

ISLAMIC EDUCATION MANAGEMENT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES

Loso Judijanto *¹

IPOSS Jakarta, Indonesia

losojudijantobumn@gmail.com

Al-Amin

Universitas Airlangga, Surabaya, Indonesia

al.amin-2024@feb.unair.ac.id

Abstract

This research examines Islamic education management in the context of the 21st century, focusing on the challenges and opportunities faced. In the era of globalisation and technological revolution, Islamic education is required to adapt without losing the essence of its fundamental values. This study uses the literature analysis method. The results show that the main challenges include: (1) the need for technology integration in learning, (2) demands for curriculum development relevant to global needs, (3) improving the quality and competence of teaching staff, and (4) competition with secular education systems. Meanwhile, the opportunities identified include: (1) expansion of Islamic education through digital platforms, (2) strengthening the global Islamic education network, (3) developing educational models that integrate Islamic values with 21st century skills, and (4) increasing the competitiveness of graduates in the international labour market. The study concludes that 21st century Islamic education management requires a holistic and innovative approach, with an emphasis on flexibility, quality and relevance. Proposed recommendations include curriculum reform, investment in educational technology development, capacity building of teaching staff, and strengthening international co-operation in Islamic education.

Keywords: Islamic Education Management, 21st Century, Challenges, Opportunities.

Introduction

Entering the 21st century, the world of education faces significant and complex changes. Rapid technological development, globalisation and shifting learning paradigms have created a new landscape in education, including Islamic education. Islamic educational institutions, which have an important role in shaping a generation of qualified Muslims, are now faced with the challenge of adapting to the demands of the times while maintaining Islamic values and principles (Sitopu et al., 2024); (Guna et al., 2024); (Fawait et al., 2024).

On the one hand, technological advances, globalisation and rapid socio-cultural changes require Muslims to be able to adjust in order to remain relevant and not be left

¹ Correspondence author

behind. But on the other hand, there is a concern that excessive adaptation could erode fundamental religious values. The main challenge is how to find the right balance between openness to change and the maintenance of an authentic Islamic identity (Bandur et al., 2022).

Therefore, to face this challenge, a wise and contextualised approach to understanding and practising Islamic teachings is needed. Muslim scholars and intellectuals need to perform *ijtihad* (Islamic legal reasoning) that is responsive to contemporary issues, but still based on the basic principles of the Qur'an and Sunnah. Islamic education must also be able to equip the younger generation with a deep understanding of religion as well as the skills needed in the digital age. In this way, Muslims can benefit from the progress of the times without losing their spiritual and moral grip, thus creating a generation of progressive Muslims who still adhere to Islamic values (Özdemir & Selçuk, 2021).

Changes in information technology have undergone rapid development in recent decades, drastically changing the way we communicate, work and live. Starting from the era of large and expensive mainframe computers, we have moved towards the era of more accessible personal and mobile computing. The Internet, which was initially only used for military and academic purposes, has now become an integral part of the daily lives of billions of people around the world. This development has brought about a revolution in various sectors, including education, health, business, and entertainment, enabling almost unlimited access to information and unprecedented global connectivity (Akrim, 2022).

Today, we are on the brink of the next information technology revolution with the emergence of new technologies such as artificial intelligence (AI), Internet of Things (IoT), cloud computing, and blockchain. These technologies not only improve efficiency and productivity, but also open up new possibilities that were previously unimaginable. For example, AI enables the automation of complex tasks, IoT creates an ecosystem of interconnected devices, while blockchain offers new ways to secure and verify digital transactions (Baidi & SUTRISNO, 2022). However, these changes also bring new challenges, such as data privacy concerns, cybersecurity, and the social impact of automation. Facing this new era, society needs to continuously adapt and develop digital skills to capitalise on opportunities and overcome challenges arising from this continuous information technology revolution (Nasution et al., 2022).

