



Reactualization Islamic Theology in Education: Designing Curriculum, Method Learning, and Technology Integration for Transformation Educative

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Abstract: *The development of Islamic education has become the main focus of the effort to formulate return religious teachings to be more in accordance with the demands of the times and achieve transformation in system education. This article aims To explore How Islamic theology is actualized in the aspect of education, considering design curriculum, methods of learning, and integration technology. The method research used is qualitative analysis with studies of comprehensive library. Through a review of in-depth literature and articles, this identifies draft reactualization of Islamic theology in context education and explains the goals and approaches required to achieve it. Research results highlight the importance of the integration of values of Islamic theology in curriculum-relevant education with the demands of the times. Besides that, This review is about using interactive methods of learning, like discussion groups and technology, to facilitate a deep understanding of Islamic teachings. With the integration of Islamic theology in the curriculum, implementing method learning interactive, and utilising technology in a way that is wise and transformational, more educational , extensive and sustainable can achieved in Islamic education.*

Keywords: Education, Islamic Theology, Reactualization

I. Introduction

Islamic Theology, as system thoughts that have been aged thousand year, generally tend stable without experience significant change. Focus mainly is on aspect divinity (dewalyyat), with limited attention to dimensions humanity (insaniyyat), if there are any, however in limited scale. In general, discussion areas in Islamic theology can grouped become three part main: al-mabda (origin), al- wasithah (intermediary), and al- ma'ad (place return). In the al- mabda area, attention focused on Allah and everything related with him. The area of al -al-wasithah, which is between Allah and humans, involves angels, holy books, and prophets as intermediaries. Whereas in the al- ma'am area, which indicates the end of the journey human, the discussion ranges from day to day apocalypse (Amin, 2021).

In context formulation, beginning Islamic theology, focus on aspects of deity no become problem because aim to strengthen the the faith of Muslims and protect them from attack various old sects and cultures . However, along time, Islamic theology tends limited to the problem divine and minimal within handle aspect humanity. This matter happen although there is connection between God and man , however thinking theology in a way general still ' soaring ' and characteristic theological-philosophical (Rakhman, 2013; Amin, 2021).

Therefore that , deep discourse Islamic theology , there is shift going to meaning God is more related with reality humans on earth. This matter reflect business For align religious teachings with context more humanity concrete and relevant. In approach this, Lord understood No only as transcendent entit, but also as source inspiration and guidance in undergo life daily. Change This possible Islamic theology for more responsive to modern-day needs and challenges, as well give base for development more thought inclusive and contextual. Therefore that is, assessment repeat or reactualization Islamic theology becomes important in context education.

In designing curriculum, methods learning, and integrating technology, more Islamic theology based on reality humans on earth can give strong foundation. This matter possible Islamic education for adapt self with development of the times and meet demands transformation educational happening. With notice dimensions humanity in understanding theologically, Islamic education can become more relevant, effective and impactful in form character as well as bring change positive in public.

Challenge significant problems faced by Islamic education in an era of rapid change is guard relevance Islamic religious teachings in modern context, while maintain the position of the Qur'an and Hadith as base main and primary. In the modern era driven by progress technology, globalization, and transformation in pattern think, value, as well behavior society, understanding and practice of religion also experienced change significant. Therefore that 's important guard consistency Islamic religious teachings in face dynamics of this era No can ignored (Sutrisno et al. , 2024) .

Islamic education is faced with tasks important For accommodate change the without sacrifice the essence and spiritual values that become footing in life man (Mohammad Ridwan, 2023) . The Qur'an, as source main Islamic teachings, holding role central in guide Islamic education in respond changing times with wise (Sutrisno et al., 2024) . With maintain the position of the Qur'an as base Mainly, Islamic education can answer challenges of the times with give deep and relevant understanding to Islamic religious teachings.

