Spiritual Revolution Based On Transformative Islamic Education: Reconstruction of Religious Values in an Era Of Disruption

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Abstract

This article aims to explore the concept of spiritual revolution through transformative Islamic education, and to examine how religious values can be holistically reconstructed to address the challenges of changing times. With this goal, the research aims to provide insights into the importance of innovation in Islamic education to create a comprehensive spiritual transformation. The research method employed is a qualitative approach, consisting of literature review and conceptual analysis. The literature review was conducted to identify contemporary perspectives on the spiritual revolution in Islamic education, while conceptual analysis was used to understand the principles of transformative Islamic education that can be applied in the current context. The research findings indicate that a spiritual revolution can be achieved through reforms in the Islamic education system, focusing on character formation, integration of knowledge, and strengthening spirituality. The implementation of transformative Islamic education, which emphasizes a balance between intellectual and spiritual development, can produce a generation that is not only adaptive to the changing times but also capable of maintaining their identity and religious values as their life foundation. The implication of this research is that transformative Islamic education needs to be optimized to produce individuals with high adaptive capabilities in facing the challenges of change, while still adhering to the spiritual values that form the foundation of their lives.

Keywords: Spiritual, transformative, reconstruction, disruption era

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INTRODUCTION

The current disruption era is marked by rapid changes across various sectors of life, including in education and spirituality. The rapid development of technology,

inevitable globalization, and various social challenges have had a significant impact on religious life and education, including in Indonesia. Moreover, technological advancements and digitalization have caused a profound shift in the way we access information, interact, and learn (Hudia et al., 2023). Globalization has also altered cultural and social values, including religious values that have long been the foundation of the educational system, including Islamic Education (Hadiamsyah & Meidina, 2024). In this context, Islamic education faces a major challenge in maintaining the relevance of religious values amidst the rapid flow of modernization and social change.

Transformative Islamic education emerges as a solution that can address this challenge by offering an approach that focuses not only on academic achievement but also on the development of strong spiritual character. This approach aims to strengthen religious values in a way that is relevant to the ever-changing times (Yuliani et al., 2021). The transformative concept in Islamic education emphasizes that education is not only about transferring knowledge but also about shaping character and equipping individuals with skills and understanding that they can apply in facing the challenges of the era. This is crucial given the major challenges faced by Islamic education in maintaining the relevance of religious values, as external influences continue to try to replace these values (Yudhi & Hadiamsyah, 2024).

Transformative Islamic education is expected to build a society that is not only academically intelligent but also has a strong spiritual capacity and is able to adapt quickly to changes. This type of education aims to prepare the younger generation who can not only master knowledge but also have a character that aligns with Islamic values, which can be applied in daily life, both in social and professional settings (Akrim, 2022). The spiritual revolution based on transformative Islamic education is highly relevant to strengthening religious values, from basic education to broader social life.

Islamic education in the disruption era faces significant challenges. One of the challenges is the integration of technology into the learning process. Digital technology has undeniably changed the way we access information and interact. This has impacted how Islamic education is conducted. Many Islamic schools and educational institutions have not fully optimized technology to enrich the learning process. According to Hudia et al. (2023), technology has influenced the way we learn and access information. Therefore, Islamic educators need to be wise in utilizing technology to enhance the effectiveness of learning.

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In addition, social and cultural changes driven by globalization also affect Islamic education. Specifically, Islamic religious values, which are the core of Islamic education, are beginning to be eroded by external influences that are more global and modern (Hadiamsyah & Meidina, 2024). The rise of digital-based technologies, such as social media, plays a role in spreading cultures that can challenge the principles of Islamic teachings. Therefore, a proper approach is needed to teach Islamic values that remain relevant to the times but still maintain their essence. Islamic education must be able to respond to this phenomenon in a more wise and adaptive manner.

