



Islamic Education Policy in the Era of Digital Transformation: Challenges and Future Directions

Refnil Yetti¹, Samsu², Mahmud²

¹STAI Miftahul 'Ulum Mukomuko, Indonesia

²Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia

✉ refnilyettimms@gmail.com*

Abstract

Digital Revolution 4.0 has driven fundamental changes across various sectors, including Islamic education, thereby requiring policies that are adaptive to technological advancements and the demands of twenty-first-century competencies. This article aims to analyze the directions of Islamic education policy in Indonesia and identify the challenges encountered in its implementation in the digital era. The study employs a qualitative method using a content analysis approach. Data were collected from Islamic education policy documents, including the Islamic Education Roadmap 2020–2035, relevant regulations, and related academic literature. The data were analyzed through coding, categorization, and thematic interpretation to uncover policy orientations and implementation challenges. The findings reveal that Islamic education policies in Indonesia have directed transformation in five key areas: curriculum development, learning innovation, institutional governance strengthening, human resource capacity enhancement, and the reinforcement of educational regulations and funding. Nevertheless, policy implementation continues to face several challenges, including regional digital disparities, inadequate digital competencies among educators, limited technological infrastructure, curriculum misalignment with twenty-first-century competency requirements, the threat of digital radicalism, adaptation challenges faced by traditional Islamic educational institutions, and tensions between national standardization and the need for local contextualization. These findings indicate that the digital transformation of Islamic education requires an integrative, adaptive, and sustainable policy approach. This article contributes to the advancement of Islamic education policy studies by proposing an analytical framework for understanding the developmental directions and implementation challenges of Islamic education policies in response to the digital era.

Article Information:

Received February 10, 2026

Revised March 18, 2026

Accepted April 10, 2026

Keywords: *Islamic education policy, Digital Revolution 4.0, digital transformation, Islamic education*

INTRODUCTION

The Fourth Industrial Revolution, commonly referred to as Digital Revolution 4.0, has emerged as one of the most influential global phenomena shaping contemporary civilization. According to Schwab (2016), this revolution is

How to cite:

Yetti, R., Samsu, S., Mahmud, M. (2026). Islamic Education Policy in the Era of Digital Transformation: Challenges and Future Directions. *Ahlussunnah: Journal of Islamic Education*, 5(1), 346-354.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

characterized by the convergence of digital, physical, and biological technologies that evolve at an exponential pace and fundamentally transform social, economic, and cultural systems. Unlike previous industrial revolutions that focused primarily on mechanization, electrification, or automation, Digital Revolution 4.0 introduces a more complex transformation through the integration of Artificial Intelligence (AI), the Internet of Things (IoT), Cloud Computing, and Big Data Analytics (Schwab, 2016). As a result, technological advancement has not only altered production systems and economic structures but has also reshaped the ways individuals communicate, work, learn, and generate knowledge (Kassymova et al., 2025).

Within the educational sector, Digital Revolution 4.0 presents both significant opportunities and unprecedented challenges. The transformation of the global economy driven by digitalization and automation requires educational systems to produce graduates equipped with digital competencies, critical thinking skills, creativity, communication abilities, collaboration skills, and adaptability to rapid change. The World Economic Forum (2020) projects that technological transformation will simultaneously eliminate many traditional occupations and create new employment opportunities that require more advanced technological and cognitive skills. Consequently, educational institutions can no longer rely solely on conventional learning models but must undergo substantial transformation to remain relevant in an increasingly digital society.

From an educational perspective, digital transformation extends beyond the simple adoption of technological tools in teaching and learning processes. It encompasses broader changes in curriculum design, instructional strategies, institutional governance, human resource development, assessment systems, and policy orientations. UNESCO (2021) emphasizes that digital development requires a fundamental reconstruction of the social contract of education to ensure its relevance in addressing future societal challenges. Therefore, the success of educational transformation depends not only on technological availability but also on the capacity of educational policies to respond to change in adaptive, inclusive, and sustainable ways.

In Indonesia, these challenges are particularly relevant to Islamic education, which constitutes an integral component of the national education system as mandated by Law Number 20 of 2003 concerning the National Education System. Islamic education encompasses a broad range of institutions, including madrasahs, pesantren (Islamic boarding schools), Islamic schools, and Islamic higher education institutions distributed throughout the country. Beyond their educational functions, these institutions play a strategic role in shaping moral values, religious identity, and social character while contributing significantly to national human resource development (Azra, 2012). Given their extensive institutional network and large student population, Islamic educational institutions occupy a crucial position in preparing future generations to navigate the challenges of the digital era.