Thus, as a result of these technological changes, Islamic education needs to respond to these changes by integrating technology in the learning process and institutional management. Given the complexity of the challenges and the magnitude of the opportunities faced by Islamic education in the 21st century, a comprehensive study of Islamic education management that can answer the demands of the times is needed. This study aims to identify the challenges and opportunities faced by Islamic education management in the 21st century, as well as formulate strategies that can be

implemented to optimise the role and function of Islamic education in shaping a superior and globally competitive generation of Muslims.

Research Methods

The study in this research uses the literature method. Literature research method, also known as literature study or literature review, is a research method that focuses on collecting, analysing, and synthesising information from various written sources relevant to the research topic. (Firman, 2018); (Suyitno, 2021).

Results and Discussion

Challenges of Islamic Education Management in the 21st Century

Islamic Education Management can be defined as a process of planning, organising, directing, and monitoring Islamic education resources to achieve effective and efficient educational goals in accordance with Islamic values and teachings. This concept combines modern management principles with Islamic values and ethics, aiming to develop the potential of learners holistically, both in terms of intellectual, spiritual, moral, and social (Lundeto et al., 2021). Islamic Education Management not only focuses on the administrative and operational aspects of educational institutions, but also emphasises Islamic character building, curriculum development integrated with Islamic teachings, and the creation of a learning environment conducive to the growth of faith and knowledge. Thus, Islamic Education Management seeks to create an education system that not only excels academically, but also produces graduates who have strong moral and spiritual integrity based on Islamic teachings (Taja et al., 2021); (Judijanto et al., 2024); (Sartika & Fransiska, 2024).

Islamic Education Management is based on several fundamental principles sourced from the Qur'an, Hadith, and Islamic thought. These principles include: Tawhid (oneness of God) as the main foundation in every aspect of management; Shura (deliberation) in decision making; Adl (justice) in management and treatment of all parties; Mas'uliyah (accountability) for every action and decision; Ihsan (goodness and perfection) in the implementation of tasks; Ikhlas (sincerity) in work; Sidq (honesty) in all aspects of management; Amanah (trust) in carrying out duties and responsibilities; Tawazun (balance) between worldly and ukhrawi aspects; and Falah (success) which is not only measured materially but also spiritually. These principles form the ethical and operational framework that guides the practice of Islamic Education Management, ensuring that every aspect of education management is in line with Islamic values and aims to achieve good in this world and the hereafter (Susilo et al., 2022).

The functions of Islamic Education Management include a series of interrelated activities aimed at achieving educational goals that are aligned with Islamic values. These functions include: (1) Planning (Takhthith), which involves formulating educational goals and strategies that are in line with Islamic teachings; (2) Organising

(Tanzhim), which involves managing human and material resources effectively and in accordance with Shariah; (3) Directing (Tawjih), which involves providing motivation, guidance and leadership based on Islamic values; (4) Supervision (Riqabah), which involves evaluation and control to ensure that all activities are in line with Islamic goals and principles; (5) Coordination (Tansiq), which ensures co-operation and synergy between various elements in the education system; (6) Evaluation (Taqwim), which conducts a comprehensive assessment of the process and results of education based on Islamic standards; and (7) Innovation (Tajdid), which encourages renewal and development of educational methods that are relevant to the times but remain within the corridors of Islam (Yumnah, 2021). All of these functions are carried out by paying attention to Islamic principles such as shura (deliberation), adl (justice), and amanah (trust), so that education management is not only operationally efficient but also in accordance with the broader objectives of Islamic education, namely forming a kamil person who has a balance between knowledge, faith, and good deeds (Kultsum et al., 2022).

Islamic Education Management in the 21st century faces various complex and multidimensional challenges. One of the main challenges is globalisation and the rapid development of technology. The digital era has changed the way of learning and teaching, requiring Islamic education institutions to adapt quickly. Integrating technology in learning, developing a curriculum that is relevant to the digital era, and increasing teacher competence in the use of technology is a must. In addition, globalisation also brings challenges in terms of maintaining Islamic identity and values amid the increasingly massive flow of information and global culture (González-Pérez & Ramírez-Montoya, 2022).

