
THE HISTORY OF ISLAMIC RELIGIOUS EDUCATION AND ITS APPLICATION IN THE DYNAMICS OF ISLAMIC EDUCATION IN THE MODERN ERA

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Abstract

Global social transformation and the development of science in the modern era require the Islamic education system to continuously undergo conceptual reconstruction to remain relevant to the needs of the times. In the Indonesian national context, Islamic Religious Education faces challenges in the form of social change, pluralism, and demands to strengthen moderate, rational, and contextual Islamic values in the world of education. These conditions demonstrate the urgency of genealogical studies to trace the historical roots, development of thought, and conceptual transformation of Islamic Religious Education so that it can be understood comprehensively within the dynamics of contemporary Islamic education. This study aims to analyze the genealogy of Islamic Religious Education and examine its actualization in the dynamics of Islamic education in the modern era. This study uses a qualitative approach with a literature study type. Data sources were obtained from books, scientific journal articles, and relevant academic documents. The data collection technique was carried out through documentation studies, while data analysis used descriptive analytical content analysis techniques. Data validity was carried out through source triangulation and strengthening reference studies. The results of the study indicate that the genealogy of Islamic Religious Education was formed through a long historical process from the classical Islamic scientific tradition to its integration into the modern education system, which was then actualized through strengthening the values of moderation, integration of knowledge, and a contextual pedagogical approach. These findings provide theoretical implications for the development of Islamic Religious Education studies and practical implications for strengthening the adaptive orientation of Islamic education to changing times.

Keywords: Genealogy of Islamic Education, Islamic Religious Education, Modern Islamic Education

Abstrak

Transformasi sosial global dan perkembangan ilmu pengetahuan pada era modern menuntut sistem pendidikan Islam untuk terus melakukan rekonstruksi konseptual agar tetap relevan dengan kebutuhan zaman. Dalam konteks nasional Indonesia, Pendidikan Agama Islam menghadapi tantangan berupa perubahan sosial, pluralitas masyarakat, serta tuntutan penguatan nilai keislaman yang moderat, rasional, dan kontekstual dalam dunia pendidikan. Kondisi tersebut menunjukkan urgensi kajian genealogis untuk menelusuri akar historis, perkembangan pemikiran, serta transformasi konseptual Pendidikan Agama Islam agar dapat dipahami secara komprehensif dalam dinamika

pendidikan Islam kontemporer. Penelitian ini bertujuan untuk menganalisis genealogi Pendidikan Agama Islam serta mengkaji bentuk aktualisasinya dalam dinamika pendidikan Islam era modern. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi literatur. Sumber data diperoleh dari buku, artikel jurnal ilmiah, dan dokumen akademik yang relevan. Teknik pengumpulan data dilakukan melalui studi dokumentasi, sedangkan analisis data menggunakan teknik analisis isi secara deskriptif analitis. Keabsahan data dilakukan melalui triangulasi sumber dan penguatan kajian referensi. Hasil penelitian menunjukkan bahwa genealogi Pendidikan Agama Islam terbentuk melalui proses historis yang panjang dari tradisi keilmuan Islam klasik hingga integrasinya dalam sistem pendidikan modern, yang kemudian diaktualisasikan melalui penguatan nilai moderasi, integrasi ilmu, serta pendekatan pedagogis yang kontekstual. Temuan ini memberikan implikasi teoretis bagi pengembangan kajian Pendidikan Agama Islam dan implikasi praktis bagi penguatan orientasi pendidikan Islam yang adaptif terhadap perubahan zaman.

Kata Kunci: *Genealogi Pendidikan Islam, Pendidikan Agama Islam, Pendidikan Islam Modern.*

INTRODUCTION

The global social transformations taking place in the modern era have significant implications for education systems in various countries, including Islamic education. Advances in science, information technology, and the tide of globalization are driving a paradigm shift in the management of education, which is no longer static but rather dynamic and adaptive to the needs of the times. In the context of Islamic education, these changes demand conceptual reconstruction to ensure that Islamic values remain relevant and capable of contributing to the formation of a civilized society (Suratin et al. 2024). In Indonesia, Islamic Religious Education holds a strategic position within the national education system as it plays a role in shaping students' religious character, social ethics, and spiritual awareness. Data from the Ministry of Education, Culture, Research, and Technology indicates that Islamic Religious Education is a required subject at all levels of formal education (Ministry of Education, Culture, Research, and Technology, 2023). This underscores that research on the development and transformation of Islamic Religious Education is a critical academic need in addressing the dynamics of contemporary education.

