

THE URGENCY OF LIFE SKILLS AND LITERACY SKILLS IN ISLAMIC RELIGIOUS EDUCATION IN THE 21ST CENTURY LEARNING ERA: A LITERATURE REVIEW

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Abstract

The rapid development of globalization, digitalization, and technological innovation has significantly transformed the landscape of twenty-first-century education. Education is no longer limited to knowledge transmission but increasingly emphasizes the development of essential competencies required to face complex social and technological challenges. This study aims to analyze the urgency of integrating life skills and literacy skills into Islamic Religious Education (IRE) learning in the twenty-first-century learning context. The research employed a qualitative approach using a library research method that examined various scholarly sources related to Islamic education, twenty-first-century skills, and literacy development. The data sources consisted of scientific journal articles, academic books, research reports, and educational policy documents relevant to the research topic. Data analysis was conducted using content analysis techniques through data reduction, data presentation, and conclusion drawing. The findings indicate that the integration of life skills and literacy skills in Islamic Religious Education plays a significant role in enhancing students' critical thinking, communication, collaboration, and religious literacy competencies. Furthermore, the integration of these competencies helps students understand Islamic teachings in a more contextual, moderate, and relevant manner in response to contemporary societal changes. Therefore, Islamic Religious Education learning should be developed through innovative approaches such as project-based learning, collaborative learning, and the utilization of digital technology as learning media. The integration of life skills and literacy skills is expected to improve the quality of Islamic education while fostering students who are religiously grounded, critically minded, and adaptable to the challenges of globalization and digital transformation.

Keywords: life skills, literacy skills, Islamic religious education

Abstrak

Perkembangan globalisasi, digitalisasi, dan revolusi teknologi telah membawa perubahan signifikan dalam sistem pendidikan abad ke-21. Pendidikan tidak lagi hanya berfokus pada transfer pengetahuan, tetapi juga pada pengembangan berbagai keterampilan yang diperlukan untuk menghadapi dinamika kehidupan modern. Penelitian ini bertujuan untuk menganalisis urgensi pengembangan life skills dan literacy skills dalam pembelajaran Pendidikan Agama Islam (PAI) di era pembelajaran abad ke-21. Penelitian ini menggunakan pendekatan kualitatif dengan metode library research yang menganalisis berbagai literatur ilmiah terkait pendidikan Islam, keterampilan abad ke-21, dan literasi. Sumber data penelitian meliputi artikel jurnal ilmiah, buku akademik,

laporan penelitian, serta dokumen kebijakan pendidikan yang relevan dengan topik kajian. Analisis data dilakukan menggunakan teknik content analysis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil kajian menunjukkan bahwa integrasi life skills dan literacy skills dalam pembelajaran PAI memiliki peran penting dalam meningkatkan kemampuan berpikir kritis, komunikasi, kolaborasi, serta literasi keagamaan peserta didik. Selain itu, integrasi kedua keterampilan tersebut juga dapat membantu siswa memahami ajaran Islam secara lebih kontekstual, moderat, dan relevan dengan perkembangan zaman. Oleh karena itu, pembelajaran PAI perlu dikembangkan melalui pendekatan inovatif seperti pembelajaran berbasis proyek, pembelajaran kolaboratif, serta pemanfaatan teknologi digital sebagai media pembelajaran. Integrasi life skills dan literacy skills diharapkan mampu meningkatkan kualitas pendidikan Islam sekaligus membentuk generasi yang religius, kritis, dan adaptif terhadap perubahan sosial dan teknologi di era globalisasi.

Kata kunci: *life skills, literacy skills, pendidikan agama Islam*

INTRODUCTION

The rapid development of globalization and digital technological revolution has significantly transformed contemporary education systems. In the era of the knowledge-based society and the Fourth Industrial Revolution, education is expected to prepare learners who are capable of adapting to complex social, economic, and technological changes. Consequently, the paradigm of education in the twenty-first century has shifted from teacher-centered instruction toward student-centered learning that emphasizes the development of critical thinking, creativity, communication, and collaboration, widely known as the 4C competencies (Effendi & Yoto, 2024; Rawung et al., 2021; Saputri et al., 2023). These competencies are considered essential for equipping learners with the ability to analyze information, solve real-world problems, and actively participate in a globalized knowledge economy (Indarta et al., 2021; Nugraha et al., 2024).

