Analysis of Islamic Religious Education (PAI) Problems and Solutions in Facing the Development of the 21st Century

Muhammad Sulaiman[1], Septiani Selly Susanti[2], Nur Aini[3], Fajar Satriyawan Wahyudi[4], Bima Fandi Asy'arie[5]

[1]Universitas Terbuka, [2]Sekolah Tinggi Agama Islam Darussalam Lampung, [3]Universitas Muhammadiyah Mataram, [4]Universitas Darussalam Gontor, [5]Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
E-mail: muhammad.sulaiman@ecampus.ut.ac.id, sseptianiselly@gmail.com, aininingrum77@gmail.com, fajarsatriyawanwahyudi47@student.hes.unida.gontor.ac.id, bimapanay234@gmail.com

Article Info	Abstract
	In the development of the 21st century, Islamic religious education faces a number of challenges that need to be overcome. It can be seen that the lack of adequate facilities, such as reading books, causes students' disinterest in reading, the accuracy of using learning methods, and the like. The purpose of the study is (1) to find and describe the problems of Islamic religious education (2) analyze these problems, especially in Islamic religious education in the 21st century. Then, the type used in this study is using a qualitative approach with library *research* methods. The gains in this study from the forms of problems and solutions in Islamic religious education (PAI) in the development of the 21st Century are: First, internal problems (1) mastery of the material, (2) love the teaching profession, (3) skills in teaching, (4) evaluate student learning. Second, external problems (1) managing classes, (2) applying learning methods and models, (3) lack of teacher interaction with students, (4) utilization of learning media. So, to overcome these problems, a comprehensive and holistic approach is needed. Then it also takes strong collaboration between educational institutions, government, and other parties to be able to form a relevant curriculum in accordance with the times. Furthermore, the researcher provides suggestions for the next author to study more deeply and comprehensively about the problems of Islamic religious education in the 21st century. Especially on the causal factors and implications in learning through the use of technology.

Artikel Info	Abstrak
	Dalam perkembangan Abad 21 ini, pendidikan agama Islam menghadapi sejumlah tantangan yang perlu diatasi. Terlihat bahwa kekurangan fasilitas yang memadai, seperti buku bacaan, menyebabkan ketidakminatan siswa untuk membaca, ketepatan penggunaan metode pembelajaran, dan lain sejenisnya. Tujuan penelitian yaitu (1) untuk menemukan dan mendeskripsikan problematika pendidikan agama Islam (2) mengalisis problematikan tersebut, khususnya pada pandidikan agama Islam pada Abad 21. Kemudian, jenis yang digunakan dalam penelitian ini yaitu menggunakan pendekatan kualitatif dengan metode kepustakaan *(library research)*. Adapun perolehan dalam penelitian ini dari bentuk-bentuk problematika dan solusi pada pendidikan agama Islam (PAI) dalam perkembangan Abad 21 yaitu: Pertama, problem internal (1) penguasaan materi, (2) mencintai profesi keguruan, (3) keterampilan dalam mengajar, (4) mengevaluasi belajar siswa. Kedua, problem eksternal (1) mengelola kelas, (2) menerapkan metode dan model pembelajaran, (3) kurangnya interaksi guru dengan siswa, (4) pemanfaatan media pembelajaran. Maka, untuk mengatasi problematika tersebut diperlukan pendekatan yang komprehensif dan holistik. Kemudian juga dibutuhkan kolaborasi yang kuat antara lembaga pendidikan, pemerintah, dan pihak lain untuk dapat membentuk kurikulum yang relevan sesuai dengan perkembangan zaman. Selanjutnya, peneliti memberikan saran untuk penulis selanjutnya supaya mengkaji lebih dalam dan secara komprehensif tentang problematika pendidikan agama Islam Abad 21. Khususnya pada faktor-faktor penyebab dan implikasi dalam pembelajaran melalui penggunaan teknologi.

I. INTRODUCTION

The phenomenon that is often the topic of discussion is educational problems that are influenced by technology. Although Islamic religious education has a crucial role in shaping the character and morals of society, technological developments, and social changes raise various issues that need to be addressed (Rozak 2023). There are still problems and difficulties in Islamic religious education, both in learning and in

application. There must be problems and difficulties to be faced and resolved, especially in the education (Candra 2019). One of the main problems is limited resources, both human and material. Many Islamic educational institutions are still lacking in terms of facilities, curriculum, and qualified teaching staff (Asy'arie, Arif Ma'ruf, and Ulum 2023). This can hinder the ability of these institutions to provide education that is relevant to the demands of the times. In addition, the integration of technology in Islamic religious learning is still limited. The lack of understanding and access to technology among Islamic religious educators makes it difficult for them to take advantage of educational innovations, such as online learning, digital platforms, or educational applications that can increase the effectiveness of the learning process (Fitriyah, Wiyokusumo, and Leksono 2021). Islamic religious education is often not closely related to the needs of the industrial world, so graduates often face difficulties to integrate in a modern and evolving work environment (Nurjanah, Yahdiyani, and Wahyuni 2020).