Within the context of national education policy, the Indonesian government continues to undertake various efforts to strengthen the role of Islamic Religious Education as an integral part of national character development. Character education enhancement policies outlined in various educational regulations position religious values as one of the primary foundations for shaping students' personalities. On the other hand, the pluralistic social reality of Indonesian society demands that Islamic Religious Education be developed in a moderate, inclusive, and contextual manner so that it can respond constructively to the dynamics of diversity. These challenges become increasingly complex as the world of education is also confronted with the phenomena of radicalism, social polarization, and moral crises arising from rapid social change (Suratin and Munawarsyah, 2025). Therefore, Islamic Religious Education functions not only as a

means of transmitting religious knowledge but also as a medium for internalizing the values of moderation, tolerance, and social responsibility. These conditions highlight the importance of research capable of tracing the conceptual roots of Islamic Religious Education to provide an epistemological foundation for its future development.

Conceptually, Islamic Religious Education cannot be separated from the history of the development of Islamic educational thought, which has spanned from the classical period to the modern era. The genealogy of Islamic educational thought indicates that the concept of education within the Islamic tradition has evolved through various phases influenced by the social, political, and intellectual dynamics of the Muslim community. Classical Muslim thinkers such as Al-Ghazali, Ibn Khaldun, and Al-Attas positioned education as a process of shaping individuals who are knowledgeable, virtuous, and possess deep spiritual awareness (Alfadhli et al. 2025). From this perspective, education is not only oriented toward the mastery of knowledge but also toward the formation of a holistic and balanced personality. A genealogical understanding of the development of the concept of Islamic Religious Education is essential for examining how Islamic educational values have undergone transformation across various historical contexts. Thus, genealogical studies enable the tracing of connections between classical intellectual traditions and the practice of Islamic Religious Education within modern educational systems.

One of the key dimensions in the study of Islamic Religious Education is the epistemological aspect, which pertains to the sources, methods, and orientation of the development of Islamic knowledge in education. Islamic Religious Education is fundamentally rooted in the primary sources of Islamic teachings—the Qur'an and Hadith—which are then developed through the Islamic scholarly tradition across various disciplines.

In the context of modern education, the development of Islamic Religious Education demands the integration of normative Islamic values with a rational and contextual scientific approach (Suratin and Munawarsyah, 2025). This integration is crucial to ensure that Islamic Religious Education does not become trapped in a narrow textual approach but is able to provide a comprehensive religious understanding that is relevant to the realities of people's lives. The implication of this approach is the emergence of an Islamic educational paradigm that emphasizes a balance between the spiritual, intellectual, and social dimensions in the learning process. Thus, a genealogical study of the epistemological dimensions of Islamic Religious Education can contribute to the development of a more integrative and adaptive Islamic educational paradigm.

In addition to the epistemological dimension, the historical and sociological dimensions also play a crucial role in understanding the development of Islamic Religious Education within the context of modern society. Islamic Religious Education does not develop in a vacuum but is always influenced by social dynamics, culture, and prevailing educational policies within a given society (Ardani et al. 2025). Various previous studies have

examined Islamic Religious Education from diverse perspectives, such as studies on the Islamic Religious Education curriculum, the integration of values of religious moderation into learning, and the strengthening of character education based on Islamic values. These studies have made significant contributions to enriching the discourse on the implementation of Islamic Religious Education within the national education system. However, the majority of research still focuses on implementational and pedagogical aspects, while studies that comprehensively trace the conceptual genealogy of Islamic Religious Education remain relatively limited. This situation indicates an academic need for a more in-depth study of the historical roots and conceptual development of Islamic Religious Education. Based on this description, this study aims to analyze the genealogy of Islamic Religious Education and examine its actualization within the dynamics of Islamic education in the modern era. This study seeks to trace the conceptual development of Islamic Religious Education from historical, epistemological, and sociological perspectives, thereby providing a more comprehensive understanding of the transformation of Islamic educational thought. The novelty of this research lies in the genealogical approach used to systematically map the development of the concept of Islamic Religious Education and link it to the dynamics of contemporary Islamic education. Through this approach, this study is expected to make a theoretical contribution to the development of Islamic education studies and enrich academic perspectives on the transformation of Islamic Religious Education thought. Practically, the results of this study are expected to serve as a reference for the development of Islamic education policies that are more contextual, moderate, and responsive to the challenges of the times. Furthermore, this study is also expected to provide new directions for the development of Islamic education research in the future.

