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Islamic Education and the Challenges of Globalization: Maintaining Islamic Identity in Multicultural Education

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ABSTRACT

The purpose of this research is to explore how Islamic education can maintain its Islamic identity while facing the challenges of globalization, as well as to identify ways to integrate multiculturalism principles into Islamic education. This study uses a qualitative approach with a literature review analysis method. The sources used include books, scholarly articles, and journals relevant to the topics of Islamic education and multiculturalism. The findings indicate that Islamic education can preserve its identity by instilling inclusive Islamic values that are adaptive to cultural diversity. The implementation of multiculturalism principles in Islamic education allows students to understand and appreciate cultural differences without compromising fundamental Islamic teachings. Principles such as tolerance, mutual respect, and appreciation of diversity become the main pillars in this integration. The implications of this research highlight the need to develop an Islamic education curriculum that is more open to multicultural values, as well as training for educators to manage diversity in the classroom. Therefore, it is expected that Islamic education can remain relevant and positively contribute amidst the evolving dynamics of globalization.

1. Introduction

Globalization has become a major phenomenon that has brought significant changes across various aspects of life, including education. Along with advancements in technology and information, the education sector, including Islamic education, faces major challenges. Globalization tends to lead to cultural homogenization, which often conflicts with traditional values, including religious principles in Islamic education. These changes demand that Islamic

education continues to preserve and uphold its Islamic identity amidst the growing waves of modernization and globalization.

One solution that can be applied is multiculturalism. As a concept that values cultural diversity, multiculturalism can serve as a bridge to embrace differences without sacrificing universal Islamic values. Multicultural-based education offers an inclusive approach where diverse cultural values can be accepted and appreciated, while still being

grounded in Islamic teachings. This concept allows Islamic education to adapt to global changes while maintaining its essence.

As globalization rapidly advances, Islamic education faces the challenge of maintaining the integrity of its teachings and identity (Fauzian, 2021). On one hand, Islamic education must remain relevant to the changing times, while on the other hand, globalization often brings values that conflict with Islamic principles. The widespread impact of globalization demands the integration of local and global values, which in this case, could lead to shifts in cultural and religious identity. Therefore, Islamic education needs to adapt without losing its essence.

Multiculturalism emerges as a solution to address this challenge. By implementing the principles of multiculturalism, Islamic education can teach tolerance, mutual respect, and appreciation of differences (Fauzian, et. al, 2021). However, in its application, Islamic education must ensure that Islamic values remain the foundation of the curriculum and teaching. This is crucial so that Islamic education can not only adapt to global developments but also preserve its traditional values that define it.

Multiculturalism provides an important perspective in designing an Islamic education that is responsive to the challenges of globalization. For example, research by Yulianto (2023) shows that Islamic education in schools needs to integrate global values without compromising fundamental Islamic teachings (Yulianto, 2023). One approach that can be taken is introducing a curriculum that incorporates universal values aligned with Islamic teachings, such as respect for human rights, religious freedom, and social justice. This approach can help students understand and appreciate differences, ultimately strengthening their identity as moderate and open-minded Muslims. Moreover, Yulianto's (2023) research also highlights that Islamic education in schools must adapt to the times without sacrificing core Islamic principles. This can be achieved by developing a curriculum that includes not only spiritual aspects but also life skills that are relevant to global challenges.

The main challenge faced by Islamic education in the era of globalization is how to maintain relevance without losing its essence. Several studies suggest that Islamic education must transform by adopting technology and introducing digital-based learning (Asrori, 2015). Technology-based education can expand access to information and open up opportunities for distance learning. This allows Islamic education to remain relevant amidst the

rapidly evolving globalization. However, in facing this challenge, Islamic education must also preserve the moral and spiritual values embedded in religious teachings. Research by Hajar (2024) shows that Islamic education that integrates global competencies with Islamic values tends to be more adaptive to the challenges of globalization (Hajar, 2024). Thus, Islamic education should strengthen students' technical and intellectual abilities while continuing to shape character based on Islamic principles .

