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# Dimensions of Globalization in the Education Study Program Higher Education Curriculum at Raden Fatah State Islamic University Palembang

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**A B S T R A C T**

This article explores the dynamics of Islamic education politics in the context of globalization, focusing on curriculum development in the Education Study Program at UIN Raden Fatah Palembang. Using literature review and descriptive analysis, the study reveals that globalization demands higher education curricula, especially at UIN Raden Fatah, to integrate both global and national standards, such as the Indonesian National Qualifications Framework (KKNI) and National Higher Education Standards. The curriculum must equip students with scientific and technological skills while preserving Islamic values and local wisdom, such as Malay culture. The main challenge is balancing adaptation to global demands with the preservation of Islamic identity, amidst concerns that globalization may erode local values. In conclusion, curriculum development at UIN Raden Fatah should be adaptive and inclusive to produce globally competent graduates who retain their Islamic character and local cultural identity.

## 1. Introduction

The 21st century is an era of rapid development of Globalization throughout the world, including its development which has a major influence in the world of education, especially in Indonesia. The application of globalization in Indonesian education is no longer a taboo, but has reached the point of necessity in every level of education in Indonesia. Globalization is very instrumental in dealing with the development of students to students who are different in every era. Therefore, some parts of the curriculum in recent years have implemented technology which is the impact of the presence of Globalization in Indonesia.

Education is a means of improving the quality of self in each individual in the era of globalization, the education system must also follow the development of modern times in order to meet global challenges in accordance with globalization (Astuti & Ismail, 2021). Education needs new innovations that are in accordance with the character of students or students so that education does not lag behind. The many innovations are formed into part of the existing curriculum.

The globalization dimension is very influential in the field of education, especially in higher education. Globalization requires universities to be able to produce graduates who are competent both locally and compete and adapt at the global level. The college curriculum is designed in such a way as to provide a reflection of the required 21st century competencies. Critical thinking skills, collaboration, communication, and cultural adaptation are expected to be the main keys in facing global challenges (Junaidi, 2020). Globalization is now increasingly embedded in the world of any university, this is useful for equality with the times that increasingly cannot be separated from the swift flow of globalization.

Including the State Islamic University of Raden Fatah Palembang which develops a curriculum by paying attention to the integration of dimensions so that not only mastering science and technology, but also capable of culture and character in accordance with global and local demands. The competency-based curriculum developed by UIN Raden Fatah Palembang refers to national standards and the Indonesian National Qualifications Framework (KKNI), which emphasizes the development of holistic attitudes, knowledge and skills, and cultural diversity (U. R. F. Palembang, 2021). One example is Malay culture which is still very close and even becomes a specialty of UIN Raden Fatah. There is even a compulsory course that discusses Islamic History in Malay culture.

Curriculum development in higher education must be responsive in the face of changing times and the development of science, technology, and also global socio-economic dynamics. The Ministry of Education, Culture, Research and Technology provides the latest guidelines that emphasize the urgency of curriculum reconstruction that supports the vision of Indonesia Emas 2045 which focuses on strengthening resources that are superior and adaptive to the industrial era 5.0. Therefore, this is a demand for the UIN Raden Fatah education study program to continue to evaluate and update the curriculum in order to produce graduates who are ready to face the challenges of globalization (U. R. F. Palembang, 2021).

The Education Study Program or commonly referred to as the Tarbiyah Science faculty, implements a vision that is expected to build UIN Raden Fatah into a University with international standards, national insight, and also Islamic character so that the Faculty of Tarbiyah can become a faculty that is superior and characterized in the field of education and research based on professional values and religious ethics and able to compete at the national and international level (U. R. F. P. Palembang, 2021). So this article will raise a theme that discusses the dimensions of globalization contained in the curriculum of UIN Raden Fatah Palembang by slightly analyzing the contents of the curriculum of education study programs at UIN Raden Fatah Palembang.

## 2. Methodology

The method used in writing this article is using the Library Study Method (Library Reasearch). Library study is a method of collecting data by knowing and analyzing the theories created by scholars who have a connection with the research topic (Fadli, 2021). So it can be concluded that Library research is the study or study of theories taken from scientists in a study. The data collection technique used in this research is to analyze and construct sources such as journals, articles, books, and from research that has been carried out. Then this method of analysis is led again into the Descriptive Analysis method (Fadli, 2021). The data collection technique used is Descriptive Analysis which comes from reviewing and analyzing related sources which are then presented in descriptive form.