Nevertheless, digital transformation poses complex challenges for Islamic education. On the one hand, technological advancement offers opportunities to expand educational access, improve learning effectiveness, strengthen institutional management, and diversify educational resources. On the other hand, Islamic educational institutions continue to face significant obstacles, including disparities in digital infrastructure, limited technological competencies among educators, curriculum misalignment with twenty-first-century skill requirements, and the challenge of balancing technological innovation with the preservation of Islamic values and traditions (Mardeli, 2021; Nata, 2020). These conditions indicate that digital transformation in Islamic education is not merely a technological issue but also a policy issue that requires clear strategic direction and effective implementation.

Previous studies have examined digital transformation in Islamic education

from various perspectives. Several scholars have explored curriculum innovation and the integration of digital competencies into Islamic education (Aminudin, 2021), while others have investigated digital transformation policies in madrasahs (Setiawan, 2022), technology integration in Indonesian schools (Rahmadi & Lavicza, 2021), and implementation challenges faced by Islamic educational institutions in the digital era (Malik & Hamid, 2022). Additional studies have discussed the broader implications of technological change for Islamic education and the need to harmonize technological development with Islamic educational values (Kasim, 2021; Mardeli, 2021).

Despite these contributions, existing studies generally approach digital transformation from technical, pedagogical, or institutional perspectives. Research specifically examining the policy directions of Islamic education at the national level in response to Digital Revolution 4.0 remains relatively limited. Existing scholarship tends to focus on specific programs or fragmented aspects of digitalization, offering limited understanding of broader policy orientations and implementation challenges associated with systemic technological transformation. This gap is significant because educational policy serves as a strategic instrument that determines priorities, resource allocation, governance mechanisms, and the long-term direction of educational development (Fattah, 2012; Tilaar & Nugroho, 2012).

Given these circumstances, there is a need for a comprehensive examination of how Islamic education policies in Indonesia are formulated to respond to the demands of Digital Revolution 4.0 and the challenges encountered during their implementation. Such an analysis is important because the success of digital transformation depends not only on the capacity of educational institutions to adopt technology but also on the ability of policymakers and stakeholders to develop policies that effectively integrate technological, pedagogical, institutional, and value-based dimensions of Islamic education (Akem et al., 2025; Engkizar et al., 2025).

Therefore, this study aims to analyze the policy directions of Islamic education in Indonesia in response to Digital Revolution 4.0 and to identify the challenges associated with their implementation. Unlike previous studies that primarily focus on technical aspects of educational digitalization, this study emphasizes the policy dimension as a strategic framework for the transformation of Islamic education. Theoretically, the study contributes to the advancement of Islamic education policy scholarship by proposing an analytical framework for understanding policy orientations and implementation challenges in the context of digital transformation. Practically, the findings are expected to provide insights for policymakers, administrators of Islamic educational institutions, and other stakeholders in formulating more adaptive, inclusive, and sustainable policies for Islamic education in the digital era.

METHODS

This study employed a qualitative research method using a content analysis approach. Content analysis was selected because it enables researchers to systematically examine, interpret, and categorize the meanings embedded in policy documents and academic literature, thereby facilitating a comprehensive understanding of policy orientations and implementation challenges (Fattah, 2012). This approach is particularly suitable for investigating educational policies because it allows for the identification of recurring themes, patterns, and relationships within textual data (Kara, 2023; Preiser et al., 2021; Vourvachis & Woodward, 2015).

The data sources consisted of two categories. The first category included official policy documents related to Islamic education in Indonesia, such as the Islamic Education Roadmap 2020–2035 (Kementerian Agama RI, 2020), the Decree of the Minister of Religious Affairs Number 183 of 2019 concerning the Curriculum

of Islamic Religious Education and Arabic Language in Madrasahs, and other national regulations relevant to educational development in the digital era. The second category comprised academic literature, including peer-reviewed journal articles, scholarly books, and research reports addressing Islamic education policy, digital transformation, educational innovation, and technology integration in educational institutions (Aminudin, 2021; Malik & Hamid, 2022; Rahmadi & Lavicza, 2021; Setiawan, 2022).

