

The Challenges and Opportunities of Islamic Education in the Globalization Era: Insights from Azyumardi Azra's Thought

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Abstract

Globalization presents both opportunities and challenges for Islamic education. This study aims to describe Azyumardi Azra's views on the challenges and opportunities facing Islamic education in the era of globalization. This qualitative study, conducted as a literature review, employs a content analysis approach. Data were collected through documentation, and analyzed through the stages of reduction, presentation, and verification. The results show that Azyumardi Azra views globalization as opening opportunities for Islamic education to develop through information technology and access to modern knowledge. However, this progress may be hindered by uneven human resource quality, a weak research culture, and limited educational facilities. Furthermore, globalization also poses a threat in the form of the influx of values and lifestyles that are inconsistent with Islamic principles. Nevertheless, Islamic education possesses strength in character building. This study emphasizes that religious education in the era of globalization must be able to adapt to the use of technology while developing human resources, all the while continuing to strengthen religious values as the foundation of character education.

Keywords: Azyumardi Azra, Islamic Education, Digital Age, Globalization

Abstract

Globalisasi menimbulkan peluang sekaligus tantangan bagi Pendidikan Islam. Penelitian ini bertujuan untuk mendeskripsikan pandangan Azyumardi Azra tentang tantangan dan peluang pendidikan Islam di era globalisasi. Penelitian kualitatif dalam format studi pustaka ini menggunakan pendekatan analisis isi. Pengumpulan data melalui teknik dokumentasi, dan analisa melalui tahap reduksi, penyajian, dan verifikasi. Hasil penelitian menunjukkan Azyumardi Azra melihat globalisasi membuka peluang bagi pendidikan Islam untuk berkembang melalui teknologi informasi dan akses ilmu pengetahuan modern. Namun, hal tersebut dapat terkendala oleh kualitas Sumber Daya Manusia yang belum merata, lemahnya budaya penelitian, serta keterbatasan sarana pendidikan. Selain itu, globalisasi juga membawa ancaman berupa masuknya nilai dan gaya hidup yang tidak sejalan dengan prinsip Islam. Meski demikian, pendidikan Islam memiliki kekuatan dalam pembentukan karakter. Penelitian ini menegaskan pendidikan agama di era globalisasi penting untuk dapat beradaptasi dalam pemanfaatan teknologi sekaligus mengembangkan Sumber Daya Manusia dengan tetap memperkuat nilai-nilai keagamaan sebagai basis pendidikan karakter.

Kata Kunci: Azyumardi Azra, Pendidikan Islam, Era Digital, Globalisasi

INTRODUCTION

Education in the global era faces extremely complex challenges. This is because Islamic education is required by the times to adapt to global and digital transformations while still preserving the core Islamic values upon which it is founded. Not only that, but Islamic education also faces the challenge of educational modernization, which requires adaptation to advances in science and technology. Therefore, a lack of responsiveness to changing times is one of the main challenges facing Islamic education today. In other words, reliance on outdated methods and a lack of innovation have caused Islamic education to lag behind in responding to ever-evolving social and cultural dynamics and technological advancements(Aziz et al., 2025).

In response to the challenges of globalization to the existence of Islamic education as described above, Islamic education must be implemented in an adaptive manner—one in which the demands of the modern era have been adapted to science, systems, and technology, while still upholding Islamic values as a foundation to filter out the negative impacts of the currents of modernization. In this context, Indonesian Muslim intellectual Azyumardi Azra views Islamic education as presenting both opportunities and challenges regarding the types of education that can be chosen and implemented. Furthermore, Azra believes that Islamic education must foster collaboration between general knowledge and religious studies, as well as vocational training, so that Islamic educational institutions remain competitive and fulfill society's hopes for the future of the younger generations amid the tide of globalization, while ensuring that Islamic education continues to play its proper role. This transformation is evident in the emergence of various types of modern Islamic educational institutions that preserve religious identity amidst the pressures of global modernization(Azra, 208). On this basis, this study argues that Azyumardi Azra's perspective emphasizes the importance of collaboration between Islamic education and other academic disciplines in adapting to advances in digital and information.

The focus of this study is to describe Azyumardi Azra's perspectives on the challenges and opportunities facing Islamic education in the digital age, which influence the systems, methods, resources, and quality of Islamic educational institutions. This focus is important for exploring the views of Indonesian Muslim intellectuals regarding the renewal of Islamic education so that it is more closely aligned with developments in science and technology, grounded in an ethical framework that seeks to preserve Islamic values in the modern era. It is hoped that this discussion will make a meaningful contribution to addressing the challenges of education in the digital age(Manshur & Isroani, 2026).