The second challenge relates to the quality and relevance of education. Islamic educational institutions are required to produce graduates who not only have a good understanding of religion, but also have the skills and competencies needed in the global labour market. This requires curriculum reform, improving the quality of teaching, and developing innovative learning methods. Islamic education management must also be able to bridge the gap between religious and science education, and prepare learners to face 21st century challenges such as critical thinking, creativity, communication and collaboration (Zaini et al., 2021).

The third challenge is related to funding and sustainability. Many Islamic education institutions, especially in developing countries, face limited financial resources. This hampers efforts to improve infrastructure, develop human resources and implement innovative programmes. Islamic education management needs to develop creative and sustainable funding strategies, including building partnerships with various parties, optimising waqf and improving the efficiency of resource management. In addition, socio-political challenges in various countries can also affect

the operations of Islamic education institutions, demanding management that is adaptive and responsive to changing external conditions (Ismail et al., 2022).

The fourth challenge facing Islamic education management in the 21st century is maintaining a balance between tradition and modernity. On the one hand, Islamic educational institutions must maintain fundamental Islamic values and teachings. On the other hand, they must also be open to the development of science and contemporary thought. Islamic education management is required to develop curricula and teaching methods that can integrate classical Islamic knowledge with modern science, as well as foster critical and innovative thinking in the context of the Islamic worldview. This requires updates in pedagogical approaches, development of comprehensive teaching materials, and capacity building for educators who can bridge tradition and modernity (Chuanchen & Zaini, 2023).

The fifth challenge relates to inclusivity and diversity. In an increasingly pluralised global context, Islamic education institutions need to develop learning environments that are inclusive and respectful of diversity. Islamic education management should be able to foster attitudes of tolerance, empathy and the ability to interact in a multicultural society. This includes developing curricula that promote cross-cultural understanding, encourage interfaith dialogue and prepare learners to be responsible global citizens. This challenge also includes overcoming negative stereotypes of Islamic education and building a positive image in the eyes of the international community (Amzaleg & Masry-Herzallah, 2022).

Thus, Islamic education management in the 21st century faces a series of complex and interrelated challenges. These range from adapting to technological developments and globalisation, improving the quality and relevance of education, managing limited resources, to maintaining a balance between tradition and modernity and building an inclusive learning environment. Facing these challenges requires a holistic, innovative and adaptive approach. Islamic education management needs to carry out a comprehensive transformation, covering aspects of curriculum, teaching methods, human resource development, infrastructure, and governance. With the right strategy and strong commitment, Islamic education institutions can not only survive, but also thrive and make a significant contribution in shaping a generation of Muslims with quality, integrity, and readiness to face the complexities of the modern world. Success in overcoming these challenges will determine the relevance and effectiveness of Islamic education in shaping the future of the ummah and Islamic civilisation in the 21st century.

Opportunities for Islamic Education Management in the 21st Century

Opportunities for Islamic Education Management in the 21st Century include;

Firstly, the digital revolution opens up great opportunities for the expansion and accessibility of Islamic education. Through e-learning platforms, Massive Open Online

Courses (MOOCs), and virtual reality technology, Islamic educational institutions can reach a global audience without geographical restrictions. This enables a wider and more inclusive dissemination of Islamic knowledge, and opens up opportunities for international collaboration in curriculum development and research. Technology integration also enables personalisation of learning, where students can access materials according to their pace and learning style, increasing the effectiveness of Islamic education (Iksal et al., 2024); (Irwan et al., 2024).

Second, the global trend towards holistic education and character development provides an opportunity for Islamic education to highlight its excellence in values and ethics education. Islamic education management can develop a curriculum that integrates religious knowledge with 21st century skills such as critical thinking, creativity, communication and collaboration. This opens up opportunities to create a unique and competitive education model that not only prepares students academically but also moulds character and leadership based on Islamic values (Amzaleg & Masry-Herzallah, 2022).