## 3. Result and Discussion

### *Content Analysis of UIN Raden Fatah Education Study Program Curriculum*

The curriculum of the education study program at UIN Raden Fatah is comprehensively designed with reference to the Indonesian National Qualifications Framework (KKNI) and the National Higher Education Standards (SNPT). This curriculum combines various important components, starting from national courses such as Pancasila, Citizenship, Indonesian Language, and Islamic Studies that form the basis of students' national and Islamic character (U. R. F. P. Palembang, 2016).

In addition, there are university courses such as English, Arabic, and Islam and Science that support the mastery of foreign languages and the integration of Islamic science. The compulsory courses of the study program include scientific fundamentals according to the field of study, such as chemistry, biology, and physics for Chemistry Education, as well as pedagogics and Islamic education that equip students with educational theory, learning strategies, and educational administration.

The curriculum also provides elective courses to enrich students' insights and specializations, such as Green Chemistry, STEM-based learning, and technology-based learning media development. Practical experience becomes an important part through Field Experience Practices (PPL), school observation, microteaching, and Real Work Lectures (KKN) which aim to build professional skills as prospective teachers (U. R. F. P. Palembang, 2021). The expected learning outcomes include mastery of pedagogical, personality, social, and professional competencies, so that graduates not only master the scientific field but also have good character, ethics, and communication skills.

One of the advantages of the curriculum at UIN Raden Fatah is the integration between general science and Islamic values, which is reflected in various Islamic courses and the application of Islamic values in the learning process. In addition, the curriculum is also responsive to the times by incorporating contemporary issues such as the use of technology in education, entrepreneurship, and environmental education. Thus, the curriculum of the education study program at UIN Raden Fatah

aims to produce graduates who are ready to become professional teachers, have Islamic character, and are adaptive to the challenges of the modern world of education.

In addition to scientific and technological aspects, the curriculum of UIN Raden Fatah's education study program also maintains Islamic identity and local values in the context of globalization. The integration of Islamic values in each course is a distinctive feature that distinguishes graduates of UIN Raden Fatah from graduates of other institutions. Thus, graduates are expected not only to have global competence, but also a strong Islamic character and be able to become agents of change in society. The curriculum that is responsive to globalization is expected to produce professional educators who are adaptive, innovative, and highly competitive in the global era.

### *Integration of Global Standards in the Education Study Program Curriculum of UIN Raden Fatah*

The Education Program at UIN Raden Fatah Palembang integrates global standards that are implemented by referring to the National Higher Education Standards (SNPT) and the Indonesian National Qualifications Framework (KKNI) (U. R. F. P. Palembang, 2016). It is stated in the 2021 UIN Raden Fatah curriculum preparation guide which emphasizes that curriculum development must meet minimum quality standards that include aspects of intellectual, spiritual, and social intelligence that are able to compete internationally (U. R. F. Palembang, 2021). So in this case, the Education Study Program of UIN Raden Fatah Palembang makes the integration of global standards as the main foundation in order to achieve learning that is relevant to global demands.

The higher education curriculum has experienced a long journey in adjustment as a form of serious attention in order to achieve high quality education, graduates with integrity, and not left behind by the times. However, education in Indonesia, especially higher education, still needs development in order to realize educational equality with other developed countries. Knowledge and technology are one of the major influences on the progress of a country. Quality education is a major strategic aspect in a country in order to create a society that is ready to face increasingly stringent global challenges (Fitriyanti & Sirozi, 2024).

Unfortunately, our own country is still unable to achieve this equality. There are many things that must be improved, especially education which is expected to produce quality resources and not be left behind by global progress. However, many educational institutions in Indonesia, especially universities, have developed new policies to achieve progress in a superior education system. Although this does not necessarily go easily, there are still many challenges in advancing education which ultimately becomes the main task for educators and universities. UIN Raden Fatah is designed based on competencies that emphasize the development of holistic attitudes, knowledge, and skills.

This approach shows that each graduate is not only required to master Islamic knowledge, but also to adapt to the development of modern science and technology, including expertise in digital literacy and 21st century skills (Zainuri & Bukhori, 2019). This approach is carried out in conjunction with things that support progress in each stage carried out. The role of lecturers is the main supporting factor in facilitating every student's development by utilizing the media and also the latest methods in accordance with the development of the industrial era 5.0.

Curriculum Development is based on the vision of UIN Raden Fatah which emphasizes the Integration of Islamic Sciences and General Sciences in an Interdisciplinary manner. For example, Islamic economics courses are the result of the integration of modern economics with Islamic economics. This method is carried out with the aim of producing graduates who have a comprehensive understanding and are able to compete in a global context without losing the identity of an Islamic-based UIN (Zainuri & Bukhari, 2019). The vision so designed is expected to build students who are not stuttering with science and technology without leaving religion as the main foundation in human life.