In context writing this is the goal mainly is for highlighting importance reactualization Islamic theology in education as response to fast dynamics of the times changed. Focus main is dig concepts new in integrate Islamic values with development technology in education, with objective create environment relevant and effective learning for today 's generation. Besides that 's writing this is also purposeful For identify areas of research that have not been touched in a way adequate by the study previously in context reactualization Islamic theology in education. With emphasize integration Islamic values with technology , writing This endeavor give contribution to thought adaptive and progressive modern Islamic education.

II. Research Methods

Study this apply approach qualitative for investigate how Islamic theology can actualized in context education, in particular in designing curriculum, methods learning, and integration technology for transformation educational. In framework study qualitative, objectives mainly is for explore elements key in Islamic theology and understanding impact to education. Study this including in category study library, where is the focus mainly is on review literature. Approach This possible analysis critical to theories, concepts, and findings existing research For form base solid conceptual (Adlini et al. , 2022) . Research data obtained from various sources, incl Islamic texts, literature about Islamic education, and the views of the ulama. Method review literature used For detailing and analyzing data with carefully, with emphasize

interpretation and understanding revealed in literature. For overcome problems that arise, use them technique analysis content, where the data is analyzed For answer question research on each stage. Analysis results content the become base For answer question study next, supported by other data that has been obtained. Expected, research This will give deep insight about How Islamic theology can become element key in designing curriculum, methods learning, and integration technology For transformation educational. Implications from study This can give instruction in face challenge education moment present and future, as well help in development sustainable Islamic education for more future Good.

III. Results and Discussion

In considering the future Islamic education, concept reactualization theology become principal important that is necessary understood. Objective from reactualization This No only For update, but also for enrich essence Islamic teachings in modern education. One of aspect main thing that is necessary considered is development integrated curriculum values theology with modern context. Approach This No only focuses on teaching, but also on interactive, facilitating learning understanding deep about Islamic teachings. Technology integration information and communication become important tool in reach objective this, improve accessibility and experience Study for students . With thus, through approach holistic that combines draft reactualization theology, development curriculum, methods learning interactive, and integration technology, Islamic education can face challenges of the times with more effective, prepare future generation For facing an ever changing world changed.

3.1 Draft Reactualization Islamic Theology in Education: Approaches and GoalsNadia

Theology is originating term from Language English theology , which has origin from Greek Theologia . In Greek, theologia consists from two words, viz theos which means " God ", and logos which refers to "words", " speech ", or discourse (Gove, 1981; Hanafi, 1989; Naddaf, 1996) . So Theology interpreted as science that studies Lord or science discussed essence God and his connectedness with natural universe (Hanafi, 1989) . From the meaning of the word , theology own a number of meaning , that is knowledge about correlation of the divine world and the physical world , understanding about essence and will God , too teachings or confidence related Lord . More Furthermore , theology also refers to effort systematic For convince , intervene , and justify in a way consistency confidence about Lord (Lorens, 1996) . Therefore that , theology refers to discipline research science aspects religious beliefs and knowledge about Lord . Scope theology covers various related aspects with Lord . Term theologizing refers to tendencies For adopt perspective theological in analysis and discussion all related issues with humanity (Abraham and Rufaedah, 2014).

As well as with understanding these , terms associated theology with Islam is discipline studying science phenomena and reality religious , as well review relation between God and man , both through research and reflection rational nor revelation divine (Hanafi, 1974) . Knowledge theology , as profession theoretical , have role in validate religious beliefs through the process of argumentation (Iji, 1980) or debate essence , nature , and action Lord (Jurjani, 1983) . According to Komaruddin Hidayat , Theology basically can understood as branch knowledge or reasoning process critical (logos) which discusses God (teos). He confirm that Theology originate from tradition and spirit religious , which includes aspect faith and affirmation on existence Lord . In framework this , Theology in a way consistent load Spirit belief and justification to existence Lord . Komaruddin differentiate Theology from philosophy divinity , the one who gives room for sense For study issues divine without must bound by revelation (Hidayat, 2004) .