Various previous studies relevant to the main topic of this study include, among others, a study by Indah Fujiati that explains the challenges faced by Islamic education in adapting to technological advances, which require it to align with the current needs of society, where people are highly inclined toward technological advances particularly in the digital world(Fujiati, 2024). Noor Amiruddin reinforced this study by noting that Islamic religious education is now facing unprecedented challenges, problems, demands, and new needs. Therefore, renewal and innovation are necessary. Otherwise, Islamic religious education will fall further behind(Amirudin, 2019).

Furthermore, Muhammad Fatkhul Hajri's study explains that the role of digital technology in Islamic education in the 21st century requires a well thought-out approach based on the concept of digital literacy to address the challenges posed by digital technology in education particularly regarding access to information while also capitalizing on opportunities for more interactive, global, and ethical learning (Fatkhul, 2023). Strengthening Islamic moral values (Muhaimin, 2009).

Unlike the aspects of the various previous studies mentioned above, this research focuses on identifying Azyumardi Azra's views on the opportunities and challenges of Islamic education in the digital age, through various approaches that take into account the conditions of the digital age, which are increasingly influencing the era of globalization. Theoretically, this study is expected to contribute to the development of research on the strategic role of Islamic education in responding to global challenges and opportunities. Meanwhile, in practical terms, this study is expected to raise awareness among the government and all stakeholders in the field of education so that they become more sensitive to the issues at hand (Azra, 2008).

RESEARCH METHODS

This study employs a qualitative approach with a research design centered on a literature review. This method is utilized to examine and analyze Azyumardi Azra's views on Islamic education within the context of globalization, drawing upon various written sources such as books, scholarly journals, academic articles, and documents related to Islamic education reform. The primary data source for this study is a scholarly article by Azyumardi Azra titled *"Pendidikan Islam di Era Globalisasi: Peluang dan Tantangan"* published in *Jurnal Penelitian Pendidikan Agama dan Keagamaan*, Volume 6, Nomor 4 (2008): 133-136. This research design was selected because the primary focus lies in the in-depth and systematic analysis of the ideas, concepts, and thoughts of the figure in question.

Data collection was conducted through document research by identifying various literature relevant to the research topic. The data obtained were then analyzed using a descriptive-analytical method, describing Azyumardi Azra's thoughts on the challenges and responses of Islamic education in the global era. Subsequently, an analysis was conducted to identify the relevance and contribution of these ideas to the development of modern Islamic education. The analysis process involved steps such as data reduction, data presentation, and drawing conclusions, resulting in a more comprehensive understanding of the modernization of Islamic education from Azyumardi Azra's perspective.

RESULTS AND DISCUSSION

The Transformation of Islamic Education in the Digital Era

In the context of early Islamic civilization, the use of technology was not foreign but rather a key driving force in building a strong civilization during that era. This reinforces Azyumardi Azra's view that, in Islam, the use of multimedia technology is not considered prohibited and is permitted as long as it has a significant positive impact on the progress of humanity. Islam has always emphasized the value of goodness and the ability to adapt to

changes and developments of the times, and it also encourages individuals to pursue knowledge in various fields, including technology and other related disciplines.

The digital age offers vast opportunities for Islamic education through the use of information and communication technology in the learning process. Various learning resources can be easily accessed via the internet, making learning more flexible and effective. On the other hand, easy access to information also presents challenges in the form of a vast amount of information that may not necessarily be valid or consistent with Islamic values. Therefore, Islamic education needs to equip students with digital literacy skills and a critical mindset when receiving (Isamail & Supratman, 2023). In this context, reforming the Islamic education system is essential to integrating humanistic, social, and modern values (Anamisari et.al., 2026).

The necessary step is to conduct an analysis of the internal and external conditions of the Islam-based education system in the digital age using the SWOT method. This method aims to assess the strengths and weaknesses originating from within the organization, as well as the opportunities and threats arising from external factors. The internal analysis is intended to identify the resources, capabilities, core competencies, and competitive advantages possessed by the educational institution. Meanwhile, the external analysis focuses on identifying opportunities and challenges in the market, taking into account the strengths of competitors, industry dynamics, and the macroenvironment. The primary objective of this SWOT analysis is to enhance a comprehensive understanding of the organization's internal and external conditions in order to develop appropriate and flexible strategies (Bonnici et al., 2015).

