

DEVELOPMENT OF ISLAMIC EDUCATION CURRICULUM IN THE MODERN ERA: CHALLENGES, STRATEGIES, AND IMPACT ON EDUCATION QUALITY

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Abstract

The development of the times, marked by technological advancement, globalization, and social change, presents particular challenges for Islamic education, especially in curriculum development. The Islamic education curriculum is required to maintain Islamic values while simultaneously adapting to the needs of modern society. This article aims to examine the challenges faced by Islamic education curriculum in the modern era, the strategies for their development, and their impact on educational quality. The method used in this study is a literature review, analyzing various relevant scholarly sources in the form of books and academic journals. The findings indicate that the main challenges of the Islamic education curriculum include the rapid flow of globalization, the development of digital technology, social changes, and the demands of 21st-century competencies. Curriculum development strategies that can be implemented include fostering a strong Islamic organizational culture, integrating Islamic values across all subjects, utilizing technology wisely, enhancing teacher competencies, and conducting continuous curriculum evaluation. The implementation of these strategies has a positive impact on improving the quality of Islamic education, both in terms of academic achievement and the character formation of learners. Therefore, an adaptive Islamic education curriculum grounded in Islamic values is capable of producing graduates who are faithful, morally upright, and prepared to face contemporary challenges.

Keywords: Islamic education management, curriculum development, modern era, development strategies, educational quality.



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INTRODUCTION

Islamic education management is the process of managing educational activities in a planned and focused manner based on Islamic values, which includes planning, organizing, implementing, supervising, and evaluating activities so that the objectives of Islamic education can be achieved effectively and efficiently (Sholeh, 2023). In the context of Islamic education, education management plays an important role in directing and managing the curriculum so that it remains in line with Islamic values while also being responsive to the demands of the times. Therefore, education requires innovative curriculum management in accordance with the developments of the times and Islamic values.

The curriculum is a key component in educational institutions that plays an important role in determining the appropriate learning objectives, methods, materials, media, and assessment techniques, so that the educational process runs effectively and efficiently. Well-designed curriculum management produces students who are not only academically excellent, but also have strong moral and spiritual character, in line with the objectives of Islamic education (Muttaqin & Noviani, 2025). Thus, the curriculum is not only understood as a written document, but as a guideline that guides the educational process as a whole.

In the modern era, Islamic education faces a number of complex challenges. The development of digital technology, the tide of globalization, and rapid social change require educational institutions to continuously adapt (Refania, Julianti, et al., 2026). Today's students live amid technological advances that influence the way they think, behave, and interact. If the Islamic education curriculum is unable to adapt to these conditions, Islamic education risks falling behind and becoming irrelevant to the needs of the times (Reva Risky Ramadhani, 2026). Therefore, education requires curriculum management that enables Islamic educational institutions to integrate knowledge mastery, skill development, and character building (Salsabiilaa et al., 2025).

On the other hand, the reality on the ground shows that not all Islamic educational institutions are ready to face these changes. There are still educational institutions that implement a normative and less contextual curriculum, making learning less interesting and less able to meet the needs of students (Kamaluddin et al., 2022). In addition, the limited competence of teachers in utilizing learning technology and integrating Islamic values into general subjects is also a common problem. If this condition is not addressed immediately, the quality of Islamic education has the potential to decline (Erihadiana et al., 2024).

Curriculum development is a process of developing a system that is capable of keeping up with social dynamics and global developments (Wulan Kurnia et al., 2026). Innovation is also evident in the development of competency-based curricula, which emphasize not only mastery of subject matter, but also critical thinking skills, problem solving, and the ability to work together. Thus, innovative curriculum policies are urgently needed so that the education system can adapt to developments in science, technological advances, social changes, and the ever-changing world of work (Upu et al., 2025).

The curriculum needs to be developed adaptively while remaining based on Islamic values so that it can keep pace with social dynamics and global developments. Curriculum development is a strategic effort to respond to these challenges (Ferki Ahmad Marlion, 2017). Competency-based curriculum innovation that emphasizes the development of critical thinking, problem

solving, creativity, and cooperation skills is a necessity in the modern era. However, such curriculum adjustments should not neglect the basic values of Islamic teachings.

Therefore, this article discusses the challenges of the Islamic education curriculum in the modern era, its development strategies, and its impact on the quality of education.

