

Islamic Value-Based Modern Education: A Case Analysis of Muhammadiyah Senior High School in Sukoharjo, Indonesia

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ABSTRACT

This research aims to analyze the implementation of modern education based on Islamic values at Madrasah Aliyah (MA) Muhammadiyah Sangen Sukoharjo and find out how the integration between technological advances and Islamic principles is applied in learning activities. The approach used is descriptive qualitative, with data collection techniques through observation, interviews and documentation. Data analysis was carried out through stages of reduction, presentation and drawing conclusions using triangulation techniques to test the validity of the data. The research results show that MA Muhammadiyah Sangen has integrated modern education concepts with Islamic values through the use of digital technology in the teaching and learning process, active and collaborative learning methods, as well as strengthening Islamic character education. The application of Islamic values can be seen in daily school activities such as the habit of praying, strengthening morals, and learning based on the Koran and Hadith. However, there are several challenges faced, including limited technological infrastructure, the gap between theory and practice of Islamic values, and the influence of the complex modern social environment. This research concludes that modern education based on Islamic values at MA Muhammadiyah Sangen is able to create a balance between mastery of knowledge and strengthening spiritual morals. This education model not only forms students who are intellectually superior, but also have moral character, ready to face global challenges without losing their Islamic identity.

INTRODUCTION

Education is a fundamental need for every individual and serves as a process that directs one toward the key to success in life. According to Plato, “Education is something that assists in the development of both the body and the mind, enabling the achievement of perfection” (Novitasari, 2020). The level of perfection attained by each individual varies depending on their personal goals and capacities. Therefore, education is made compulsory for a minimum of nine years, though individuals are encouraged to pursue higher levels of learning beyond that requirement. Education plays a crucial role in shaping students’ character and competencies. In the modern era, marked by rapid technological advancement and globalization, the challenges faced by the educational sector have become increasingly complex (Ilmu et al., 2014). Education today is not only expected to impart knowledge and skills but also to cultivate moral character so that students possess strong ethical

values to face the changing times (Sudrajat A, 2011). Thus, the concept of modern education based on Islamic values has become highly relevant, particularly for institutions that uphold Islamic principles as their foundation.

Education is an inseparable part of human life, as every individual receives it from birth—initially from their parents. Educating children from an early age is part of the family's role in early education, which is later continued through formal institutions and social environments (Purwaningsih et al., 2022). Education is essential for human development. It is a conscious and planned effort to create a learning environment and process through which learners actively develop their potential. Education as a conscious humanization effort is not solely the responsibility of schools; all social components must play equal roles in advancing education. Every stakeholder must contribute and collaborate in developing educational institutions and ensuring the continuity of educational processes (Purwaningsih et al., 2022).

Modern education refers to a system that keeps pace with global developments through the integration of technology, innovative teaching methods, and learner-centered approaches. The main goal of modern education is to prepare individuals to face global challenges in an ever-changing digital era. In this context, learning is no longer confined to classrooms and textbooks. Technology has become an essential component of education. The use of computers, tablets, the internet, and interactive learning applications has transformed how teachers teach and how students learn. Through technological integration, learners gain faster, broader, and more flexible access to information. Modern education today faces the challenges of globalization and rapid technological progress (Net et al., 2023). Hence, a pedagogical approach that emphasizes not only cognitive development but also character formation and spiritual values is required. MA Muhammadiyah Sangen, as an Islamic-based educational institution, strives to integrate Islamic values into its modern educational system. Nevertheless, it remains essential to examine how these Islamic values are implemented in both classroom practices and extracurricular activities, to what extent they effectively shape students' character (Salsabilah et al., 2021), and what strategies are used to balance modern education with Islamic values. Such inquiry is crucial to understanding how Islamic education can remain relevant and competitive in the modern era without losing its foundational identity.

