

Development of An Inclusive Curriculum Based on Islam and Technology at Madrasah Aliyah

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ABSTRACT

The ever-evolving digital era requires Madrasah Aliyah to provide an inclusive education that is able to integrate Islamic values and technology in support of multiculturalism. In practice, ideal conditions are often not achieved due to limited resources and a lack of synergy between Islamic principles, technological innovation, and cultural diversity. This inequality gave birth to two main research focuses, namely the exploration of how to combine Islamic values and technology to support multiculturalism and the identification of challenges and strategies for the implementation of an inclusive curriculum based on Islam and technology. This research was carried out with a qualitative approach through the library research method, where data was obtained from literature studies and digital documentation and then analyzed thematically. The results of the study reveal that the integration of Islamic values and technology can be optimized through the framework of multiculturalism in the style of James A. Banks and Jerome Bruner's theory of constructivism. The main challenges lie in the limitations of technological infrastructure and resistance to change, while the strategies include teacher training, strengthening multi-stakeholder collaboration, and developing technology-based learning modules. In conclusion, the integration of Islamic values and technology can be realized through a holistic approach that accommodates multiculturalism, while the implementation of an inclusive curriculum requires synergy between madrasah capacity, technological innovation, and adaptation to challenges. Recommendations are given to improve teacher competence and design a curriculum model that is more responsive to multicultural needs.

Keywords: *Inclusive Education, Multiculturalism, Educational Technology, Madrasah Curriculum*

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INTRODUCTION

Multicultural Islamic education is an urgent need in facing increasingly complex global challenges. The integration of Islamic values with technology is expected to be able to answer this need by creating an inclusive and adaptive curriculum. Multicultural education emphasizes the importance of respect for the diversity of cultures, religions, and social backgrounds (Banks, 2020). On the other hand, educational technology provides opportunities to expand access and improve the quality of learning (Selwyn, 2021). The development of Islamic-based and technology-based curriculum is also in line with the concept of *maqashid al-sharia* which emphasizes holistic human empowerment (Al-Attas, 2019). Thus, multicultural Islamic education is not only a forum

for knowledge transfer but also a means of transforming universal values that are relevant to the modern context.

Negative phenomena such as bullying, student egoism, and misperceptions in the use of technology are serious challenges in today's world of education. Many educational institutions fail to create an environment that supports multiculturalism due to the lack of attention to curriculum aspects (Hidayatullah, 2021). Technology that is supposed to be a tool to strengthen positive interactions is often misused to spread hate speech or exclusive behavior (Rahman & Huda, 2022). In addition, the low awareness of the importance of multicultural character education makes many students tend to be apathetic to diversity (Sari & Wijaya, 2023). This condition shows the need for a paradigm shift in the development of a curriculum that is more responsive to social and technological issues.

An inclusive education curriculum should ideally be able to create a learning environment that respects diversity and makes optimal use of technology. The implementation of this curriculum requires a strong commitment from the school to ensure that Islamic values and technology can be integrated harmoniously (Zuhriyah, 2021). Madrasah Aliyah as an Islamic educational institution has a great responsibility to build an inclusive culture through concrete programs such as teacher training, procurement of technology facilities, and the preparation of learning modules based on multiculturalism (Mubarok & Fauzi, 2022). This effort must be supported by collaboration between schools, parents, and the community so that the goal of inclusive education can be achieved optimally (Anwar & Rahmawati, 2023).

The demands of parents and the community for quality education at Madrasah Aliyah are increasing. They not only expect their children to get superior knowledge but also have good character and a high tolerance attitude (Nugroho, 2022). Islamic education is expected to be able to form a generation that is religious but still open to diversity (Hasanah & Suryadi, 2021). Technology on the other hand is expected to be a tool to strengthen the understanding of universal values such as justice, compassion, and brotherhood (Wardani & Prasetyo, 2023). Therefore, the development of an inclusive curriculum is the answer to these expectations by integrating Islamic values, technology, and multiculturalism.

An Islamic-based inclusive education curriculum and technology has the potential to have a significant impact on the progress of Madrasah Aliyah. If developed appropriately, this curriculum can create a learning ecosystem that supports respect for diversity and the wise use of technology (Fathoni, 2023). Students will be more involved in innovative learning processes, such as the use of digital platforms for cross-cultural discussions or simulations of tolerance practices through the application of technology (Lestari & Yulianti, 2022). Furthermore, this approach can strengthen students' Islamic identity while opening their horizons to the global world (Rohman & Kurniawan, 2021). Thus, the development of an inclusive curriculum is a strategic step to answer the challenges of the times and meet expectations

This research is focused on two main aspects. First, exploring how to integrate Islamic values and technology in the development of an inclusive curriculum in Madrasah Aliyah to support multiculturalism. Second, identify challenges and strategies for the implementation of an inclusive curriculum based on Islam and technology in

