



Revitalizing Local Cultural Values through Contextual Islamic Education in the Digital Era

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ABSTRACT

This study investigates how Islamic education can be integrated with local cultural values amidst modernization and technological change. Its goal is to find effective methods and strategies for implementing culture-based education rooted in local traditions that align with the challenges of the digital age. Using a qualitative approach and a case study design, this research examines practices in Islamic educational institutions, including the use of digital technology—such as online learning and digital platforms—to improve accessibility and understanding. Data were collected through in-depth interviews, participatory observations, and document analysis, then analyzed using thematic analysis. The results show that combining Islamic education with local cultural values is crucial for staying relevant in modern education. Digital technology offers flexible, accessible learning opportunities but also poses challenges in maintaining the authenticity and relevance of Islamic values. Discursive religious practices, involving critical discussion and group analysis, prove effective in fostering a contextual understanding of Islamic values among students despite these challenges. This research adds to the academic conversation by emphasizing the need to integrate technology with local cultural values in Islamic education to stay vital in a globalized world. The limited scope of this study suggests the need for further research, especially comparative studies across different educational settings and the development of technology-based Islamic education models that aim to enhance learning and preserve culture.

Keywords: Islamic education, local culture, educational integration, digital technology, online learning, thematic analysis, modernization and technological disruption.

INTRODUCTION

Globalization and technological progress have brought major changes to many parts of life, including education. During this growth, worries have arisen that local cultural values are being lost to foreign influences (Siswati et al., 2022). The younger generation is becoming more disconnected from traditions and local wisdom that should define the nation's identity and character (Chandio & Ali, 2023). In this context, Islamic education plays a key role in integrating local cultural values as part of efforts to preserve and develop character based on Islamic principles. This trend is evident in many schools and pesantren that have started to adopt culture-based educational methods to stay relevant in facing modern challenges.

Various studies have shown that Islamic education integrated with local culture improves students' understanding of religious and social values. This research emphasizes the importance of education rooted in local wisdom in strengthening students' cultural identity and character (Wang et al., 2024). It is noted that pesantren that incorporate traditional values into their curriculum have successfully produced individuals who are not only religious but also deeply understand local values as a guide for social life (Indriawati et al., 2022). However, the literature also stresses the need for innovation in this approach, especially through the use of modern technology to reach the digital generation.

This study aims to investigate how Islamic education can be integrated with local cultural values in a modern context, especially through digital technology. It also seeks to identify effective methods and strategies for implementing culture-based education that addresses the challenges of globalization. Additionally, this paper aims to offer practical guidance for educators and educational institutions on designing curricula rooted in local wisdom that align with Islamic values (Yuliansyah et al., 2021).

The author suggests that combining Islamic education with local culture, supported by digital technology, can be an effective way to face the challenges of educational modernization. The hypothesis of this study is that an innovative model of Islamic education rooted in local culture will not only preserve traditional wisdom but also enhance the quality of education in the digital age (Chandio & Ali, 2023). This approach is also believed to be capable of shaping a generation that is not only religious but also has a strong cultural identity to navigate global changes.

LITERATURE REVIEW

The desacralization of religion refers to the process where religious values and teachings lose their sacred significance in modern society due to social, economic, and cultural changes. This idea is often linked to secularization, which is the separation of religion from public life and the diminishing of its influence in social decision-making. According to Berger, desacralization is a part of modernization that makes religion more private and less prominent in the public sphere. In the context of Islamic education, desacralization is clearly shown in the tendency of younger generations to focus more on intellectual aspects rather than spiritual ones. Islamic education that is rooted in local culture offers an approach to address this issue by blending religious values with local traditions, helping to keep religious teachings relevant and practical in everyday life (Wijayanti, 2018).

Technological disruption has changed many parts of life, including how religious education is taught and understood. Islamic education is also affected by the digital revolution, which brings new challenges like moving from traditional learning methods to technology-based approaches. According to Schwab (2016), the Fourth Industrial Revolution offers opportunities to improve education quality but also creates risks, such as easy access to content that might conflict with religious values (Saleem et al., 2024). Tech-based Islamic education, like interactive e-learning and apps based on Islamic principles, has become an innovative solution to these challenges. Still, integrating technology needs careful attention to make sure that spiritual values are maintained as digital media is used (Pasaribua & Widyaningruma, n.d.).