Several things are done in integrating global standards by the UIN Raden Fatah education study program in order to improve advanced education and national and even international standards. One of them is by conducting comparative studies between countries carried out by lecturers and even students. UIN Raden Fatah also made MoU agreements with several leading universities in various Asian and even European countries. This is done as an effort to improve the integrity of UIN Raden Fatah in the international arena.

### *Influence of Globalization on Curriculum Approach and Content*

The curriculum does not only mean as a mere document, but also has a complex role in the running of the educational process. there are two dimensions of the curriculum based on the 2016 UIN Raden Fatah Curriculum Development Guidelines. First, plans and arrangements regarding objectives, content, and learning materials. Then the Second, the method used for learning activities (U. R. F. P. Palembang, 2016). The preparation of the curriculum carried out by the government every year does not only contain the development of teaching models that are in accordance with the progress of globalization, but also still pay attention to what influences will occur when this curriculum is implemented.

Globalization has significantly changed the approach and content of the curriculum at every level of education, especially higher education. In response to the challenges of an interconnected world, UIN Raden Fatah's curriculum not only advances the traditional Islamic scientific family, but also integrates global knowledge and skills relevant to global progress and 21st century skills (Zainuri & Bukhari, 2019). The changes that have been designed have been realized with the addition of courses oriented towards mastery of foreign languages, information technology, and the development of soft skills such as critical thinking, global communication, and entrepreneurship which are the weight of needs in facing the era of revolution 4.0 and global audiences (Astuti & Ismail, 2021).

Globalization has also encouraged UIN Raden Fatah to adopt an interdisciplinary approach in developing its curriculum. In this case, the combination of religious sciences with science, social sciences, and humanities is carried out. This approach is expected to make graduates of UIN Raden Fatah's education program able to answer contemporary global issues. This integration can be realized through research collaboration and academic exchanges with international educational institutions that facilitate students to gain a broader and more relevant perspective (Zainuri & Bukhari, 2019).

Globalization not only affects the curriculum of UIN Raden Fatah which involves more technology that facilitates every activity, but also integrates religious clumps with some general learning. For example, Campus B of UIN Raden Fatah is now composed of faculties of Science, Psychology, Economics, and also general education such as chemistry education, English education and others.

Overall, the influence of globalization on the curriculum of UIN Raden Fatah is two-way. One side can open up opportunities to enrich the curriculum so that it can result in an increase in the competitiveness of graduates at the global level. But on the other hand, it demands caution in order to maintain the integrity of the basic values of Islamic education (Sulaiman Kurdi, 2021). The adaptive and inclusive strategy used in curriculum development is also expected to be able to produce a generation of Muslim intellectuals who excel academically, have character, and have global insight, and have an intact commitment to Islamic values (Zainuri & Bukhari, 2019).

The curriculum at UIN Raden Fatah is not only understood as a formal document, but as a dynamic instrument that regulates the objectives, content, and methods of learning to respond to the challenges of globalization and the need for competencies in the 21st century. The influence of globalization encourages the integration of traditional Islamic knowledge with general knowledge, technology, and 21st century skills such as critical thinking, global communication, and entrepreneurship, all of which are reflected in the addition of new courses. In addition, the application of an interdisciplinary approach that integrates religion, science, social and humanities is expected to produce graduates who are able to face global challenges without losing their Islamic identity.

Therefore, curriculum development at UIN Raden Fatah requires an adaptive and inclusive strategy in order to increase the competitiveness of graduates while maintaining the core values of Islamic education in the era of globalization. The dimension of globalization is significantly reflected in the content analysis of the curriculum of the education study program at UIN Raden Fatah. The curriculum was developed by taking into account the external challenges that arise due to globalization, such as advances in information technology, changes in people's lifestyles, and educational developments at the international level.

To answer these challenges, the curriculum no longer focuses on one-way and lecturer-based learning, but rather adopts a student-centered, interactive learning paradigm, and utilizes extensive learning resources through internet networks. In

addition, the curriculum also emphasizes the importance of mastering technology, using multimedia tools, and multidisciplinary learning so that graduates are able to adapt to global needs and the rapid development of science. The preparation of this competency-based and flexible curriculum aims to produce graduates who are not only competent at the national level, but also ready to compete in the global arena, as well as sensitive to contemporary issues such as character education and the environment (U. R. F. Palembang, 2021).

