Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

The Integration of Contemporary Islamic Education into International and Global Education: A Comparative Study

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ARTICLE INFO

Article history:

Received: 22 April 2025
Revised: 28 April 2025
Accepted: 29 April 2025
Published online: 05 May 2025

Keywords:

Integration
Contemporary Islamic Education
International Education
Global Education
Comparative Study

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Article Doi:

https://doi.org/10.31258/jes.9.3.p.1095-1108

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A B S T R A C T

Islamic education has diverse forms and systems, adapted to the culture, regulations, and educational policies of each country, including Indonesia. This study aims to analyze the comparison between Islamic education from the perspective of international and global education in the contemporary era. This study employs a qualitative approach using a library research method, which reviews literature from various scholarly sources related to Islamic education, educational internationalization, and globalization. The findings indicate that international education focuses on strengthening cross-country collaboration through student exchange, academic cooperation, and the implementation of international curricula. Meanwhile, global education emphasizes the development of multicultural awareness and the reinforcement of identity as global citizens by integrating global values into the education system. Both have a significant impact on the development of modern Islamic education that is responsive to changes over time. These findings highlight the importance of integrating local and Islamic values with the principles of international and global education to create an Islamic education system that is adaptive, competitive, and contextually relevant in addressing global challenges.

1. Introduction

The digital era has brought major transformations in the way humans access, disseminate, and share information globally. The rapid advancement of technology has penetrated various aspects of human life, transcending geographical boundaries and shaking traditional paradigms. One of the sectors significantly impacted by this digital transformation is education. In this era, which is characterized by high connectivity and fast-paced information flow, Islamic education has also undergone tremendous dynamics, leading to the emergence of what is now widely recognized as “international education” and “global education” (Chellapan & Meer, 2017).

Islamic education holds a position that will not be displaced by the passage of time. It will continue to exist and play a vital role in guiding human life toward worldly and spiritual well-being. Amid today's modernization, the existence of Islamic education remains relevant as a safeguard for the Muslim community against various external influences that tend to be destructive (Muvid, 2020). This is understandable, considering that the contemporary era is a time when information, news, and knowledge can be easily accessed by people of all ages, whether young or old, officials or ordinary citizens, and in both positive and negative forms, through the internet.

Cambridge and Thomson explain that the purpose of comparative education studies is to foster an open perspective on the educational systems of different countries. Every nation should not isolate itself by restricting the flow of information and foreign investment. Therefore, the development of internationally oriented education programs in each country is aimed at fostering a spirit of internationalism and supporting the flow of globalization (Abdurrahmansyah, 2021).

Meanwhile, the concept of education in Islam is known as "lifelong education," as illustrated in the Prophet's saying: "from the cradle to the grave." This concept implies that in the early stages of life, especially before a child enters formal education institutions, the role of parents particularly mothers is dominant in instilling religious values. Unfortunately, nowadays, parents are no longer the sole educators at home. Other elements often have stronger influences, such as mass media, which in the West is referred to as the "idiot box" or television (Mudyahardjo, 2004).

Indonesia's growing openness to globalization, along with the rising awareness of the importance of education that equips the younger generation to face the challenges of an increasingly interconnected world, has made international schools increasingly popular (Nugroho & Lumbantobing, 2025). International education focuses on strengthening cross-country collaboration through student exchanges, academic cooperation, and the implementation of international curricula. Meanwhile, global education emphasizes the development of multicultural awareness and the formation of identity as global citizens by integrating universal values into the education system. These two approaches have emerged as responses to the demands of an era marked by cross-cultural interconnectedness, global challenges, and the need to build generations that are adaptive and competitive at the international level (Ferdino & Sirozi, 2025).

The increasing openness brought about by internationalism and globalization has had significant impacts. On one hand, it offers opportunities for progress, but on the other, it presents challenges such as the spread of extremist and radical ideologies. One of the main challenges is how to integrate a curriculum based on Islamic values with national and international education standards without diminishing the essence of Islamic teachings (Gita Lestari et al., 2025). Many individuals are influenced by negative content due to their lack of ability to filter information. This is where Islamic education plays a role as a source of values and

a filtering mechanism to help learners distinguish between truth and deviation (Anirah, 2007).