Within this framework, modern education also highlights the importance of literacy skills and life skills as fundamental competencies required for lifelong learning and social participation. Literacy in the twenty-first century extends beyond basic reading and writing abilities to include digital literacy, information literacy, media literacy, and critical literacy that enable individuals to access, evaluate, and utilize information effectively (Pangrazio et al., 2020; Vamos et al., 2020). In parallel, life skills such as problem-solving, decision-making, communication, collaboration, and adaptability are increasingly recognized as essential competencies for navigating the complexities of modern life and the dynamic demands of the global labor market (Schulenkorf et al., 2021; Sinaga et al., 2023).

In the context of Islamic Religious Education, these educational transformations require a shift in the learning paradigm. Islamic education should not merely focus on the textual transmission of religious knowledge but should also encourage contextual understanding and practical application of Islamic values in social life. Islamic education in the globalization era must integrate religious values with scientific and technological development in order to produce learners who possess balanced intellectual, moral, and

social competencies (Azzahra & Sirozi, 2025). This integration is crucial to ensure that Islamic education remains relevant to contemporary challenges while maintaining its spiritual and ethical foundations.

Historically, the development of literacy has strong roots within the Islamic intellectual tradition. The early Islamic civilization emphasized reading, writing, and the pursuit of knowledge as central components of human development. From the perspective of Islamic educational philosophy, education aims to cultivate individuals who possess a harmonious balance between knowledge, moral character, and spiritual awareness. Such a holistic approach highlights that intellectual development must be accompanied by ethical and spiritual maturity to produce individuals who are capable of contributing positively to society (Ghani & Sulaiman, 2023).

However, in practice, the implementation of Islamic Religious Education in many educational institutions still tends to emphasize cognitive mastery and memorization of religious content. This condition often limits the development of higher-order thinking skills, literacy competencies, and practical life skills among students. As a result, the integration of life skills and literacy skills in Islamic Religious Education has not yet been fully optimized in response to the demands of twenty-first-century learning (Nugraha et al., 2024; Rahmawati et al., 2023). Therefore, a more innovative and integrative learning approach is required to systematically incorporate life skills and literacy skills into Islamic Religious Education in order to prepare learners who are intellectually capable, morally grounded, and socially responsive in the contemporary era.

METHOD

This study employed a qualitative approach using a library research method to examine relevant scholarly literature related to life skills, literacy skills, and Islamic Religious Education learning in the context of twenty-first-century education. The library research approach was selected to explore theoretical perspectives, conceptual frameworks, and previous research findings that discuss the integration of life skills and literacy competencies within Islamic education. The data sources in this study consisted of primary and secondary sources. Primary data were obtained from peer-reviewed scientific journal articles focusing on Islamic education, literacy development, and twenty-first-century learning competencies. Meanwhile, secondary data included academic books, research reports, and educational policy documents that provide supporting theoretical and contextual information relevant to the study.

Data collection was conducted through several techniques, including systematic searches of academic journal databases, documentation of relevant literature, and document analysis. The collected data were then analyzed using content analysis techniques to identify key themes and conceptual patterns related to the urgency of life skills and literacy skills in Islamic Religious Education. The analysis process involved three stages: data reduction, which involved selecting and organizing relevant information; data display, which aimed to present categorized findings in a structured manner; and

conclusion drawing, which focused on synthesizing the results to generate comprehensive insights. Through this analytical approach, the study seeks to identify theoretical foundations and empirical findings regarding the importance of integrating life skills and literacy skills in Islamic Religious Education learning in the twenty-first-century educational context.

RESULTS AND DISCUSSION

Life Skills in 21st-Century Education

Life skills are widely recognized as essential competencies that enable individuals to effectively navigate complex social, economic, and technological environments. In the context of twenty-first-century education, life skills include critical thinking, communication, collaboration, problem-solving, adaptability, and decision-making abilities. These competencies are considered crucial because modern societies increasingly require individuals who can respond creatively to rapid changes and uncertainties in the global environment (Dishon & Gilead, 2021; Fuchs et al., 2024; Funke, 2025; Muzam, 2022). Education therefore must not only focus on cognitive knowledge but also on the development of practical abilities that prepare students for real-life challenges. As Adeoye et al (2024), Choo (2020), and McPhail (2020) argue, twenty-first-century learning requires the integration of knowledge, skills, and attitudes to foster holistic human development.