The world of development is entering the Industrial Revolution 4.0, which demands rapid change. The existence of cyber-physical systems, computing, and the Internet of Things (IoT), along with artificial intelligence and big data, marked this era (Aziz 2023). The purpose of Islamic religious education in schools is to cultivate and enhance students' faith through religious understanding, appreciation, practice, and experience (Basit and Mudlori 2019). In this case, it is necessary for the government and related institutions to increase investment in the field of Islamic religious education, both in terms of human resources and physical facilities (Fandi and Haris 2023). Improving the qualifications of teaching staff and improving educational infrastructure will support the creation of a better learning environment. In addition, the involvement of technology in learning needs to be encouraged through training for educators to make good use of technology. The curriculum also needs to be updated to reflect the needs of the times and integrate Islamic religious values with technological developments (Ulfah 2020). Currently, industry involvement in the process of Islamic religious education needs to be increased. Collaboration between educational institutions and industry can help ensure that curriculum and learning reflect the needs of the world of work. Therefore, to improve the quality of education in the modern era, educational institutions must use all the resources at their disposal to solve existing problems. If these things are ignored, the quality of education will decline in the future (Arifiah 2021).

II. METHOD

Meanwhile, the research used in this study is using a qualitative approach with the literature method (library research). According to Amir Hamzah, literature research is research that uses data collection or the object of research is strengthened by collecting and reading various books, journals, articles, and so on (Hamzah 2022). To ensure the credibility of the results, it is imperative to conduct qualitative reviews as systematically as possible by documenting comprehensive searches and transparent procedures (Vårheim, Skare, and Lenstra 2019). The subject of this study is collecting several primary and secondary sources contained in journals and books related to the title of the study. The main source that researchers do is by searching "Google Scholar" which is then also strengthened by tracing "ScienceDirect". The data collection technique was used, namely by collecting documentation from several research sources both journals, books, and e-books. Then the data obtained in the analysis from several sources are verified or conclusions are drawn to strengthen the acquisition of data described in research results in developments in the 21st century.

III. RESULT AND DISCUSSION

Education has many issues that need to be addressed. It can be seen that there is a lack of adequate facilities and infrastructure, such as reading books, so students are not interested in reading books and learning methods. As a result, this problem has not been solved properly (Chasanah 2021). In addition, the school curriculum must conform to the theory and practice of technology to be a method that will produce the desired results (Aulia 2021). In addition, one of the very important elements in education and teaching is the teacher. They experience weakness in teaching because they are too lazy to learn again. This is very disturbing because teachers have to give a lot of encouragement to students to increase their interest in learning (Rusdi dan Zulkifli 2022). Most of the problems faced by Islamic teachers in schools can be divided into two categories: "internal" and "external" problems that come from within the teacher and external problems that come from outside the teacher (Maunah

2022). Here are some findings of common problems that are often faced by Islamic religious education teachers, including:

A. Internal Problems of Islamic Education in the 21st Century

Facts prove that today's society has not been able to take full advantage of technological products because most of the consumption is allocated to people in need (Jemani 2020). The world of education today is very accessible due to the development of globalization. Where, internet access makes it very easy for teachers and students to access learning materials in the classroom. Like electronic books or e-books, they can be downloaded and read directly without printing them first (Amini et al. 2020). If used correctly, the development of the era of globalization in education can have a positive impact. The current era of globalization, it can help produce professional teachers who are innovative and compete with other countries (Kholillah, Furnamasari, and Dewi 2022). Teachers of Islamic religious education also often face internal problems. These include problems such as class discipline, student motivation, student evaluation, interaction with parents, organization of student assignments in class, improper subject matter, frequent curriculum changes, lack of sourcebooks, student personal problems, economic problems, and other problems. In this regard, some common problems that researchers presented, namely:

1. Material Mastery

Before starting the teaching process, a teacher must understand all the material to be taught. In addition, it is necessary to prepare questions to be asked in class and determine the tasks that will be given to students (Nadiva 2022). According to, Kashou, et al. An ideal educational program must present high-quality material and be supported by information that interests students. In this context, teachers need to facilitate asynchronous and personalized learning, determine educational tasks based on learners' experience and level of understanding, and monitor and record their progress (Kashou et al. 2023). In addition, as professional educators, teachers must act professionally. They must also have professional knowledge and abilities that will be taught to their students (Zakariyah, Muhamad Arif, and Nurotul

Faidah 2022). So, teachers need to have mastery of the subject matter during the teaching and learning process. Mastering the subject matter is an important part of the learning process. For learning to be successful, the teaching materials or materials to be delivered must be designed and prepared carefully, well, and systematically. Managing teaching and learning interactions will be a challenge for teachers who do not understand the subject matter. Therefore, the teacher's mastery of the subject matter is essential for effective teaching (Wahidi 2020).