### *Challenges and Opportunities of Globalization in Curriculum Development*

Dynamics in changing the education curriculum is a fundamental pillar that determines the direction of civilization for a nation. Policy changes every time have advantages and even complex challenges both in terms of substance and methodology (Aminuddin, 2025). As we have experienced today, the independent curriculum for school students has many great opportunities for talented students in schools, but it cannot be denied that there are still many dynamics that occur when it is implemented.

However, the process of adjusting the curriculum to the demands of globalization also presents its own challenges. One of these is maintaining a balance between the preservation of Islamic values and local culture with the need for global knowledge and skills. There is a concern that the dominance of global content can erode the Islamic identity and local wisdom that has been the hallmark of UIN Raden Fatah's Education Study Program. Therefore, the curriculum is designed to continue to instill Islamic values and nationalism, while equipping students with multicultural insights, tolerance, and adaptive skills (Sulaiman Kurdi, 2021).

One of the first challenges is the emergence of concerns about the presence of globalization that can erode Islamic values such as examples of behavior, how to dress, and also the way students in social media that still do not reflect themselves as students from Islamic universities. Local wisdom that has been built by UIN Raden Fatah as one of the universities that is thick with Malay patterns and Islamic values is also feared to be eroded by the growing globalization.

Although until now there are still many local wisdoms at UIN Raden Fatah that are still preserved and upheld. The main challenge faced by UIN Raden Fatah in curriculum development in the era of globalization and digitalization is how to create a curriculum that is adaptive to the needs of the times while remaining relevant to Islamic values.

The concrete challenge of globalization in curriculum development at UIN Raden Fatah is the implementation of Outcome-based Education (OBE) and Merdeka Belajar Kampus Merdeka (MBKM) based curriculum, which requires synergy across study programs, integration of technology in learning, and course adjustments that are fair in academic excellence and competent on an international scale (Junaidi, 2020). In addition, limited infrastructure, such as microteaching laboratories and teaching practice facilities, are obstacles to the implementation of effective practice-based learning in the education study program at UIN Raden

Fatah. Another challenge is the need to improve the competence of lecturers in the use of learning technology and adaptive curriculum development, in order to be able to present learning innovations that are relevant to the needs of the times and the increasingly dynamic world of educational work.

The opportunities obtained when involving globalization in the curriculum for education study programs include the need to update all curriculum components to be relevant to 21st century skills and the Society 5.0 era, such as data literacy, technology, and humans, as well as strengthening the character of students amid the swift flow of information and global culture (Ersi et al., 2023).

Traditional Islamic education originally faced pressure to adopt a more contextualized and progressive approach, with an emphasis on critical thinking skills, foreign language acquisition, and digital literacy (Sundari et al., 2024). However, globalization also opens up great opportunities, such as access to international educational resources, cross-cultural knowledge integration, and global collaboration that can enrich the learning experience and increase the competitiveness of graduates at the world level (Adila et al., 2023).

Globalization also presents enormous opportunities in curriculum development, especially in the education study program at UIN Raden Fatah. Such as the increase in data literacy caused by the ease of students in getting access to literature that can even be accessed by cell phones. Then critical skills caused by information that spreads overnight to today's generation Z students. New knowledge can also be learned quickly by students from a tiktok application, for example, which is then learned quickly and self-taught.

Therefore, curriculum development needs to be carried out innovatively, adaptively, and inclusively, in order to be able to answer global challenges while taking advantage of opportunities to form a generation that is capable, characterized, and ready to compete globally without eliminating the firmness of Islamic principles owned by the education study program of UIN Raden Fatah Palembang.

## 4. Conclusion

Globalization has a major influence on the direction and content of the curriculum. UIN Raden Fatah seeks to integrate global standards such as KKNI and National Higher Education Standards with Islamic values and local wisdom, especially Malay culture. The curriculum is designed to not only equip students with 21st century knowledge and skills, but also strengthen Islamic character and cultural identity. Interdisciplinary approach and international collaboration are the main strategies to produce graduates who are adaptive, competitive, and still rooted in Islamic values.

However, the process of adjusting the curriculum to the demands of globalization also presents challenges. One of them is to keep the dominance of global content

from eroding the Islamic identity and local wisdom that characterizes UIN Raden Fatah. Concerns about changes in student behavior, lifestyle, and values due to the influence of globalization are an important concern. Therefore, curriculum development must continue to be evaluated adaptively and inclusively, in order to be able to instill Islamic values and nationalism while equipping students with multicultural skills, tolerance, and the ability to compete at the global level.

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