MA Muhammadiyah Sangen, as one of the Islamic educational institutions, is committed to developing an educational system that not only emphasizes academic achievement but also builds students' morals and character according to Islamic teachings (Rosyad, 2019). By integrating a technology-based curriculum and innovative teaching methods, the school aims to produce intelligent, competitive, and morally upright students. The modern education model implemented at this madrasah focuses not only on mastering general knowledge but also on reinforcing Islamic values so that learners achieve a balance between worldly success and spiritual fulfillment (Jalil, 2016).

The application of Islamic values within the educational system at MA Muhammadiyah Sangen serves as a strategic approach to creating a conducive and religious learning environment. Through the use of technology-enhanced learning methods and approaches aligned with contemporary developments (Muhammad et al., 2023), the institution ensures that students can adapt to modernization without losing their Islamic identity. The integration of science and religion is expected to produce graduates who are intellectually capable, morally upright, and able to serve as agents of social transformation (Wiwin Winangsi et al., 2024). Modern education based on Islamic values at MA Muhammadiyah Sangen thus becomes a strategic solution for addressing contemporary challenges while preserving Islamic ethical principles (Idrus, 2023). By adopting a holistic approach encompassing academic, spiritual, and social aspects, the school is committed to continual innovation in providing the best education for the younger Muslim generation.

The purpose of this study is to identify and describe the implementation of modern education based on Islamic values at Muhammadiyah Senior High School Sangen Sukoharjo. This research

seeks to explore how the school integrates Islamic values into the learning process through modern educational methods and technology. Furthermore, it aims to analyze teachers' and administrators' strategies in shaping students' character through the fusion of modern learning and Islamic value reinforcement. This study is expected to provide insights into the impact of Islamic value-based modern education on students' moral development, discipline, and academic achievement, as well as to identify supporting and inhibiting factors in its implementation.

METHODS

This study employed a qualitative research method based on direct observation at the school. The data collected consisted of descriptive narratives rather than numerical values, derived from interviews and various other sources. The approach used was inductive, emphasizing objective and participatory observation of social phenomena (Nursapia Harahap, 2020). The data were analyzed using a qualitative analysis technique that included data reduction, data display, and conclusion drawing. Each finding was systematically examined to identify emerging patterns, strengths, and challenges. Through this process, the study aimed to provide a comprehensive depiction of modern education based on Islamic values at Muhammadiyah Senior High School Sangen. Data collection involved direct interaction between the researcher and the research subjects. In-depth interviews were conducted to explore teachers' methods and innovations in using modern technology during the learning process, as well as to gain insights into students' experiences with technology-based learning. The analysis was carried out continuously throughout and after data collection, ensuring that interpretations remained grounded in the data (Adolph, 2016).

To ensure the validity of the data, a triangulation technique was employed by comparing and cross-checking information obtained from different sources. The data analysis process in this qualitative study was iterative and ongoing, involving stages of data collection, reduction, presentation, conclusion drawing, and verification. The main participant interviewed was the principal of Muhammadiyah Senior High School Sangen Sukoharjo, who plays a central role in determining the school's educational policies and implementation. As the key decision-maker, the principal possesses a comprehensive understanding of how modern educational concepts are applied and how Islamic values are integrated into teaching and learning activities. Therefore, the interview with the principal was considered the most relevant source for obtaining accurate and focused data aligned with the study's objectives.

RESULTS AND DISCUSSION

The Concept of Modern Education and Its Implementation at MA Muhammadiyah Sangen

Modern education is a system that evolves alongside the advancement of time, technology, and the needs of a global society. Unlike traditional education, which focuses primarily on memorization, teacher authority, and one-way instruction, modern education emphasizes a flexible, participatory approach that utilizes technology as a primary instructional tool. One of its core characteristics is the shift from passive to active learning, where students are encouraged not only to receive information but also to think critically, engage in discussion, solve problems, and collaborate with peers. The learning process is designed to cultivate creativity, independence, and adaptability to change.

Previous studies also emphasized that modern education helps students master technological literacy and apply modern tools in the learning process (Nurkholis, 2013). In today's fast-paced, technology-driven era, such competencies are essential. Therefore, modern education should be

introduced to students from an early stage to deepen their understanding of technological developments. Modern education based on Islamic values integrates contemporary educational principles with Islamic teachings as moral and spiritual foundations (Khoerunnisa et al., 2021). This approach incorporates technological advancement, curriculum innovation, and active learning methodologies while maintaining Islamic ethics, morality, and faith as guiding principles.