Third, the increasing global awareness of the need to understand cultural and religious diversity provides an opportunity for Islamic education to play a role in interfaith and intercultural dialogue. Islamic education management can develop programmes that promote a moderate and inclusive understanding of Islam and develop partnerships with non-Islamic educational institutions. This will not only enhance the image of Islamic education at the global level, but also open up opportunities for positive contributions in building a more harmonious and understanding society. In addition, focusing on developing Islamic entrepreneurship can open up new opportunities in creating graduates who not only have a strong religious understanding, but are also able to contribute economically and socially in a globalised society (Memon et al., 2021).

Furthermore, the opportunity for Islamic education management in the 21st century also lies in its ability to adapt to the demands of the global labour market. Islamic education institutions can develop study programmes that combine Islamic values with skills that are in high demand in the digital era, such as artificial intelligence, data analysis, and Islamic economics. This will increase the competitiveness of Islamic education graduates in the international labour market. In addition, Islamic education also has the opportunity to pioneer the development of a lifelong learning model based on Islamic values, fulfilling people's need to continue learning and developing themselves throughout their lives (Adhi et al., 2022).

Another opportunity that arises is in terms of scientific research and development. Islamic education management can encourage interdisciplinary research that integrates Islamic perspectives with various fields of science, technology and social sciences. This will not only enrich the treasures of Islamic science, but also make a

significant contribution to the solution of global challenges such as climate change, global health, and social justice from an Islamic perspective (Alhamuddin et al., 2021).

Thus, Islamic education management in the 21st century faces wide and varied opportunities. Opportunities also arise in the context of interfaith and intercultural dialogue, as well as in the development of study programmes relevant to the needs of the global market.

The key to capitalising on these opportunities lies in the ability of Islamic education management to innovate, adapt and remain relevant to the times, while maintaining the essence and values of Islam. With the right approach, Islamic education can not only survive in the global and digital era, but can also become a leader in shaping future generations who are knowledgeable, noble, and able to contribute positively to the global community. Realising this potential requires close collaboration between Islamic education stakeholders, including educational institutions, government, society and the industrial sector. With a clear vision and effective management, Islamic education can take a central role in shaping a better future, not only for Muslims, but also for the global community as a whole (Suparjo et al., 2021).

Strategies for Optimising 21st Century Islamic Education Management

Islamic education management needs to optimise the use of technology in learning and administrative processes. This includes the development of a comprehensive e-learning platform, the use of artificial intelligence to personalise learning, and the implementation of an integrated information management system. Innovation in learning methods is also crucial, such as the implementation of blended learning, flipped classroom, and project-based learning adapted to the context of Islamic studies. These strategies will improve learning effectiveness, expand access to education, and prepare learners for the digital era (Musolin et al., 2024).

Optimising Islamic education management requires holistic curriculum development, integrating Islamic knowledge with modern science and 21st century skills. The curriculum should be designed to nurture critical thinking, creativity and problem-solving abilities within the framework of Islamic values. It is also important to include material that is contextualised and relevant to contemporary issues, such as sustainable development, ethical leadership and global citizenship. An interdisciplinary approach to teaching will help learners understand the complexities of the modern world from an Islamic perspective (Nursaid et al., 2023).

Investment in human resource development, especially educators, is key to optimising Islamic education management. This includes continuous training programmes to improve teachers' pedagogical and technological competencies, as well as their understanding of the latest scientific developments. Collaboration with international educational institutions for faculty exchange and joint research development is also important. In addition, performance appraisal and incentive

systems that encourage innovation and improved teaching quality need to be implemented (Kasdi et al., 2022).

Islamic education management needs to strengthen strategic networks and partnerships with other educational institutions, industries and international organisations. This could take the form of student and staff exchange programmes, joint research projects or collaborative curriculum development. Partnerships with industry can help bridge the gap between education and labour market needs. In addition, active participation in global education forums and international Islamic studies will help increase the visibility and reputation of Islamic education institutions in the global arena (Kasdi et al., 2022).