Islamic education is also a manifestation of Islamic teachings sourced from the Qur'an and Hadith, which teach a way of life that is balanced, objective, moderate, and wise. Islam does not promote extremism, rigidity, or intolerance toward differences (Huda, 2015). Therefore, Islamic education does not only aim to shape individual character but also contributes to the development of a civilization that has a significant impact on the global community (Baharuddin et al., 2025). The process of modernization and globalization demands that Islamic education adapt to the changes of the times without abandoning its fundamental principles.

The diversity of forms and systems of Islamic education across different countries is adjusted according to the culture, laws, and policies of each nation. In the global realm, the primary challenge is how to make Islamic education remain competitive in the digital era, capable of resisting the influence of foreign ideologies, and contextually relevant in addressing contemporary issues such as religious moderation, human rights, and the development of science and technology. Therefore, studying contemporary Islamic education through the lens of international and global education is essential to understand comparative educational systems and their application in improving the quality of Islamic education in today's context.

2. Methodology

This study adopts a qualitative approach, as it does not involve the use of statistical data, but rather emphasizes an in-depth process of data collection, analysis, and interpretation (Hasan, 2002). This approach is employed to explore the meanings contained in narrative and conceptual data, in line with the nature of this research which draws upon a range of scholarly literature, books, academic writings, and other relevant sources (Ferdino et al., 2024).

The primary method used for data collection is library research, which involves examining a variety of references such as academic journal articles, books, academic notes, and other literature relevant to the topic of study. All sources were selected from previously published works that support the investigation of Islamic education in international and global contexts. For the analysis, this study applies a descriptive method, whereby the data are systematically organized, classified, and analyzed to achieve deeper understanding and generate new insights. The results are then presented in an explanatory format that clearly and coherently conveys the research findings. In addition, the documentation technique was used in gathering data, relying on written documents as the main source of information. This approach does not involve field data collection but instead takes the form of a document-based study. The data sources consist of various scholarly references including books, journal articles, and other academic writings that discuss Islamic education from international and global educational in a comprehensive manner.

3. Result and Discussion

The Concept of Comparative Education (Comperative Study of Education)

Education continually evolves in response to the dynamics of society (Sia & Irawan, 2023). Today, there has been a shift from an industrial society to an information society. This transition impacts the design of education, requiring it to adapt to the changing needs of society. In other words, education within industrial and information societies must be structured to align with the flow of change and societal demands of each era (Jufri et al., 2023). Thus, education must always be designed to stay relevant to the transformations of the time, including aspects such as goals, curriculum content, learning processes, and evaluation systems within educational institutions (Adiyono et al., 2023).

The term "comparative education" refers to an academic field that uses comparative methods to examine various aspects of education. It originates from the frequently used phrase “a comparative study of education,” which essentially involves analyzing two or more educational systems or elements to uncover both their similarities and differences (Qurtubi, 2020). In this context, comparative education serves as a framework to understand the diversity and complexity of educational systems across nations and to derive insights that can improve national education through informed comparisons.

Comparative education is a method used to explore and understand the various components of a country's educational system, particularly with the aim of identifying potential benefits that can be drawn from other systems. Brickman asserts that comparative education encompasses three core activities: studying, analyzing, and comparing. The first step involves examining the education systems of other countries to understand how they address their educational challenges. The second step focuses on analyzing educational issues from multiple perspectives to identify underlying causes and barriers. The third step is to identify similarities and differences between various educational systems. Finally, comparative education also includes the evaluation of important issues both before and after a given educational problem is resolved, whether the issue is controversial or widely accepted (Mesra & Tuerah, 2024).

National curricula are designed to achieve educational goals by taking into account the developmental needs of learners, environmental sustainability, national development priorities, and the progress of science, technology, and the arts. Learners must be given the opportunity to develop their potential through lifelong learning experiences tailored to their talents, interests, and abilities. Consequently, comparative studies aim to conduct comprehensive analyses of a country's education system, and to compare it with those of other countries both within local and global contexts. Through this approach, a broader understanding can be gained regarding the factors influencing the effectiveness of educational systems. The findings of such studies can then be used to evaluate and selectively adopt the strengths of other systems to enhance the quality of domestic education.

