**Literature Review: Trends in Islamic Education in the Scope of Local Culture**

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**ABSTRACT:** *The purpose of this study is to discuss the integration of Islamic education and local culture as an important trend in the context of educational literature. This research design uses Literature review or literature review. The results showed that: 1) Islamic education integrated with local culture has a positive impact on the development of authentic and relevant education; 2) The need to develop educational policies that support the integration of Islamic Education and local culture, strategies to promote harmony between Islamic values and local culture, create an inclusive curriculum, and actively involve the community in the policy-making process; 3) The integration of Islamic Education with local culture is an opportunity to create education that is able to form individuals with character, rooted in Islamic values, and remain relevant in the era of globalisation.*

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**Keywords:** *Moral, Education, Student, (3-5 Keyword). --English-- (Calibri, 12 Italic)*

1. **INTRODUCTION (Calibri, 12 Bold)**

Islamic Religious Education (PAI) has a very important role in the context of education in countries with a majority Muslim population, including Indonesia. In the era of globalization and growing cultural diversity, religious education is a key factor in shaping students' character, morals, and religious understanding (Ariza & Tamrin, 2021). PAI is not just a transfer of knowledge about Islam, but also a powerful instrument to form Muslim individuals who understand, are tolerant, and contribute positively to society (Firmansyah, Iman, 2019). Islamic education is an important aspect in the formation of the character and values of the Muslim community (Mughni & Bakar, 2022). In this context, it is undeniable that local culture plays a crucial role in describing the uniqueness and diversity of Islamic education in various regions. The relationship between Islamic education and local culture is an interesting topic to explore, especially given the dynamic changes in society and globalization that continues to grow (Rahman et al., 2020).

In recent years, there has been a significant change in the paradigm of Islamic education (Rosyida, 2021). The shift includes how to approach the curriculum, teaching methods, and adaptation to technological developments. On the other hand, local culture has also undergone a transformation that has an impact on Islamic education (Thoifuri, 2016). Therefore, a literature review on Islamic education trends in the context of local culture becomes relevant to understand how local values can be harmonized with Islamic teachings without sacrificing the authenticity of both.

Several previous studies have highlighted the link between Islamic education and local culture. For example, research by (Afif, 2022) examining Islamic Education Based on Local Wisdom and Its Implementation of the Independent Learning Curriculum. The results of the study provide insight into how local cultural values can be integrated in Islamic education, while maintaining the authenticity of Islamic teachings themselves. In addition, research (Aprianti et al., 2022) explore the impact of globalization on Islamic education and how local culture plays a role in responding to it. The results of this study provide a further understanding of how global factors affect the development of Islamic education, and the extent to which local cultures play a role in determining responses to these changes. In contrast to the research mentioned above, this research focuses on analyzing the trends of Islamic education in the scope of local culture.

The importance of this literature study lies in its ability to provide in-depth insights related to the evolution of Islamic education in the face of cultural change. By analyzing the current literature, we can identify the main trends in Islamic education related to local culture. In addition, this literature review can also identify challenges and opportunities that arise as a result of the integration between Islamic education and local culture. Therefore, this research will continue efforts to investigate the current literature related to Islamic education trends in the scope of local culture. By evaluating the contributions of previous research and highlighting recent developments, it is hoped that this research can provide a richer and contextual understanding of the relationship between Islamic education and local culture in the dynamics of contemporary society.

1. **METHOD (Calibri, 12 Bold)**

The design of this study uses *Literature review* or literature review is a description that contains theories, findings, and other research materials taken from reference sources to be used as a basis for conducting research activities (Sugiyono, 2017). *Literature review* It contains reviews, summaries, and the author's thoughts on several literature sources such as articles, books, slides, and information from the internet related to the topic discussed. *Literature review* good ones must be relevant, up-to-date, and adequate. Some ways to do *Literature review* among others, theoretical foundations, theoretical reviews, and literature reviews. Library methods involved in *Literature review* is a library with an open system, where borrowers can search and select the books or resources they need directly to enter the library (Burhan, 2017).

1. **RESULT AND DISCUSSION (Calibri, 12 Bold)**
2. **Integration of Local Cultural Values in the Islamic Education Curriculum**

The integration of local cultural values can be carried out through several approaches, including thematic approaches, interdisciplinary approaches, and (Rahman et al., 2020). The thematic approach integrates local cultural values in the Islamic education curriculum through certain themes that are relevant to the local culture. The interdisciplinary approach integrates local cultural values in the Islamic education curriculum through several subjects relevant to the local culture (Durhan, 2020). Meanwhile, the contextual approach integrates local cultural values in the Islamic education curriculum through certain contexts that are relevant to the local culture (Adawiah, 2016). Evaluation of the effectiveness of the integration of local cultural values in the Islamic education curriculum can be carried out through various different approaches and methods, depending on the purpose and context of the evaluation.

