Technology, Engineering, Art, And Mathematics (Q-STEAM) Module	2024	STEM Education	/	
11	Mohiuddin A.; Borham A.H.B.	Islamic Education In A Globalised World: Insights From Malaysia	2024	Islamic Quarterly	/	
12	Succarie A.	Examining The Implications Of Islamic Teacher Education And Professional Learning: Towards Professional Identity Renewal In Islamic Schools	2024	Education Sciences	/	
13	Yusuf A.A.; Toheri; Syaoqi Nahwandi M.; Maryam A.K.	Distance Learning In A Cyber Islamic University: Best Experience From Indonesia	2024	Revista de Gestao Social e Ambiental	/	

14	Sholeh M.I.; Rohman H.; Suwandi E.A.; Akhyak; Efendi N.; Muhajir A.	Transformation Of Islamic Education: A Study Of Changes In The Transformation Of The Education Curriculum	2023	Jurnal Pendidikan Agama Islam	/	
15	Salim F.	Inclusion Of Muslim Perspectives In The International Baccalaureate Economics And Business Curriculum	2023	Journal of Educational Technology Development and Exchange	/	
16	Purnomo J.; Anantanyu S.; Saptaningtyas H.; Mangunjaya F.M.	Prophetic Approach In Environmental Education And Community Empowerment: A Case Study Of Sustainable Pesantren Development	2024	Revista de Gestao Social e Ambiental	/	
17	Sidik M.F.; Vachruddin V.P.; Rusydiyah E.F.; Pertiwi A.S.; Darmawan M.A.	Conceptualization Of The Integrated Islamic Religious Education Curriculum: A Literature Study At Imam Hatip Schools Turkey And MAN Insan Cendekia Indonesia	2024	Jurnal Pendidikan Agama Islam	/	
18	Kustati M.; Kosim M.; Sermal; Fajri S.; Febriani S.R.	The Model For Maintaining Families With Noble Character During The Pandemic In Kampung KB Villages	2024	Jurnal Ilmiah Peuradeun	/	
19	Memon N.; Brifkani I.; Chown D.	Fostering Faithful Praxis: Tracing Educators' Affective Turning Points In An Australian Islamic Teacher Education Program	2024	Education Sciences	/	
20	Rohman A.; Meraj G.; Isna A.; Taruna M.M.; Rachmadhani A.; Atmanto N.E.; Nasikhin	Challenges In Islamic Education Curriculum Development: A Comparative Study Of Indonesia, Pakistan, And India	2024	International Journal of Learning, Teaching and Educational Research	/	
21	Mahmud M.E.; Malik L.R.	Phenomenological Study On Enhancing Education Quality Of Madrasa: Effective Strategies From School Principals Perspectives	2024	Perspektivy Nauki i Obrazovania	/	
22	Astuti M.; Ismail F.; Fatimah S.; Puspita W.; Herlina	The Relevance Of The Merdeka Curriculum In Improving The Quality Of Islamic Education In Indonesia	2024	International Journal of Learning, Teaching and Educational Research	/	
23	Alkandari K.	Transformation To Competency-Based Curriculum: Readiness And Self-Efficacy Among Islamic Studies Teachers In Kuwait	2023	Curriculum Perspectives	/	
24	Zakariyah	Improving Madrasah Competitiveness Through Excellent Islamic Education Development Strategies	2024	Nazhruna: Jurnal Pendidikan Islam	/	
25	Memon N.A.; Abdalla M.; Chown D.	Laying Foundations For Islamic Teacher Education	2024	Education Sciences	/	
26	Ismail A.; Junaedi M.; Hassan Z.B.; Nasikhin	Comparison Of Undergraduate Religious Education Curriculum In Indonesia And Malaysia	2024	Nazhruna: Jurnal Pendidikan Islam	/	