METHOD

This study employs a qualitative approach in the form of a literature review, focusing on a systematic examination of various scholarly works relevant to the research theme. Research data were obtained through a search of books, scientific journal articles, research reports, and academic documents directly related to the concepts, theories, and empirical findings regarding the topic under study (Sugiyono, 2017). The data collection process was conducted using a documentary study technique, with operational steps including the identification of literature in academic databases such as Google Scholar and national journal portals; the selection of literature based on thematic relevance, year of publication, and publisher credibility; and the subsequent recording of key information from each selected source. All selected documents were subsequently classified based on discussion themes to facilitate the researcher's ability to trace patterns of thought, key concepts, and emerging argumentative trends within the relevant academic literature (Lexy J. Moleong, 2018). Data analysis in this study was conducted using a descriptive-analytical content analysis technique. The analysis phase began with an in-depth reading of all collected documents to understand the context and main ideas contained within them (Miles et al., 2014). Subsequently, the researcher conducted thematic coding by grouping concepts, arguments, and key findings into several analytical categories relevant

to the research focus. The results of this grouping were then critically interpreted to identify conceptual relationships between one idea and another (Anto et al. 2024). This process enables the researcher to develop a more comprehensive theoretical synthesis regarding the topic under study. Data validity is ensured through reference triangulation by comparing various perspectives from diverse scientific literature and through the process of checking the consistency of arguments across the academic works used in the research (Robert K. Yin 2018).

RESULTS AND DISCUSSION

The Classical Islamic Scholarly Tradition as the Foundation of the Genealogy of Islamic Religious Education

The genealogy of Islamic religious education cannot be separated from the development of the Islamic intellectual tradition, which has flourished since the early days of Islamic civilization. Since the classical period, education in Muslim societies has developed as an integral part of the process of building a civilization based on the values of revelation and scientific rationality. Education during that period was not merely understood as a process of knowledge transfer but also as a comprehensive effort to shape character (Suratin et al. 2023). Within this framework, the Qur'an and hadith serve as the primary sources underpinning all educational activities, while various Islamic disciplines have developed as tools for comprehensively understanding and implementing religious teachings. Consequently, the genealogy of Islamic Religious Education is closely intertwined with the dynamics of educational institutional development, teaching methods, and scholarly paradigms that have evolved within the Islamic intellectual tradition throughout the history of Muslim civilization.

During the early stages of Islamic development, the educational process took place through various traditional institutions that served as centers for the transmission of knowledge. Institutions such as the kuttab played a role in providing basic education that emphasized the ability to read and memorize the Qur'an (Sabrina et al. 2025). Additionally, the mosque served as a public space with a strategic function as a center for educational activities through halaqah sessions involving direct interaction between teachers and students. Through halaqah, the learning process took place in a dialogic and participatory manner, thereby facilitating the exchange of ideas and deepening religious understanding. In subsequent developments, the madrasah emerged as an institution with a more structured learning system and a more systematic curriculum, thereby strengthening the role of Islamic education in fostering a productive scholarly community.

Educational traditions in classical Islamic civilization were also marked by the development of various Islamic disciplines studied systematically. Disciplines such as tafsir, hadith, fiqh, theology, and tasawwuf became central components of the educational curriculum taught to students (Romadlon et al. 2025). Each of these disciplines has its own research methods that demand intellectual rigor and depth of analysis. Scholars

developed various methodological approaches to comprehensively understand religious texts, including through the use of Arabic linguistics, logic, and the principles of *usul al-fiqh*. Thus, education within the Islamic tradition is not merely oriented toward textual understanding but also cultivates rational analytical skills that enable students to comprehend religious teachings in a contextual and argumentative manner.