Another challenge is the shift in the paradigm of thinking and educational philosophy. In the disruption era, traditional educational approaches that only focus on cognitive and academic aspects are no longer relevant. Islamic education needs to continue innovating and provide a more holistic approach by integrating Islamic values into every aspect of learning, both intellectual, moral, and spiritual (Akrim, 2022). In this regard, the transformative educational approach is essential to address this challenge.

Transformative Islamic education offers a broader approach by integrating various aspects of learning. This approach not only focuses on academic aspects but also on the development of deep spiritual character. Transformative Islamic education aims to create individuals who are able to answer the challenges of the era wisely, have a deep understanding of religion, and possess life skills that can be applied in everyday life (Yuliani et al., 2021). This concept of transformative Islamic education seeks to integrate religious values into everyday life in a more relevant way. For example, through character-based learning that directly teaches Islamic values, students will not only master knowledge but also become better individuals in spiritual and social aspects. This is particularly important given the increasing complexity of challenges, where a good understanding of religion is needed to face various life challenges (Yudhi & Hadiamsyah, 2024).

Moreover, transformative Islamic education also emphasizes the importance of creativity and innovation in learning. As explained by Puspitasari et al. (2021), Islamic education must be able to facilitate students in thinking critically and creatively to address problems. This can be achieved by creating discussion spaces that lead to a deeper understanding of Islamic values and their application in modern life. Education based on critical thinking and innovation will better develop students' potential to become individuals who can lead change in a constantly evolving society.

Through the transformative approach, Islamic education can play a role as an agent of change in the reconstruction of religious values. By integrating Islamic values

into every aspect of education, not only in schools but also in social life, Islamic education can shape strong character in the younger generation. One important step that must be taken is to raise awareness of the importance of strengthening religious identity amid the ongoing modernization. For example, in Indonesia, Islamic education can play a crucial role in strengthening national identity by teaching moral and spiritual values in accordance with Islamic teachings, which ultimately shapes better and more productive individuals. In this regard, Islamic education is not only about providing religious knowledge but also about creating individuals who can play an active role in society. Thus, Islamic education can become an agent of change that not only focuses on religious teaching but also on the development of character and skills that align with the needs of the times (Shirazy & Setiyadi, 2023).

This research offers a new contribution to the study of Islamic education by developing the concept of transformative Islamic education as a response to the challenges of disruption faced by the education system, especially in Indonesia. In the context of the disruption era marked by technological advancements, globalization, and rapid social changes, this research proposes that Islamic education must not only focus on academic achievement but also integrate the development of strong spiritual character that is relevant to the demands of the times. Many previous studies have emphasized the importance of Islamic education in teaching religious knowledge theoretically. However, this study emphasizes holistic and transformative Islamic education, which not only includes religious teaching but also encompasses the development of spiritual character that shapes individuals capable of facing the challenges of the era wisely. In this regard, Islamic education not only functions as a tool for transferring religious knowledge but also as a means to form leaders and a society that is more adaptive, critical, and virtuous.

The novelty of this research lies in proposing a more holistic and relevant transformative Islamic education that integrates religious education with technology, general knowledge, and social character. This research provides a broader and integrated perspective on how Islamic education can play an active role in shaping a generation that is not only academically intelligent but also has a deep understanding of religious values and can adapt to the changes occurring in society.

METHOD

This research employs a qualitative approach with a literature review and conceptual analysis to better understand the concept of transformative Islamic education in the face of the disruption era. The primary data sources in this study come

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from various books, articles, journals, and related documents discussing the concept of Islamic education, spiritual revolution, and the transformation of education in addressing the challenges of modern times. The method used is content analysis, which aims to delve deeper into the existing literature and understand how Islamic education can serve as an agent of change in the reconstruction of religious values in the disruption era.