| 27 | Bakar A.; Fitriani; Amin A. | Management Of Educator And Education Staff In The Islamic Education Management Study Program Faculty Of Tarbiyah IAIN Bone | 2023 | Munaddhomah | / | |
28	Adela N.; Ritonga A.A.	The Effectiveness Of The Ta'lim Program In Strengthening Islamic Religious Education For Students	2023	Nazhruna: Jurnal Pendidikan Islam	/	
29	Mahfud C.; Rohani I.; Nuryana Z.; Baihaqi; Munawir	Islamic Education For Disabilities: New Model For Developing Islamic Parenting In Integrated Blind Orphanage Of Aisyiyah	2023	Indonesian Journal of Islam and Muslim Societies	/	
30	Muhammad F.; Abitolkha A.M.; Dodi L.	Dimensions Of Sufism Within The Islamic Religious Education Curriculum In Higher Education: Multicase Study In East Java, Indonesia	2024	Nazhruna: Jurnal Pendidikan Islam	/	
31	Haddade H.; Nur A.; Achruh A.; Rasyid M.N.A.; Ibrahim A.	Madrasah Management Strategies Through Madrasah Reform Program: An Evidence From Indonesia	2024	International Journal of Educational Management	/	
32	Husni; Hayden W.	The Epistemology Of Ta'Dib In Islamic Civilizational Discourse: Reviving And Reconstructing Contemporary Muslim Scholars' Views	2024	Journal of Al-Tamaddun	/	
33	Abbas et al.	Analysis of Kuttab School Curricula Using the CIPP Framework	2024	Revista de Gestao Social e Ambiental	/	
34	Irawan et al.	Facing Global Challenges and A New Post Pandemic Era in Indonesia	2024	Journal of Ecohumanism	/	
35	Pallathadka et al.	The Study of Islamic Teachings in Education	2024	Jurnal Ilmiah Islam Futura	/	
36	Wasehudin et al.	Transforming Islamic Education Through Merdeka Curriculum	2023	Munaddhomah	/	
37	Tambak et al.	Student Involvement Within Islamic Teacher Education	2023	Artseduca	/	
38	Yapandi et al.	Development of Early Childhood Education Theory Modules	2023	Jurnal Pendidikan Agama Islam	/	
39	Nurhayati et al.	Exploring Online Preschool Programs in Children's Academic Preparation	2023	Educational Administration: Theory and Practice	/	

Quality of Appraisal

Following the guidelines proposed by Kitchenham and Charters (Kitchenham, 2007), the selection of primary studies involves evaluating original research articles, papers, or documents directly included in the systematic review. These primary studies serve as the foundational sources of evidence, analyzed and assessed for quality to address the research questions defined for the review. To ensure rigorous quality evaluation, this study adopts the quality assessment framework outlined by Anas Abouzahra et al. (Abouzahra et al., 2020), comprising six quality assessment (QA) criteria for the systematic literature review (SLR).

The scoring mechanism for each criterion is based on three ratings: "Yes" (Y) with a score of 1 for fully meeting the criterion, "Partly" (P) with a score of 0.5 for partial fulfillment with gaps, and "No" (N) with a score of 0 for non-fulfillment. The six QA criteria are as follows:

1. **QA1: Is the purpose of the study clearly stated?**
   This criterion evaluates whether the objectives of the study are explicitly defined and articulated, providing clear direction and scope for the research.
2. **QA2: Is the interest and usefulness of the work clearly presented?**
   This examines the extent to which the study highlights its significance and potential contributions, emphasizing its relevance and impact.
3. **QA3: Is the study methodology clearly established?**
   This assesses whether the research methodology is well-defined and suitable for achieving the study's objectives, ensuring validity and reproducibility.
4. **QA4: Are the concepts of the approach clearly defined?**
   This checks whether the theoretical framework and key concepts are clearly articulated, providing a solid foundation for understanding the study's approach.
5. **QA5: Is the work compared and measured with other similar work?**
   This evaluates the benchmarking of the study against existing research, situating it within the broader academic context and highlighting its contributions.
6. **QA6: Are the limitations of the work clearly mentioned?**
   This criterion ensures that the study acknowledges its limitations, fostering transparency and critical evaluation.