I.L. Kandel outlines three main objectives of comparative education. First is the repertorial-descriptive objective, which seeks to uncover basic information about educational systems, both in general and in specific terms. This includes data such as education participation rates, dropout rates, literacy levels, and the number of public and private educational institutions, within a single country or across multiple nations. The second objective is historical-functional, which connects educational data to broader contexts such as worldviews, educational philosophies, political systems, economies, and the socio-cultural conditions of the society in question. This perspective is essential for understanding education within its functional and historical frameworks. The third objective is melioristic, which emphasizes the development of a national education system by learning from other countries' systems. By identifying both commonalities and differences, a country can adopt best practices from abroad and critically adapt them to local conditions, ensuring that they remain relevant and effectively applicable (Kandel, 1965).

In comparative educational studies, particularly when focusing on comparisons between two systems, the main goal is not only to identify similarities and differences. More importantly, it is to examine in depth the various factors or root causes that contribute to the strengths and weaknesses of each system. From such analyses, it is hoped that mutual understanding, respect, and openness to differences will emerge. Comparative education in the era of globalization is characterized by the increasing competition and collaboration across countries, organizations, and disciplines (Laksmita et al., 2025). Furthermore, comparative education encourages collaboration and mutually beneficial partnerships between countries in order to develop their respective education systems and assist one another in resolving educational challenges.

In conclusion, comparative education plays a strategic role in the processes of understanding, evaluating, and developing education systems through cross-national perspectives. By employing the repertorial-descriptive, historical-functional, and melioristic frameworks proposed by experts, comparative education provides deep insights into the factors that shape educational systems and how best practices from other countries can be adopted and adapted to improve national education quality.

International Education in the Integration of Contemporary Islamic Education

International education can be understood as a collective effort among nations to utilize education as an instrument to strengthen diplomatic relations, maintain harmony, and promote world peace. This definition appears to be more accommodating and representative of the condition of today's world nations (Destari, 2023). The internationalization of education refers to the implementation of educational activities beyond national borders, carried out through institutional partnerships, the establishment of overseas branches of educational institutions by a country, or by providing domestic students with access to international educational institutions (Entrisnasari & Khuriyah, 2023). This definition reflects an open approach and represents global needs in the modern era, where every

country is expected to make education a medium of unification between cultures and systems. However, this definition remains general and does not yet specifically show the scope and main orientation of international education itself.

The internationalization of the education sector is something that cannot be avoided. Education serves as a crucial benchmark for the global community to assess the progress of a nation. Developed countries are actively building educational systems that are not only accessible to their own citizens but also open to learners from other nations. Innovations in education systems are aimed at positioning these countries as models and references for others, demonstrating that their educational frameworks are strong and capable of meeting international standards. Such trends in the field of education can be regarded as the early stages of the globalization of education (Wayong, 2017).

In this context, Carter V. Good, as quoted by Tadjab, explains that "international education is the study of the educational forces that intersect with social, political, and economic factors on an international scale. The emphasis lies on the potential and forms of international education programs, which are realized through the exchange of methods, techniques, students, teachers, lecturers, and experts across countries" (Qurtubi, 2020).

Therefore, international education has a central role in strengthening connections between countries through knowledge exchange, collaborative learning, and academic mobility. Not only as a tool of diplomacy, international education also serves as a foundation in building a civilization that is advanced, inclusive, and based on collaboration. An understanding of the social, political, and economic influences that shape global education systems becomes an important foundation in realizing an education system that is relevant and transformative.

In the context of Islamic education, international education not only encourages an understanding of global education systems, but also opens opportunities for the exchange of ideas and educational practices between the Islamic world and the Western world (Wibowo et al., 2025). This encounter between civilizations provides space for Muslims to actively contribute to the global arena through the application of universal Islamic values. The purpose of international education in this framework is not only to increase the competitiveness of the Muslim community but also to strengthen cross-cultural understanding, build tolerance, and create peace through a comprehensive and inclusive educational approach.