In addition, the emergence of globalization and digital transformation has intensified the need for life skills in educational settings. Global labor markets increasingly demand individuals who are capable of collaboration, innovation, and lifelong learning. According to Bikse et al (2022) and Rakowska & de Juana-Espinosa (2021), life skills contribute significantly to individuals' employability, adaptability, and personal development in a rapidly changing world. Consequently, educational institutions must design learning experiences that emphasize experiential learning, reflective thinking, and social interaction. These approaches enable students to apply theoretical knowledge in real-world contexts and enhance their ability to solve practical problems.

Within the context of Islamic education, life skills also play a crucial role in shaping individuals with moral integrity and social responsibility. Islamic educational philosophy emphasizes the development of balanced individuals who possess intellectual competence, ethical awareness, and spiritual maturity. Azyumardi Azra highlights that Islamic education aims to develop individuals who are intellectually capable while maintaining strong moral character and social responsibility (Aini, 2012). Therefore, integrating life skills into Islamic education aligns with the broader objectives of nurturing holistic human development.

In practical classroom settings, life skills can be developed through various student-centered learning strategies. These include collaborative learning, project-based learning, contextual learning, and inquiry-based learning. Such pedagogical approaches allow students to engage actively in the learning process and develop essential competencies

through real-life experiences. For example, project-based learning enables students to work collaboratively on solving authentic problems, thereby enhancing both cognitive and social skills (Effendi & Yoto, 2024). As a result, the integration of life skills within educational practices contributes to the development of independent, responsible, and socially aware learners.

Table 1. Core Components of Life Skills in 21st-Century Education

LIFE SKILL COMPONENT	DESCRIPTION	EDUCATIONAL IMPACT
CRITICAL THINKING	Ability to analyze information logically	Enhances problem-solving
COMMUNICATION	Effective verbal and written interaction	Improves collaboration
COLLABORATION	Working effectively with others	Builds teamwork
DECISION MAKING	Evaluating alternatives and outcomes	Supports responsible action
ADAPTABILITY	Adjusting to changing conditions	Prepares students for future challenges

Literacy Skills in Islamic Religious Education

Literacy skills have expanded significantly beyond traditional reading and writing abilities. In contemporary educational discourse, literacy encompasses multiple domains, including digital literacy, information literacy, media literacy, and cultural literacy. These competencies enable individuals to interpret, evaluate, and utilize information effectively within complex digital environments (Pangrazio et al., 2020). As digital technologies become increasingly integrated into everyday life, literacy skills are essential for helping students navigate the vast amount of information available in modern society.

In Islamic Religious Education, literacy skills play an important role in fostering a deeper understanding of religious teachings. Religious literacy involves the ability to interpret sacred texts, understand ethical values, and critically engage with religious ideas within contemporary social contexts. According to Sirozi (2017), Islamic education must equip students with the intellectual capacity to interpret religious teachings in ways that are relevant to modern societal challenges. This approach ensures that religious knowledge remains meaningful and applicable to everyday life.

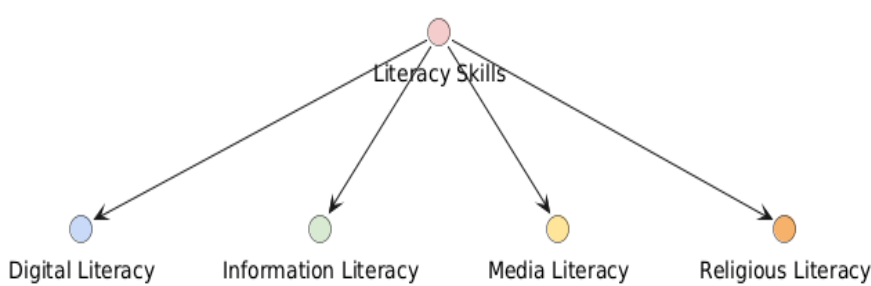
The integration of digital technologies has also transformed the ways in which religious education is delivered. Digital platforms, online resources, and multimedia learning tools provide new opportunities for engaging students in the study of Islamic teachings. For example, digital Qur'an applications, interactive tafsir platforms, and educational videos can enhance students' understanding of religious texts. These innovations also allow educators to integrate digital literacy into religious education, thereby preparing students for participation in digitally mediated societies (Kirillova, 2023).

