

**RESILIENCE OF THE ISLAMIC BOARDING SCHOOL EDUCATION
CURRICULUM IN GLOBAL COMPETITION:
OPPORTUNITIES AND CHALLENGES FOR BUILDING AN ISLAMIC
GENERATION**

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ABSTRACT

In an era of globalization full of competition, Islamic boarding schools as traditional Islamic educational institutions in Indonesia are faced with big challenges to remain relevant and competitive. This research aims to analyze the resilience of the educational curriculum in Islamic boarding schools in facing global competition, as well as identifying the opportunities and challenges that exist in efforts to build a quality Islamic generation. The research results show that the Islamic boarding school curriculum has unique strengths in forming the character and spirituality of students, but there needs to be adaptation and innovation to meet the needs of the times. Opportunities that emerge include the integration of technology in the learning process, international cooperation, and the development of global competencies. On the other hand, the challenges faced include limited resources, resistance to change, and the need to maintain Islamic identity in the current of modernization. With the right strategy, Islamic boarding schools can become educational institutions that not only survive, but also excel in forming an Islamic generation that is ready to compete at the global level.

Keywords: Curriculum, Education, Resilience

A. Introduction

Education is one of the main factors that influences the development of a nation. In an increasingly dynamic era of globalization, competition in the education sector is becoming increasingly fierce. Islamic boarding schools, as traditional educational institutions based on Islamic teachings, have an important role in forming a generation of believers and noble

morals. However, in global competition, Islamic boarding schools must be able to adapt and develop a more flexible and innovative curriculum to remain relevant and competitive. (Triono et al. 2022)

Islamic boarding schools as religious educational institutions are required to direct students to have strong religious knowledge. However, in its development, Islamic boarding schools also equip students with more worldly knowledge such as entrepreneurial knowledge. (Khaudli 2023).

Research on the resilience of Islamic boarding school education curricula in facing global competition has been carried out by various researchers, such as previous research written by Sari, R. (2018) entitled "Islamic boarding school curriculum innovation in facing the challenges of globalization." This research discusses how Islamic boarding schools can develop curriculum innovation to remain relevant in the era of globalization. Sari emphasized the importance of integration between religious knowledge and general knowledge in the learning process. This is different from the focus of our research which will examine various dimensions of resilience in Islamic boarding school education curricula, including curriculum innovation, strengthening human resources, and the use of technology. With a comprehensive approach, we can provide a more complete picture of the challenges and opportunities facing Islamic boarding schools. Our research will also focus on how Islamic boarding schools can compete on the global stage. It includes an in-depth analysis of international standards and how Islamic boarding schools can adapt to them.

The resilience of the Islamic boarding school education curriculum in global competition is a very important topic to discuss. Islamic boarding schools are required to maintain their existence as educational institutions that uphold classical Islamic values, but Islamic boarding

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schools are also required to continue to develop following the flow of modernization. All of this is an effort to ensure that Islamic boarding schools remain reliable institutions with their distinctive characteristics, namely traditional Islamic values. Within the limitations of the research above, the formulation of this research problem is (1) How do Islamic boarding schools increase the resilience of their educational curriculum?, (2) How do Islamic boarding schools take advantage of current developments?

B. Method

Research design

This research uses a qualitative descriptive research design with a literature review approach. This approach allows researchers to collect, analyze, and synthesize information from various literature sources to gain a comprehensive understanding of the topic under study.

Data source a. Books: Books that discuss Islamic boarding school education, curriculum resilience, globalization, and development of the Islamic generation. Journal Articles: Research articles published in leading academic journals related to the topic under study. Theses and Dissertations: Postgraduate student scientific work that is relevant to this research. Research Report: A report from a research institute or educational organization that examines a similar topic. Online Publications: Articles and reports published online by educational institutions, non-profit organizations, and academic platforms

C. Results And Discussion

Adaptation of the Islamic Boarding School Curriculum in the Context of Globalization

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Research shows that several Islamic boarding schools have begun to adopt information technology in the learning process, such as using computers and the internet to access wider learning resources.

Currently, Islamic boarding school curricula are also starting to include general subjects such as mathematics, science and English to prepare students to face global competition.

Application of Innovative Learning Models

Several Islamic boarding schools have implemented project-based learning and problem-based learning models to improve students' analytical and problem-solving skills.

The application of more interactive and collaborative learning methods has also increased the active participation of students in the teaching and learning process.

Development of Vocational Education Programs

Islamic boarding schools are starting to develop vocational education programs that focus on practical skills such as agriculture, information technology and entrepreneurship. This program aims to provide skills that can be directly applied in the world of work. Santri who take part in this program show an increase in practical skills and work readiness after graduating from Islamic boarding school.

Strengthening Character Education

Character education remains the main focus in the Islamic boarding school curriculum, with an emphasis on Islamic values such as honesty, discipline and responsibility.

Extracurricular activities such as santri organizations, social activities and leadership programs are also strengthened to build strong and independent santri characters.

Integration of Traditional and Modern Values

The integration of traditional and modern values in the Islamic

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boarding school curriculum is the main key in building resilience. Islamic boarding schools must be able to maintain Islamic values while adopting modern educational approaches that are relevant to the needs of the times. (Mansur 2021)

Islamic boarding schools can take examples from other countries that have succeeded in integrating traditional education with modern education, such as several countries in West Asia which using modern systems by adopting western education patterns, although still maintaining the characteristics of Islamic education patterns which tend to be oriented towards developing noble character and manners.(Aimah 2019).

The Role of Teachers and Educators

Teachers and teaching staff in Islamic boarding schools play an important role in the process of adapting and implementing the curriculum. Training and professional development for teachers should be a priority to ensure they have the skills necessary to teach an integrated curriculum. (Usman and Maryam 2021) Collaboration with higher education institutions and training centers can help Islamic boarding schools improve the competence of teachers and teaching staff.

Use of Technology in Learning

Technology can be an effective tool in improving the quality of education in Islamic boarding schools. The use of digital tools, e-learning platforms and online resources can help expand access to knowledge and information. (Abubakar 2016)

However, it is important to ensure that the use of technology does not reduce the Islamic values taught in Islamic boarding schools. Technology must be used as an aid, not a substitute, in the educational process

D. Conclusion

Islamic boarding schools have great potential to become resilient educational institutions in facing global competition. This potential comes from the Islamic boarding school's ability to integrate Islamic values with innovation in educational methods and materials. By integrating Islamic values with innovation in educational methods and materials, Islamic boarding schools can create a holistic and adaptive learning environment. Islamic boarding schools must also be able to take advantage of this modernization by using technology such as e-learning and digital platforms to increase the effectiveness of learning. This integration allows Islamic boarding schools to remain relevant and competitive in the era of globalization, while still maintaining the Islamic identity and traditions that are the basis of their education.

However, to realize this potential to the maximum, further research involving empirical studies is needed. Empirical studies will provide concrete data and valid evidence about the effectiveness of the strategies that have been implemented, as well as help identify the challenges faced in their implementation..

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