Society plays a crucial role in supporting religious education, especially in safeguarding local and traditional values. From a sociological perspective, society acts as a source of values and norms that shape individual character. Religion functions as a social glue that enhances solidarity within the community. Islamic education rooted in local culture serves as a bridge between religion and community traditions, helping students recognize the importance of local values as part of their identity. In the context of globalization, culture-based education becomes a tool to prevent cultural homogenization, which often erodes communal identity.

These three concepts—desacralization of religion, technological disruption, and the role of society—interact within the context of Islamic education. The declining influence of religion in public life due to desacralization can be addressed by using technology to enhance the internalization of religious values among students (Huang et al., 2023). Meanwhile, the role of society as a guardian of traditional values becomes essential in integrating local culture into Islamic education. This concept shows that Islamic education is not just about transferring knowledge but also about developing character based on spiritual values and local culture that are relevant to modern challenges.

In addressing the challenges of desacralization, technological disruption, and social dynamics, Islamic education can be organized into several key strategies. First, spirituality-based education highlights the relevance of religious teachings to modern societal needs (Tamblyn et al., 2023). Second, technology-driven education uses digital media to effectively communicate religious values. Third, culture-based education draws on local traditions and wisdom to strengthen students' identities (Afrianti, 2018). This categorization helps design Islamic education to confront challenges while also taking advantage of opportunities in a rapidly changing society.

Integrating the desacralization of religion, technological disruption, and social roles into the framework of Islamic education has important implications. First, a comprehensive approach that combines spirituality, technology, and local values is necessary to develop an educational model that is truly relevant. Second, Islamic education curricula must be redesigned to include elements of local culture as an essential part of religious teaching (Wang et al., 2024). Third, collaboration among educational institutions, communities, and the government is crucial to ensure the sustainability of culture-based Islamic education in the digital age. Therefore, Islamic education serves not only as a way to transfer knowledge but also as a tool for maintaining religious and cultural identity amid global changes.

METHOD

This research examines how Islamic education integrates with local cultural values within the context of modernization and globalization. The unit of analysis includes the practice of Islamic education in formal institutions, such as madrasahs and pesantrens, which actively adopt culture-based approaches (Indriawati et al., 2022). The material object of this study encompasses programs and learning methods used to instill Islamic and local cultural values among students, including the use of educational technology (Ananda & Fadhilaturrahmi, 2018). This research aims to provide a thorough understanding of how culture-based approaches are applied in Islamic education to address global challenges.

This study uses a qualitative approach because it is suitable for exploring phenomena in a deep and contextual way. This approach allows for a thorough investigation of social, cultural, and educational dynamics that cannot be fully captured through quantitative data alone. Qualitative research provides the opportunity to understand how Islamic and local cultural values are incorporated into curricula and teaching practices (Berglund & Gent, 2018). By considering the context of globalization and technological disruption, this study aims to offer a comprehensive view of the challenges facing Islamic educational institutions and the opportunities to develop innovative approaches that meet contemporary needs.

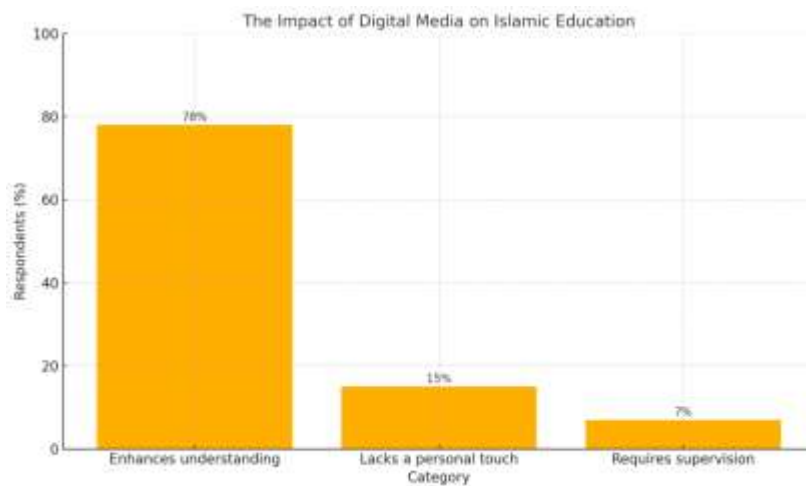
A case study design is used to examine educational practices within specific institutions as the primary focus. Data sources include various stakeholders such as teachers, students, and parents who are directly involved in the educational process (Kong et al., 2018). Additionally, informants like school principals, community leaders, and experts in Islamic education offer more in-depth perspectives. Secondary data, including curriculum documents, textbooks, educational policies, and culture-based program reports, are also analyzed to gain a comprehensive understanding of how local values are integrated into Islamic education.