Three independent experts evaluate each study against these criteria, with individual scores aggregated to determine the total assessment. To advance to subsequent stages, a study must achieve a cumulative score exceeding 3.0, ensuring only those meeting the established quality threshold proceed further. This rigorous evaluation process reinforces the credibility and relevance of studies included in the SLR.
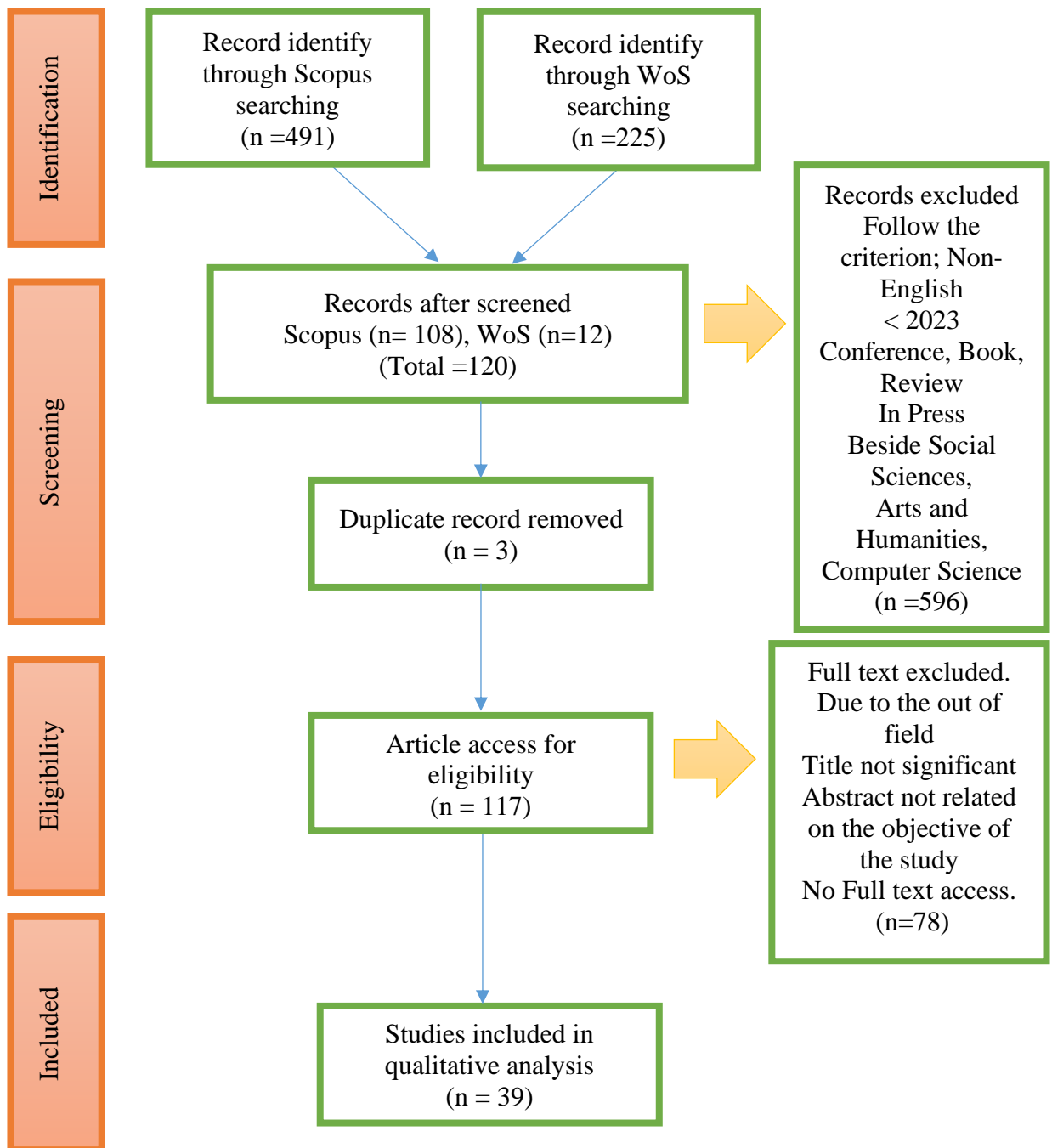
Figure 2. Flow Diagram Of The Proposed Searching Study

Result and Finding

Table 2 presents the quality assessment results for the selected primary studies. The reviewed papers exhibit varying quality levels, with most demonstrating a strong emphasis on purpose, relevance, and methodological clarity. Many studies clearly defined their objectives, offering valuable insights into the development, implementation, and challenges related to Islamic education and curriculum transformation. The methodologies employed, including qualitative interviews, document analysis, and case studies, were generally appropriate for addressing the research questions.