In Islamic context, terms theology often connected with " kalam science " (Al- Faruqi, 2001). Placement term This indicated focus both on related aspects with draft God and his derivations. Apart from " kalam science ", other terms refer to disciplines This is " science of ' Aqā'id " (science about belief), " science Tauḥid " (science about oneness God), and knowledge Uṣūluddīn (science about principles religious basis) (Madjid, 1992; Zuhri, 2013; Hasbi, 2015). Musthafa Abd al- Raziq emphasize that kalam science sometimes known with a number terms, such as knowledge Uṣūluddīn, the science of monotheism, fiqh al- akbar, and Islamic theology (Abd al-Raziq, 1959).

Ibnu Khaldun (1333-1406) stated that the science of Kalam or the science of Tauhid is a scientific discipline that aims to defend faith beliefs by using rational arguments and providing responses to views that deviate from the beliefs of the Salaf and ahl Sunnah (Khaldun, 2016). According to Hasbi al-Shiddieqy, the science of Tauhid is a science that discusses methods of confirming religious beliefs by using various convincing arguments, both based on arguments obtained from religious texts, reason, and subtle feelings (wijdani) (Ash-Shiddieqy, 1976). These two definitions have something in common in that they both agree that the science of Kalam or the science of Tauhid aims to confirm religious beliefs by using rational and convincing arguments.

In the beginning, focus Kalam science does not existed during the life of the Prophet Muhammad SAW. or period his best friend. However, developments discipline This begins in the next period, which is marked with enhancement debate about issues metaphysical. According to Ahmad Hanafi, progress Kalam science is influenced by two factor Main: internal and external factors towards Islam and the Muslim community (Hanafi, 1974). Internal factors include the Qur'an's emphasis on the concepts of monotheism and prophethood, as well appearance fighting groups confidence the. Temporary that, factor external involve interaction with non-Islamic cultures and religions, which give rise to questions new and challenging For give solution. Besides that is, territorial expansion by Muslims and dynamics Politics also influences development kalam science. Factors external origin from outside Islam and the Muslim community includes a number of aspect. First, a number previous individual adhere to Judaism, Christianity and other religions, esp those who have background behind as a scholar, then converted to Islam. Second, group like Mu'tazilah from among the early Muslims, who attempted spread Islam and oppose it arguments that are detrimental to Islam. Third, the mutakallimin (Muslim theologians) responded challenge from opponents those who use approach philosophy, so they must increase understanding they about logic and philosophy, esp in context deity (Hanafi, 1974; Ridwan, 2023).

In context discussion about evolution study theology, there is two necessary side noticed. Firstly, there is side normativeness inherent in teachings Islamic theology, which has characteristic fixed and not changed all the time. Second, there is side demanding historicity exists adjustments and changes in accordance with need as well as development Muslims in running time. As example, study theology of the past, such as the classical Kalam, is more emphasizes related issues direct with God and concepts divine. However, limitations study the is No covers related problems with humans and nature in a way comprehensive (Ridwanuddin, 2017). However, developments study theology moment This has surpass limitation the. Modern theological studies have take more approach inclusive with consider issues reality like law, politics, economics, culture and development in context teachings of monotheism. With understand theology as expression intellectual from religion, studies theology become more broad and relevant in respond challenges emerging contemporary. This matter show that discussion about humanity and nature, when seen from

perspective theological , to be the more important and urgent for the present . Along with that , theology No Again limited to problems religious only , but expand room its scope For overcome complexity life humans and nature in a way holistic and integrated.

