

Technology Based Islamic Curriculum Innovation at SMAIT Nurul Fajri

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ABSTRACT

Technology-based Islamic curriculum reform is a long-term project that needs to be managed through a detailed strategy. To create this strategy, the management team must analyze the current situation by conducting a thorough environmental scan and by identifying gaps between the current state and the desired program. To be implemented, this new program vision will need to rely on creating several potential ways to produce optimal solutions, which may involve some form of innovation. It is true, to generate the most promising ideas, an environment conducive to reflection and experimentation is needed. Throughout the analysis, decision-making and implementation phases, specific activities need to be organized to involve school members. Additionally, these high-impact projects need to include a parallel change management strategy to account for expected human resistance, both individual and collective (internal culture). This article proposes methods and some concrete actions to help leaders and managers support the development and implementation of new and innovative curricula to promote and support the advancement of local professional practice.

Keywords: *Management Strategy Innovation; Technology-based Islamic curriculum; Implementation; Development*

INTRODUCTION

Islamic education needs to keep up with rapid changes in global education to remain relevant and effective. With technology and scientific developments, Islamic education needs to innovate to maintain its relevance. An increasingly complex and diverse society requires Islamic education that is able to meet their needs holistically. If every school has the ability to create educational programs that are in accordance with Islamic teachings, then learning in accordance with Islamic teachings should be implemented in educational institutions. Islamic education basically seeks to foster morals based on Islamic teachings. Religious education greatly influences students' morals, especially regarding their interactions with their Creator (Ainiyah, 2013).

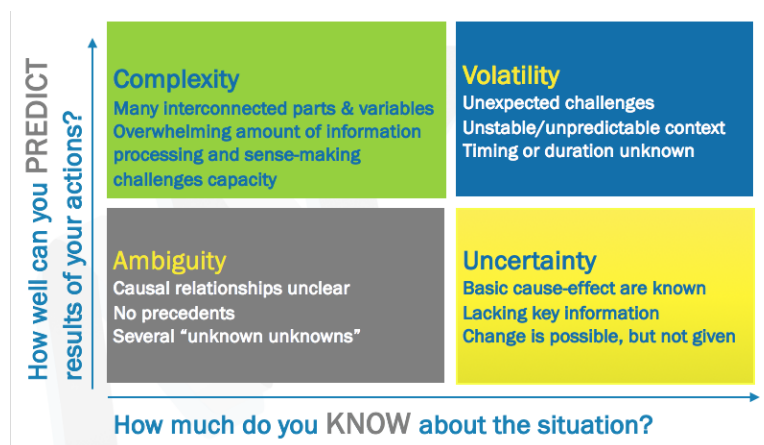
Innovations in the Islamic education curriculum can help accommodate the differences and needs of individual students and society. Skills such as critical thinking, creativity, communication and collaboration are increasingly important in today's global context. This challenge must be answered by preparing a curriculum where students have the opportunity to become individuals who have the number one skill in the world of education and the second skill, namely entrepreneurship, according to the religious department.

Samani & Hariyanto (2017: 38) explain that there are four mandatory 21st century curricula that are very necessary for students, namely global awareness, financial, economic, business and entrepreneurship literacy (literacy awareness), awareness as

citizens of the nation (civic awareness) and awareness of health and wellness (health and wellness awareness).

The Islamic education curriculum is one of the keys to forming students' morals. As is known, the aim of the Islamic education curriculum focuses on the use of human life not only in this world but also in the afterlife (Kusmawati, 2016: 1). The religious values that must be instilled in students are based on the main sources of Islamic teachings, namely the Qur'an and Had The four components of VUCA are considered to be able to influence stability and development in organizations, including leadership. Many research results have shown that to face the dynamics of change in the VUCA era, leadership in organizations is an important factor (Rodriguez and Rodriguez 2015; Sarkar 2016). How an organization is able to adapt to the dynamic changes in the VUCA era is determined by the presence of a leadership figure in the organization. Due to the need for speed and accuracy when facing turbulence, every organization needs a leadership concept that is able to organize an environment that is dynamic and filled with uncertainty, especially a leadership concept that is able to adapt quickly in crisis conditions (Kapucu and Ustun 2018).

Adequate training and professional development is required to support the implementation of innovative curricula. Collaboration between sectors, both government, educational institutions and society, is very important in developing an innovative Islamic education curriculum. Through strong partnerships, an educational environment that supports and facilitates innovation can be created. In the 21st century, Islamic education creates differences between Islamic education which is considered rigid and western education which is more secular. From this perspective, the integration of the Islamization of science begins to occur, which ultimately causes Islamic values to be embedded in contemporary science (Sofwan, 2016).



VUCA Matrix (Bennet and Lemoine, 2014)

The curriculum should encourage project-based learning, interdisciplinary collaboration, the use of technology, and authentic learning experiences. In this way, students will be equipped with the skills and attitudes necessary to be successful in facing the complex and diverse challenges of the future.