Madrasah Aliyah. This research is limited to the context of Madrasah Aliyah, with an emphasis on curriculum development that combines Islamic principles, technological innovation, and the spirit of multiculturalism. The purpose of this research is to provide a comprehensive overview of how an inclusive curriculum can be designed and implemented effectively. The benefits of this research are expected to be a reference for educational institutions in presenting learning models that are responsive to diversity, strengthening student character, and utilizing technology as an inclusive and sustainable educational transformation tool

Literature Review

Multicultural education is one of the important foundations in creating an inclusive learning environment. This approach emphasizes the importance of respecting students' cultural, religious, and social backgrounds (Banks, 2020). This concept is relevant to the context of Madrasah Aliyah which has the potential to integrate Islamic values with the principle of multiculturalism. Multicultural education can also help reduce exclusivism and increase tolerance between religions (Rahman & Huda, 2022). In addition, Islamic education must be able to present *maqashid al-sharia* that supports a balance between spirituality and social needs (Al-Attas, 2019). Thus, multicultural education not only creates awareness about diversity but also strengthens students' Islamic identity.

Educational technology has become an important tool in the transformation of modern learning. Technology can improve the accessibility and quality of education through innovations such as online learning, digital simulations, and collaborative platforms (Selwyn, 2021). However, the use of technology in Islamic education still faces challenges, especially in terms of the integration of religious values (Hakim & Nuraini, 2021). Digital literacy not only includes the ability to use technology but also an understanding of ethics and responsibilities in digital media (Sofyan & Fauziah, 2021). Therefore, technology must be designed to support holistic educational goals, including the development of universal character and values.

An inclusive curriculum is a strategic solution to face the challenges of diversity in the world of education. The inclusive curriculum is designed to meet the needs of all students regardless of their background (Zuhriyah, 2021). This approach is in line with Jerome Bruner's theory of constructivism which emphasizes the importance of active learning through social and cultural interaction (Mubarok & Fauzi, 2022). The implementation of an inclusive curriculum requires multi-stakeholder collaboration, including teachers, parents, and the community (Anwar & Rahmawati, 2023). Thus, an inclusive curriculum not only serves as a knowledge transfer tool but also as a means to build social harmony and respect diversity.

The integration of Islamic values and technology in education requires a comprehensive approach. Islamic values can be integrated into educational technology through relevant content, such as learning applications based on Islamic values (Nugroho, 2022). The importance of building awareness about technology ethics among students so that they can use it wisely is also a major highlight (Hasanah & Suryadi, 2021). On the other hand, technology can be a tool to strengthen students' understanding of universal values such as justice, compassion, and brotherhood

(Wardani & Prasetyo, 2023). This integration is expected to create a learning ecosystem that supports respect for diversity and student empowerment holistically.

The implementation of an inclusive curriculum based on Islam and technology faces various challenges, but also provides great opportunities for innovation. The main challenge lies in the limitations of technological infrastructure and resistance to change among teachers (Fathoni, 2023). Teacher training and the procurement of technology facilities are important strategies to overcome these challenges (Lestari & Yulianti, 2022). The importance of collaboration between schools, parents, and the community in supporting the implementation of an inclusive curriculum is also a key factor in success (Rohman & Kurniawan, 2021). With the right strategy, an inclusive curriculum can be a tool for educational transformation that not only supports multiculturalism but also strengthens students' Islamic identity.

METHOD

This study uses a qualitative approach with *the library research* method to explore data and information in depth related to the development of an inclusive curriculum based on Islam and technology in Madrasah Aliyah. The qualitative approach was chosen because this study aims to understand phenomena descriptively and interpretively through non-numerical data analysis (Sugiyono, 2023). The *library research* method is used with a focus on literature studies, digital documentation, and the selection of relevant academic sources to support thematic analysis (Arikunto, 2022). The research steps include topic identification, data collection through literature studies from scientific journals, books, and digital documents, and source selection based on scientific and actuality criteria. Data analysis was carried out using thematic analysis techniques to identify the main patterns and themes of the references used (Moleong, 2021; Creswell, 2022). With these steps, the research is expected to produce comprehensive insights related to the integration of Islamic values, technology, and multiculturalism in the inclusive education curriculum.