However, the integration of digital literacy in Islamic education also requires careful consideration of ethical and cultural values. The digital environment often exposes students to diverse perspectives, some of which may challenge traditional interpretations of religious teachings. Therefore, educators must guide students in developing critical literacy skills that enable them to evaluate information responsibly and ethically. This approach encourages students to engage with digital information critically while maintaining respect for religious traditions.

Table 2. Types of Literacy Skills in Modern Education

LITERACY TYPE	DESCRIPTION		RELEVANCE IN PAI
READING LITERACY	Understanding	written texts	Interpreting Qur'an and Hadith
DIGITAL LITERACY	Using digital tools effectively		Accessing online religious resources
INFORMATION LITERACY	Evaluating information credibility		Avoiding misinformation
MEDIA LITERACY	Understanding messages	media	Analyzing religious discourse
RELIGIOUS LITERACY	Understanding teachings	Islamic	Applying moral values

Figure 1. Literacy Ecosystem



Integration of Life Skills and Literacy Skills in PAI Learning

The integration of life skills and literacy skills in Islamic Religious Education represents an important strategy for addressing contemporary educational challenges. In modern educational environments, learning must combine cognitive understanding with practical competencies that prepare students for real-world situations. According to Rawung et al (2021), twenty-first-century education emphasizes the integration of critical thinking, communication, creativity, and collaboration within the learning process. Integrating life skills and literacy skills allows students to develop both intellectual and social competencies simultaneously.

Project-based learning is one of the most effective pedagogical approaches for integrating life skills and literacy skills. This method encourages students to explore real-world problems and collaborate with peers to develop solutions. During project activities, students are required to gather information, analyze data, and present their findings

through written or oral communication. As a result, project-based learning strengthens both literacy skills and life skills simultaneously (Effendi & Yoto, 2024).

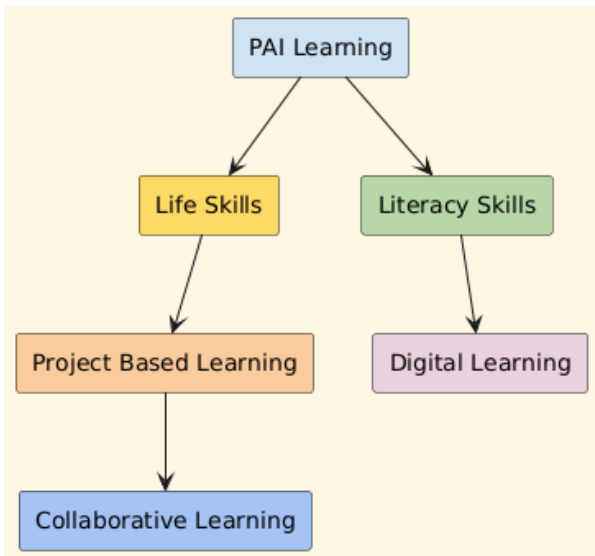
Collaborative learning also plays a critical role in promoting the integration of these competencies. Through group discussions and teamwork activities, students develop interpersonal communication skills while exchanging knowledge with peers. This process not only enhances students’ academic understanding but also improves their ability to work effectively in diverse social environments. Collaborative learning therefore contributes to the development of social competence and mutual respect among learners.

Digital literacy is another key component in integrating life skills and literacy skills in modern Islamic education. Digital technologies enable students to access diverse sources of information, participate in online discussions, and explore multimedia learning materials. However, students must also develop critical digital literacy to evaluate the credibility of information sources. By integrating digital literacy into Islamic education, educators can prepare students to engage responsibly with digital media while maintaining ethical awareness.