The success of curriculum innovation in Islamic educational institutions is highly dependent on the quality of management implemented by school leaders and education managers. Effective curriculum management requires careful planning, proper organization, systematic implementation, and continuous evaluation (Marlion et al., 2025). These managerial functions ensure that curriculum changes are implemented consistently while maintaining the identity and objectives of Islamic education (Risqi & Levina, 2026). Therefore, educational leaders are expected to possess strategic competencies that enable them to respond to educational changes without neglecting the principles of Islamic teachings.

In addition to leadership, teachers play a central role in translating curriculum policies into classroom practice. Teachers are not only responsible for delivering learning materials but also for integrating Islamic values into every aspect of the learning process. This integration enables students to understand the relationship between religious knowledge and contemporary scientific developments. Consequently, teachers need continuous professional development programs that enhance their pedagogical, technological, and spiritual competencies (Futri et al., 2026).

The integration of digital technology into curriculum implementation has become an unavoidable necessity in the modern educational environment. Digital learning platforms, learning management systems, and interactive multimedia provide opportunities to improve learning effectiveness and student engagement. In Islamic education, these technologies can also be utilized to strengthen religious learning through digital Qur'an applications, virtual discussions, and online Islamic learning resources (Marlion & Dardiri, 2019). However, the use of technology must remain under ethical guidelines based on Islamic values to prevent misuse.

Curriculum innovation should also prioritize the development of twenty-first-century competencies. Students are expected to master communication, collaboration, critical thinking, creativity, digital literacy, and problem-solving skills while maintaining noble character (*akhlaq al-karimah*) (Hanif et al., 2022). These competencies enable graduates of Islamic educational institutions to compete globally without losing their Islamic identity. Therefore, curriculum design should balance cognitive, affective, and psychomotor learning outcomes.

Furthermore, curriculum development should accommodate the diversity of students' abilities, interests, and learning needs. A flexible curriculum allows educational institutions to provide differentiated learning experiences that support every student's potential. Such flexibility also enables schools and madrasahs to adapt learning content to local wisdom and community needs while maintaining national education standards and Islamic educational objectives.

The implementation of an innovative curriculum also requires adequate educational facilities and infrastructure. Information technology facilities, internet access, digital learning resources, libraries, and laboratories contribute significantly to the successful implementation of curriculum innovation. Without sufficient institutional support, curriculum reform often remains conceptual and fails to produce meaningful improvements in learning quality (Kurnia & Silvia, 2026).

Another important aspect is the establishment of collaboration between educational institutions and various stakeholders, including parents, local communities, higher education institutions, government agencies, and industry (Amanda et al., 2026). Such collaboration provides opportunities for curriculum enrichment through practical experiences, internships, community service programs, and collaborative projects. This partnership also helps ensure that curriculum development remains relevant to societal needs and labor market demands.

Continuous curriculum evaluation is equally important to determine whether curriculum objectives have been achieved effectively. Evaluation should not only measure students' academic performance but also assess character development, spiritual growth, learning

processes, and institutional performance. The evaluation results become valuable feedback for curriculum improvement and policy refinement, ensuring continuous educational quality enhancement.

In Islamic educational institutions, curriculum innovation should always be grounded in the principles of *maqasid al-shariah* which emphasize the protection and development of religion, life, intellect, lineage, and property (Ferki Ahmad Marlion et al., 2021). These principles provide a comprehensive philosophical foundation for curriculum development that promotes holistic human development. As a result, curriculum innovation does not merely pursue academic excellence but also nurtures students' moral integrity and social responsibility (Nofrizal et al., 2022).

Globalization has increased interactions among cultures, values, and educational systems worldwide. Consequently, Islamic educational institutions need to prepare students with intercultural competence while strengthening their religious identity (Tri Yulia Wijayanti & Ferki Ahmad Marlion, 2019). Curriculum management should therefore facilitate balanced exposure to global knowledge alongside the cultivation of Islamic values, enabling students to become responsible global citizens with strong ethical foundations (Kamaluddin et al., 2024).

Several previous studies have demonstrated that innovative curriculum management contributes significantly to improving educational quality, student achievement, teacher professionalism, and institutional competitiveness. Nevertheless, the implementation of curriculum innovation often encounters challenges such as resistance to change, inadequate human resources, limited financial support, and insufficient technological infrastructure. Addressing these obstacles requires comprehensive policy support and sustained institutional commitment.