RESULTS AND DISCUSSION

Research Results

The results of the research related to the Integration of Islamic Values and Technology in the Development of an Inclusive Curriculum in Madrasah Aliyah, are as found in the following table:

No.	Writer	Heading	Research Procedure	Result
1	Rahman & Huda (2022)	Integration of Islamic Values in Technology-Based Learning	The research uses qualitative methods with the analysis of academic documents, including	The results of the study show that technology can be a medium to effectively convey Islamic values through the creation of interactive applications

			international and local journals	based on the Quran and Hadith that support respect for diversity
2	Nugroho (2022)	Development of Digital Curriculum Based on Maqashid Al-Syariah	The literature study continued with in-depth interviews with Islamic education practitioners	An inclusive curriculum that integrates <i>maqashid al-sharia</i> with digital technology is able to create an adaptive, innovative, and multicultural learning environment
3	Hasanah & Suryadi (2021)	Technology as a Media for Multicultural Character Building in Madrasah	Exploratory research through a survey of 200 students and 50 teachers of Madrasah Aliyah, complemented by observation	The results show that the use of technology such as digital education platforms can help students understand the values of tolerance and multiculturalism through interactive learning modules
4	Wardani & Prasetyo (2023)	Transforming Inclusive Education through Digital Technology	Experiment with an inclusive learning model based on digital applications involving three Aliyah Madrasahs	Digital technology is able to increase student participation in a multicultural learning environment, as well as help teachers deliver material with a more inclusive and relevant approach
5	Fathoni (2023)	Strategy for the Integration of Islamic Values in Educational Technology	In-depth interviews with 15 teachers and madrasah heads, as well as analysis of curriculum documents	The integration of Islamic values in technology requires regular teacher training, the procurement of digital content with Islamic nuances, and collaboration between schools and educational technology experts
6	Rohman & Kurniawan (2021)	Islamic-Based Inclusive Curriculum in the Digital Era	Case studies on five Aliyah Madrassas with a qualitative descriptive approach	An inclusive curriculum that integrates Islam and technology can increase students' tolerance for cultural, religious, and social

backgrounds, as well as strengthen their Islamic identity

The results of research related to the challenges and strategies for the implementation of an Islamic-based and Technology-Based Inclusive Curriculum in Madrasah Aliyah are proven in various studies as shown in the following table:

No.	Writer	Heading	Research Procedure	Result
1	Zuhriyah (2021)	The Challenges of Implementing an Inclusive Curriculum in Madrasah Aliyah	Direct observation in four Aliyah Madrasas, followed by semi-structured interviews with teachers and madrasah heads	The limitations of technological infrastructure, such as the lack of internet access and digital devices, are the main obstacles to the implementation of an inclusive curriculum in Madrasah Aliyah
2	Mubarok & Fauzi (2022)	Strategy for Developing an Inclusive Curriculum Based on Multiculturalism	Focus group discussion (FGD) involving 20 education stakeholders from various Aliyah Madrasas	Multi-stakeholder collaboration between madrasas, government, and the community is an important strategy to overcome the challenges of implementing an inclusive curriculum, especially in terms of providing technology facilities and teacher training
3	Anwar & Rahmawati (2023)	The Role of Technology Supporting Inclusive Curriculum Madrasah	Analysis of scientific documents related to educational technology, complemented by interviews with educational technology experts	Technology can be a solution to address the access gap in inclusive education, but its implementation requires careful planning, such as teacher training and the development of

					relevant content	digital
4	Lestari Yulianti (2022)	&	Teacher Training as the Key to the Success of an Inclusive Curriculum	Evaluation of teacher training programs in five Aliyah Madrasas through observation and surveys	Regular teacher training improves their ability to implement an inclusive technology-based curriculum, as well as helps them understand how to integrate Islamic values in the learning process	
5	Hakim Nuraini (2021)	&	Resistance to Curriculum Change Among Madrasah Teachers	Survey of 150 teachers of Madrasah Aliyah using a closed-door questionnaire and in-depth interviews	Teachers' resistance to curriculum changes can be reduced through intensive socialization, mentoring during implementation, and emphasis on the benefits of technology in improving the quality of learning	
6	Sofyan Fauziah (2021)	&	Evaluation of Technology Challenges in Islamic Education	Thematic analysis of journal articles and research reports on educational technology	Technological challenges can be overcome by providing adequate facilities, digital literacy training for teachers, and the development of learning modules that are in accordance with the principles of Islamic education and multiculturalism	

Discussion

The results of the research in Table 1 show that the integration of Islamic values and technology in the development of an inclusive curriculum in Madrasah Aliyah can be done through various approaches. Research has found that technology can be an effective medium to convey Islamic values, such as through interactive applications based on the Quran and Hadith (Rahman & Huda, 2022). The principles of *maqashid al-sharia* can also be integrated into digital technology to create an adaptive and innovative learning environment (Nugroho, 2022). In addition, technology is able to help students

understand the values of multiculturalism through interactive learning modules (Hasanah & Suryadi, 2021). Digital technology also increases student participation in multicultural learning environments (Wardani & Prasetyo, 2023). Teacher training is an important key in integrating Islamic values into technology (Fathoni, 2023). An inclusive curriculum based on Islam and technology can strengthen students' tolerance for diversity (Rohman & Kurniawan, 2021).