Mastery of the material is a critical aspect for Islamic religious education teachers. A teacher who truly masters the material can provide in-depth teaching and provide strong understanding to students. In the context of Islamic religious education, material mastery includes not only theoretical aspects but also a deep understanding of religious values and their application in everyday life. Teachers who master the material well can explain Islamic religious concepts clearly and provide relevant concrete examples. It helps students understand religious teachings better and relate them to the context of their lives. Mastery of the material also gives teachers the confidence to answer students' questions and provide accurate guidance. In addition, teachers who master the material can design creative and interesting learning, combining theory with practical applications that are by the times. This has a positive impact on students' learning motivation so that Islamic religious learning not only becomes routine but also a meaningful and relevant experience in their lives in shaping students' character and morals.

2. Loving the Teaching Profession

In addition to the need for teachers and a strong desire to be a good teacher, the issue of the teaching profession in schools is constantly discussed and discussed. This is because many teachers believe that teaching is just a part-time job. However, teachers are a major factor in formal education because they are often used as role models and role models for students (Maunah 2022). Of course, a teacher has a big influence in this activity because the teacher will transfer his entire knowledge

to be given to students. The following will be discussed about the broad meaning between learning and the learning (Pamela et al. 2019). Teachers, in the 21st Century must have high professionalism and have the responsibility to improve quality. In the era of globalization, teachers must expand their profession as teachers and educators. In addition to being professional, teachers must also understand educational terms such as competition, transparency, efficiency, and high-quality (Suardi 2018). Loving the teaching profession in the context of Islamic religious education also means having an awareness of the long-term impact on society and sustainability for future generations.

Loving the teaching profession for Islamic religious education teachers is not just a job, but a deep vocation and dedication. In this context, love for the profession is the main key to creating an inspiring learning environment. Teachers who love the teaching profession will have a high spirit to continuously improve their abilities and knowledge, ensuring that every teaching reflects Islamic religious values. Sustainability in loving the teaching profession also involves the ability to adapt to changes and challenges in the world of education. Teachers who love their profession will feel compelled to continue learning and developing innovative teaching methods. Moreover, love for teaching encourages teachers to make every interaction with students an opportunity to build character, inspire, and provide strong Islamic values. Teachers who love this profession will strive to create a generation that is not only academically intelligent, but also has high moral integrity and spirituality. By loving the teaching profession, an Islamic religious education teacher is able to become an important pillar in shaping the future of the ummah and society holistically.

3. Skills in Teaching

Teaching is the work of teachers carried out in a teaching program at specific time intervals. Self-teaching is a learning process or activity in which two main subjects are involved: teacher and student. Examples of learning activities that often occur include (1) conducting active learning activities, (2) managing classroom interactions, and (3) managing interactions between teachers and students, (4) Students will feel comfortable and happy with teachers who have good teaching skills (Rabukit Damanik, Rakhmat Wahyudin Sagala 2021). Seeing the rapid advancement in technology makes it a new force in modern life. Where humans can build a new civilization by mastering and utilizing technology and information science (Khojir, Khoirunnikmah, and Syntha 2022). Unequivocally, many recent calls for education reform demand an increase in the ability of teachers and students to work together creatively and transform schools into communities or organizations that support creativity (Ma and Corter 2019).

The importance of teaching skills for Islamic religious education teachers is increasingly prominent for using technology. Teachers not only need to master Islamic religious material, but also must have the ability to integrate technology into learning. These skills include mastery of digital platforms, online learning, and the use of other technological tools to facilitate student understanding more dynamically. Teachers who have skills in teaching in the era of Industry 4.0 can create learning experiences that are interactive, relevant, and in accordance with technological developments. The ability to manage digital resources and utilize various educational applications is also integral to modern teaching skills. Teachers skilled in this regard are able to challenge students to think critically, solve problems, and prepare them for the demands of the ever-evolving world of work. In addition, skills in teaching in the 21st Century include the ability to motivate students and provide guidance that is relevant to the times. Thus, Islamic religious education teachers who have skills in teaching in the 21st century can make a positive contribution, in forming a generation that is not only strong in religious values, but also ready to face rapid technological transformation.