The implementation of a comprehensive and integrated quality assurance system is a crucial step in optimising Islamic education management. This system should include periodic evaluation of all aspects of education, from the curriculum, learning process, to institutional management. The quality standards set should be in line with international standards while maintaining Islamic values. Regular internal and external audits, as well as accreditation from globally recognised bodies, will help ensure consistent and continuously improving education quality (Nikmatullah et al., 2023).

Islamic education management needs to include entrepreneurship and life skills development programmes based on Islamic values. This includes training in entrepreneurship, Islamic financial management, and the development of soft skills such as leadership, effective communication, and Islamic work ethics. This programme will prepare graduates to face the challenges of the global economy while adhering to Islamic principles (Rifat et al., 2023).

Thus, optimising Islamic education management in the 21st century requires a comprehensive and adaptive approach. Technology integration, holistic curriculum development, improving the quality of teaching staff, strengthening networking, implementing a quality assurance system, and developing Islamic entrepreneurship and life skills are key interrelated strategies. This approach aims to create an Islamic education system that is not only relevant to the demands of the times, but also able to maintain and strengthen Islamic values in a global context.

The successful implementation of these strategies will produce graduates who not only have a deep understanding of Islamic teachings, but are also equipped with the necessary skills and knowledge to contribute significantly in modern society. Thus, Islamic education can play an important role in shaping a generation of Muslims who are knowledgeable, ethical, and able to respond to the challenges of the 21st century while adhering to Islamic principles. This continuous effort in optimising Islamic education management will ensure that Islamic education institutions remain relevant, competitive and able to make a positive contribution to the progress of the ummah and global civilisation.

Conclusion

Islamic education management in the 21st century faces complex challenges, ranging from globalisation, rapid technological development, to dynamic socio-cultural changes. However, behind these challenges are great opportunities to transform and revitalise the Islamic education system to make it more relevant and competitive. Technology integration, holistic curriculum development, and improving the quality of educators are the main keys in facing this challenge. By adopting an adaptive and innovative approach, Islamic education can maintain its fundamental values while remaining responsive to the demands of the times.

Opportunities arising from these challenges pave the way for Islamic education to expand its reach through digital learning, strengthening global networks, and developing programmes that blend religious knowledge with 21st century skills. Implementation of an integrated quality assurance system and development of Islamic entrepreneurship are also important aspects in optimising Islamic education management. By effectively utilising these opportunities, Islamic education can play a significant role in shaping a generation of Muslims who not only have a deep understanding of Islamic teachings, but are also equipped with the competencies to contribute positively in an increasingly complex global context.

References

- Adhi, S., Achmad, D., & Herminarto, S. (2022). Developing a blended learning model in Islamic religious education to improve learning outcomes. ... *of Information and Education* ..., Query date: 2024-10-21 13:52:28. <https://www.academia.edu/download/110310428/1592-IJIE-3075.pdf>
- Akrim, A. (2022). A new direction of Islamic education in Indonesia: Opportunities and challenges in the Industrial Revolution Era 4.0. *Edukasi Islami: Jurnal Pendidikan Islam*, Query date: 2024-10-21 13:52:28. <https://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/1799>
- Alhamuddin, A., Murniati, A., & ... (2021). Developing core competencies for Islamic higher education in Indonesia in the era of industrial revolution 4.0. ... *Pendidikan Islam* ..., Query date: 2024-10-21 13:52:28. <https://www.ojs.pps-ibrahimy.ac.id/index.php/jpii/article/download/279/177>
- Amzaleg, M., & Masry-Herzallah, A. (2022). Cultural dimensions and skills in the 21st century: The Israeli education system as a case study. *Pedagogy, Culture & Society*, Query date: 2024-10-21 13:52:28. <https://doi.org/10.1080/14681366.2021.1873170>
- Baidi, B., & SUTRISNO, S. (2022). Academic reform and sustainability of Islamic higher education in Indonesia. ... *Journal of Educational* ..., Query date: 2024-10-21 13:52:28. <http://eprints.iain-surakarta.ac.id/5066/>
- Bandur, A., Hamsal, M., & Furinto, A. (2022). 21st Century experiences in the development of school-based management policy and practices in Indonesia. *Educational Research for Policy and* ..., Query date: 2024-10-21 13:52:28. <https://doi.org/10.1007/s10671-021-09293-x>