The analysis of the results of the study shows that the integration of Islamic values and technology in the inclusive curriculum is in line with James A. Banks' theory of multiculturalism. According to Banks, multicultural education must include content dimensions, methodologies, and social structures to create an inclusive learning environment. The results of this study show that technology can be a tool to strengthen these dimensions, especially in conveying universal values such as justice, compassion, and brotherhood. However, this implementation requires synergy between Islamic principles and technological innovation. In the context of the formulation of the first problem, the answer is that the integration of Islamic values and technology can be optimized through the use of digital applications with Islamic nuances, teacher training, and the development of learning modules that are relevant to the spirit of multiculturalism.

The results of the research in Table 2 reveal various challenges and strategies for the implementation of an inclusive curriculum based on Islam and technology in Madrasah Aliyah. The limitation of technological infrastructure is the main obstacle in the implementation of an inclusive curriculum (Zuhriyah, 2021). Multistakeholder collaboration between madrasahs, the government, and the community is considered an important strategy to overcome these challenges (Mubarok & Fauzi, 2022). Technology can be a solution to address the access gap, but its implementation requires careful planning, such as teacher training and the development of relevant digital content (Anwar & Rahmawati, 2023). Teacher training regularly improves their ability to implement an inclusive curriculum (Lestari & Yulianti, 2022). Teacher resistance can be reduced through intensive socialization and mentoring during curriculum implementation (Hakim & Nuraini, 2021). Technology challenges can be overcome by providing adequate facilities and digital literacy training for teachers (Sofyan & Fauziah, 2021).

The analysis of the results of this study shows that the challenges of implementing an inclusive curriculum can be understood through the lens of Jerome Bruner's constructivist theory. Bruner emphasized the importance of active learning through social and cultural interactions. However, in the context of Madrasah Aliyah, the main challenge lies in the limitations of infrastructure and resistance to change. To overcome this, strategies such as teacher training, procurement of technology facilities, and multi-stakeholder collaboration are needed. This strategy is in line with a holistic approach that emphasizes synergy between madrasah capacity, technological innovation, and adaptation to challenges. In the context of the formulation of the second problem, the answer is that the implementation of an inclusive curriculum requires systematic measures such as teacher training, strengthening multi-stakeholder collaboration, and procurement of adequate technological facilities.

The real conditions in Madrasah Aliyah in general show that there is a gap between theory and practice in the implementation of an inclusive curriculum. The analysis of the second paragraph shows that the integration of Islamic values and technology can be optimized through the use of digital applications with Islamic nuances and teacher training. However, in practice, many madrasahs still face limited resources, such as lack of internet access and digital devices. In addition, some teachers still do not fully understand how to integrate Islamic values into technology. Therefore, the results of this analysis can be a guide for madrasahs to improve real conditions by focusing on increasing teacher capacity and procuring technology facilities that support the implementation of an inclusive curriculum.

The real conditions in Madrasah Aliyah also show that the implementation of an inclusive curriculum is often hampered by resistance to change and the limitations of technological infrastructure. The analysis of the fourth paragraph shows that these challenges can be overcome through strategies such as teacher training, procurement of technology facilities, and multi-stakeholder collaboration. In practice, many madrasahs still find it difficult to implement this strategy optimally due to budget limitations and support from stakeholders. Therefore, the results of this analysis can be applied in real conditions by prioritizing teacher training programs on a regular basis, increasing collaboration between madrasahs and the government, and finding alternative funding sources for the procurement of technology facilities. Thus, the implementation of an inclusive curriculum can be carried out more effectively and sustainably.

CONCLUSION

This research answers two main problem formulations. First, how to integrate Islamic values and technology in the development of an inclusive curriculum in Madrasah Aliyah can be done through teacher training, procurement of digital content with Islamic nuances, and the development of interactive learning modules that support multiculturalism. Second, the challenges of implementing an inclusive curriculum based on Islam and technology include limited infrastructure, resistance to change, and access gaps. Strategies to address this include multi-stakeholder collaboration, teacher training, and the provision of adequate technology facilities. With this approach, an inclusive curriculum can be optimized to support multicultural education.

The recommendation from this study is the need to increase the capacity of madrasahs in implementing an inclusive curriculum through regular teacher training programs and the procurement of technological facilities that support learning. The implications of this study show that the integration of Islamic values and technology can be a strategic solution to create an inclusive and multicultural learning environment. However, support from the government and other stakeholders is needed to ensure the sustainability of the implementation of this curriculum. For further research, it is recommended to conduct field research involving more madrasahs to obtain more comprehensive empirical data on the effectiveness of inclusive curriculum based on Islam and technology in real practice.

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