The qualitative approach applied emphasizes the collection of in-depth data through literature studies, interviews, and observations, which are then analyzed using content analysis techniques. This research aims to develop a more comprehensive understanding of the importance of transformative Islamic education in addressing the disruptions occurring in society. Findings from various studies show that Islamic education plays a crucial role in shaping a balanced character between academic knowledge and strong spiritual values (Hudia et al., 2023). Furthermore, this study also highlights how Islamic education must adapt to technological advancements and social changes to maintain the relevance of religious values in everyday life.

The literature review used in this research covers various scholarly works discussing the impact of disruption on Islamic education. For example, Hudia et al. (2023) emphasize the need for the integration of digital technology into Islamic learning to improve efficiency and accessibility. Meanwhile, Hadiamsyah and Meidina (2024) also show that cultural changes due to disruption require an approach that can preserve Islamic values while adapting to the increasingly global demands of the times.

The content analysis method used in this study allows for a deeper exploration of how Islamic education can overcome the challenges of disruption. Islamic education can adopt technology as a meaningful learning tool, as proposed by Alfarabi in building civil society through education that integrates religious and cultural values (Yusuf, 2019). Additionally, this research also adapts theoretical approaches from various Islamic education philosophies, such as those proposed by Iqbal and Al-Attas, who emphasize that education should encourage students to develop their potential comprehensively, intellectually, morally, and spiritually (Mubarok, 2025).

By utilizing a qualitative approach and conceptual analysis, this study is expected to contribute significantly to understanding how transformative Islamic education can be a solution for facing the challenges of disruption. Furthermore, this research also provides an overview of how Islamic education can play a role as an

agent of change in promoting religious values that remain relevant and applicable in this modern era.

RESULT AND DISCUSSION
The Concept of Spiritual Revolution in Islamic Education

Spiritual revolution in the context of Islamic education refers to the efforts to renew and refresh religious practices to remain relevant to the demands of the times. Essentially, this revolution aims to integrate strong spiritual principles with modern education, which not only focuses on intellectual achievement but also on the development of a solid spiritual character. Transformative Islamic education, which promotes the concept of spiritual revolution, is expected to create individuals who are not only intellectually intelligent but also have a strong moral and ethical foundation, in line with the values of Islamic teachings (Zubairi, Nurdin, & Solihin, 2022). In facing the disruption era, Islamic education must adopt innovation and technology while maintaining the religious values that form the core of Islamic identity.

With the rapid development of technology and the advancement of the times, a significant challenge for Islamic education is how to preserve religious values while adapting to the rapidly changing social and technological environment. One important aspect in facing this challenge is how Islamic education can integrate modern knowledge and technology with the moral and spiritual principles taught by Islam (Zubairi et al., 2022). This is crucial considering globalization and technological advances have transformed many aspects of life, including the education sector. According to research by Nasution and Purnama (2024), the integration of technology in Islamic education not only aims to expand access to education but also to facilitate a more dynamic, innovative, and relevant learning process in line with the developments of the times.

However, spiritual revolution in Islamic education is not only about embracing technology but also about ensuring that its use does not diminish the profound religious values. For example, the implementation of technology in Islamic education must be done while adhering to the ethical principles found in the Qur'an and Hadith. This ensures that the integration of technology does not negatively affect the morality and spiritual character of students (Siregar et al., 2024). Therefore, transformative Islamic education also requires a more holistic approach that not only integrates general knowledge and religious education but also develops aspects of students' character through value-based Islamic learning that encourages spiritual and social depth (Fandir, 2024).

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In this context, transformative Islamic education can be seen as an effort to respond to the ongoing digital and social revolution challenges. Transformative Islamic education focuses on the holistic development of human beings, including spiritual, moral, and intellectual aspects. This approach encourages students to not only pursue worldly success but also to have a life purpose aligned with Islamic values. According to Muhith (2020), the integrative approach in Islamic education allows students to develop their personalities comprehensively, not just intellectually, but also in a spiritual dimension that can guide them in facing life's challenges.