A SWOT analysis involves efforts to identify the strengths, weaknesses, and opportunities of Islamic education in the digital age. The explanation is as follows.

First, strengths. In Islamic education, strengths can take the form of strong religious values, the transmission of knowledge, the preservation of Islamic traditions, and the training of future religious scholars within the community. Strengths also include the ability to think critically when evaluating information obtained from digital media or various digital technologies in the modern era. Second, weaknesses. Islamic educational institutions face challenges stemming from the general capacity of such institutions, as well as from weak human resources characterized by a lack of dedication and unprofessional work standards poorly organized management, and inadequate infrastructure. Moreover, addressing these weaknesses requires sufficient financial support, strong political will, and appropriate criteria. Third, opportunities. Islamic education within the context of national education cannot be separated from the existence and impact of information and communication technology in the digital age. Ahmad Muflihini states that in efforts to improve digital literacy, guidance mechanisms can be implemented gradually as follows: a) Provide insight into the value of personal data protection and raise awareness of the risks of irresponsible data misuse. b) Teach norms and ethics for interacting online, since the internet is part of reality and requires similar behavior. c) Guide students to find reliable sources of information and avoid spreading false news (hoaxes) by teaching them the skills to verify the accuracy of information before accepting it as true. d) Prioritize the benefits of internet use, avoid

wasting time on unproductive activities, and make students aware of the importance of choosing information wisely. e) Encouraging mutual respect and maintaining harmony in the digital world, avoiding cyberbullying, and teaching students to handle differences of opinion wisely and without resorting to oppression (Muflikhin & Makhsun, 2020). Challenges, threats. Islamic education in today's digital age is inextricably linked to technology—gadgets, in particular—and this phenomenon poses a threat to the world of education. a) Distractions and reduced concentration during learning; various previous studies have shown that the use of gadgets in today's digital age has a significant impact on students' concentration and learning outcomes. Abidin dan Mustafa (2021) found that excessive smartphone use has a negative impact on students' academic performance. b) A decline in character and ethics, leading to moral degradation in children due to the influence of unrestricted gadget use. There is widespread moral degradation in today's era, where increasingly sophisticated technology makes it easy to access the internet, gadgets, social media, and so on. Children still lack the knowledge to filter Western culture, which is often portrayed as if all aspects of it are worth emulating, even though it contains numerous negative influences. c) A lack of digital literacy, along with numerous incidents of defamation, insults, prostitution, kidnapping, and cyberbullying, remains a factor indicating that the use of the digital world is not yet optimal. Rapid access to information can have adverse effects, such as feelings of shame, low self-esteem, and depression among children and young people. This situation indicates that many internet users in Indonesia still lack sufficient digital literacy knowledge and skills, preventing them from using digital media wisely and responsibly (Abidin & Mustafa, 2021).

The Role of Islamic Education in the Age of Globalization

Conceptually, Islamic education in the era of globalization emphasizes the importance of integrating religious studies with general studies as an effort to overcome the lack of academic rigor that has long been a challenge in the Islamic education system. Islamic education is positioned not only as a transfer of knowledge but also as a transformation of values capable of shaping students' character so that they possess moral integrity, strong spirituality, and the ability to adapt to social change. Islamic education must be able to respond to developments in science and technology without abandoning the fundamental principles of Islamic teachings as its primary foundation (Nata, 2015). The integration of scientific disciplines into Islamic education is an urgent necessity so that graduates of Islamic education can compete globally and keep pace with developments in modern science (Abdullah, 2017).

Azyumardi Azra believes that Islamic education should not focus solely on the transfer of knowledge or technical aspects, but must also foster character, morality, and social ethics. According to Azra, these are the goals of education: the development of individuals who possess a sense of social responsibility. Amirudin (2019) stated that Azra considers the quality of Islamic education from two perspectives: a strong foundation in Islamic studies and its application in daily life, as part of character education and social ethics.

Globalization is characterized by advancements in information technology, open access to knowledge, and rapid, extensive cross-border socio-cultural interactions; all of which significantly impact the direction and orientation of education, including Islamic education. Globalization and its various challenges require Islamic education to be both adaptive and capable of offering solutions, with the aim of reconstructing the philosophy of Islamic education to address social issues in the global era (Hayatun, N. K., 2026). In this context, Islamic education is no longer understood merely as a process of normatively internalizing religious values, but also as a process of developing 21st-century competencies including digital literacy, critical thinking, collaboration, and creativity. Globalization demands an education system that is open, adaptive, and capable of shaping individuals with a global outlook who do not lose their local or religious identities. This underscores the significant responsibility borne by Islamic education to maintain a balance between spiritual values and the demands of modernity (Tilaar, 2004).