In practice, the learning process within the classical Islamic educational tradition employs various methods designed to strengthen students' understanding of the material being studied. The *talaqqi* method is one of the primary approaches that emphasizes the direct relationship between teacher and student in the process of knowledge transmission (Rohman et al. 2025). Through this method, students derive scholarly authority from a teacher who possesses a clear chain of transmission (*sanad*). Additionally, the memorization method is used to preserve the authenticity of religious texts, which serve as the primary sources of Islamic teachings. On the other hand, scholarly discussion and critical reasoning are also integral components of the learning process, ensuring that students not only master the material through memorization but also comprehend the meaning and implications of the teachings they study.

Education within the classical Islamic tradition also has a strong orientation toward the formation of students' character and spirituality. Scholars emphasize that the primary goal of education is not merely to produce individuals with intellectual intelligence but also to shape individuals of noble character and deep spiritual awareness (Munawarsyah and Suratin, 2026). Therefore, education is always linked to the process of *tazkiyah al nafs*, or the purification of the soul, which aims to build moral integrity within students. In this context, the teaching of Sufism plays a crucial role in instilling the values of sincerity, simplicity, and closeness to God. The integration of these intellectual and spiritual dimensions makes Islamic education a holistic system of human development.

The epistemological legacy of the classical Islamic educational tradition has exerted a profound influence on the development of the concept of Islamic Religious Education in subsequent eras. The foundational values emphasizing a balance between religious knowledge, character formation, and intellectual development remain a vital cornerstone in the implementation of Islamic education across various regions of the Muslim world (Mujiburrohman et al. 2026). Although education has undergone various transformations in its development alongside social changes and the advancement of modern science, the fundamental principles inherited from the classical tradition have been preserved as the primary foundation. Thus, the genealogy of Islamic Religious Education demonstrates that education in Islam is a system that continues to evolve while remaining firmly rooted in the scholarly tradition established by the *ulama* since the early days of Islamic civilization.

In conclusion, the genealogy of Islamic Religious Education reveals that the educational system within the Islamic tradition has strong historical roots in classical Islamic civilization. Education developed through various institutions such as *kuttab*, mosques,

and madrasahs, which served as centers for the development of knowledge and character formation. The Islamic scholarly tradition places the Qur'an and hadith as the primary sources underpinning various disciplines of Islamic studies as well as systematic learning methods. In addition to emphasizing the mastery of knowledge, education is also directed toward the formation of students' moral character, spirituality, and moral integrity. Therefore, Islamic Religious Education today can be understood as a continuation of the classical educational tradition that prioritizes a balance between intellectual, moral, and spiritual dimensions as the primary goal in the process of human development.

The Integration of Islamic Religious Education into the Modern Education System

The development of modern education has brought significant changes to the form, orientation, and structure of Islamic Religious Education. This transformation cannot be separated from the process of educational modernization that took place from the nineteenth to the twentieth century, when the education system began to undergo changes toward a more organized, systematic, and academically standardized management (Moh. Saddam et al. 2025). Within this framework, Islamic Religious Education is no longer understood merely as a learning process conducted traditionally within pesantren, surau, or other classical religious educational institutions. Islamic Religious Education has since begun to be integrated into the formal education system under the management of the state or modern educational institutions. This shift indicates that religious education is undergoing a process of institutionalization, making it an integral part of the national education system designed to shape individuals who are knowledgeable, faithful, and possess moral awareness in social life.

The integration of Islamic Religious Education into the formal education system also brings about a paradigm shift in the delivery of instruction. In the context of traditional education, the religious learning process often focused on mastering religious texts and reinforcing the scholarly authority of religious scholars. However, within the modern education system, Islamic Religious Education is required to align with pedagogical principles that are more scientific, rational, and systematic (Kurniasih et al. 2024).

The curriculum, teaching methods, and assessment strategies must be designed in a structured manner to effectively address the needs of students living in an increasingly complex society. Therefore, Islamic Religious Education not only teaches the normative aspects of religious teachings but also develops an educational approach that fosters critical, reflective, and contextual thinking in understanding Islamic values in daily life.

These changes also drive innovation in the development of the Islamic Religious Education curriculum. The curriculum no longer consists solely of doctrinal material but is also directed toward strengthening a comprehensive understanding of Islamic teachings in relation to social realities (Indahsari et al. 2024). This includes the development of materials emphasizing aspects of ethics, human values, social responsibility, and respect for diversity in society. Through an integratively designed curriculum, Islamic Religious Education is expected to instill spiritual values while fostering students' social awareness.