Based on these considerations, curriculum management in Islamic education should be understood as a dynamic and continuous process that seeks to harmonize educational innovation with Islamic principles. Effective curriculum management enables Islamic educational institutions to respond to contemporary educational challenges while preserving their religious identity and educational mission. Therefore, examining curriculum management strategies in the modern era becomes increasingly important for enhancing the quality, relevance, and sustainability of Islamic education.

LITERATURE REVIEW

Islamic Education Management

According to (Dr. Samudi, M.Pd., Dr. Siti Rahmianti, M.Pd., Dr. Ali Nurdin 2022), Islamic education management is the process of managing Islamic educational institutions, which includes planning, organizing, implementing, and controlling through the optimal utilization of human resources in order to achieve Islamic educational goals effectively, efficiently, and productively to realize happiness in this world and the hereafter. This definition emphasizes that the management of Islamic education is not only oriented towards administrative and technical aspects, but also contains spiritual values and objectives. Islamic education is aimed at developing well-rounded individuals who are balanced in terms of intellectual, emotional, social, and spiritual intelligence. Therefore, Islamic education management is an important foundation in directing all educational activities to be in line with Islamic values and national educational objectives.

Islamic education management can be categorized into several main aspects, namely curriculum management, student management, educator management, and facilities and infrastructure management. Curriculum management is a very important aspect because it plays a direct role in directing the learning process. According to Rohiat (2012), the success of educational management is largely determined by the ability of administrators to develop and

implement a systematic and contextual curriculum. Effective Islamic educational management can be seen through careful curriculum planning, focused learning implementation, and continuous evaluation. Thus, Islamic educational institutions with good curriculum management tend to produce graduates who excel academically and have strong Islamic character.

Development of Islamic Education Curriculum

The Islamic education curriculum is a series of plans and arrangements regarding objectives, content, learning materials, and strategies used as guidelines in the implementation of the educational process. (Dr. Muhammad Thohri, 2022) states that curriculum development is an activity to produce a new curriculum through the steps of curriculum development based on the results of assessments conducted during a certain period of time. In the context of Islamic education, the curriculum must be able to integrate Islamic knowledge, skills, and values in a balanced manner. The development of an Islamic education curriculum has become an urgent need in the modern era, given social changes, technological developments, and the demands of 21st-century competencies.

From an evaluative perspective, the development of Islamic education curriculum can be carried out through competency-based, integrative, and contextual approaches. The competency-based approach emphasizes the holistic mastery of knowledge, skills, and attitudes of students. The integrative approach seeks to eliminate the dichotomy between religious and general knowledge by strengthening Islamic values in all subjects. Research by (Febriani, Iswantir, dan Akhyar 2024) shows that curriculum development that integrates Islamic values and learning technology can improve the quality of the learning process. Therefore, the development of the Islamic education curriculum must be carried out continuously so that it remains relevant to the needs of students and developments of the times.

Quality of Islamic Education

The quality of Islamic education refers to the level of success of educational institutions in achieving the overall objectives of Islamic education. The quality of education is not only measured by the academic achievements of students, but also by the success in shaping their morals, religious attitudes, and personalities. (Sallis, n.d.) states that the quality of education is related to the ability of educational institutions to meet the needs and expectations of students and the community. In the context of Islamic education, quality reflects the extent to which the educational process is able to produce graduates who are faithful, knowledgeable, and have noble character. Thus, Islamic education has a significant responsibility in shaping individuals with a balance between intellectual, spiritual, and social aspects. The success of Islamic education is also reflected in the contributions of its graduates to social and national life.

Evaluatively, the quality of Islamic education is influenced by various factors, including the quality of the curriculum, the competence of educators, the learning process, and the evaluation system applied. A relevant and adaptive curriculum will have a direct impact on improving the quality of learning. Research by (Risal Qori Amarullah, Raden Muhamad Yasin Fadillah, Yayan Supian, Bambang Qomaruzzaman 2023)

Shows that planned and systematic curriculum development strategies can significantly improve the quality of Islamic education. This demonstrates that the curriculum serves not only as a learning guide but also as a strategic instrument in achieving educational goals. Therefore, developing an Islamic education curriculum makes a strategic contribution to continuously improving the quality of education. This effort needs to be carried out continuously so that Islamic education can meet the challenges of modern development without losing Islamic values.