In context This is a relationship between education and theology become the more relevant and important . Education, as receptacle For transmit knowledge , values , and skills , have role crucial in understand and apply teachings theology in life daily . Through education , individual given chance For understand principles theological in a way more deep , as well internalize contained moral values in religious teachings . By essential , theology education it's not simply reproduction draft originating education from thinking philosophical an sich . He is results from reasoning critical to God (teos), which includes understanding about existence and " attributes " of divinity (Anggraini et al. , 2015) . Paradigm based education theology No only depends on knowledge about aspect theology divinity . In effort build system education rooted in principles theology , understanding about essence humans have too role central in formation framework paradigm education (Saifullah, 2005) . Besides that's , conception regarding the rules natural the universe (cosmology) also provides support in set structure solid paradigm.

That's what it 's based on important draft reactualization theology that has significant impact in education as part from effort respond dynamics of the times and challenges contemporary . This matter refers to ability For interpret , translate , and implement Islamic teachings in general relevant with context of time and needs people . Besides that , approach This offer road middle or approach moderate in formulate Islamic theology . In matter this , interpretation to Islamic teachings are carried out with consider values justice , tolerance , and balance , without extreme left or right . Approach this is also possible synergy between understanding religious revelation and knowledge developed , so that give comprehensive explanation to the main points thinking religious and becoming manhajul thoughts (method think) and manhajul Harakah (method Act).

From principle balance and approach moderate this will arise other related principles , such as principle tolerance to diversity outlook and consistency in maintain values truth without cause friction , as well firmness in support truth . All principle this is the end will form base system education Indonesian traditional (Muchasan, Syarif and Naufal, 2023).

3.2 Development Islamic Education Curriculum: Integration of Theological Values in Modern Context

In the era of globalization and progress With rapid technology , Islamic education is faced with challenges new in guard its relevance with ongoing context of time changed (Mohammad Ridwan, 2023; Nina Indriana, Mohammad Ridwan, Sally Badriya Hisniati, Asep Abdullah, Aan Hasanah, 2024) . Crucial step For guard relevance Islamic education is with integrate values theology to in curriculum , in line with demands developments and needs of modern times. According to Ahmad Tafsir, education is not based on Islamic teachings only capable print intelligent individual in a way intellectual and healthy in a way physical , however No ensure formation intelligent , healthy and good character in a way holistic (Anggraini et al. , 2015) .

In context development curriculum Islamic education , important For consider view strong theology in Islam. Objective main Islamic education is For get closer self to Allah and guide individual going to more understanding in about religion as well more relationship tightly with the Creator (Nurdiyanto et al. , 2023) . In development curriculum Islamic education , important For integrate values theology to fit with modern context . This involve

emphasis on spiritual and moral aspects which are at the core of Islamic teachings , no only focus on aspects academics and career just . Integration of values theology No only covers learning about aqidah , worship, and morals , but also encouraging more understanding in about relevant Islamic moral and ethical values in life daily . With Thus , the curriculum Islamic education can become more holistic and appropriate with ongoing demands of the times developing , preparing a generation that doesn't only intelligent in a way academic , but also have strong morals and ethics in accordance with religious teachings .

Curriculum integrated Islamic education with values theology in modern context includes a number of aspect key . First , deep development curriculum Islamic education , important For give emphasis on comprehensive understanding about Islamic teachings in context issues complex contemporary . This covers issues like progress technology , dynamics economics , sustainability environment , and protection right basic man . Integration of aspects This in curriculum will possible student For develop an inclusive and in-depth Islamic perspective to modern-day challenges . As example , in curriculum eye lesson Islamic religious studies , is recommended For integrate more topics deep , like implications ethics technology in Islam, principles Islamic economics emphasizes justice and blessing , responsibility answer environment in accordance Islamic teachings , and Islamic views about right basic human beings based on values humanity in Islam. With Thus , the curriculum will covers more issues substantial and relevant for formation comprehensive and applicable understanding to Islamic teachings in life daily .