Thus, religious education does not merely produce individuals with theological understanding but also individuals capable of constructively implementing Islamic values in social, national, and civic life.

In addition to curriculum changes, developments in modern education have also influenced teaching methods in Islamic Religious Education. The learning process, which was previously more one-sided and teacher-centered, has begun to shift toward a more participatory and dialogic approach (Firmansyah et al. 2026). Students are given greater space to actively engage in the learning process through discussions, reflection, and experience-based learning activities. This approach enables students not only to passively receive religious knowledge but also to develop the ability to understand, interpret, and internalize Islamic teachings more deeply. Through more interactive learning methods, Islamic Religious Education can serve as a means of fostering religious awareness that is not merely cognitive but also encompasses affective and behavioral dimensions in daily life.

Furthermore, the integration of Islamic Religious Education into the modern education system also plays a strategic role in shaping the character and moral identity of the younger generation. Education functions not only as a means of knowledge transfer but also as a vehicle for shaping students' values, attitudes, and life orientations (Fakhrurridha et al. 2025). In this context, Islamic Religious Education plays a vital role in instilling values of honesty, responsibility, tolerance, and social concern. These values serve as an ethical foundation guiding students in facing the various challenges of modern life, characterized by social change, technological advancements, and increasingly complex cultural dynamics. Thus, Islamic Religious Education makes a significant contribution to building a generation that is not only intellectually intelligent but also spiritually and morally mature.

Islamic Religious Education in the context of modern education is also required to bridge the relationship between religious values and the realities of contemporary society. The challenges of globalization, scientific advancements, and increasingly widespread cultural interactions demand an adaptive and relevant educational approach. Islamic Religious Education must be able to present a moderate, inclusive, and contextual understanding of religion so that students can comprehend Islamic teachings in a balanced manner (Firmansyah et al. 2025).

With this approach, religious education becomes not only a means of fostering individual piety but also serves as a moral force that promotes the creation of a harmonious, just, and civilized social life within a diverse society.

In conclusion, the development of modern education has brought fundamental changes to the implementation of Islamic Religious Education, in terms of institutional structure, curriculum, teaching methods, and educational orientation. The integration of religious education into the formal education system demands a more systematic, scientific, and relevant approach to meet the needs of modern society. Within this framework, Islamic

Religious Education serves not only as a medium for transmitting religious knowledge but also as a means of character formation, strengthening moral values, and fostering contextual religious awareness. Therefore, the development of adaptive and integrative Islamic Religious Education is crucial for shaping a generation that balances intellectual intelligence, spiritual depth, and social responsibility in community life.

Actualizing the Values of Moderation, Integration of Knowledge, and Contextual Pedagogical Approaches in Islamic Religious Education

In the development of contemporary Islamic educational thought, Islamic Religious Education has undergone a significant conceptual transformation. These changes are not limited to curriculum and teaching methods but also touch upon the philosophical dimensions regarding the goals and orientation of religious education (Bary et al. 2024). Islamic Religious Education is no longer understood merely as a process of conveying normative religious doctrines but rather as an educational process that emphasizes the formation of a rational, open, and contextual religious consciousness. The development of an increasingly pluralistic, dynamic, and complex society demands an educational approach capable of addressing the challenges of the times without losing the foundation of Islamic values. Therefore, Islamic Religious Education is directed toward developing a learning paradigm that is not only oriented toward mastery of religious material but also toward strengthening moral values, social ethics, and students' critical thinking skills in understanding the ever-evolving realities of life.

One of the key orientations in the transformation of contemporary Islamic Religious Education is the reinforcement of religious moderation in the learning process. Religious moderation is understood as a religious attitude that prioritizes balance, justice, and openness in understanding and practicing religious teachings (Wijaya et al. 2025). Through this approach, students are guided to develop a religious understanding that is neither extreme nor exclusive, but rather inclusive and respectful of differences. Strengthening religious moderation is particularly crucial in the context of Indonesian society, which is characterized by high levels of religious, cultural, and ethnic diversity. Islamic Religious Education serves as a strategic means to instill values of tolerance, mutual respect, and an awareness of the importance of living peacefully side by side in a pluralistic society. Thus, Islamic Religious Education is expected to shape students' characters so that they are both religious and possess a strong commitment to the nation.