Most papers clearly defined the concepts and frameworks used, ensuring the relevance and applicability of their findings. A significant number of studies provided comparisons with existing literature, further strengthening their contribution to the academic discourse in Islamic education. However, some papers lacked comprehensive discussions of their limitations and missed opportunities to benchmark their findings against broader, global contexts.

While a few articles fell short in fully addressing all quality criteria, such as the clarity of approach or a detailed exploration of similar works, these gaps were relatively minor. On average, the reviewed studies achieved a high performance score, with most exceeding 75%. This reflects the overall robustness of the contributions to the field, particularly in areas such as curriculum innovation, the integration of Islamic values, and the adoption of modern pedagogical approaches.

This study underscores key challenges, including the integration of technology in education, the imperative for comprehensive teacher training, and the development of strategies to embed Islamic principles within modern educational frameworks. These findings offer valuable contributions to the understanding of challenges and opportunities in Islamic education, particularly in responding to the dynamic needs of students and communities within an increasingly globalized and technologically driven era. Despite some minor gaps, the reviewed studies offer substantial value to researchers, educators, and policymakers aiming to enhance the quality and relevance of Islamic education.

Table 4: Summary Of Quality Assessment Based On Six Criteria:

Author	Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
Jiyanto et al.	Analysis of Kuttab School Curricula Using the CIPP Framework	1	1	1	1	1	1	6	100
Irawan et al.	Facing Global Challenges and A New Post Pandemic Era in Indonesia	0.5	0.5	0.5	0.5	0.5	0.5	3	50
Abbas et al.	Developing Reflective Thinking in Female Students	1	0.5	0.5	0.5	0.5	0.5	3.5	58.33
Pallathadka et al.	The Study of Islamic Teachings in Education	0.5	1	0.5	0.5	0.5	0.5	3.5	58.33

Wasehudin et al.	Transforming Islamic Education Through Merdeka Curriculum	1	0.5	1	0.5	0.5	0.5	4	66.70
Tambak et al.	Student Involvement Within Islamic Teacher Education	0.5	0.5	0.5	1	0.5	0.5	3.5	58.33
Yapandi et al.	Development of Early Childhood Education Theory Modules	1	1	0.5	0.5	1	0.5	4.5	75
Nurhayati et al.	Exploring Online Preschool Programs in Children's Academic Preparation	0.5	0.5	0.5	0.5	0.5	1	3.5	58.33
Hasbiyallah et al.	Indonesian Fiqh in Higher Education	1	0.5	1	0.5	0.5	0.5	4	66.70
Muzakkir et al.	Development and Validation of the Quran-STEAM Module	0.5	1	0.5	0.5	0.5	0.5	3.5	58.33
Mohiuddin et al.	Islamic Education in a Globalised World	1	0.5	0.5	1	0.5	0.5	4	66.70
Succarie	Examining the Implications of Islamic Teacher Education	0.5	0.5	0.5	0.5	0.5	0.5	3	50
Yusuf et al.	Distance Learning in a Cyber Islamic University	1	1	1	0.5	1	0.5	5	83.33
Sholeh et al.	Transformation of Islamic Education: A Study of Changes	0.5	0.5	0.5	0.5	0.5	0.5	3	50
Salim	Inclusion of Muslim Perspectives in the IB Economics Curriculum	1	0.5	0.5	0.5	0.5	1	4	66.70
Purnomo et al.	Prophetic Approach in Environmental Education and Community Empowerment	0.5	1	0.5	1	0.5	0.5	4	66.70
Sidik et al.	Conceptualization of the Integrated Islamic Religious Education Curriculum	1	0.5	1	0.5	0.5	0.5	4	66.70
Kustati et al.	The Model for Maintaining Families	0.5	0.5	0.5	0.5	0.5	0.5	3	50