Integration of Islamic Values in the Learning Process

The goal of this educational model is to develop individuals who are not only intellectually capable but also possess strong character and noble morals, grounded in Islamic values. Modern Islamic education views knowledge and religion as complementary rather than separate entities. Science serves as a means to understand Allah's creation, while Islamic values act as a moral compass for applying that knowledge responsibly. At MA Muhammadiyah Sangen, digital technology is extensively integrated into classroom learning activities, such as through the use of computers, the internet, educational applications, and online learning platforms. This integration enables broader and faster access to information and knowledge beyond spatial and temporal limitations. Furthermore, modern education at the school is inclusive, emphasizing individual learning needs through differentiated methods that accommodate visual, auditory, and kinesthetic learning styles, as well as character and emotional intelligence development (Classroom observation, July 7, 2025).

Islamic Value-Based Modern Education at MA Muhammadiyah Sangen

At MA Muhammadiyah Sangen, modern education based on Islamic values represents a comprehensive approach that merges scientific and technological advancement with Islamic teachings. The school integrates Islamic values in every aspect of learning and school life while adopting pedagogical methods aligned with contemporary demands (Interview with Principal, July 7, 2025). Education at MA Muhammadiyah Sangen is directed toward nurturing students who excel academically, uphold Islamic morals, and act as change agents in society. The spirit of modernization is reflected through the use of technology in teaching, interactive and collaborative learning approaches, and the development of a contextual curriculum relevant to present-day needs (Interview with Principal, July 7, 2025). Despite these advancements, technological and pedagogical innovations remain firmly rooted in Islamic values. Moral education, Qur'an and Hadith comprehension, daily worship practices, and the habituation of Islamic behavior are integral parts of school activities. Teachers serve not only as instructors but also as role models embodying Islamic values in daily life.

Challenges in Implementing Islamic Values within Modern Education

The modern and Islamic value-based educational system encourages students to understand that science and religion are not contradictory but complementary. Consequently, students at MA Muhammadiyah Sangen are guided to become individuals who excel intellectually, remain firm in their faith, and act wisely in society. This educational model aims to produce a young generation that is globally competitive while firmly grounded in Islamic identity future-oriented yet rooted in spiritual and moral principles (Interview with Principal, July 7, 2025). Previous research has also highlighted that Islamic value-based education helps students develop deeper ethical understanding, social responsibility, and leadership aligned with religious teachings. Moreover, it fosters tolerance, justice, and compassion in human relations.

However, several challenges arise in implementing Islamic values in modern education. First, there are technological challenges, particularly in aligning Islamic principles with the use of modern

tools and pedagogical needs. Second, a gap often exists between theoretical understanding and practical implementation of Islamic values within school life. Third, there are cultural adaptation challenges, where maintaining Islamic values amid diverse cultural backgrounds can be difficult. Fourth, there is a lack of adequate infrastructure and resources to fully support the integration of Islamic values in modern education (Interview with Principal, July 7, 2025).

To successfully integrate Islamic values into modern education, a holistic and inclusive approach is required. Aligning universal Islamic principles with contemporary educational practices, encouraging critical thinking, and involving stakeholders teachers, parents, and the community in curriculum development are key strategies. This approach nurtures strong character, inclusivity, and a deep understanding of Islamic values, preparing students to become responsible members of society who embody both intellectual excellence and spiritual integrity.

DISCUSSION

Based on the interview with the Head of Madrasah Aliyah Muhammadiyah Sangen Sukoharjo, it was found that the school develops a modern educational concept without abandoning Islamic values as its fundamental foundation. The implementation of modern education is reflected in the use of technology in the learning process, such as the utilization of LCD projectors, computers, and digital learning media to enhance students' understanding. Teachers are also given the freedom to develop innovative learning models such as project-based learning, blended learning, group discussions, and interactive presentations. This approach demonstrates the school's effort to transform from a conventional teaching model into a participatory, student-centered learning system. This finding aligns with Trilling and Fadel's (2009) view that 21st-century education demands collaboration, creativity, communication, and critical thinking as the core competencies that must be developed in a modern educational system.