Globalization has posed significant challenges to Islamic education, particularly in maintaining its Islamic identity amidst the rapid changes. One solution that has been widely proposed to address this challenge is the application of multiculturalism in Islamic education. This concept of multiculturalism allows Islamic education to respect and honor cultural diversity while upholding the principles of Islamic teachings. This research offers new insights into how Islamic education can integrate the principles of multiculturalism without losing its Islamic identity. The research also explores how technology, particularly digital learning, can be utilized to strengthen the application of inclusive and adaptive Islamic education in the face of global developments while still emphasizing the spiritual values embedded in Islamic teachings (Hajar, 2024). Additionally, this research shows that Islamic education needs to incorporate technology and adapt the curriculum to meet the challenges of globalization. By combining Islamic values with global competencies, Islamic education can continue to be relevant without being eroded by modernization and external cultural influences that do not align with religious teachings.

The implications of this research are significant, encouraging Islamic educational institutions to design curricula that are more responsive to the changing times and global challenges, as well as to develop technology-based learning approaches to expand access to education without sacrificing religious values. This research also emphasizes that Islamic education needs to strengthen students' character and morals while facilitating the development of global competencies so that young Muslims can play an active role in the global arena without losing their religious identity.

2. Methodology

This research uses a qualitative approach with a literature review method, where data is collected from various relevant literature to identify and analyze the role of Islamic education in maintaining Islamic identity amid the waves of globalization. The qualitative approach was chosen as it allows for a deep understanding of how Islamic education adapts to the changes of the times. The data analysis method used is

descriptive, aimed at providing a comprehensive overview of how Islamic education can continue to uphold the principles of Islam, despite the strong influence of globalization and the development of multiculturalism (Azizy, 2024). Furthermore, this approach allows the researcher to analyze strategies employed by Islamic education to address challenges arising from globalization, such as the influence of foreign cultures and rapid social changes (Abdul & 'Al, 2023).

The type of data used in this research is secondary data obtained from various academic sources, including books, articles, journals, and previous research that discusses Islamic education, globalization challenges, and the application of multiculturalism in education. Islamic theology books, scholarly articles on religious education, and journals discussing the impact of globalization on Islamic education are the primary data sources used to explore the main themes of the research (Quddus, 2019). Other data sources include research relevant to how Islamic education can adapt to global changes without losing the core values of Islamic teachings, as well as how these values can be integrated with multicultural principles in education.

Data collection in this research was carried out using the literature review method, which involved reading and analyzing various relevant literature. The literature used includes books, articles, academic journals, and research reports discussing the impact of globalization on Islamic education, the application of multiculturalism, and efforts by Islamic education to maintain its identity amidst changing times. This technique enables the researcher to gain a broad and diverse understanding of the challenges and solutions faced by Islamic education in the era of globalization (Baba, 2015).

Data analysis was carried out with a descriptive approach, which involved a critical reading of the collected literature. The obtained data was grouped thematically, and analysis was conducted to find key patterns related to the role of Islamic education in addressing globalization challenges. Additionally, the analysis also aimed to explore how multicultural principles can be applied in Islamic education without compromising fundamental religious values (Wahib, 2021). This process allows the researcher to provide a clear picture of how Islamic education can integrate Islamic values with respect for cultural diversity, as well as how this approach can be applied in everyday educational practice.

3. Results and Discussion

Islamic Education and Islamic Identity

Islamic education plays a crucial role in preserving and strengthening Islamic identity amidst the growing challenges of globalization. In the era of globalization, cultural and social values often conflict with religious teachings, creating a challenge for Islamic education to remain relevant without compromising the core principles of Islam. Through teaching the fundamentals of religion, Islamic education helps students understand and apply noble character traits such as honesty, tolerance, and other universal Islamic values. In the face of rapid global developments, Islamic education must adapt while still adhering to principles like justice, equality, and mutual respect. As Wahib (2021) explains, Islamic education must continue to teach these values, even as foreign cultural influences become more dominant. Integrating these moral principles into the curriculum can strengthen students' character as Muslim individuals who remain steadfast in Islamic teachings, even when exposed to the ever-changing times (Hajar, 2024).