	with Noble Character During the Pandemic							
Memon et al.	Fostering Faithful Praxis in Islamic Teacher Education	1	1	0.5	0.5	1	0.5	4.5	75
Rohman et al.	Challenges in Islamic Education Curriculum Development	1	0.5	1	0.5	0.5	1	4.5	75
Mahmud et al.	Phenomenological Study on Enhancing Education Quality of Madrasa	0.5	0.5	0.5	0.5	0.5	0.5	3	50
Astuti et al.	The Relevance of the Merdeka Curriculum in Improving Islamic Education	1	0.5	1	1	0.5	0.5	4.5	75
Alkandari	Transformation to Competency-Based Curriculum in Kuwait	0.5	1	0.5	0.5	0.5	1	4	66.70
Zakariyah	Improving Madrasah Competitiveness Through Excellent Islamic Education	1	0.5	0.5	0.5	0.5	0.5	3.5	58.33
Memon et al.	Laying Foundations for Islamic Teacher Education	0.5	0.5	0.5	0.5	0.5	0.5	3	50
Ismail et al.	Comparison of Undergraduate Religious Education Curriculum	1	1	1	0.5	1	0.5	5	83.33
Bakar et al.	Management of Educator and Education Staff in Islamic Education	0.5	0.5	0.5	0.5	0.5	0.5	3	50
Adela et al.	The Effectiveness of the Ta'lim Program in Strengthening Islamic Education	0.5	0.5	0.5	1	0.5	0.5	3.5	58.33
Mahfud et al.	Islamic Education for Disabilities: New Model for Parenting	1	1	0.5	1	1	0.5	5	83.33
Muhammad et al.	Dimensions of Sufism Within the Islamic Religious Education Curriculum	1	0.5	0.5	0.5	0.5	0.5	3.5	58.33
Haddade et al.	Madrasah Management	0.5	1	0.5	0.5	0.5	0.5	3.5	58.33

	Strategies Through the Madrasah Reform Program								
Abbas et al.	Analysis of Kuttab School Curricula Using the CIPP Framework	0.5	0.5	0.5	0.5	0.5	0.5	3	50
Irawan et al.	Facing Global Challenges and A New Post Pandemic Era in Indonesia	1	0.5	1	0.5	0.5	0.5	4	66.70
Pallathadka et al.	The Study of Islamic Teachings in Education	0.5	1	0.5	0.5	0.5	0.5	3.5	58.33
Wasehudin et al.	Transforming Islamic Education Through Merdeka Curriculum	1	0.5	0.5	0.5	0.5	0.5	3.5	58.33
Tambak et al.	Student Involvement Within Islamic Teacher Education	0.5	0.5	0.5	1	0.5	1	4	66.70
Yapandi et al.	Development of Early Childhood Education Theory Modules	1	1	1	0.5	1	0.5	5	83.33
Nurhayati et al.	Exploring Online Preschool Programs in Children's Academic Preparation	0.5	0.5	0.5	0.5	0.5	0.5	3	50
Hasbiyallah et al.	Indonesian Fiqh in Higher Education	1	0.5	0.5	0.5	0.5	0.5	3.5	58.33

The finalized themes were refined to ensure consistency and coherence. The selection and validation process was carried out collaboratively by the authors and co-authors to confirm the validity of the identified issues. An expert review phase was conducted to establish domain validity by assessing the clarity, relevance, and adequacy of each subtheme. Findings were carefully compared to address any discrepancies that emerged during theme development. Any inconsistencies were resolved collaboratively among the authors. To further validate the findings, evaluations were performed by two experts one specializing in oncology and the other in biomedical sciences. This rigorous review process ensured that each subtheme was well-defined, relevant, and appropriate, with refinements made based on expert feedback and author discreti.

Curriculum Transformation and Innovation in Islamic Education
Transformation of the Islamic education curriculum focuses on harmonizing traditional and contemporary methodologies while ensuring alignment with local contexts. Studies such as (Hidayat et al., 2024) and (Sidik et al., 2024) Innovative initiatives in Indonesia and Turkey demonstrate the implementation of integrated curricula designed to address societal needs while promoting tolerance and reducing the influence of radical ideologies. The Merdeka Curriculum, discussed by Astuti et al., (2024) and Rohman & Wajdi, (2023), enables Islamic

institutions to align traditional educational frameworks with national standards, ensuring adaptability to the diverse needs of students. Similarly, Rohman & Wajdi, (2023) the Indonesian fiqh curriculum incorporates moderate Islamic values, fostering inclusivity and adaptability to societal changes. These developments demonstrate a proactive approach to addressing educational challenges while maintaining the cultural and religious identity central to Islamic education.