4. Evaluating Student Learning

One of the methods used by teachers to evaluate student learning performance is to conduct a learning evaluation. The learning evaluation process is very important for teachers because it can help improve students' abilities during the learning

process (Rebriana 2019). The level of mastery of knowledge possessed by students after participating in a learning program by the set educational objectives is called the learning outcomes (Nasution 2018). Evaluation aims to assess student achievement in the learning process by the material presented, which is measured through aspects of knowledge, skills, and attitudes (Widodo 2023). Evaluation becomes possible when there are aspects that have not been realized in the learning process. By conducting an evaluation, solutions to problems that arise can be identified. Meanwhile, on the aspects that can be achieved, strategies are needed to improve and ensure that the educational process continues to show quality improvement in the education (Hamdan 2021). So, teachers can evaluate learning outcomes to determine the success of achieving goals, student mastery of lessons, and teacher accuracy in directing the student learning process (Nuriyah 2014).

Evaluation in learning is essential for teachers of Islamic religious education in the 21st century. Teachers need to have evaluation skills that not only monitor students' understanding of Islamic religious material, but also be able to measure their ability to apply these values in the context of modern technology. In this era, evaluation is not only about academic assessment, but also involves monitoring progress in mastering digital skills and adapting to technological developments. Teachers need to use innovative evaluation methods, such as the use of technology in exams, online collaborative projects, or digital portfolios, so as to track students' holistic progress. In addition, teachers must also ensure that evaluations reflect the application of Islamic religious values in students' daily lives, not just theoretical mastery. By understanding and implementing evaluations effectively, Islamic religious education teachers can provide meaningful feedback, motivate students' development, and help them prepare for the challenges of the 21st Century with confidence and Islam.

B. External Problems of Islamic Education in the 21st Century

Then, external problems are problems that do not come from the teacher himself. Some of the most common external problems faced by teachers in schools, include the following:

1. Manage Classes

By managing the classroom, teachers can create a comfortable and pleasant classroom environment that helps the learning process. Teachers must utilize all classroom capabilities to create and maintain a comfortable classroom atmosphere (Wulandari 2021). As a teacher of Islam, one must have good management skills for the effective use of resources to achieve goals. Therefore, time management helps teachers complete the work within the available time (Mujahidin, Rachmat, dan Tamam 2022). Managing time well is essential to get the best results. This means that during the process of determining goals and the steps to be taken to achieve them, the teacher must have a plan. Making use of time is the process of organizing resources and activities to fit into the plan given to students (Wahidaty 2021). Teachers who are effective in managing the classroom in this era can create dynamic learning experiences, explore students' creativity, and prepare them to face the demands of the rapidly changing world of work. By managing classrooms innovatively, teachers can shape a generation that not only has high-tech skills, but also understands ethical, moral, and spiritual values in the context of this digital age (Saude et al. 2022).

The ability of Islamic religious education teachers in managing classes is very important in the 21st century. They need to understand the class dynamics affected by technological developments and social change. Teachers must be able to create inclusive learning environments, facilitate collaboration, and utilize technology to improve interaction between students. In addition, time management is key, where teachers should plan efficient activities, ensure the integration of Islamic religious values, and motivate students to actively participate in learning. Teachers also need to master effective communication skills, including facilitating online discussions, providing constructive feedback, and maintaining student engagement in learning. By managing classes well, Islamic religious education teachers can create an atmosphere that supports the spiritual and

moral development of students, while preparing them to face the changes that continue to develop in the 21st Century with a solid understanding of Islamic religious teachings.

2. Application of Learning Methods and Models

Methods are ways to achieve goals. To apply an approach, teachers use a variety of specific teaching techniques (Pane and Darwis Dasopang 2017). The method used by the teacher in learning activities must be adjusted to the learning objectives to be achieved. So, it can be underlined that methods are ways that can be used to achieve goals (Afandi dan Chamalah 2013). Meanwhile, the learning model or so-called pattern or planning used to organize lessons in class or tutorials is known as the learning model. Each model helps teachers design lessons to help students achieve goals (Djalal 2017). With the application of innovative learning methods and models in Islamic religious education in the 21st Century has become critical. The integration of technologies, such as online learning and interactive models, supports learning effectiveness, ensures relevance to the times, and creates dynamic educational experiences (Tampubolon, Elazhari, and Batu 2021).