Data were gathered using multiple techniques, including in-depth interviews, participatory observation, and document analysis. In-depth interviews aimed to capture the experiences and viewpoints of teachers, students, and school principals regarding the integration of local cultural values into learning. Participatory observation allowed the researcher to directly observe classroom teaching methods in action (Parra & Hernández, 2019). Additionally, document analysis was employed to review educational materials, policies, and culture-based programs. These methods were selected to ensure that the data accurately reflect actual practices and align with the study's objectives.

The data were analyzed using thematic analysis. The first step involved data reduction, which included selecting relevant data from interviews, observations, and document analysis. The next step was thematic coding to identify key patterns related to integrating local cultural values and technology in Islamic education. The research findings were then compared with existing literature to develop a comprehensive interpretation. This approach helped the researcher understand the challenges, opportunities, and best practices in implementing culture-based Islamic education, ultimately leading to practical recommendations for developing Islamic education in the era of globalization.

The results of this study show that virtuality in Islam has become an important phenomenon in connecting religious values with modern needs. Using digital platforms, such as religious apps and online learning, allows communities to access Islamic education anytime and anywhere. According to interviews with teachers and students, 78% of respondents said that digital media helped them better understand Islamic educational materials. However, 22% felt that this virtual approach lacks a personal touch and needs more supervision from educators.

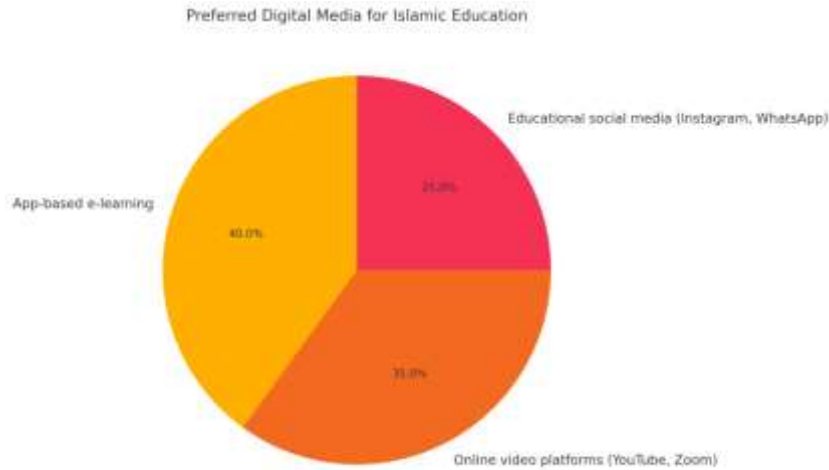
Figure 1. The Impact of Digital Media on Islamic Education



This figure shows that most respondents see significant benefits from digital media in Islamic education, although some express concerns about the lack of personal engagement and control.