One of the biggest challenges faced by Islamic education is how to preserve the integrity of Islamic teachings amidst values that are growing in the Western world, such as secularism and materialism. Globalization often brings ideologies that conflict with the basic principles of Islam, such as secularization in education and the spread of materialism. Saepudin (2022) explains that Islamic education must develop a curriculum that integrates modern knowledge with spiritual values without compromising religious teachings. On the other hand, Islamic education must also pay attention to teacher training to ensure that educators can teach the material in a way that preserves Islamic identity while accommodating the rapid advancements in science and technology (Yulianto, 2023).

It is also important to highlight the role of teachers in Islamic education as agents of change. Teachers serve as guides and character builders, helping students apply Islamic principles in their daily lives. In this regard, strengthening the role of teachers becomes crucial to ensure that Islamic education remains resilient amidst the powerful effects of globalization (Abdul, 2023). Islamic education needs to provide space for the development of good character, not only through theoretical learning but also through moral practices in daily social life. This aligns with the opinion of Husna et al. (2023), who emphasize that Islamic education should integrate religious knowledge and ethics that shape students into individuals who are not only intelligent but also possess strong moral character.

A concrete example of maintaining Islamic identity is the implementation of Islamic education that prioritizes character building based on the teachings of the Qur'an and Hadith. In an era of globalization filled with information, Islamic education needs to create an environment that allows students to understand and appreciate Islamic values without being influenced by external cultural values that could harm their integrity. Instilling values such as honesty, piety, and hard work will help students not only become knowledgeable in various subjects but also live a life in harmony with Islamic teachings (Quddus, 2019). Thus, Islamic education functions as a guardian of Islamic values in everyday life, ensuring that the Muslim generation of the future remains committed to their Islamic identity.

Islamic education plays a strategic role in preserving and strengthening Islamic identity, even when facing the challenges of globalization. Through teaching the fundamental values of Islam, Islamic education can reinforce students' character and instill a deep understanding of principles such as justice, equality, and respect for others. However, to overcome these challenges, Islamic education must adapt to the changing times and integrate modern values without sacrificing religious teachings. One way to do this is by strengthening the role of teachers as agents of change who can make Islamic education more relevant and adaptable amidst globalization.

The Role of Multiculturalism in Islamic Education

Multiculturalism teaches the importance of appreciating cultural, ethnic, and religious differences in social life. This concept not only acknowledges diversity but also emphasizes the importance of mutual respect and living harmoniously within that diversity. In the context of Islamic education, applying the principles of multiculturalism can be done by respecting cultural differences without diminishing the meaning and strength of Islamic teachings. As noted by Fuad et al. (2023), multicultural-based Islamic education has great potential to reduce social tensions, foster understanding, and cultivate the awareness that diversity is a strength, not a source of division. Therefore, Islamic education that integrates multicultural values not only enhances tolerance among individuals but also strengthens the sense of togetherness in a plural society (Prabowo & Ilyas, 2021).

Multiculturalism in Islamic education is not limited to theoretical understanding of cultural and religious diversity but must also be applied in daily practice within the educational environment. By implementing these principles in teaching activities and interactions among students, Islamic education

can teach students to appreciate other cultures and develop responsible social behaviors, such as helping and respecting others, which align with the universal teachings of Islam (Nazmi, Fajri, & Siregar, 2024). Ismail and Zulkarnain (2023) argue that teaching based on Quranic values such as tolerance and justice can strengthen the foundation of multiculturalism in Islamic education. This also helps students realize that despite differences in culture and religion, every individual is still valued and respected according to the basic principles of Islam, which advocates peace and brotherhood.

Multiculturalism in Islamic education is also crucial in preparing Muslim generations who are not only intellectually smart but also have a deep understanding of the importance of coexisting with people from diverse backgrounds. According to Lestari, Salminawati, and Usiono (2023), multicultural-based Islamic education can introduce concepts such as tolerance, respect, and coexisting with the diversity found in society. Integrating multiculturalism into Islamic education is a strategic step to create a harmonious and peaceful environment in a society rich in religious, cultural, and ethnic diversity.