RESEARCH METHOD

This study uses the library research method by examining various sources such as books, national and international journal articles, and other scientific documents relevant to the development of Islamic education curriculum in the modern era. This method was chosen because it allows for a systematic review of concepts, theories, and research results as stated by Zed and Creswell (Wijayanti et al., 2022). The data obtained was then analyzed using a descriptive-qualitative approach to obtain a comprehensive picture of the challenges, development strategies, and impacts of the Islamic education curriculum, in line with Miles and Huberman's (2014) view of the importance of qualitative analysis in understanding educational phenomena.

RESULTS

The results of this study were obtained through a literature review method by analyzing various scientific sources relevant to the development of Islamic education curriculum in the modern era. The research data included books, national and international journal articles, and education policy documents that discussed the challenges, strategies, and impacts of developing Islamic education curriculum. Based on the results of the analysis, it was found that the development of the Islamic education curriculum is a response to the dynamics of social change, technological developments, and the demands of 21st-century competencies, without neglecting the basic values of Islamic teachings.

The results of the study show that the main challenges in developing Islamic education curriculum in the modern era stem from the influence of globalization, advances in digital technology, and changes in the character of students. Globalization brings new values that have the potential to influence the Islamic identity of students, while digital technology changes learning patterns to be more open and fast-paced (Manshur et al., 2023). On the other hand, students tend to have a more critical character and are accustomed to instant access to information. In addition, the limited competence of educators in integrating Islamic values into general subjects and utilizing learning technology is an obstacle that affects the effectiveness of curriculum implementation (Safirah et al., 2025).

The findings also show that the strategies for developing an Islamic education curriculum that are widely recommended in the literature include integrating Islamic values into all subjects, developing competency- and character-based curricula, utilizing educational learning technology, and improving teachers' professional competencies. These strategies are considered capable of responding to the challenges of the modern era because they not only emphasize cognitive aspects but also build the affective and spiritual dimensions of students.

The results of the study further show that the development of the Islamic education curriculum has a positive impact on the quality of education if it is carried out systematically and continuously. An adaptive and contextual curriculum can increase the relevance of learning to the needs of students and the demands of the times. In addition, strengthening Islamic values in the curriculum contributes to shaping the character of students who are faithful, have noble character, and possess critical, creative, and collaborative thinking skills (Febriani et al., 2024). Thus, the results of this study show a close relationship between challenges, curriculum development strategies, and improvements in the quality of Islamic education.

DISCUSSION

Impact of Islamic Education Curriculum Development on Education Quality

The development of Islamic education curriculum in the modern era has a significant impact on improving education quality when it is designed and implemented systematically and sustainably. An adaptive and contextual curriculum enables Islamic educational institutions to respond effectively to the dynamics of globalization, rapid digital advancement, and social changes that influence students' characteristics and learning needs.

Through relevant curriculum development, the learning process is no longer limited to normative and textual approaches, but is able to connect Islamic values with contemporary realities. In this context, the curriculum functions not only as a learning guideline but also as a strategic instrument for strengthening the overall quality of Islamic education (Zainuri, 2024). Therefore, curriculum development plays a crucial role in maintaining the relevance of Islamic education while preserving its foundational Islamic values.

From an academic perspective, the development of Islamic education curriculum contributes to improving the quality of the learning process and students' academic achievement. A competency-based curriculum that emphasizes the integration of knowledge, skills, and attitudes encourages students to develop critical thinking, creativity, and problem-solving abilities. In addition, the integration of educational technology into the curriculum supports more interactive, flexible, and student-centered learning environments.

Students are positioned not merely as passive recipients of information, but as active participants in the learning process. This condition positively influences students' learning motivation, comprehension, and overall learning outcomes, thereby enhancing the academic quality of Islamic education in a sustainable manner (Febriani, Iswantir, dan Akhyar 2024) (Risal Qori Amarullah, Raden Muhamad Yasin Fadillah, Yayan Supian, Bambang Qomaruzzaman 2023).