Table 3. Strategies for Integrating Life Skills and Literacy Skills

LEARNING STRATEGY	LIFE SKILLS DEVELOPED	LITERACY SKILLS DEVELOPED
PROJECT-BASED LEARNING	Problem solving, teamwork	Information literacy
COLLABORATIVE LEARNING	Communication, cooperation	Media literacy
CONTEXTUAL LEARNING	Decision making	Reading literacy
DIGITAL LEARNING	Adaptability	Digital literacy

Figure 2. Integrated Learning Model



The Urgency of Life Skills and Literacy Skills in Islamic Education

The integration of life skills and literacy skills is increasingly urgent in the context of globalization and digital transformation. Educational systems worldwide are experiencing rapid changes due to technological advancements and shifting labor market demands. According to Bühler et al (2022), Education 4.0 emphasizes learner-centered approaches that integrate technological competencies with critical thinking and problem-solving skills. These competencies are essential for preparing students to thrive in a volatile and complex global environment.

In Islamic education, the urgency of life skills and literacy skills lies in their potential to promote moderate and rational religious understanding. Religious literacy helps students interpret Islamic teachings in ways that encourage tolerance, dialogue, and critical reflection. Such competencies are essential in multicultural societies where individuals must interact with diverse perspectives and beliefs. By strengthening religious literacy, Islamic education can contribute to the development of socially responsible and open-minded citizens.

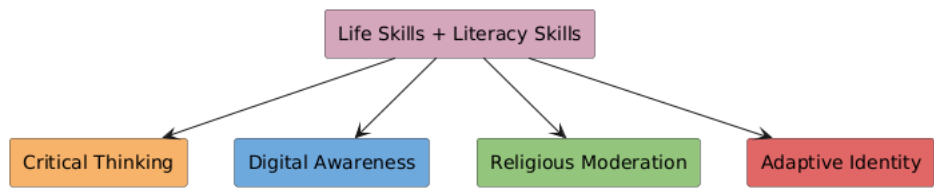
Furthermore, life skills and literacy skills enhance students’ ability to navigate digital environments responsibly. The rapid spread of misinformation and extremist narratives in digital media highlights the importance of critical digital literacy. Students must be able to evaluate the credibility of online information and engage with digital content ethically. According to Pangrazio et al (2020), digital literacy empowers individuals to participate actively and responsibly in digital societies.

Another important aspect of integrating these competencies is the development of adaptive religious identity. Students who possess strong life skills and literacy skills are better equipped to respond to social changes while maintaining their religious values. This combination enables them to balance tradition and innovation within their personal and professional lives. Consequently, integrating life skills and literacy skills in Islamic education contributes to the development of resilient and morally grounded individuals.

Table 4. Educational Benefits of Integrating Life Skills and Literacy Skills

EDUCATIONAL OUTCOME		IMPACT
CRITICAL UNDERSTANDING RELIGIOUS DIGITAL AWARENESS SOCIAL COMPETENCE ADAPTIVE IDENTITY		Promotes moderation
		Prevents misinformation
		Encourages collaboration
		Balances tradition and modernity

Figure 3. Impact Model



CONCLUSION

The integration of life skills and literacy skills in Islamic Religious Education is an essential strategy for addressing the challenges of twenty-first-century learning. Life skills enable students to develop critical thinking, communication, collaboration, and problem-solving abilities that are necessary for navigating complex social and professional environments. At the same time, literacy skills empower learners to access, evaluate, and utilize information effectively in an increasingly digital and information-rich world. In the context of Islamic education, these competencies contribute to the development of a comprehensive understanding of religious teachings while fostering ethical awareness, social responsibility, and intellectual maturity among students.

Furthermore, integrating life skills and literacy skills into the learning process of Islamic Religious Education supports the formation of learners who are not only knowledgeable about religious values but also capable of applying those values in real-life situations. Innovative learning approaches such as project-based learning, collaborative learning, and digital literacy-based instruction provide opportunities for students to engage actively in meaningful learning experiences. Through these approaches, Islamic education can produce individuals who are religiously grounded, critically minded, and adaptable to the dynamic changes of contemporary society. Therefore, strengthening the integration of life skills and literacy skills in Islamic Religious Education is crucial for improving the quality and relevance of Islamic education in the era of globalization and digital transformation.

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