In addition to strengthening religious moderation, the transformation of Islamic Religious Education is also marked by the development of a paradigm of knowledge integration within the learning process. Knowledge integration emphasizes the importance of the interconnection between Islamic studies and general knowledge within a holistic framework of understanding (Safrial, 2021).

From this perspective, religious knowledge is not positioned separately from other fields of knowledge but rather complements them in the effort to comprehensively understand the realities of life. This integrative approach aims to overcome the dichotomy between

religious knowledge and general knowledge that has often occurred in educational practice. Through the integration of knowledge, students are encouraged to understand that the values of Islamic teachings can serve as an ethical and moral foundation for the development of science and technology. Thus, Islamic Religious Education functions not only as normative learning but also as a value framework that enriches the development of science in modern life.

The transformation of Islamic Religious Education is also reflected in the use of pedagogical approaches that are more contextual and relevant to students' life experiences. A contextual approach to learning emphasizes the importance of linking instructional material to the social, cultural, and environmental realities in which students live (Liana and Suyadi, 2024). Through this approach, Islamic teachings are not understood as abstract concepts distant from daily life, but rather as values that can be practically implemented in various life situations. Contextual learning allows students to understand the meaning of Islamic teachings more deeply because it is directly linked to their social experiences. Furthermore, this approach also encourages students to develop reflective, analytical, and problem-solving skills related to various religious and social issues they face in daily life.

In practice, the application of the approaches of religious moderation, the integration of knowledge, and contextual learning demands innovation in Islamic Religious Education teaching strategies. Teachers no longer merely act as conveyors of information but also as facilitators who guide students through processes of dialogue, reflection, and exploration of religious values. The learning process is designed to create an open space for discussion so that students can express their views and understanding critically and constructively (Jedlicka and Havenith, 2025). Through participatory and dialogic learning strategies, students are encouraged to develop analytical thinking skills while fostering a balanced approach to religion. This approach also helps students to understand differences in religious views wisely and avoid excessive fanaticism in social life.

Strengthening the value dimension in Islamic Religious Education is also closely related to efforts to shape students' character so they can navigate the dynamics of modern life. The challenges of globalization, the development of information technology, and rapid social change demand that students possess a strong moral and spiritual foundation (Wajdi et al. 2025). In this context, Islamic Religious Education serves as a foundation for fostering personal integrity, social responsibility, and ethical awareness in social life. Islamic Religious Education is expected not only to produce students who understand religious teachings theoretically but also to enable them to implement these values in concrete actions. Thus, religious education contributes to shaping a generation that is not only intellectually intelligent but also possesses moral and spiritual maturity in facing various life challenges.

In conclusion, the transformation of Islamic Religious Education in a contemporary context indicates a paradigm shift from a doctrinal approach toward a more integrative,

moderate, and contextual approach. Strengthening religious moderation, integrating knowledge, and employing pedagogical approaches relevant to students' lived realities are crucial elements in the development of Islamic Religious Education. Through this approach, Islamic Religious Education functions not only as a means of transmitting religious knowledge but also as a process of character formation, strengthening critical awareness, and developing students' abilities to navigate the social and intellectual dynamics of the modern era. Thus, Islamic Religious Education plays a strategic role in shaping a generation that is religious, moderate, and capable of contributing positively to a pluralistic and dynamic society.

CONCLUSION

The genealogy of Islamic Religious Education has been shaped through a long historical process, ranging from classical Islamic scholarly traditions to its integration into the modern education system, which is subsequently actualized through the reinforcement of religious moderation, the integration of knowledge, and pedagogical approaches that are contextual and responsive to contemporary social dynamics. These findings affirm that Islamic Religious Education functions not only as a vehicle for transmitting religious doctrine but also as a space for value transformation that fosters the development of moderate, inclusive attitudes oriented toward the public good. Theoretically, these findings enrich the epistemological study of Islamic Religious Education, while practically providing a foundation for strengthening curriculum design and learning strategies that are adaptive to the changing times. Therefore, it is recommended to strengthen the integration of values, interdisciplinary approaches, and pedagogical innovations in the practice of Islamic Religious Education. Further research is recommended to examine empirical models of religious moderation implementation within the educational context.

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