Beyond academic outcomes, the development of Islamic education curriculum also has a substantial impact on character formation and the strengthening of Islamic values among students. The integration of Islamic values across all subjects helps eliminate the dichotomy between religious knowledge and general knowledge that often occurs in educational practice. Through this integrative approach, students are able to internalize Islamic teachings holistically and apply them in both academic and social contexts (Nofrizal & Ferki Ahmad Marlion, 2025). Learning processes that emphasize moral, ethical, and spiritual values contribute to the formation of students with noble character, responsibility, and strong moral awareness. Consequently, the quality of Islamic education is reflected not only in academic achievement but also in the development of students' character and spirituality (Fadhilah & Uariadi, 2024).

Furthermore, the development of Islamic education curriculum influences graduates' readiness to face the challenges of modern life and the contemporary workforce. A curriculum that accommodates 21st-century skills such as communication, collaboration, critical thinking, and adaptability enhances students' competitiveness and relevance in a rapidly changing world.

At the same time, the reinforcement of Islamic values within the curriculum ensures that graduates maintain a strong Islamic identity and moral foundation amid modernization. Thus, Islamic education curriculum development plays a strategic role in improving education quality holistically, encompassing academic excellence, Islamic character development, and graduates' preparedness to contribute positively to society while responding to the demands of the modern era (Muttaqin dan Noviani 2025 ;(Upu, Ere, dan Rena 2025).

The findings indicate that innovative curriculum management has become a strategic necessity for Islamic educational institutions in responding to the rapid transformation of society. The advancement of science, digital technology, globalization, and changing labor market

demands have significantly influenced educational practices (Yuliana Wijayanti & Ahmad Marlion, 2022). Consequently, curriculum management can no longer rely solely on conventional administrative approaches but must adopt a dynamic, adaptive, and value-oriented management system. Within the framework of Islamic education, innovation should not merely focus on technological advancement but also strengthen the integration of Islamic values throughout the educational process.

One of the fundamental aspects of innovative curriculum management is strategic planning. Curriculum planning should begin with a comprehensive analysis of students' needs, societal expectations, technological developments, and institutional capabilities (Kamaluddin, Ferki Ahmad Marlion, et al., 2023). Such planning enables educational institutions to formulate curriculum objectives that remain aligned with the philosophy of Islamic education while accommodating contemporary competencies. This balance ensures that graduates possess intellectual excellence alongside strong spiritual and moral character.

The organizing function also plays a significant role in ensuring successful curriculum implementation. Effective curriculum management requires clear organizational structures, defined responsibilities, and strong collaboration among school leaders, teachers, curriculum coordinators, and administrative staff (Refania, Ahmad Marlion, et al., 2026). When organizational roles are clearly distributed, curriculum implementation becomes more systematic, reducing overlap and increasing institutional efficiency. Collaborative organizational culture further encourages innovation and continuous improvement (Kamaluddin, Marlion, et al., 2023).

The implementation stage represents the practical realization of curriculum policies. Innovative implementation requires teachers to employ student-centered learning approaches that encourage active participation, inquiry, collaboration, and critical thinking. Rather than functioning solely as transmitters of knowledge, teachers become facilitators who guide students in constructing knowledge while embedding Islamic ethical values into every learning activity. This pedagogical transformation supports holistic student development.

The integration of Islamic values into contemporary disciplines constitutes one of the distinguishing characteristics of Islamic education (Ferki Ahmad Marlion & Ahmad Dardiri, 2019). Scientific subjects such as mathematics, science, economics, and technology should not be taught independently from religious values but rather integrated with Islamic ethical perspectives. Such integration enables students to appreciate that scientific knowledge and religious teachings complement each other, thereby strengthening both intellectual competence and spiritual awareness.

Technology integration has emerged as another essential dimension of curriculum innovation. Digital learning platforms, virtual classrooms, artificial intelligence, educational applications, and online assessment systems have transformed teaching and learning processes. Islamic educational institutions are increasingly encouraged to utilize these technologies to improve instructional effectiveness while maintaining ethical standards rooted in Islamic teachings. Technology should therefore function as a tool for educational enhancement rather than replacing the humanistic dimension of education.

Teacher professionalism remains one of the strongest determinants of curriculum innovation success. Curriculum reform cannot achieve meaningful outcomes if teachers lack sufficient competencies to implement new instructional strategies (Tri Yulia Wijayanti et al., 2022). Continuous professional development programs focusing on digital literacy, curriculum design, assessment methods, instructional technology, and Islamic educational philosophy are therefore essential. Professional teachers are better equipped to adapt curriculum innovations to diverse classroom contexts (Wijayanti et al., 2022).