Data collection was conducted through document analysis. The documents were selected based on three criteria: relevance to the research topic, credibility of the source, and contribution to understanding the direction and challenges of Islamic education policy in the context of Digital Revolution 4.0. After the documents were collected, they were organized and classified according to their thematic relevance to the research objectives (Engkizar, Jaafar, Hamzah, Syafril, Febriani, et al., 2026; Hasan et al., 2025; M et al., 2026).

The data analysis process followed several stages. First, all documents were carefully reviewed to identify information related to policy directions and implementation challenges. Second, a coding process was conducted to classify relevant data into meaningful units. Third, the coded data were grouped into broader thematic categories representing major policy orientations and emerging challenges. Finally, thematic interpretation was carried out to identify patterns, relationships, and policy implications derived from the analyzed documents. Through this process, the study generated a systematic synthesis of the directions and challenges of Islamic education policy in Indonesia during the era of Digital Revolution 4.0.

To enhance the credibility and trustworthiness of the findings, source triangulation was employed by comparing information obtained from policy documents, academic literature, and relevant regulatory frameworks (Tilaar & Nugroho, 2012; Engkizar et al., 2026). The findings from different sources were then cross-checked and synthesized to ensure consistency and comprehensiveness in the interpretation of the data.

RESULT AND DISCUSSION

Directions of Islamic Education Policy in the Digital Era

The analysis of policy documents indicates that the direction of Islamic education policy in Indonesia in response to Digital Revolution 4.0 is increasingly oriented toward digital transformation. This transformation is reflected in five interrelated dimensions: curriculum development, learning innovation, institutional governance strengthening, human resource development, and regulatory and financial support. These dimensions are clearly articulated in various strategic policy documents, particularly the *Islamic Education Roadmap 2020–2035* issued by the Ministry of Religious Affairs of the Republic of Indonesia (Ministry of Religious Affairs, 2020).

The first dimension concerns curriculum transformation. Policy documents emphasize the integration of digital literacy, critical thinking, problem-solving skills, and twenty-first-century competencies into Islamic education curricula. This transformation aims not only to enhance the relevance of educational content to the needs of a digital society but also to preserve the fundamental values and objectives of Islamic education. This finding is consistent with Aminudin (2021), who argues that curriculum innovation in Islamic education should integrate digital competencies while maintaining Islamic values and educational identity.

The second dimension focuses on learning innovation. Current policy directions encourage the adoption of technology-supported learning approaches, including e-learning, blended learning, project-based learning, and digital learning ecosystems. These approaches reflect a shift from teacher-centered instruction

toward more student-centered, collaborative, and flexible learning environments. This finding supports UNESCO's (2021) assertion that future education requires a fundamental reconstruction of learning approaches capable of responding adaptively to social and technological changes.

The third dimension relates to institutional governance. The implementation of digital management systems, such as the Education Management Information System (EMIS), demonstrates governmental efforts to improve administrative efficiency, educational data management, and evidence-based decision-making. Setiawan (2022) found that the digitalization of madrasah administration has contributed to more effective educational management, although implementation remains uneven across regions.

The fourth dimension concerns human resource development. The analysis reveals that strengthening teachers' digital competencies has become one of the central priorities of Islamic education policy. Various professional development initiatives, training programs, and capacity-building activities have been introduced to improve teachers' ability to utilize digital technologies effectively in educational settings. This finding aligns with the argument of Hargreaves and Fullan (2012), who emphasize that successful educational transformation depends largely on the quality of teachers' professional capital.

The fifth dimension involves regulatory and financial support. The government has established various policy frameworks, strategic programs, and funding mechanisms to facilitate the digital transformation of Islamic education. These initiatives demonstrate a strong commitment to modernizing Islamic educational institutions as part of Indonesia's broader human resource development agenda (Mutiaramses et al., 2025).

Challenges in the Implementation of Islamic Education Policy

Despite the existence of comprehensive policy directions, the findings reveal several significant challenges that continue to hinder effective implementation.

The first challenge is the digital divide. Considerable disparities in access to digital infrastructure, internet connectivity, and technological resources persist across regions and educational institutions. Hidayat et al. (2020) found that the effectiveness of digital learning is strongly influenced by the availability of technological resources and reliable internet access. Consequently, unequal infrastructure development remains a major obstacle to achieving equitable digital transformation.

The second challenge concerns teachers' digital competencies. Although numerous training programs have been implemented, many educators continue to experience difficulties in integrating technology into pedagogical practices effectively. This finding is consistent with Anwar et al. (2019), who argue that barriers to technology integration are associated not only with infrastructure limitations but also with teachers' pedagogical competencies and self-efficacy in using digital technologies.