SMAIT (Integrated Islamic High School) Nurul Fajri as an Islamic educational institution in Bekasi which strives to be a school that is progressive and adaptive to the times, has designed an innovative curriculum to prepare its students to face the challenges of the future in accordance with Islamic principles. . This research seeks to discuss the innovations implemented in the SMAIT Nurul Fajri curriculum.

This research collects data about the topic from various sources through literature reviews or literature studies. Look for previous research literature sources to use as references for this research. From previous studies, analyzing the research results related to this research in various sources, both accredited and international journals, is also used as a reference. This research will analyze innovations in the Islamic education curriculum in the era of revolution 4.0, as well as the responses and challenges of Islamic education. The aim of this research is to provide authors with curriculum innovation as a form of response in learning Islamic education in the SMAIT Nurul Fajri curriculum

METHOD

To achieve this goal, researchers use a case study research approach, which means researchers study programs, events, activities, processes, or groups of individuals as a whole. This approach is limited by time and activity, and a variety of data collection methods are used to gather comprehensive information. Apart from that, the aim of this research is to collect data and information through document books and other information sources. Based on available data, the aim of this research is to provide an in-depth description of the observed phenomena through the application of semi-descriptive qualitative methodology. Participant observation, in-depth interviews with relevant people, and careful documentation are the main methods of data collection in research. To arrive at a conclusion, information gathered through interviews, surveys, and written notes is summarized, presented, and analyzed. The information a writer needs to complete their writing project is called writer informant (Sugiyono, 2019).

On the other hand, to strengthen this research, the data sources for this research were obtained from journals and research on Islamic education curriculum innovation in the 4.0 era. This research is supported by reliable references and referrals from educational and academic sources. By using the research methods mentioned above, it is hoped that this research report will provide accurate information and can be used as a reference regarding the innovation of the Islamera revolution 4.0 education curriculum at SMAIT Nurul Fajri.

FINDINGS AND DISCUSSION

The curriculum plays a key role in shaping the direction of education in a school institution. Through the curriculum, objectives, values and learning methods are established to provide a clear direction for the educational process. The following are the roles of the curriculum in schools: (1) Forming School Identity. The curriculum is a reflection of the school's identity and the values it adheres to. Through the curriculum, schools can illustrate their commitment to inclusive education, diversity, or focus on certain aspects such as STEM (Science, Technology, Engineering, and Mathematics). (2) Directing the Learning Process. The curriculum provides guidelines about what should be taught and learned in the classroom, as well as how best to do it. This helps teachers plan lessons that are effective and in line with educational goals. (3) Adapting to student needs. A good curriculum must be able to adapt to students' needs and interests. It involves integrating a variety of learning and assessment methods to facilitate each individual's personal and academic development. (4) Preparing for the Future. A relevant curriculum must be able to prepare students to face future challenges, both in terms of academic skills and daily life skills needed in the world of work and society. (5)

Facilitate Holistic Learning. A holistic curriculum recognizes the importance of developing all aspects of a student's personality

The basic principle of curriculum management is to try to ensure that the learning process can run well by measuring the achievement of goals by students and encouraging teachers to develop and continuously perfect their learning strategies (Diba & Harmaini, 2014). Therefore, to maintain a continuous improvement process between the two, it is necessary to carry out stages according to the curriculum management cycle, namely: (1) Planning stage (2) Development stage (3) Implementation stage and (4) Assessment stage. This model is also the model that is most in line with the spirit of the 2013 Curriculum, continuous improvement. Through the 5 pillars of education launched by UNESCO as an international organization that deals with issues of education, science and culture. The five pillars that UNESCO calls *the Five Pillars of Education* are as follows: *Learning to know, Learning to do, Learning to live together, Learning to be* and *Learning to transform oneself and society*. These five pillars are important to understand and serve as a basis for thinking in developing the curriculum at SMAIT Nurul Fajri.

Furthermore, the curriculum at SMAIT Nurul Fajri is also aligned with the school's vision of becoming a leading integrated Islamic high school and mission. SMAIT Nurul Fajri is to graduate students who are part of the Rabbani generation: pious, intelligent, accomplished, and of noble character, organizing education in the 21st century (*post-modern century*) through a quality learning process based on Faith and Taqwa (IMTAQ) and Science and Technology (IPTEK), providing quality educational services to help the growth and development of students in implementing religious teachings Islam and improving academic (knowledge and skills) and non-academic (noble morals, character) abilities, managing educational organizations professionally to support and accelerate the process of improving the quality of education (*output and outcomes*), empowering the potential of the community/education stakeholders to play a role -as well as in the educational process through all existing programs, taking part in improving the socio-economic development of all levels of society through various forms of activities.