It is important for teachers to apply appropriate learning methods and models in order to achieve effectiveness in the educational process. Good learning methods and models can improve students' understanding, motivate them to learn, and create a dynamic learning environment. In the modern era of education, teachers need to integrate technology and interactive strategies, ensuring that learning reflects the needs and learning styles of students. In addition, the application of innovative methods can help create an engaging learning atmosphere, enrich the student experience, and enhance their critical skills. By understanding the diversity of learning methods and models and adapting them according to the learning context, teachers can be effective facilitators in developing students' potential and preparing them for future demands. Therefore, teachers need to continue to develop skills in applying relevant and innovative learning methods and models.

3. Lack of Teacher Interaction with Students

During the teaching and learning process, the relationship between teachers and students or learners is very important. One of the problems that arise in the teaching and learning process is the lack of communication relationships between educators and students. Certain barriers include authoritarian and closed teachers, passive students, and the number of students who are too fit into the material being delivered (Maunah 2022). Teacher is a job that requires special skills, where someone who does not have teacher skills cannot do the job. Being a teacher requires certain qualities because one must have professional, social, and pedagogical abilities (Jamin 2018). Through open and supportive communication, teachers can understand the needs and potential of each student. Positive interactions increase motivation to learn, create a safe environment, and build trusting relationships. Teachers who actively interact with students can provide more personalized guidance, detect learning barriers, and increase participation. This not only advances academic understanding, but also shapes students' character, morals, and social development (Ningsih 2019).

The interaction of teachers with students in the 21st century has an important role in facing the transformation of education. In a digitally connected world, interaction is not just about knowledge transfer, but also building social, critical, and creative skills. Teachers who interact effectively can guide students to develop digital literacy, overcome technological challenges, and utilize online resources. With open communication, teachers can support diverse learning styles, provide instant feedback, and create adaptive learning environments. These interactions also help teachers understand students' individual development, guiding them through changes in work and technology. Thus, teacher-student interaction in the 21st Century becomes an important foundation to prepare a generation that is competent and responsive to the dynamics of the times.

4. Utilization of Learning Media

Media cannot be separated from educational tools in schools. Facilities and infrastructure are very important to support learning in schools (Rismayani, dan Lestari 2021). Of course, this cannot be separated from the role of technology becoming a very relevant and effective solution to overcome the challenges of modern education. For example, technology such as social media enriches students' learning experiences and help them understand and apply lessons better (Asy'arie 2023). There is still a big difference in the quality of education between schools in cities and schools in remote areas. One of the factors that cause low-quality education is the large number of educational tools that are damaged and infeasible (Nasution 2016). In today's era of information and communication technology, learning media must be a tool in student learning (Saifuddin 2018). Choosing a medium is a tool used by an educator to spread a message about the subject matter so that students can receive it easily (Soemantri 2019). The use of learning media can foster student interest in learning something new in the lessons delivered by the teacher and easily understood by students and of course learning is more interesting (Teni Nurrita 2018).

With theuse of learning media in the 21st century has a significant role in optimizing the educational process. Learning media, such as online platforms, learning videos, and educational applications, allow teachers to create learning experiences that are interactive and relevant to technological developments. By utilizing digital resources, students can access information quickly, develop digital literacy, and gain a deep understanding of the material. In addition, learning media facilitates diverse learning styles, sparks creativity, and improves student memory. Through the integration of technology, teachers can adapt teaching methods to the demands of the times, form skills relevant to industry needs, and create an adaptive learning environment. Thus, the use of learning media in the 21st century is an essential foundation to form a generation that is ready to face future challenges that are turbulent in technology and information.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

In facing the development of the 21st century, the problem of Islamic religious education is a serious challenge that needs to be overcome immediately. The lack of integration of technology in learning, limited resources, and the incompatibility of the curriculum with the development of modern industry are major obstacles. This requires an integrated solution that includes increased investment in educational infrastructure, training teachers in the use of technology, and revolutionizing a more relevant and dynamic curriculum. In addition, the active involvement of the industry in curriculum development is also key to ensuring that graduates can smoothly adapt in an evolving work environment. In addition, the importance of creating an inclusive learning environment, supporting character development, and integrating Islamic religious values with technological developments is essential. In conclusion, to overcome the problems of Islamic education in the 21st century, it is necessary to carry out a comprehensive transformation in the fields of curriculum, technology, and industry involvement so that this education can empower a generation that is not only strong in religious values, but also ready to face the dynamics of the times comprehensively.

B. Suggestion

Discussion related to this study, researchers admit that it is still very limited because it only focuses on the problematic forms of internal and external factors. Thenext suggestion for the author is to study more deeply and comprehensively about the problems of Islamic religious education in the 21st Century. Especially on the causal factors and implications in learning through the use of technology.

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