Challenges of globalization are a current reality resulting from modernization. These challenges must be faced and overcome in order to achieve success. Challenges should not be viewed as something that makes things difficult or, at times, hinders the achievement of goals; rather, they serve as a catalyst to strengthen one's resolve to improve problem-solving skills (Pegawangi, 2016). According to Zubaedi, when globalization intersects with Islamic education, two implications arise simultaneously: opportunities and threats.

As an opportunity, globalization, on the one hand, will make it easier for Islamic education to access various types of information quickly, and it will also facilitate the dissemination of scholarly works that benefit society. Furthermore, as a threat, globalization not only affects the structure of life at the macro level but also alters it at the micro level—specifically, the social bonds within a community. Globalization triggers social disintegration, the loss of traditional values, customs, and manners, as well as other forms of deviance (Zubaedi, 2012).

Understanding Azyumardi Azra's views on the response of Islamic education to the dynamics of globalization through the SWOT analysis framework

Based on research findings, Azyumardi Azra argues that the globalization of Islamic education is a necessary step to respond to global developments and the changing times. This modernization aims not only to enhance the quality of education but also to ensure that Islamic values remain aligned with advancements in science and technology. Consequently, this study demonstrates that, in Azyumardi Azra's view, the reform of Islamic education must be oriented toward several interconnected, essential elements to establish an Islamic education system that is excellent and competitive.

1. Opportunities for Islamic Education

Globalization presents not only challenges for Islamic education but also various opportunities that can be leveraged to enhance the quality of education. One of the most significant opportunities is the rapid advancement of science and technology. While technological progress offers numerous possibilities, the reality is that many Islamic

educational institutions have yet to fully utilize technology due to limitations in infrastructure and human resource capabilities.

According to Azyumardi Azra, globalization offers significant opportunities for Islamic education to develop through the use of information technology and open access to modern knowledge. Azra believes that Islamic educational institutions have the chance to expand academic networks, enhance the quality of learning, and conduct research relevant to the needs of the global community. (Azra, 2008).

These opportunities demonstrate that Islamic education has ample scope to leverage globalization through modernization without compromising its Islamic identity. By transforming educational values to critically address the challenges of secularism and capitalism, Islamic values can navigate the global evolution of spirituality, ethics, and humanitarianism amidst the social issues facing modern society (M. Mastori et al., 2026). Globalization paves the way for Islamic educational institutions to forge national and international partnerships aimed at enhancing the quality of teaching, research, and organizational development. Integrating technology into learning, developing an integrative curriculum, and improving the quality of educators represent concrete steps toward strengthening the position of Islamic education in the global era.

When analyzed through the lens of SWOT theory, Azra's perspective can be categorized as an external factor specifically, an opportunity. In SWOT analysis, an opportunity refers to an external environmental condition that can be harnessed to support the achievement of educational goals. In the context of Islamic education, the advancement of digital technology, open access to global information, and the growing public demand for value-based education constitute strategic opportunities that can be leveraged to bolster the competitiveness of Islamic educational institutions (Gurel & Tat, 2017).

Globalization enables the rapid exchange of information and knowledge through various digital media. Islamic educational institutions can leverage this to enhance the quality of instruction, enrich scholarly inquiry, and improve student competence. Islamic education must be capable of integrating religious and secular knowledge, thereby avoiding a knowledge dichotomy that could hinder the progress of the Muslim community (Putri, 2025).

The growing public demand for value-based education presents an opportunity for Islamic education. Amidst the spread of globalization often accompanied by moral crises and character degradation, society is increasingly recognizing the importance of education that focuses not only on academics but also on the cultivation of moral values and character. In this context, Islamic education holds a distinct advantage by integrating religious values as a fundamental component of the educational process. Islamic education must be capable of producing a generation that balances intellectual, spiritual, and social intelligence, thereby enabling them to navigate global challenges wisely (Ulhusni & Maragustam, 2024).

Therefore, in the context of the current era of globalization, education is not only defined by its functions and roles but must also adapt to the conditions and challenges of the global era. Preparation is required to shift the educational perspective toward fostering

intelligent individuals who strive for excellence and maximize their potential (El Iqbali & Susilowati, 2019).