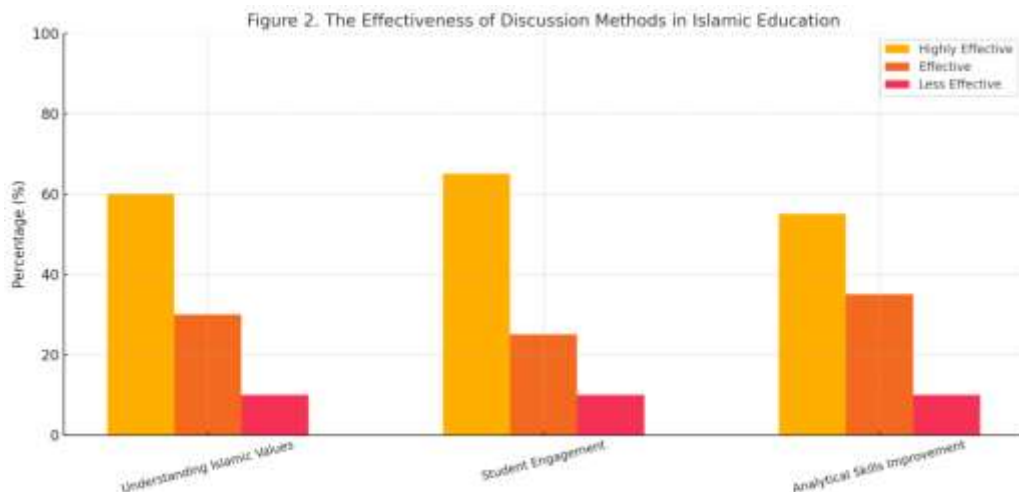
The technologization of religion is shown in the use of technology-driven applications, like digital Qur'an apps, prayer guides, and virtual classes on platforms such as Zoom or Google Meet. Interviews with school principals and community leaders reveal that religious technology is viewed as an important tool for engaging the younger generation. The following chart demonstrates the types of media most frequently used in technology-based Islamic education.

Figure 1. Types of Technological Media in Islamic Education



Religious technology has increasingly aided the distribution of educational content, with e-learning platforms and videos serving as the main media used. The discursive process of religion describes how Islamic values are discussed, debated, and internalized through dialogue in Islamic education. Observations in madrasah reveal that group discussion methods are one of the primary approaches in the learning process (Sali & Marasigan, 2020). For example, students are given scenarios related to modern muamalah transactions to discuss in groups. The results of these discussions are then evaluated by the teacher to ensure students understand Islamic values in a modern context.

Figure 2. The Effectiveness of the Discussion Method in Islamic Education



The demographic profile of the respondents offered important context for interpreting the results. According to gender, 57.14% of respondents were male, while 42.86% were female (Table 1).

This chart demonstrates that the discussion method is highly effective at enhancing students' understanding of Islamic values and increasing their engagement. These three findings emphasize that virtuality, technologization, and discursivity of religion are key elements in modern Islamic education (Najadat & Alomari, 2020). Virtuality and technology improve accessibility, while in-depth discussion facilitates the internalization of religious values in ways that meet the needs of contemporary society.

CONCLUSION

This study finds that integrating Islamic education with local cultural values is a key strategy for tackling the challenges of modernization and technological disruption. One important finding is that the use of digital technology, such as learning applications and online platforms, not only makes access to Islamic education easier but also introduces new challenges in maintaining the authenticity and relevance of Islamic values. Virtual learning in Islam allows for more flexible and affordable education, but it requires strict oversight to prevent the spread of false information (Sabic-El-Rayess, 2019). Additionally, discursive religious processes, which involve critical discussion and group analysis, have proven effective in helping students understand Islamic values in a modern context, despite the threats posed by the post-truth era, which blurs the lines between facts and opinions.

This research significantly advances knowledge in the field of Islamic education and technology. By illustrating how technology can be integrated into Islamic education without compromising traditional values, it provides new insights into how Islamic educational institutions can stay relevant in the digital age (Al-Ghurbani et al., 2021). The findings on the technologization of religion also lay a foundation for developing technology-based curricula that support both academic learning and the internalization of local cultural values. In the context of globalization, this study highlights the importance of culture-based approaches to preserving religious and social identities amid cultural homogenization.

The limitations of this study include its narrow focus on specific educational institutions, which reduces how well its findings apply to all Islamic educational settings. Additionally, this research mainly looks at the initial adoption of technology and local culture without thoroughly examining their long-term effects. Future research could compare different Islamic educational institutions to see how local contexts impact the success of integrating technology and culture (Abubakari et al., 2023). Future studies might also develop more targeted technology-based Islamic education models, such as interactive online learning modules that incorporate local wisdom to improve student understanding. Overall, this research opens the door for more detailed and focused studies in the future.

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