Furthermore, international education has several important objectives that are strategic in nature. First, it aims to foster global awareness and strengthen in-depth cross-national understanding as a basis for creating harmonious and tolerant life amidst diversity. Every nation implements education with the primary goal of enlightening its citizens, expanding their knowledge, and improving the quality of life in society (Ratnasari, 2021). Furthermore, international education has several important objectives that are strategic in nature. *First*, it aims to foster global awareness and strengthen in-depth cross-national understanding as a basis for creating harmonious and tolerant life amidst diversity. Every nation implements

education with the primary goal of enlightening its citizens, expanding their knowledge, and improving the quality of life in society.

Second, international education aims to increase a country's capacity to compete globally. In order to achieve educational progress, it is important for a nation to conduct comparative studies with the education systems of other countries. This includes an analysis of similarities and differences, strengths and weaknesses, so that positive elements can be selectively adopted and adjusted to national conditions. Of course, the educational experience of one country cannot be fully applied in another place directly due to differences in culture, politics, legal systems, and social contexts. However, the fundamental principles that form the spirit of those education systems can still be used as global references with appropriate modifications (Assegaf, 2003).

Third, international education plays a role in designing curricula that reflect multicultural values. Such a curriculum enables students to understand and appreciate cultural and social differences in various parts of the world (Ferdino et al., 2025). This can be realized through an approach that encourages students to care about global issues and have an awareness that local actions must be based on global thinking ("act locally, think globally"). In addition, education is also aimed at instilling the understanding that humans are created with diverse backgrounds, and the introduction to ideal human profiles will help them live better lives (Oviyanti & Maryamah, 2022).

Therefore, international education has a strategic position in shaping a global perspective, strengthening a nation's competitiveness, and developing an education system that upholds multicultural values. Not only as a connector between countries, international education also contributes significantly to enlightening a nation's life, accelerating national progress, and serving as a bridge for adapting best education practices from various countries while still considering local culture and Islamic values as a moral foundation.

International education is not merely a theoretical concept but has been implemented in various tangible forms that continue to evolve in line with the flow of globalization. There are several main forms of the implementation of international education that are now widely applied by various countries. The following are forms of international education that have naturally developed in the era of globalization. *First*, through student exchange programs, which are activities where students from one country are sent to study in another country for a certain period, ranging from several months to one year. This program is designed to broaden students' perspectives on foreign languages and cultures, as well as to foster cross-cultural understanding and international tolerance. A concrete example of this implementation is the Erasmus program organized by the European Union. The program has facilitated the exchange of students and university students from various member countries and strengthened inter-country relations through educational interaction (Misnawati, 2023).

Second, through the establishment of international schools that adopt global curricula. These foreign curricula are education systems adopted from other countries and implemented, either fully or partially, in educational institutions in Indonesia. One of the international curricula widely used in Indonesia is the Cambridge International Curriculum, formerly known as Cambridge Assessment International Education. This curriculum originates from the United Kingdom and since 2017 has become one of the most widely implemented global education systems in international schools in Indonesia (Elfrida, 2020).

International education needs to be understood as a learning process that shapes students' mindsets to be open to the outside world and to possess an international outlook ("open and international-minded"). In this context, international education aims to shape individuals who possess the character of global citizens—who not only understand cultural differences but are also able to actively participate in global life. Thus, the essence of international education lies not only in its external forms, such as labels or foreign curricula, but more importantly in the content and educational values embedded through deep and meaningful learning processes.

Global Education in the Integration of Contemporary Islamic Education

In the era of globalization, national education systems are increasingly integrated into global education, creating synergy between local values and international standards (Hamdina et al., 2024). High-quality education is recognized as education that generates results aligned with the requirements and expectations of contemporary society (Zainuddin et al., 2025). The process of internationalizing education in the Islamic world brings with it a logical consequence in the form of encounters and interactions with Western civilization, as history has recorded a similar encounter between the Islamic world and Greek civilization. In the past, Greek philosophical works were translated, developed, and critically examined by Muslim scholars, which later served as the foundation for the European Renaissance, particularly during the 14th to 16th centuries. This era marked the intellectual awakening of the West after the Dark Ages, and it simultaneously gave birth to new concepts within international education (Assegaf, 2003).