Nevertheless, the modernization efforts at this madrasah remain grounded in Islamic values (Darajat, H., & Arif, M.; 2024), which serve as the institution's identity. The head of the madrasah emphasized that education should not only focus on academic achievement but also on the development of character and akhlaqul karimah (noble character). To cultivate these values, the madrasah implements various religious routines such as daily Qur'an recitation (tadarus), congregational dhuha and zuhur prayers, and spiritual mentoring programs including the Islamic Week. Values such as discipline, responsibility, and respect toward teachers are consistently applied in daily school life. This is consistent with Al-Attas's (1980) concept of Islamic education (Arif et al, 2020), which emphasizes that the goal of education is not merely the transmission of knowledge but also ta'dib the cultivation of proper adab (manners) and an integrated Islamic personality.

Furthermore, the role of teachers as models (uswah hasanah) is central in implementing modern education based on Islamic values. The head of the madrasah explained that teacher exemplarity is a key factor in shaping students' religious behavior. Teachers act not only as educators but also as moral and spiritual mentors. This finding corresponds to Noddings' (2013) theory of the ethics of care, which highlights that emotional relationships and moral modeling between teachers and students are crucial to the success of holistic education. In the context of Islamic education, the teacher's exemplary role reflects the prophetic model (uswah) as exemplified by the Prophet Muhammad (Qur'an, Al-Ahzab: 21), who serves as a living example for the internalization of Islamic values.

Observational data also revealed that the integration between modern education and Islamic values has had a positive impact on students' development. Students have become more active, critical, and technologically literate, while still maintaining politeness and religiosity. These findings support Supriyanto and Rahman (2022), who stated that Islamic education integrated with digital

technology can enhance students' digital literacy while reinforcing their spiritual awareness (Arif et al, 2023). The application of project-based and digital learning has also improved students' academic performance in both scientific and religious subjects. Nevertheless, the madrasah faces certain challenges, including limited technological competence among some teachers particularly senior educators and the need for improved digital learning infrastructure. This is consistent with Harahap's (2020) findings that modern educational transformation requires adequate human resource readiness and supporting facilities to ensure effective digital learning processes.

Overall, this study demonstrates that Madrasah Aliyah Muhammadiyah Sangen Sukoharjo has successfully harmonized modern education with Islamic values in a synergistic manner. Modern education is not perceived as a threat to religious teachings but rather as a means of strengthening Islamic character formation among students. This reinforces the view of Rahman and Syukur (2023) that modern Islamic education should be integrative combining spiritual, intellectual, and moral dimensions in a balanced way. Consequently, this madrasah has succeeded in producing graduates who are not only academically competent but also morally upright, adaptable to technological change, and capable of contributing positively to society.

CONCLUSION

Modern education based on Islamic values at MA Muhammadiyah Sangen demonstrates that technological advancement and mastery of knowledge can go hand in hand with character building and the strengthening of spiritual values. Through the integration of modern learning approaches with Islamic principles, this madrasah has successfully created an educational environment that not only focuses on academic achievement but also cultivates students' morals and ethics. Practices such as praying before lessons, discussing Islamic values in class, and applying active, technology-based learning methods serve as concrete evidence that modern education does not have to sacrifice religious values; instead, both can complement and reinforce one another.

However, the implementation of modern education based on Islamic values also faces challenges, such as environmental influences, lack of parental guidance, and social conditions within the school. Therefore, it is necessary to enhance facilities, provide technological training for teachers, and maintain a strong commitment to balancing intellectual progress with spiritual development. With these efforts, MA Muhammadiyah Sangen is expected to become a model of modern Islamic education capable of producing knowledgeable, well-mannered generations who are ready to face global challenges without losing their Islamic identity.

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