The integration of local cultural values in the Islamic education curriculum is a crucial initiative to strengthen the relevance and familiarity of Islamic teachings with the local community (Durhan, 2020; Martyrs, 2022). A deep understanding of cultural values is an essential foundation for developing a curriculum that not only reflects local identity, but also maintains the substance of Islamic teachings. The first step in this integration is a thorough understanding of local cultural values. It involves an in-depth exploration of the beliefs, customs, languages, and social norms that form the cultural core of that society (Aprianti et al., 2022). Without a good understanding, the integration can become a mere formality without having a substantial impact.

In integrating local cultural values, several approaches can be used (Syarif, 2019). Inculturation, for example, allows for a harmonious alignment between local values and the fundamental principles of Islam. Curriculum adaptation is also key, where teaching materials and learning methods are adjusted to reflect the cultural context without sacrificing the essence of Islam (Zahrika & Andaryani, 2023). Community consultation is an important aspect to ensure accurate and participatory representation in the integration process. Although the integration of local cultural values is the goal, the authenticity of Islamic teachings must not be compromised. Therefore, careful evaluation must be carried out to ensure that the local values that are integrated support the fundamental principles of Islam (Theojaka, 2019). This prevents syncretism that can damage religious integrity.

In developing the curriculum, it is important to achieve a good balance between global and local values (Purnomo & Irma Solikhah, 2021). Islamic education must be able to open the mind to global progress without losing the roots of local culture (Ariza & Tamrin, 2021). This balance creates an inclusive and relevant learning environment. The effectiveness of integration needs to be measured through various methods. Participatory assessment of the community, monitoring of student learning outcomes, and evaluation of teaching methods can provide a clearer picture of the extent to which the integration of local cultural values has achieved its goals (Andi et al., 2022). This integration process is not always smooth and can be faced by various challenges. Therefore, it is important to identify and address any challenges that may arise during the integration process. Resistance from society, value conflicts, or resistance to changes in the curriculum need to be overcome with the right strategies (Widiana, 2016). The integration of local cultural values does not stop at the preparation of the initial curriculum. The community needs to be continuously involved in the learning and evaluation process (Thoifuri, 2016). This ensures that the curriculum remains relevant and responsive to cultural dynamics and the needs of the local community.

The integration of local cultural values in the Islamic education curriculum is an important step to form an education that is not only substantially Islamic, but also reflects and permeates the richness of local culture (Suttrisno & Rofi'ah, 2016; Syarif, 2019). With the right steps, this process can create an education that reflects cultural and religious identities, positively impacts student development, and empowers local communities.

1. **The Impact of Globalization and Challenges and Opportunities in the Integration of Islamic Religious Education and Local Culture**

Globalization has had a significant impact on Islamic education, especially in changing the traditional paradigm to be more open to global influences (Aprianti et al., 2022; Budi Setyaningrum, 2018; Mulyadi, 2019). One of the main impacts is the entry of technology and information into the Islamic education space (Aprianti et al., 2022). This triggered changes in teaching and learning methods, requiring Islamic educational institutions to adapt to technological developments and ensure that their use remained aligned with Islamic values.

In addition to the impact of globalization, local communities also responded with efforts to maintain cultural and religious values in Islamic education (Mufarriq, 2021). Communities seek to integrate local values into the curriculum, maintaining their cultural uniqueness while adjusting to global dynamics. This response reflects the need to create Islamic education that is in line with local values without neglecting global developments (Ariza & Tamrin, 2021).

Along with globalization, there has been a change in the views and practices of Islamic education. There is a tendency to develop a more inclusive curriculum, incorporate various global perspectives, and open up space for a broader understanding. In addition, teaching methods have also changed, leading to a more active and critical approach to empowering students to face global realities.

In the face of global challenges, Islamic education is moving towards a more inclusive curriculum (Arfan, 2022). It includes an in-depth understanding of the different cultures, thoughts, and worldviews that make up the diversity of global societies (Durhan, 2020). Islamic education should reflect this wealth without losing the roots of Islamic values.

Islamic education is no longer just about passive acceptance of knowledge. Globalization drives change towards more active and critical learning (Mulyadi, 2019). Students are encouraged to be actively involved in the learning process, develop critical thinking skills, and become independent thinkers in the face of the complexities of the global world (Nasucha, 2016).

Traditional learning approaches are slowly shifting towards more adaptive and responsive methods to global demands. Islamic education needs to integrate modern technology, utilize online resources, and utilize innovative learning methods that are in line with the times (Ariza & Tamrin, 2021). While there are opportunities to enrich the Islamic educational experience through globalization, a significant challenge lies in the risk of losing Islamic identity amid the heterogeneous flow of global information (Mulyadi, 2019). Globalization can bring thoughts and values that may be contrary to Islamic teachings, demanding Islamic education to be more careful and selective in choosing and conveying information (Suradi, 2018).