Robert Hanvey stated that "a global perspective is not a quantum, something you either have or don't have," meaning that a global perspective is not something absolute or possessed in totality. According to him, a global perspective is "a blend of many things, and any given individual may be rich in certain elements and relatively lacking in others," that is, a combination of various elements, where each individual may excel in some aspects while lacking in others. Meanwhile, in the United States, the National Council for Accreditation of Teacher Education defines a global perspective as "the viewpoint that accepts the interdependency of nations and people and the interlinkage of political, economic, ecological, and social issues of transnational and global nature." This definition emphasizes that a global perspective is a way of thinking that acknowledges the interdependence among nations and people, as well as the interconnectedness of political, economic, environmental, and social issues that transcend national and global boundaries (Merryfield & Sarah, 1997).

Global education, often also referred to as "global education," refers to education that equips learners with global awareness and understanding so that they are able to act locally with a foundation of global thinking (Oviyanti & Maryamah, 2022). Education conducted in the global era focuses on equipping students with a global outlook while ensuring they act in accordance with their cultural values (Anton et al., 2024). This type of education utilizes both local and global potential across various fields such as economics, art, culture, human resources, language, information technology, and the environment. All these elements are integrated into the curriculum to support the development of students' competencies, enabling them to face competition at the global level. Global education becomes increasingly important as advancements in communication and transportation technology have blurred national borders and accelerated the process of universalization across many sectors of life.

The primary objective of global education is not merely to introduce students to the dynamics of the international world, but also to shape individuals who possess global awareness, critical thinking skills, and humanitarian values. Individuals with such profiles are expected to contribute meaningfully to resolving global issues in a constructive manner. The concept of global education, also referred to as multicultural education, focuses on addressing global issues. It aims to instill in students an understanding and awareness of the world by emphasizing the interconnectedness of different cultures, humanity and social (Ashiqin et al., 2024).

Hoopes stated that global education prepares students to understand and respond to global interdependence and cultural diversity, including the relationships and events that cross national and cultural boundaries. Hoopes further explained that global education has three main goals to achieve. *First*, global education provides experiences that can reduce primordialist sentiments such as regionalism and tribalism. This is realized through learning processes that employ materials and methods that support cultural relativism, enabling students to view diversity as something natural and positive. *Second*, global education aims to provide students with opportunities to engage more closely with global realities, so they are able to examine and discuss multicultural issues using ethical approaches and an understanding of cultural relativity. *Third*, global education provides space for students to reflect on their own identities as individuals, as citizens of a nation, and as members of the global community (Saleh et al., 2022).

In relation to the concept of global citizenship, the Ministry of Education and Culture (Kemendikbud) defines it through the term Global Citizenship Education (GCED), which refers to education designed to empower learners to take an active role in responding to and addressing global challenges. These individuals are expected to become contributors who are conscious of and concerned with a peaceful, inclusive, tolerant, and safe world. The GCED program includes all age groups, from children and teenagers to adults, and it is part of UNESCO's strategic education agenda for the 2014–2021 period, in line with the broader vision of the Education 2030 Agenda.

Global education is fundamentally based on a vision of the ideal human being—an individual who is independent, responsible, has integrity, is open to change, and possesses a lifelong learning spirit. To achieve such a profile, synergy is required between educational institutions, curriculum planning, learning schedules, learning environments, as well as teaching approaches and methods that encourage active participation. The ultimate goal is to build core human competencies, including social sensitivity, empathy, critical and systematic thinking skills, willingness to collaborate, and strong self-reflection (Oktarina, 2007).

With regard to the development of human resources in Indonesia, global education is expected to become a driving force in the creation of an education system that is both competitive and innovative, while still upholding national values and identity. First, a competitive and innovative education system is crucial for producing individuals who are capable of competing fairly. Quality competition can only occur when supported by individuals who have both the ability and willingness to grow. An education system that fosters competitive human beings is essential for producing high-quality products and achievements, both at the national and international levels (Tilaar, 2004).