- Chuanchen, C., & Zaini, A. (2023). Cultivating Cultural Synergy: Unifying Boarding Schools, Local Wisdom, and Authentic Islamic Values for the Enhancement of Islamic Identity. ... *Journal of Educational Management*, Query date: 2024-10-21 13:52:28. <http://serambi.org/index.php/managere/article/view/339>
- Fawait, A., Siyeh, W. F., & Aslan, A. (2024). ISLAMIC EDUCATION MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF LEARNING IN MADRASAS. *Indonesian Journal of Education (INJOE)*, 4(2), 657~665-657~665.
- Firman, F.-. (2018). PENELITIAN KUALITATIF DAN KUANTITATIF. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31227/osf.io/4nq5e>
- González-Pérez, L., & Ramírez-Montoya, M. (2022). Components of Education 4.0 in 21st century skills frameworks: Systematic review. *Sustainability*, Query date: 2024-10-21 13:52:28. <https://www.mdpi.com/2071-1050/14/3/1493>
- Guna, B. W. K., Yuwantinaingrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), 14–24. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Iksal, I., Hayani, R. A., & Aslan, A. (2024). STRENGTHENING CHARACTER EDUCATION AS A RESPONSE TO THE CHALLENGES OF THE TIMES. *Indonesian Journal of Education (INJOE)*, 4(3), 761~774-761~774.
- Irwan, I., Arnadi, A., & Aslan, A. (2024). DEVELOPING CRITICAL THINKING SKILLS OF PRIMARY SCHOOL STUDENTS THROUGH INDEPENDENT CURRICULUM LEARNING. *Indonesian Journal of Education (INJOE)*, 4(3), 788~803-788~803.
- Ismail, I., Ali, H., & Us, K. (2022). ... critical and holistic thinking in Islamic education in Indonesia: Self-concept, system, tradition, culture.(Literature Review of Islamic Education Management). *Dinasti International Journal of Management ...*, Query date: 2024-10-21 13:52:28. <https://dinastipub.org/DIJMS/article/download/1088/732>
- Judijanto, L., Shodiqin, R., & Aslan. (2024). SOCIAL SOLIDARITY IN THE DIGITAL AGE: CHALLENGES AND OPPORTUNITIES. *Prosiding Seminar Nasional Indonesia*, 2(3), 357–368.
- Kasdi, A., Karim, A., Farida, U., & ... (2022). Development of Waqf in the Middle East and its Role in Pioneering Contemporary Islamic Civilization: A Historical Approach. *Journal of Islamic Thought ...*, Query date: 2024-10-21 13:52:28. <https://journals.umt.edu.pk/index.php/JITC/article/view/1252>
- Kultsum, U., Parinduri, M., & Karim, A. (2022). Comparative Studies between Public and Private Islamic Schools in the Era of Globalization. ... *of Evaluation and Research in Education*, Query date: 2024-10-21 13:52:28. <https://eric.ed.gov/?id=EJ1340432>
- Lundeto, A., Talibo, I., & Nento, S. (2021). Challenges and Learning Strategies of Islamic Education in Islamic Boarding Schools in the Industrial Revolution Era 4.0. *Al-Ishlah: Jurnal ...*, Query date: 2024-10-21 13:52:28. <http://journal.staihubbulwathan.id/index.php/alishlah/article/view/1153>
- Memon, N., Chown, D., & Alkoutli, C. (2021). Descriptions and enactments of Islamic pedagogy: Reflections of alumni from an Islamic Teacher Education Programme. *Pedagogy, Culture & Society*, Query date: 2024-10-21 13:52:28. <https://doi.org/10.1080/14681366.2020.1775687>