The third challenge relates to curriculum relevance. While digital competencies have been incorporated into curriculum frameworks, their implementation at the classroom level remains inconsistent. Kasim (2021) found that instructional practices in many Islamic educational institutions continue to rely heavily on conventional teaching approaches that do not fully utilize the educational potential of digital technologies.

The fourth challenge is digital radicalism. The increasing accessibility of online religious content has expanded learning opportunities while simultaneously exposing students to extremist narratives and unverified religious information. Malik and Hamid (2022) emphasize that strengthening religious digital literacy is essential for promoting moderate Islamic perspectives and preventing the spread of radical ideologies in digital environments.

The fifth challenge concerns the readiness of traditional Islamic educational institutions. Many pesantren and private madrasahs continue to face financial constraints, inadequate technological infrastructure, and shortages of qualified personnel. These limitations significantly affect their capacity to adapt to rapid technological changes.

The sixth challenge involves funding limitations. Digital transformation requires substantial and sustained investments in technological infrastructure, professional development, system maintenance, and digital learning resources. However, financial support remains unevenly distributed across institutions and regions.

The seventh challenge is the tension between national standardization and local contextualization. While national policies aim to establish consistent educational standards, local institutions often require flexibility to respond to their unique social, cultural, and geographical circumstances. Therefore, policy effectiveness depends on balancing national objectives with local educational needs.

The synthesis of policy documents and academic literature indicates that Islamic education in Indonesia has developed a relatively comprehensive policy framework for responding to Digital Revolution 4.0. Nevertheless, a substantial gap remains between policy formulation and implementation.

The findings suggest that digital transformation in Islamic education should not be viewed merely as a process of technological adoption. Rather, its success depends on the interaction of multiple factors, including infrastructure readiness, human resource capacity, institutional adaptability, sustainable funding, and policy flexibility. These findings demonstrate that the challenges of digital transformation are multidimensional and require integrated policy responses.

This study supports Fullan's (2020) argument that sustainable educational reform requires not only structural change but also cultural transformation and human capacity development. In the context of Islamic education, digital transformation should be understood as a strategic instrument for enhancing educational quality, institutional governance, and character development while remaining grounded in Islamic values and principles.

Policy Implications and Strategic Recommendations

Based on the findings, five strategic policy implications can be identified to accelerate the digital transformation of Islamic education in Indonesia.

First, strengthening teachers' digital competencies should become a primary policy priority. Sustainable professional development systems should be established through digital competency certification programs, professional learning communities, mentoring initiatives, and practice-based training programs.

Second, there is a need to develop an integrated digital ecosystem for Islamic education. Such an ecosystem should encompass digital infrastructure, learning platforms, educational information systems, and equitable internet connectivity to ensure broader access to digital educational opportunities across institutions.

Third, curriculum reform should focus on integrating digital literacy, critical thinking, creativity, problem-solving skills, and media literacy across subject areas while maintaining the core values and objectives of Islamic education.

Fourth, strengthening religious digital literacy should be prioritized as a strategy to equip students with the ability to critically evaluate online religious information and prevent the spread of extremist narratives in digital environments.

Fifth, digital leadership development should become a key component of educational reform. Madrasah principals and pesantren leaders should be equipped with digital leadership competencies to formulate strategic visions, manage organizational change, and optimize the use of technology in educational management.

Overall, the findings indicate that the successful digital transformation of Islamic education requires a holistic policy approach that integrates technological development, human resource capacity building, institutional strengthening, curriculum reform, and Islamic values in a balanced and sustainable manner.

CONCLUSION

This study concludes that Islamic education policy in Indonesia has increasingly embraced digital transformation through curriculum development, learning innovation, institutional governance strengthening, human resource development, and regulatory support. These policy directions demonstrate a strategic commitment to improving the relevance and quality of Islamic education in response to the demands of Digital Revolution 4.0.

Nevertheless, the implementation of these policies continues to face significant challenges, including digital disparities, limited teacher digital competence, curriculum relevance issues, digital radicalism, institutional readiness constraints, funding limitations, and tensions between national standardization and local needs. Therefore, sustainable digital transformation requires integrated policy interventions that strengthen technological infrastructure, teacher capacity, institutional leadership, and digital literacy grounded in Islamic values. This study contributes to the understanding of Islamic education policy by highlighting the relationship between policy direction and implementation challenges in the digital era.

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Ahlussunnah: Journal of Islamic Education

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