Additionally, applying multiculturalism in Islamic education contributes to the development of democratic attitudes, respect for differences, and the avoidance of discriminatory practices. Ghani (2021) explains that Islamic education from a multicultural perspective can teach students to live alongside people from various religions, ethnicities, and cultures while still maintaining the moral values embedded in Islamic teachings. In this increasingly global society, multicultural-based education becomes vital, not only to improve tolerance but also to build a more just and socially equitable society.

As globalization continues to develop, it is essential for Islamic education to ensure that multicultural values are not just implemented in policy or theory but also in everyday teaching practices. For instance, through teaching methods that focus on character development and social skills, such as empathy and respect for human rights, students can be shaped into individuals who can live harmoniously with others (Supriyatno & Ubabuddin, 2019). In this way, Islamic education will produce individuals who are not only academically intelligent but also socially and emotionally mature, ready to interact with diverse cultural and religious backgrounds with mutual respect.

For the effective implementation of multiculturalism principles in Islamic education, the role of teachers as facilitators is essential. As

highlighted by Astuti (2019), teachers are responsible for instilling values of respect for differences among students. Teachers must serve as role models in introducing concepts of tolerance, mutual respect, and diversity as part of students' daily lives. Teachers also play a role in creating an inclusive learning environment where every student feels accepted and valued, regardless of their cultural or religious background. While multiculturalism offers great benefits in creating a harmonious society, challenges remain in its implementation, especially in educational systems that are homogeneous or still influenced by exclusivist views. Khasanah (2023) emphasizes that while Islamic education theoretically supports diversity, in practice, there are challenges in consistently integrating these values into existing educational systems. Therefore, the development of a curriculum based on the principles of multiculturalism, as well as increased teacher training, is necessary to ensure that Islamic education continues to evolve in line with the demands of the times.

Integrating Islamic Identity with Multiculturalism

Islamic education plays a pivotal role in shaping a strong Islamic identity amidst the cultural diversity in modern society. One way to integrate Islamic identity with multiculturalism is by creating a space where Islamic values can be preserved while acknowledging and respecting cultural differences. This concept aligns with Bahri's (2020) view, which states that multicultural education in Indonesia, when integrated with Islamic values, can strengthen a sense of unity despite various religious, ethnic, and cultural differences. In the context of Islamic education, teaching fundamental Islamic principles that emphasize the unity of humanity can provide solutions to reduce tensions between different groups, while still safeguarding and maintaining Islamic identity (Fuad et al., 2023). For instance, Islamic education based on the principles of multiculturalism seeks to teach the importance of appreciating diversity and the richness of various cultures in social life without compromising the core teachings of Islam.

One way to realize this is by integrating multicultural values into the Islamic education curriculum. For example, Islamic education does not only teach students to understand and accept diversity but also to celebrate it as a blessing from Allah. According to Ismail and Zulkarnain (2023), Islamic education based on values such as tolerance, justice, and respect for others can provide a strong foundation for creating a more inclusive and harmonious society. This teaching not only strengthens Islamic identity but also shapes students to value diversity within a broader social context. In this sense, the application of multiculturalism in Islamic education is not only about

introducing the ideology of diversity but also about teaching students to become individuals who contribute to creating a respectful environment (Nazmi, Fajri, & Siregar, 2024).

Furthermore, the implementation of multicultural principles in Islamic education fosters the creation of an inclusive learning environment, where social values such as tolerance and mutual respect can thrive. Islamic education, with this approach, helps students understand that differences in religion, ethnicity, and culture are not only to be accepted but also respected and celebrated. Multicultural-based education teaches that every individual, regardless of their background, deserves to be respected, thereby reinforcing the universal principles of Islam that prioritize brotherhood, equality, and justice (Fuad et al., 2023). This aligns with the concept of *rahmatan lil 'alamin* (mercy for all the worlds), where Islam serves as a mercy for the entire universe, encompassing all of humanity without exception (Fatkhurin Fuad et al., 2023).