However, globalization also brings opportunities for Islamic education to grow and develop. The integration of global values with Islamic education can prepare the Muslim generation to become global citizens who contribute positively on a global scale (Imami, 2022). Islamic education can be a bridge that connects local values with global demands, creating a dynamic and relevant learning environment (Rahman et al., 2020). By summarizing the views and practices of Islamic education, both from the impact of globalization and local cultural responses, it can form a balanced, relevant, and capable of producing a generation of resilient and globally competitive Muslims.

1. **Implications of Islamic Education and Local Culture on Education Policy**

The implications of Islamic Education and Local Culture on Education Policy is a very important topic in the context of education in Indonesia. In this context, education policies must consider local cultural values and Islamic religion in order to provide education that is relevant and in accordance with the needs of the community (Sri Astuti et al., 2023). Some of the implications of the integration of local cultural values and Islamic religion in education policies include improving the quality of education, strengthening cultural and religious identity, and increasing public awareness of the importance of education. In addition, the integration of local cultural values and Islamic religion in education policies can also help improve the quality of Indonesia's human resources and strengthen the nation's competitiveness in the global arena (Suttrisno & Rofi'ah, 2016; Syarif, 2019). However, to be able to integrate local cultural values and Islamic religion in education policies, good cooperation and coordination between the government, society, and educational institutions are needed. In this case, the role of teachers and educators is very important in implementing educational policies that are oriented to local cultural values and Islamic religion (Bariah, 2020; Novita et al., 2021). Thus, the integration of local cultural values and Islamic religion in education policies can have a positive impact on the progress of education and nation building.

The integration of local cultural values and Islamic religion in education policy can be done in several ways, including by developing a curriculum that integrates local cultural values and Islamic religion, strengthening the role of teachers and educators in implementing educational policies oriented to local cultural values and Islamic religion, and involving the community in the process of developing educational policies (Muhammad Ali, Dedi Wahyudi, 2019; Syarif, 2019). Thus, the integration of local cultural values and Islamic religion in education policies can have a positive impact on the progress of education and nation building.

An education policy that prioritizes the integration of Islamic education and local culture can improve the quality of Islamic education itself. Culturally relevant curriculum, responsive teaching methods, and culture-based evaluations can increase the attractiveness and effectiveness of learning (Assidiq & Atmaja, 2019). This creates a more inspiring and motivating educational environment. By incorporating local cultural elements, education policies can support the sustainability of education. This includes the construction of schools in rural areas, the integration of local values in the curriculum, and community empowerment to support education. The sustainability of Islamic education is not only an academic issue but also related to the involvement and support of the community at large (Ariza & Tamrin, 2021). Despite the focus on local culture, education policies also need to align Islamic education with global developments. Understanding global challenges and opportunities, such as technology and global connectivity, can help generate balanced policies and prepare students to participate on a global scale while still maintaining Islamic values and local cultures.

The integration of Islamic education and local culture in education policy opens up opportunities to provide a more inclusive education (Rahman et al., 2020). Policies must address disparities in access to education, ensuring that all levels of society, including cultural minorities, can access and experience the relevant and meaningful benefits of Islamic education. By understanding the implications of the integration of Islamic education and local culture on education policy, the government can design a holistic and sustainable strategy. In this case, education policy is directed to create a learning environment that combines Islamic values and local culture with global needs, thus creating a generation that is resilient, competitive, and remains connected to the roots of their Islamic values and culture (Mandailina et al., 2021; Muhammad Ali, Dedi Wahyudi, 2019; Sri Astuti et al., 2023).

1. **CONCLUSION (Calibri, 12 Bold)**

The integration of Islamic education with local culture is a phenomenon that produces a positive impact on the development of authentic and relevant Islamic education. In this context, the emphasis on cultural diversity, recognition of local heritage, and efforts to build a strong Islamic identity contribute significantly to a deep understanding of Islamic teachings and strengthen local values. This integration is not only an identity strategy, but also a means to enrich the educational experience, increase community engagement, and confront global challenges while maintaining the roots of Islamic values.

The conclusion of this literature review highlights the urgency of developing educational policies that support the integration of Islamic education and local culture. The need for policy strategies that promote harmony between Islamic values and local cultures, create inclusive curricula, and involve the community in educational decision-making are important aspects to ensure the sustainability of this integration. Overall, the integration of Islamic education with local culture is not only a necessity, but also an opportunity to create an education that shapes individuals with character, is rooted in Islamic values, and remains relevant in the era of globalization.

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