One key aspect of this spiritual revolution is the importance of adab (ethics) in Islamic education. As stated by Al-Attas (1991), education aimed at forming good individuals must involve the instillation of deep adab values, which include respect for knowledge, respect for teachers, and concern for others. Transformative Islamic education aims not only to produce intelligent individuals but also those with attitudes and morals that align with Islamic teachings. This is part of the spiritual revolution that needs to be preserved and renewed within the context of Islamic education facing the challenges of the times.

Thus, the spiritual revolution in Islamic education is an effort that focuses not only on changing the education system but also on strengthening the spiritual and moral dimensions of students. Transformative Islamic education aims to prepare a generation that is not only able to adapt to technology and modernization but also capable of preserving and practicing spiritual values that can contribute positively to society. This is a great challenge that Islamic education must address in the face of this disruption era.

Religious Value Reconstruction from Top to Bottom in Islamic Education

The reconstruction of religious values in Islamic education begins at the foundational level, with the teaching of the Qur'an and Hadith in a more contextual and practical manner. At this stage, the primary objective is for students not only to memorize religious texts but also to understand and apply religious values in their daily lives, making them more relevant to the needs of the modern era (Hidayah, Tobroni, & Nurhakim, 2023). Contextual and practical teaching is crucial to ensuring that Islamic teachings are directly connected to broader social life. This is highly relevant to the challenges of globalization and the rapid advancement of technology, which often obscure more traditional religious values (Aliyah et al., 2024).

This process of religious value reconstruction continues at higher levels of education, focusing on the development of spirituality, morality, and critical thinking

skills in addressing contemporary issues. In the era of technological disruption, Islamic education must teach students not only religious knowledge but also critical thinking skills that are essential for responding to social changes and technological advancements (Taufik, 2020). Effective Islamic education at the higher level should strengthen students' ability to think critically and prepare them to contribute to a fast-paced and dynamic society. For example, Islamic education can introduce technology and innovation while still instilling strong ethical and moral values, which form an integral part of Muslim identity in today's global world (Nafisah, 2023).

Moreover, the reconstruction of religious values in Islamic education also involves all stakeholders, from the government, educational institutions, to society itself. This creates a broader framework for integrating Islamic education with larger social values, while opening space for community contributions in developing a more relevant and adaptive religious education curriculum. For instance, curriculum development that teaches not only religious knowledge but also life skills relevant to the workforce, such as digital skills, entrepreneurship, and the ability to adapt to change, is crucial (Mujib, 2021). Thus, the curriculum of Islamic education should not only function to teach religious theory but also prepare students to face real-life challenges in the era of disruption.

In this context, it is important for Islamic educational institutions to develop an inclusive and holistic curriculum. The curriculum should include not only lessons based on religious texts but also the development of students' competencies in technical skills, social skills, and understanding of technology that can support their educational sustainability in the future. Research by Rahila and Khozin (2024) shows that a holistic curriculum—integrating physical, mental, emotional, and spiritual aspects—can make a significant contribution to shaping a balanced individual character capable of facing the challenges of the times. Therefore, Islamic education must create a generation that not only possesses deep religious knowledge but also the skills needed to compete in a constantly changing world.

The reconstruction of religious values in Islamic education should also be accompanied by the development of innovative teaching methods based on 21st-century skills. One approach that can be applied is integrating Higher Order Thinking Skills (HOTS) into the Islamic education curriculum. HOTS-oriented education can sharpen students' analytical, creative, and problem-solving skills, which are essential for addressing the challenges of the modern world (Prihantoro & Suyadi, 2021). Thus, Islamic education not only teaches religious knowledge in a textual manner but also

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teaches students how to think critically and analytically, which is important for adapting to the existing social and technological dynamics.

With this approach, Islamic education can become more relevant to the challenges and needs of the times. By integrating deep religious values with practical life skills, Islamic education can help students become individuals who are not only spiritually intelligent but also ready to contribute actively and productively to society. Education that combines these two dimensions—spiritual and intellectual—is expected to produce a generation of Muslims who not only understand religious teachings but are also prepared to face global challenges in various fields, such as economics, technology, and society.