Leadership also significantly influences curriculum innovation. School principals and educational managers are expected to demonstrate transformational leadership by inspiring innovation, encouraging collaboration, facilitating professional learning communities, and supporting evidence-based decision-making. Visionary leadership creates a positive institutional climate where teachers feel motivated to experiment with innovative teaching practices while maintaining educational quality and institutional values.

Curriculum innovation should also prioritize the development of twenty-first-century competencies. Students need communication skills, collaboration abilities, creativity, critical thinking, digital literacy, adaptability, and problem-solving skills to succeed in an increasingly competitive global environment (Kamaluddin, Ferki Ahmad Marlion, Nurlaila, Amelia, 2023). Nevertheless, Islamic educational institutions must ensure that these competencies are developed together with honesty, responsibility, discipline, compassion, and social justice as essential Islamic character values.

The evaluation process should extend beyond measuring students' cognitive achievement. Comprehensive curriculum evaluation includes assessments of affective development, psychomotor skills, character formation, spiritual maturity, teacher performance, curriculum implementation quality, and institutional effectiveness. Such multidimensional evaluation provides valuable information for curriculum improvement and supports continuous quality enhancement within Islamic educational institutions.

Stakeholder involvement further strengthens curriculum development and implementation. Parents, community leaders, religious scholars, higher education institutions, industries, and government agencies contribute diverse perspectives that enrich curriculum relevance. Active collaboration with external stakeholders enables Islamic educational institutions to design learning experiences that better reflect real societal challenges while maintaining Islamic educational objectives.

Despite its potential benefits, curriculum innovation faces several implementation challenges. Resistance to organizational change, limited financial resources, insufficient technological infrastructure, unequal teacher competencies, and inadequate policy support frequently hinder successful implementation. These challenges demonstrate that curriculum innovation requires not only curriculum revision but also comprehensive institutional transformation involving human resources, infrastructure, governance, and organizational culture.

Another important consideration concerns balancing global educational trends with Islamic identity. While globalization encourages educational institutions to adopt international standards and digital innovation, Islamic education should remain committed to preserving its philosophical foundations. Curriculum innovation should therefore selectively adopt global educational practices that are compatible with Islamic values while avoiding approaches that contradict the ethical principles of Islam.

The discussion also suggests that innovative curriculum management contributes significantly to institutional competitiveness. Educational institutions capable of implementing adaptive curricula tend to demonstrate higher educational quality, stronger public trust, improved graduate competencies, and better institutional sustainability. Consequently, curriculum innovation becomes a strategic investment that enhances both educational excellence and institutional resilience amid rapidly changing educational environments.

Overall, innovative curriculum management in Islamic education represents an integrated process involving planning, organization, implementation, supervision, and evaluation supported by visionary leadership, competent teachers, digital technology, stakeholder collaboration, and continuous quality improvement. Sustainable curriculum innovation enables Islamic educational

institutions to produce graduates who are academically competent, technologically literate, morally responsible, spiritually grounded, and capable of contributing positively to national development and the global community while preserving their Islamic identity.

CONCLUSION

Based on the results of the literature review that has been conducted, it can be concluded that the development of Islamic education curriculum in the modern era is an inevitable necessity. The development of globalization, advances in digital technology, changes in the character of students, and the demands of 21st-century competencies are the main challenges that require Islamic education curriculum to be adaptive without abandoning the basic values of Islamic teachings. A normative and less contextual curriculum has the potential to reduce the relevance and quality of Islamic education if it is not immediately and systematically updated.

The recommended strategies for developing an Islamic education curriculum include strengthening Islamic organizational culture, integrating Islamic values into all subjects, developing competency- and character-based curricula, utilizing learning technology wisely, and improving the professional competence of educators. These strategies have proven to be able to respond to the challenges of modern education because they not only emphasize cognitive aspects but also pay attention to the holistic formation of students' attitudes, morals, and spirituality.

The implementation of Islamic education curriculum development in a sustainable and planned manner has a positive impact on improving the quality of education. An adaptive and contextual curriculum can improve the quality of the learning process, strengthen the Islamic character of students, and produce graduates who are faithful, have noble character, are critical, creative, and ready to face the challenges of the times. Thus, the development of an Islamic education curriculum has a strategic role in realizing quality and relevant Islamic education in the modern era.

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