S MAIT Nurul Fajri is guided by the concept of 21st century learning education " ***Socio Religious Contextual Vertically And Or Horizontally Integrated Subject Matters And Related Technology*** ". A contextual learning concept of the subject being studied that links social and religious relations viewed from the aspect of applied technology. This concept is expected to educate children not only to memorize the subject matter but to understand and relate it to real life from a religious aspect. In this way, students are equipped with knowledge that is interrelated in real life based on a strong discussion of religion to become children who are knowledgeable and have good morals.

Learning at SMAIT Nurul Fajri embeds four pillars of education; *Islamic studies, academics, interpersonal skills* and *foreign language skills*, especially *Arabic* and *English*. ***Islamic studies*** are directed so that students can read the Qur'an well and correctly, memorize the Qur'an, especially juz 29-30 and can develop broad religious insight and practice Islamic teachings in everyday life so that graduates are born with personal qualities. -a person who is pious and ready to become a leader. ***The academic field*** is intended to develop students' intellectuals who give birth to rational, objective individuals and the ability to reason through various fields of study and school curricula determined by the Ministry of Education and Culture and the Foundation. ***Interpersonal Skills*** directed at developing the abilities of each individual student according to the student's interests and talents. ***The ability to speak Arabic and English*** as a tool for the ability to communicate between people and to master world civilization.

These four pillars are efforts made by the Nurul Fajri Integrated Islamic High School to produce students who are superior in kaffah, namely Islamic studies, academics, life skills and foreign language skills, especially Arabic and English, as well as having high quality morals in achieving a good life. dignified and beneficial to himself and others around him. use change is different from change as human needs increase.

Everyone is influenced by the digital era: they need to have an existence and a way of life in order to compete in the global market easily. Based on the author's perspective, each of us is capable of more innovation, as the above debate shows. For example, to provide perspective, to act civilly, to learn many languages, to read carefully, to read diligently, and to become proficient in various work-related concepts (Faruq, 2020).

SMAIT developed a national curriculum by internalizing Islamic values so that a typical SMAIT curriculum was created which aims to create a rabbani generation that has strong akhlakul karimah in accordance with the guidance of the Prophet Muhammad sallallahu 'alaihi Wassalam. In accordance with the opinion (Magdalena, 2016) that the ideology brought by SMAIT, namely the ideology of Islamic education, makes SMAIT a solution in responding to the nation's internal problems. SMAIT is growing like mushrooms and with the Islamic label attached, it is hoped that it can reflect Islam as an educational ideology, as well as the school content and culture in this educational institution.

CONCLUSION

SMAIT Nurul Fajri is committed to implementing the SMAIT curriculum which combines the national curriculum with the Islamic curriculum. This makes SMAIT Nurul Fajri one of the main school choices for both parents and students in the West Cikarang area of Bekasi. SMAIT Nurul Fajri is committed to forming a generation that is strong, superior, intelligent, accomplished and has good moral character.

The expected Islamic character is reflected in student behavior such as clean faith (*Salîm al-'Aqîdah*), correct worship (*Ṣaḥîḥ al-'Tbâdah*), mature personality (*Matîn al-Khulq*), independence (*Qadîrun 'Ala al-Kasb*), Smart and Knowledgeable (*Muṣaqqaf al-Fikr*), Healthy and Strong (*Qawî al-Jism*), Serious and Disciplined (*Mujâhadah li Nafsih*), Orderly and Careful (*Munâẓamun fi Su'unihi*), Efficient (*Ḥarîṣun 'ala Waqtihi*), Useful (*Nafi'un li Ghairihi*) Caring for others and having the sensitivity and skills to help others who need (Suyatno, 2013) help (Magdalena, 2016). The implementation of the curriculum at SMAIT Nurul Fajri is based on two things, namely (1) Normal Period; K13 National Curriculum, Foundation Curriculum (religious content) (2) Pandemic Period; Emergency Curriculum (special conditions) and Foundation Curriculum.

Behind every successful educational institution, there is a strong foundation that forms the basis of the teaching and learning process, namely the curriculum. The curriculum, as the main guide in compiling subject matter, teaching methods, and learning evaluation, plays a key role in shaping the quality of a school's education. The importance of the curriculum in the context of school education cannot be ignored. By providing clear direction about what should be taught, how it should be taught, and how student progress should be assessed, the curriculum forms a solid foundation for the student's learning experience. This includes not only academic aspects, but also the development of skills, values, and attitudes necessary for success in life.

However, the success of a curriculum does not only depend on its content or structure. Effective implementation, good management, and the teacher's ability to adapt

and develop the curriculum according to student needs are also key factors. SMAIT Nurul Fajri has shown real efforts to innovate the curriculum based on Islamic values which can prepare students to face challenges in the future. As a suggestion for further development, SMAIT Nurul Fajri needs to encourage more collaboration and partnerships between stakeholders in Islamic education, including the government, educational institutions, society and the business world, to support the implementation of innovative curricula.

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