Second, deep development curriculum , necessary consider use method innovative and appropriate learning with development technology moment This . For example , integration technology information and communications (ICT) can become effective solution . With utilize online platforms and applications education , students can involved in learning interesting interactive . They can use technology For deepen Islamic religious concepts with more deep , acquiring more understanding concrete and applicable . Temporary that is , assignment based projects that use technology can inspiring creativity and innovation student in look for solution to challenges faced by Muslims in life daily . With approach here , students No only obtain knowledge about religion, but also develop Skills Critical , creative and collaborative skills are very necessary in face reality modern life . This in line with principles Islamic theology emphasizes importance deep understanding to internal religious teachings face challenges of the times.

Third , importance ensure that curriculum covers development Skills practically relevant with needs of the modern world. For example , in context Islamic education , students can taught Skills like management time , leadership , skills communication , and abilities think critical can integrated with values Islamic theology . For example , management time can understood as implementation from teachings about not quite enough responsibility and efficiency in utilise God's favor . Leadership Can sharpened with learn example leadership of the Prophet Muhammad SAW. and its principles , which are based on fairness , honesty , and care to people . Skills you can communicate too linked with values like attitude polite , empathetic and patient in interact with fellow . Ability think critical , temporary it , pushed by values honesty in look for truth , thoroughness in interpret religious texts , and courage For question existing understanding There is .

By overall , development curriculum integrated Islamic education values theology , method learning innovative based technology , and development Skills practically relevant with the modern world is step important in prepare generation of competent , moral and capable Muslims face challenges of the times. With approach holistic like this , Islamic education can

become vehicle For form individuals who do not only superior in a way academic , but also moral noble and contributing positive in society and the world as a whole wide .

3.3 Method Learning Interactive: Facilitate Understanding Deep about Islamic teachings

Method learning interactive emphasize involvement active student in the educational process with involve they in various activity interactive , like discussion group , game role , simulation , project collaborative , and utilization technology education . With adoption method learning interactive , expected student will feel more motivated , enthusiastic , and enthusiastic in learn , so create atmosphere positive and supportive class (Warsah, Septian and others, 2022) . According to Suparman in (Majid, 2014) , learning model interactive own seven characteristics typical . First , there is variation in activity learning , good in context class , individual , or group . Second , this model emphasize mental aspects of participants educate , cover potency high intelligence and emotionality . Third , role educator covers as resource person , facilitator , and leader democratic class . Fourth , pattern communication in learning interactive nature multidirectional . Fifth , atmosphere class created nature flexible , democratic , challenging , and persistent focused on goals learning . Sixth , all potency participant educate directed For produce impact more learning effective . Seventh , this model can applied Good in room (indoor) or outside room (outdoor) .

Learning model interactive , as described by Suparman , offers possible approach increase involvement student in the learning process , accordingly with objective reactualization Islamic education for create environment relevant and effective learning for today 's generation . With exists interaction between students and teachers, as well between fellow students , hopefully happen exchange more ideas and understanding deep about Islamic teachings . This matter No only strengthen understanding theological students , but also cultivate attitude tolerance , cooperation , and thinking essential critical in context diversity culture and religious understanding .

With application method learning interactive in context integration Islamic theology with developments over time, there are a number draft complex that can be expanded and implemented . One of concept that can explored more in is use discussion group as a platform for explore perspective diverse theologies about issues contemporary . In discussion , important For create an inclusive , mutual environment value between participants , and there are business For obtain agreement or compromise If required (Ridwan, Abdurrohim and Mustofa, 2023) . In discussion here , students No only requested For convey view personal them , but also encouraged For understand corner look others and face challenge thoughts in Islam.

IV. Conclusion

Study This summarize importance reactualization Islamic theology in education through approach responsive curriculum , integration values theology in modern context , and methods learning interactive that facilitates understanding deep . Integration of values theology in curriculum education expected can enrich experience Study students , temporary method learning interactive , like discussion groups and utilization technology , expected can deepen understanding they to Islamic teachings . With Thus , research This give contribution important in inspiring transformation more educational wide in Islamic education ,

strengthening base spirituality while respond demands of the times and reality life contemporary.

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