- Musolin, M., Serour, R., Siregar, M., Hamid, S., & ... (2024). Developing Personalised Islamic Learning in Digital Age: Pedagogical and Technological Integration for Open Learning Resources (OLR). ... *Congress on Information ...*, Query date: 2024-10-21 13:52:28. https://doi.org/10.1007/978-981-97-3305-7_2
- Nasution, A., Sarkum, S., & ... (2022). Analysis of Indicators and Variables: An Overview of Marketing Capability for Engagement Based on Islamic Education. *Edukasi Islami ...*, Query date: 2024-10-21 13:52:28. <https://www.jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/4638>
- Nikmatullah, C., Wahyudin, W., & Fauzi, A. (2023). Digital Pesantren: Revitalization of the Islamic Education System in the Disruptive Era. *Al-Izzah: Jurnal Hasil-Hasil Penelitian*, Query date: 2024-10-21 13:52:28. <https://www.academia.edu/download/105098454/2219.pdf>
- Nursaid, N., Smith, Z., & Dhakal, A. (2023). Development of Islamic economics and practices in Indonesia (2013-2023): Opportunities and challenges. *Revenue Journal: Management ...*, Query date: 2024-10-21 13:52:28. <https://journal.assyfa.com/index.php/rjme/article/view/323>
- Özdemir, M., & Selçuk, M. (2021). A bibliometric analysis of the International Journal of Islamic and Middle Eastern Finance and Management. ... *and Middle Eastern Finance and Management*, Query date: 2024-10-21 13:52:28. <https://doi.org/10.1108/IMEFM-06-2020-0277>
- Rifat, M., Ilham, I., Bayani, B., & Asfahani, A. (2023). Digital Transformation in Islamic Da'wah: Uncovering the Dynamics of 21st Century Communication. *JIM: Jurnal Ilmiah Mahasiswa ...*, Query date: 2024-10-21 13:52:28. <https://jim.usk.ac.id/sejarah/article/view/26243>
- Sartika, E., & Fransiska, F. W. (2024). UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO PANDEMIC AT PRIVATE MADRASAH TSANAWIYAH AT-TAKWA SAMBAS. *International Journal of Teaching and Learning*, 2(4), 939–953.
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), 121–134.
- Suparjo, S., Hanif, M., & Senja, D. (2021). Developing Islamic science based integrated teaching materials for Islamic religious education in Islamic high schools. *Pegem Journal of Education and ...*, Query date: 2024-10-21 13:52:28. <https://www.pegegog.net/index.php/pegegog/article/view/1426>
- Susilo, M., Dewantoro, M., & ... (2022). Character education trend in Indonesia. *Journal of Education ...*, Query date: 2024-10-21 13:52:28. <http://edulearn.intelektual.org/index.php/EduLearn/article/view/20411>
- Suyitno. (2021). METODE PENELITIAN KUALITATIF KONSEP, PRINSIP DAN OPERASIONALNYA. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/auqfr>
- Taja, N., Nurdin, E., Kosasih, A., Suresman, E., & ... (2021). Character education in the pandemic era: A religious ethical learning model through Islamic education. ...

- and Educational ..., Query date: 2024-10-21 13:52:28.
<http://www.ijlter.net/index.php/ijlter/article/view/724>
- Yumnah, S. (2021). Character Education with Islamic Insights of The Nusantara. *Nazhruna: Jurnal Pendidikan Islam*, Query date: 2024-10-21 13:52:28.
<http://download.garuda.kemdikbud.go.id/article.php?article=2304853&val=13453&title=Character%20Education%20with%20Islamic%20Insights%20of%20The%20Nusantara>
- Zaini, H., Afriantoni, H., Hadi, A., Sofyan, F., Faisal, P., & ... (2021). Covid-19 and Islamic Education in School: Searching for Alternative Learning Media. *Webology*, Query date: 2024-10-21 13:52:28. <https://webology.org/data-cms/articles/20220129093021pmWEB18080.pdf>