Islamic Education and Adaptation to Disruption

The era of disruption demands a transformation in the educational system to ensure that Islamic education can make a maximum contribution in developing resilient and adaptive character traits in response to change. Transformative Islamic education is expected to teach students not only to focus on theoretical learning but also to integrate the ability to adapt to technology and global dynamics. This approach supports the integration of Islamic values with the rapidly changing world, ensuring that technology can be used to enrich religious understanding without sacrificing moral and spiritual principles. In this context, Islamic education must instill values of empathy, solidarity, and social awareness, which are vital amidst rapid social changes (Permana et al., 2024).

According to Hadiamsyah and Meidina (2024), Islamic education must align religious teachings with the increasingly digital demands of the era. One strategy that can be implemented is integrating technology into the curriculum, such as using online learning platforms and digital learning applications, to expand the accessibility and quality of Islamic education. However, in adapting this technology, it is important to maintain fidelity to Islamic values that emphasize ethics, morality, and character. Hidayah et al. (2023) also emphasize that the use of technology in Islamic education should not only serve to enhance the effectiveness of learning but also to strengthen the development of students' character in line with contemporary challenges.

Transformative Islamic education must prioritize the development of life skills that are relevant to professional and social needs in the disruption era. One of these skills is entrepreneurship and digital proficiency, which are increasingly important for the younger generation. This prepares students to not only become professionals in their fields but also to have the ability to adapt to a digital and dynamic workforce.

Puspitasari et al. (2021) show that Islamic education that integrates entrepreneurship education and technology can help create a generation that is resilient and adaptable to global challenges. By equipping students with the right skills, Islamic education plays a crucial role in preparing them to be part of a rapidly evolving society.

Furthermore, Islamic education must also focus on the development of character based on social values such as empathy, solidarity, and social awareness. As social and economic uncertainties rise in many countries, these values become crucial for maintaining harmony and social stability. Islamic education must involve all stakeholders, including the government, educational institutions, and society, to ensure that the curriculum taught meets the needs of the era without losing its strong spiritual and moral roots (Azman, Supriadi, & Arikarani, 2024). In this regard, Islamic education serves not only as religious instruction but also as the reinforcement of profound social values, which are vital amidst rapid social changes.

Thus, Islamic education in the era of disruption must adapt to technology and global social developments while maintaining and developing the religious values that serve as the foundation of morality. The transformative approach in Islamic education encompasses not only intellectual aspects but also social and spiritual dimensions, guiding individuals to play an active role in social life based on Islamic values. Transformative Islamic education can make a significant contribution in creating individuals who are not only intellectually competent but also possess strong character and can adapt quickly to the changes occurring in society (Hidayah et al., 2023; Azman et al., 2024).

CONCLUSION

The spiritual revolution based on transformative Islamic education is a strategic step to address the challenges of the times by designing an education system that not only teaches religious knowledge but also instills a strong spiritual character that is relevant to changing times. In the disruption era, where technology and social dynamics are rapidly evolving, Islamic education must be able to adapt to these changes without losing the essence of the religious values contained in Islamic teachings. This approach emphasizes the importance of education that not only provides religious knowledge but also the life skills necessary to adapt to a world that is increasingly fast-paced. The reconstruction of religious values, from primary to higher education, is an essential step in shaping a generation that is not only academically intelligent but also morally and spiritually sound. Transformative Islamic education provides a solid foundation for shaping individuals who can face social and technological changes wisely.

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Through the integration of knowledge, technology, and religious values, Islamic education can create individuals who are not only intellectually capable but also possess a moral compass that guides them in facing life's challenges. Therefore, transformative Islamic education plays a critical role in shaping a generation that is prepared to face the future with resilience, strong faith, and high social awareness. This type of education not only prepares individuals for professional life but also equips them to contribute to a better, more civilized, and moral society amidst the ongoing flow of change.

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