2. Weaknesses in Islamic Education

Despite various existing opportunities, Islamic education continues to face a number of internal issues that could hinder the modernization process. The advent of the digital era presents challenges for the management of Islamic education; the current landscape is characterized by obstacles such as uneven human resource quality, weak quality evaluation systems, suboptimal curriculum integration, and limited utilization of educational technology (A. Rahmawati, Trans., 2026). Policies regarding the development of educational quality standards in the era of globalization alongside limitations in facilities, infrastructure, and human resources pose challenges for adapting educational activities amidst the tide of modernity (N. S. W. Erifsany et al., 2026). These issues also encompass a weak research culture, limited educational facilities, and the persistent dichotomy between religious and secular knowledge within a number of Islamic educational institutions.

To address these internal challenges, Islamic education needs to undergo comprehensive changes to effectively navigate the demands of globalization. Modernization requires more than just curriculum updates; it must be accompanied by improvements in teaching quality, the strengthening of research culture, the provision of adequate facilities and infrastructure, and the elimination of the divide between religious and secular sciences. Consequently, addressing these internal aspects is crucial for Islamic education to capitalize on globalization opportunities while upholding Islamic values as the fundamental basis for cultivating high-quality human resources.

From a SWOT perspective, these conditions fall under the category of "weaknesses"—internal factors that can impede the achievement of organizational goals. Helms and Nixon explain that weaknesses are internal limitations that prevent an organization from responding optimally to environmental changes. (Marilyn et.al., 2016). In the context of Islamic education, these weaknesses are evident in the limited quality of teachers, a lack of curricular innovation, low proficiency in digital technology, and a weak academic and research culture. These challenges arise amidst increasingly fierce global competition. Immediate action is required to address these shortcomings; failure to do so will hinder Islamic education's ability to navigate the complexities of the globalization era. Consequently, educational reform is essential, encompassing the enhancement of educator quality, the modernization of educational management, the strengthening of research culture, and the development of curricula relevant to the needs of modern society. Despite these existing weaknesses, Islamic education remains a vital and strategic element in improving human resource quality during the current Industrial Revolution. By fostering a culture of innovation and strengthening institutional management, these institutions can become competitive, innovative, and aligned with societal needs as well as advancements in science and technology. Thus, modernization serves as a transformative effort to improve upon the status quo through effective, efficient, and future-oriented approaches (Azra, 2012).

These findings reinforce Sulistri's research, which indicates that, according to Azyumardi Azra, the challenges facing Islamic education lie in low institutional quality, limited instructional innovation, and the suboptimal integration of science and technology into the educational process (Sulistri, 2024). The ongoing era of globalization is having a significant impact on the social and cultural advancement of the Muslim community in Indonesia as a whole, particularly in the field of Islamic education.

3. The Strength of Islamic Education

Strengthening Islamic education is crucial because globalization often brings about various social issues, such as moral crises, individualism, materialism, and the erosion of human values. In this context, Islamic education plays a strategic role as an institution that not only transmits knowledge but also shapes the character and morals of students. Strengthening Islamic education in a manner that accommodates diversity, moderation, and cultural wisdom is a fundamental prerequisite for shaping a Muslim civilization that is both humanist and transformative (H. Bisri et al., 2026).

Azyumardi Azra emphasizes that the primary strength of Islamic education lies in its ability to integrate intellectual, moral, and spiritual dimensions into the educational process. Islamic education possesses a long scholarly tradition and universal values that remain relevant amidst the changing times. Therefore, the modernization of Islamic education must not compromise the Islamic identity that serves as its core source of strength.

From a SWOT perspective, this view falls under the category of "strengths"—internal factors that provide an organization with a competitive advantage. Pickton and Wright explain that strengths are internal resources and capabilities that enable an organization to achieve its goals effectively (Pickton & Wright, 1998). Technological and industrial advancements have facilitated the observance of religious practices and created significant opportunities to enhance the effectiveness of teaching and learning processes in education. Religious information packaged in the form of books, videos, seminars, meditation sessions, religious ideologies, and the like is now easily accessible everywhere. Naturally, this serves to streamline the process of Islamic education.

Regarding the aforementioned strengths specifically how technology facilitates various activities amidst the challenges of globalization Islamic education possesses significant social and cultural assets that allow it to endure while adapting to the changing times. Amidst rising challenges such as moral crises, a trend toward individualism, and the erosion of humanitarian values, Islamic education plays a crucial role in shaping a generation capable of utilizing technological advancements wisely without losing their identity or Islamic values.