Despite these advancements, significant obstacles continue to impede effective curriculum implementation. Rohman et al., (2024) highlight accessibility and infrastructure disparities in countries such as Indonesia, Pakistan, and India, while Alkandari, (2023) identifies insufficient teacher training as a critical challenge to adopting competency-based curricula (CBC) in Kuwait. Hanif et al., (2024) emphasize resistance from Indonesian Pesantren towards the national curriculum, reflecting the ongoing tension between government-driven modernization efforts and the preservation of traditional values. Additionally, findings by Rauf & Zulnaidi, (2024) regarding the Q-STEAM module underscore the necessity for continuous curriculum adaptation to remain relevant and effectively address students' developmental needs. These challenges underline the urgent need for stronger governmental and institutional support to ensure the seamless integration of innovative educational approaches.

Inclusivity and practical applications have emerged as pivotal themes in the advancement of Islamic education. Salim, (2023) highlights the integration of Muslim perspectives into international curricula, emphasizing the necessity of epistemic inclusion to cultivate global awareness. Similarly, transformative learning approaches, as discussed by Sholeh et al., (2023), alongside practical frameworks such as the Q-STEAM module proposed by Rauf & Zulnaidi, (2024), exemplify curricula that effectively merge traditional and modern educational paradigms. These innovative models promote both cognitive and moral growth while equipping students to navigate global challenges. Collectively, the findings underscore the importance of inclusive and well-structured curricula in preparing learners for diverse societal roles, ensuring that Islamic education adapts to contemporary needs while upholding its core values.

Teaching Approaches and Strategies in Islamic Education
Research by Tambak & Sukenti, (2023) underscore the pivotal role of active student engagement within Islamic teacher education programs. Their research highlights the multidimensional aspects of student involvement, encompassing active participation, curriculum input, and integration with the community. The findings indicate that such engagement cultivates intrinsic motivation and better prepares students for their future professional roles. Nonetheless, resistance remains among students who are accustomed to traditional lecturer-centered methods. This contrast highlights the necessity for adaptive strategies that effectively blend participatory learning with conventional teaching practices. The broader implications suggest that inclusive pedagogical approaches can significantly enhance professional readiness among prospective Islamic educators.

Shaping Professional Identity in Islamic Education
Succarie, (2024) and Memon et al., (2024) emphasize the critical role of professional learning and identity formation within Islamic education. Succarie highlights the unique advantage of Islamic teacher education in cultivating a faith-centered professional identity, contrasting it with secular education models that often lack a purpose-driven teaching philosophy. Similarly,

Memon et al. advocate for "faithful praxis" in Islamic schools, integrating holistic education that addresses intellectual, emotional, and spiritual dimensions. Together, these studies illustrate how teacher education programs rooted in Islamic values effectively reshape professional identities while aligning with Islamic pedagogical principles.

Addressing Challenges in Islamic Teacher Training

N. Memon et al., (2024) highlight critical challenges stemming from the tension between Islamic educational aspirations and globalized educational reforms. These challenges include navigating neoliberal frameworks that prioritize quantifiable outcomes over spiritual and moral development. The study underscores the need for Islamically grounded teacher education that bridges traditional values with contemporary educational discourses. Supporting this, Mubin et al., (2023) demonstrate the effectiveness of competency-based Cluster-Mentoring programs, which not only enhance technical skills, such as proficiency in referencing tools like Mendeley, but also deepen understanding of pedagogical challenges. This approach equips educators to integrate traditional Islamic teachings with modern educational methodologies effectively.

Innovative Programs for Curriculum and Teacher Development

The impact of reformative programs in Islamic education is emphasized by Haddade et al., (2024) and (Adela & Ritonga, (2023). Haddade et al. highlight the Madrasah Reform Program's success in enhancing the quality of Islamic schools through technology integration. Similarly, Adela and Ritonga's study on the ta'lim program demonstrates moderate success in strengthening Islamic education through structured pedagogical strategies. These findings underscore the importance of aligning technological advancements with traditional Islamic values to promote the holistic development of both educators and learners.

Future Directions for Islamic Education

The collective findings from these studies highlight the urgent need for innovation and contextualization in teaching strategies within Islamic education. Key themes include enhancing student engagement, renewing professional identity, implementing competency-based mentoring, and utilizing digital technologies. Collaborative efforts among policymakers, educators, and researchers are crucial to developing programs that preserve the authenticity of Islamic pedagogy while effectively addressing contemporary challenges.