The application of multiculturalism in Islamic education also focuses on the broader development of students' character, which not only emphasizes intellectual intelligence but also social and emotional intelligence. Hajar (2024) highlights the importance of education that not only teaches students knowledge but also teaches them how to interact with others who have differences, and how to understand and appreciate different perspectives. Therefore, Islamic education based on multicultural principles does not just serve as a means of introducing diversity concepts but also as a way to shape students into individuals capable of living harmoniously with others in a pluralistic society. This process requires developing a curriculum that is not only academic but also inclusive in social and cultural contexts, which supports the understanding and acceptance of differences.

In the face of globalization and cultural pluralism, multicultural-based Islamic education can also serve as a bridge to alleviate tensions between different groups. One example of implementing this can be seen in several Islamic educational institutions in Indonesia, which integrate multicultural principles into their curriculum. For instance, a study by Alfarisi, Darmiyanti, and Ferianto (2023) shows that education that integrates diversity values in all aspects of school life can help students better understand and appreciate differences, which in turn can create a more peaceful and tolerant atmosphere in the school environment. This research indicates that multicultural-based teaching can reduce the potential for conflicts often caused by cultural and religious differences, while

strengthening mutual respect among individuals from different backgrounds.

To merge Islamic identity with multiculturalism, it is essential for Islamic education to adapt an approach that not only prioritizes religious teachings but also introduces universal values such as tolerance and peace. Muthoifin, Elbanna, Barry, Afiyah, Nirwana, Bernardlauwers, and Islam (2025) suggest that when Islamic education teaches inclusive Islamic principles, it can bridge cultural divides and foster cooperation between diverse communities. This is crucial in the context of increasingly diverse societies, where each individual must be able to coexist and respect the diversity around them.

Multicultural-based Islamic education provides opportunities to create a more inclusive and peaceful society. This is highly relevant in addressing the challenges of globalization, which often leads to cultural homogenization (Fauzian & Fauzi, 2021). Education that integrates multicultural values helps students understand that differences are not something to be feared or contested, but something to be respected and celebrated. According to research by Aziz & Nadlir (2025), multicultural-based Islamic education in schools located in culturally diverse areas can strengthen social cohesion and support peace among different groups, both religious and cultural. This can be realized through teaching that emphasizes respect for each individual and acknowledges that everyone has the right to be honored, without diminishing their religious or cultural values.

The application of the concept of multiculturalism in Islamic education provides an opportunity to create more inclusive and harmonious spaces in a diverse society. By teaching students not only to understand but also to celebrate cultural differences, Islamic education can help build a more tolerant and peaceful society. Thus, Islamic education becomes not only a means of strengthening Islamic identity but also of fostering peace and cooperation among humanity in this increasingly interconnected world.

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4. Conclusion

Islamic education plays a crucial role in preserving and strengthening Islamic identity, particularly in the face of the growing challenges posed by globalization. By teaching core Islamic principles that emphasize values such as justice, equality, and tolerance, Islamic education can guide students to remain steadfast in their faith despite the rapid cultural changes they may be exposed to. Furthermore, Islamic education, based on the values of multiculturalism, can serve as a bridge to reduce social tensions between different groups by fostering mutual respect and coexistence in diversity. These principles align with the teachings of Islam, which emphasizes the unity of mankind and teaches that diversity is a gift from Allah that should be valued and celebrated. However, the greatest challenge for Islamic education lies in how to integrate the values of multiculturalism while maintaining the core principles of Islamic teachings. One proposed solution is to develop a curriculum that accommodates modern knowledge without sacrificing religious values and ensuring that Islamic education remains relevant and adaptive to the changing times. Strengthening the role of teachers as agents of change in Islamic education is crucial, as they serve not only as educators but also as mentors who help shape students' character in line with Islamic teachings. The implementation of multicultural principles in Islamic education should be applied not only theoretically but also in everyday practice, such as in student interactions and teaching activities. By teaching students to understand and celebrate cultural and religious differences, Islamic education can nurture a generation that is not only intellectually intelligent but also emotionally and socially mature, prepared to live harmoniously in a pluralistic society. Thus, multicultural-based Islamic education can create a more inclusive, peaceful, and tolerant society, where every individual is valued and recognized, without diminishing their cultural or religious identity. Through education based on the principles of inclusivity and respect for diversity, Islamic education has great potential to strengthen unity and peace in an increasingly interconnected world.

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