The implementation of global education in Indonesia can be realized through student-centered learning, where students become the main agents of the learning process rather than relying solely on teacher-led instruction, reparing students for activities that are human-centered and technology-based requires proficiency in big data management skills. In today's digital era, education must increasingly align with the development of life skills that students will need in the future (Kulsum & Muhid, 2022). From this system, it is expected that superior, independent human resources will emerge, ready to compete in the era of globalization. Global education also serves as a response to the challenge of low graduate quality in Indonesia, which is often deemed insufficiently competitive in the global labor market (Hewi & Shaleh, 2020).

Furthermore, global education implemented in Indonesia must remain grounded in the nation's identity. Without a strong national identity, society can easily be swept away by the currents of globalization without clear direction. Therefore, global education is also responsible for shaping learners who remain proud to be Indonesian citizens and who are capable of bringing the nation's identity to the international stage. This is in line with the goal of national education, which aims not only to produce intellectually intelligent individuals but also to nurture individuals who are cultured and ethically sound (Tilaar, 1999).

Standard of competency expected from multicultural education is to cultivate citizens who can live harmoniously alongside others, without discrimination based on religion, race, language, or culture. They are expected to respect the rights of all individuals, provide opportunities for every group to develop their own culture, and foster cooperation to build a nation that is respected and esteemed on the international stage (Meliani et al., 2022). Therefore, global education in Indonesia should be based on the nation's diverse culture Bhinneka Tunggal Ika. As global

changes accelerate whether in terms of culture, science, technology, religion, society, or politics Islamic teachings come with their universal values as a response to every emerging challenge. As stated by Anggraini et al. All Islamic messages possess a responsive character toward change, with the principle of challenge and response that has been tested throughout history (Anggraini et al., 2023).

A global perspective is a viewpoint that arises from the awareness that all aspects of life are interconnected with global issues. In today's world, it is no longer possible for individuals to isolate themselves from the influence of globalization. Humans are an integral part of the global movement and therefore must consider the interests of the global community. The general aim of understanding global perspectives is not only to broaden one's horizons but also to prevent narrow-minded thinking constrained by subjective and primordial boundaries, such as differences in skin color, race, or narrow nationalism. Thus, it is crucial to develop a global outlook and comprehend emerging global issues in education as a strategic effort to enhance the quality of national education (Soe'aiddy & Palah, 2024).

Thus, global education aims to shape a generation that is independent, creative, competitive, and grounded in cultural and moral values. In Indonesia, the implementation of global education must be directed toward building an excellent education system that is adaptive to the times, while maintaining national identity and Islamic values. When implemented with the right and wise approach, global education can become a strategic solution in shaping Indonesian individuals who are globally competitive while remaining culturally rooted.

4. Conclusion

Contemporary Islamic education from an international and global perspective plays a very important role in responding to the increasingly complex challenges of the times. International education and global education are two different yet complementary approaches in shaping an adaptive, inclusive, and competitive education system. International education emphasizes strengthening cooperation between countries, student exchange programs, and curriculum integration that promotes cross-cultural understanding. Meanwhile, global education focuses on developing global awareness, strengthening multicultural values, and shaping the character of learners as responsible global citizens.

Contemporary Islamic education needs to critically and selectively combine both approaches. The integration of Islamic values into the framework of international and global education must take into account local contexts, national cultures, and the universal principles of Islam. Through this approach, the Islamic education system will not only be able to maintain its identity, but also play an active role in shaping an excellent, visionary generation that contributes at the global level. The implementation of global and international education in Islamic education is a strategic step in building a civilization based on the values of faith, knowledge,

and noble character. Therefore, synergy between educational institutions, national policies, and the commitment of stakeholders is necessary so that Islamic education can offer solutions to various global challenges without losing its direction and identity.

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How to cite this article:

Ferdino, M. F., Mortalisa, T. P., Oviyanti, F., & Maryamah. (2025). The Integration of Contemporary Islamic Education into International and Global Education: A Comparative Study. *Journal of Educational Sciences*, *9(3)*, 1095-1108.