Integration of Islamic Values in Curriculum and Community

The integration of Islamic values into education systems has been extensively explored, highlighting key aspects such as reflective thinking, behavioral refinement, and innovative curriculum models. Abbas & Nida, (2024) demonstrate the effectiveness of reflective thinking approaches in enhancing cognitive abilities among students learning the Quran and Islamic education. Their study reveals that experimental groups utilizing modern methods outperformed those relying on traditional techniques, underscoring the importance of adopting contemporary pedagogical strategies. Similarly, Pallathadka et al., (2023) emphasize the role of behavioral gentleness, a fundamental Islamic teaching, in enriching curriculum design by aligning educational objectives with divine principles to promote holistic character and intellectual development. Jayanti, (2023) further highlights the potential of literacy-based modules in early childhood Islamic education, showcasing improved cognitive skills through well-structured and validated educational resources.

Community-based applications of Islamic values in education are reflected in the work of Purnomo et al., (2024) and Kosim et al., (2024). Purnomo et al. integrate environmental education with Islamic teachings in Pesantren, presenting a holistic approach that fosters spiritual, social, and environmental consciousness, contributing to sustainable development. Meanwhile, Kosim et al. develop a parenting education module tailored for Muslim teenagers, harmonizing Islamic values with modern family dynamics. These initiatives underscore the transformative potential of community-oriented educational models in promoting sustainability and ethical living, as validated by participant feedback and expert evaluations.

Islamic education's adaptability across diverse contexts is evident in the studies by Mahfud et al., (2023) and Lubis et al., (2024). Mahfud et al. present an Islamic parenting model designed for orphanages, emphasizing the integration of Islamic values to foster positive developmental outcomes for children with disabilities. Lubis et al. examine online preschool programs during the COVID-19 pandemic, demonstrating the successful adaptation of Islamic education to digital platforms, supporting the intellectual and spiritual development of young children.

The influence of leadership and strategic planning on Islamic education is highlighted in studies by Zakariyah, (2024) and Mahmud & Malik, (2024). Zakariyah examines the role of visionary leadership in improving the quality and competitiveness of Islamic education in Indonesia, focusing on institutional strengthening and curriculum development. Mahmud and Malik identify six effective strategies employed by madrasa principals, including innovative teaching approaches and robust evaluation systems, to enhance academic and non-academic quality. These findings underline the critical role of leadership in achieving excellence in Islamic educational institutions. In higher education, the integration of Sufism and the concept of *Ta'dib* enriches curricula by addressing both spiritual and intellectual needs. Mahmud & Malik, (2024) highlight the incorporation of Sufism values in East Java universities, fostering emotional and spiritual well-being to counterbalance the competitive nature of modern education. Similarly, Hayden, (2024) proposes a reconstructed epistemology of *Ta'dib,* advocating for education rooted in monotheism and human dignity. These studies suggest that embedding spiritual dimensions in higher education curricula can effectively address contemporary educational challenges while preserving core Islamic principles.

Discussion and Conclusion

Islamic education is undergoing transformative changes to align traditional teachings with contemporary demands, emphasizing inclusivity and relevance in diverse contexts. Integrated curricula, such as Indonesia's Merdeka Curriculum and Q-STEAM models, combine Islamic principles with STEM disciplines to foster holistic development while addressing societal needs and promoting tolerance. However, challenges persist, including limited access, infrastructure gaps, and resistance from traditional institutions, particularly in regions like Indonesia, Pakistan, India, and Kuwait. These issues highlight the ongoing tension between preserving core values and embracing modernization.

Teacher education remains central to advancing Islamic education by blending traditional values with modern pedagogical methods. Competency-based mentoring and the adoption of technology in madrasahs have enhanced teaching quality, though resistance from students accustomed to conventional approaches remains a challenge. Collaborative efforts among institutions are critical to align teacher training with evolving educational needs, ensuring the development of professional identities and effective teaching practices.

Innovative strategies, including literacy-based modules, reflective thinking, and community-centered initiatives, have shown significant impacts on students' cognitive and character development. Leadership plays a pivotal role in sustaining these advancements, with visionary approaches integrating concepts like Ta'dib and Sufism to foster intellectual, emotional, and spiritual balance in education. Despite persistent challenges, Islamic education continues to adapt, driven by curriculum innovations, strategic leadership, and governmental support, ensuring its sustainability and relevance in addressing societal needs.

Acknowledgement

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