Addressing these challenges requires adherence to fundamental principles within Islamic religious education. The principles of instilling moral, spiritual, and ethical values which form the foundation of Islamic education represent essential elements for modern educational models tailored to the globalization era; this aligns with a study by Nur Fatimatuz Zahro, which emphasizes the vital role of foundational Islamic education in shaping an individual's moral and social character from an early age. In an era of

globalization characterized by technological progress and shifting cultural values, education grounded in Islamic values serves as a strategic instrument for preserving the moral and social identity of society (Zahro, 2024).

The findings of this research align with a study conducted by Nyimas Yunierti Prihatin and her team, which concluded that the integration of scientific knowledge and Islamic values as conceptualized by Azyumardi Azra constitutes a primary strength of Islamic education in addressing contemporary global challenges and technological advancements. This integration fuses religious and secular knowledge into a mutually reinforcing whole, ensuring that the educational process focuses not only on the mastery of knowledge and skills but also on the character, moral, and spiritual development of students. Through this combination of scientific knowledge, technology, and religious values, Islamic education aims to produce a generation that is responsive to global changes and creative in navigating the evolving times, while simultaneously upholding its identity and moral responsibilities. Consequently, Azyumardi Azra's perspective on the integration of knowledge serves as a strategic foundation for enhancing the competitiveness of Islamic education in the era of globalization (Prihatin et al., 2025).

4. Challenges in Islamic Education

In the context of Islamic education, globalization brings both opportunities and challenges; while it enables broader access to Islamic knowledge, it also introduces a flow of values and lifestyles that may conflict with Islamic principles. Interconnectivity between nations, facilitated by information technology, accelerates the spread of values and lifestyles that are often incompatible with Islamic teachings. Consequently, Islamic education is required to adapt to modern developments without losing its identity as a shaper of Islamic character.

The discussion above highlights that globalization characterized by the increasing use of technology poses a threat to users who lack wisdom in utilizing these tools, whether in educational or social contexts. If left unaddressed, this issue could precipitate a crisis of ethical values and erode Islamic values. Globalization is viewed as a complex phenomenon marked by the increasing permeability of national borders across various aspects of life, including the economic, social, cultural, and educational spheres. Within the context of Islamic education, globalization presents new dynamics: opportunities to expand access to global knowledge alongside challenges that test the steadfastness of Islamic values. (Nurhalimah, 2025).

Based on the analysis above, the challenges of the globalization era include the need to adapt to technological advancements, the rapid flow of information, and shifts in values and culture that impact student character. Educators and stakeholders must not only master digital literacy but also maintain the relevance of Islamic teachings in a modern context, cultivate moral character amidst global value influences, and enhance professionalism and exemplary conduct. Furthermore, institutions must align with the demands of the digital age while reinforcing identities and moral foundations that are vulnerable to value crises. Addressing these challenges requires collaboration among teachers, schools, parents, and

the community to ensure that Islamic education remains effective and meaningful amidst global changes.

This analysis aligns with Hermansyah's study, which highlights various approaches within Islamic education to create dynamic models that are responsive to globalization. Regarding the use of digital technology integrated with Islamic values, the forces of globalization and technological progress require Islamic educational institutions to embed Islamic principles into digital learning platforms; this approach fosters an Islamic identity within a digital landscape heavily influenced by global trends. To effectively navigate the challenges of globalization, Islamic educational institutions need to internalize values such as trustworthiness, excellence, justice, and cooperation within their strategic management(Hermansyah, 2024).

CONCLUSION

Based on the analysis of the research's core topics, various factors regarding the challenges and opportunities for Islamic education in the era of globalization have been identified using the SWOT method. First, regarding opportunities, Islamic education faces the challenges of globalization with significant potential for growth; as noted by Azyumardi Azra, globalization offers opportunities to advance Islamic education through the utilization of information technology and expanded access to modern knowledge. Second, regarding weaknesses, the sector faces issues such as uneven human resource quality, a weak research culture, and limited educational facilities, all of which hinder the modernization process. Third, regarding strengths, Islamic education plays a strategic role not only in imparting knowledge but also in shaping the character and morals of students. Fourth, regarding threats, globalization presents a dual nature: while it enables broader access to Islamic knowledge, it also introduces a flow of values and lifestyles that may conflict with Islamic principles.

This study highlights the importance of addressing the challenges and opportunities facing Islamic education amidst the impacts of the globalization era. However, it has not yet evaluated the effectiveness of strategic measures to resolve these issues in the context of global changes; this remains an important area for future research.

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