The Impact of Globalization on Content and Subjects in the Curriculum in Madrasah Ibtidaiyah: Challenges and Opportunities

Maria Fatima B. Beribe
1
1 Institut Keguruan dan Teknologi Larantuka, Indonesia

Corresponding Author: Maria Fatima B. Beribe, E-mail: fatimaberibe08@gmail.com

ABSTRACT
This research elucidate the impact of globalization on the content and subjects of Madrasah Ibtidaiyah curriculum, focusing on the challenges and opportunities it presents. The study utilizes a combination of literature review and thematic analysis to explore the influence of globalization on the curriculum and the strategies employed by Madrasah Ibtidaiyah to strike a balance between traditional Islamic teachings and global knowledge and skills. The findings reveal that globalization has influenced the content and subjects taught in Madrasah Ibtidaiyah curriculum by necessitating the incorporation of global perspectives, emphasizing universal values, and contextualizing global knowledge within an Islamic framework. However, Madrasah Ibtidaiyah faces challenges in adapting their curriculum, including the need to ensure the preservation of Islamic teachings, addressing cultural sensitivities, and navigating societal expectations. Despite challenges, globalization offers opportunities for Madrasah Ibtidaiyah to enhance their curriculum and prepare students for a globalized world. This includes fostering intercultural communication, promoting global citizenship, encouraging critical thinking, nurturing tolerance and inclusion, and developing cultural sensitivity. The incorporation of global perspectives significantly impacts students' understanding of diversity and multiculturalism by exposing them to different cultures, challenging stereotypes, promoting intercultural communication, and fostering a sense of global citizenship. To achieve a balance between preserving traditional Islamic teachings and integrating global knowledge and skills, Madrasah Ibtidaiyah can employ strategies like integrating universal values, contextualizing global knowledge within an Islamic framework, collaborating with Islamic scholars, emphasizing Islamic history, developing specialized subjects, investing in teacher professional development, and engaging parents and the community.

Keywords: Curriculum, Globalization, Madrasah Ibtidaiyah.

INTRODUCTION
In today’s interconnected world, the process of globalization has significantly affected various aspects of society, including education (Ayhan dkk., 2020). This study aims to explore the impact of globalization on the content and subjects in the Curriculum in Madrasah Ibtidaiyah (Hasselgren dkk., 2020), with a particular focus on the challenges and opportunities that arise as a result. Madrasah Ibtidaiyah, or Islamic elementary schools (Machado dkk., 2020), play an important role in providing religious education to Muslim
students in many countries, particularly in Indonesia (Jeste dkk., 2020). It is a formal Islamic educational institution (Barrios dkk., 2021). Traditionally, these institutions emphasize the teaching of Islam, Arabic, and the study of the Koran (Nicola dkk., 2020). However, with the advent of globalization and the increasing connectivity between culture, economy and knowledge (Ivanov & Dolgui, 2020), Madrasah Ibtidaiyah are faced with an urgent need to adapt their curricula to suit the demands and challenges of a globalized world.

Debates around the impact of globalization on the Madrasah Ibtidaiyah curriculum have emerged (Mishra dkk., 2020), creating a paradox that requires careful consideration. On the one hand, there are concerns that globalization may undermine or ignore traditional Islamic teachings and cultural values (Pascoe dkk., 2020), which are taught by these schools. Critics argue that the introduction of global subjects and knowledge can compromise the core of religious education and the preservation of local (Hollebeek & Belk, 2021).

On the other hand, proponents argue that globalization provides opportunities for Madrasahs to improve their curricula and better prepare students for a globalized world (Pascoe dkk., 2020). They emphasize the importance of developing curricula and adapting them to the effects of globalization (Gholami-Zanjani dkk., 2021), including by integrating subjects such as English proficiency, science, mathematics, and social sciences, which are considered important to compete in the global job market and strengthen cross-cultural understanding.

The challenges faced by Madrasah Ibtidaiyah in adapting their curricula to globalization are complex (Adebayo dkk., 2021). First, there is a need to find a balance between preserving traditional Islamic teachings and integrating global knowledge and skills (Rauf dkk., 2020). This challenge raises questions about the potential clash of values between religious and secular education and how Madrasah Ibtidaiyah can explore this intersection (Ali dkk., 2019). In addition, Madrasah Ibtidaiyah face the challenge of equipping students with necessary 21st century skills (Ricciardi dkk., 2021), such as critical thinking, digital literacy, and cross-cultural competence. Integrating these skills in a curriculum primarily rooted in religious education requires thoughtful thinking and an innovative approach (Shavitt & Barnes, 2020).

The incorporation of a global perspective in the Madrasah Ibtidaiyah curriculum raises concerns regarding cultural homogenization and the potential loss of local cultural heritage (Khanna dkk., 2021). Critics argue that an overemphasis on global subjects can undermine the richness and diversity of local cultures and traditions (Skare & Riberio Soriano, 2021). However, proponents of globalized education in the Madrasah Ibtidaiyah curriculum argue that exposure to global subjects can broaden students' views, foster tolerance, and enable them to become active citizens of the world (Wang dkk., 2021). They believe that by embracing global knowledge while maintaining a strong foundation in Islamic teachings, Madrasah Ibtidaiyah can produce individuals with holistic personalities who are able to face the complexities of the modern world.

Therefore, this study will explore the impact of globalization on the content and subjects of the Madrasah Ibtidaiyah curriculum, which includes challenges and opportunities that arise (ForestPlots.net dkk., 2021). By examining the debates and
paradoxes surrounding this topic (Holzinger dkk., 2021), this study aims to provide insight into potential strategies for adapting the Madrasah Ibtidaiyah curriculum to effectively prepare students for a globalized world, while retaining the essence of Islamic education and local cultural identity (Iivari dkk., 2020).

**RESEARCH METHODOLOGY**

This research will use the library research method as the main method for gathering relevant information and scientific insights about the impact of globalization on the content and subjects of the Madrasah Ibtidaiyah curriculum (Saud dkk., 2020), as well as the challenges and opportunities associated with it. Literature research was chosen as the method for this study because of its effectiveness in accessing various academic sources, including books, scientific articles, reports and research papers (Waring dkk., 2020). By using library research, where researchers utilize library data sources as data sources. The researcher explores the existing literature and theoretical framework related to this topic, thereby obtaining a comprehensive understanding of the material covered.

To conduct library research, researchers will start by identifying key concepts and keywords related to the research topic (Heinrich dkk., 2020). These keywords could include terms such as 'globalization,' 'Madrasah Ibtidaiyah,' 'curriculum,' 'Islamic education,' 'challenge,' and 'opportunity.' These keywords will be used to conduct searches in online databases, academic libraries, and digital repositories to find relevant and credible sources.

During the data analysis process (Hasselgren dkk., 2020), the researcher uses descriptive analysis by identifying recurring themes, patterns, and arguments in the literature that has been collected, the researcher provides a systematic explanation of the facts when the research is conducted. Apart from being descriptive (Grigoriev dkk., 2020), the analysis will also involve a critical evaluation of the sources used, including an assessment of the credibility, relevance and authority of the authors. Researchers also pay close attention to any debates or paradoxes related to the impact of globalization on curricula in the scope of Islamic education (Bilal dkk., 2020), as well as challenges and opportunities identified in the literature.

In terms of references, a combination of scientific sources and academic journals has been used (Singh dkk., 2021). Some potential references for this research include works by leading experts in education, Islamic studies, and globalization, as well as papers or research and reports (Nivette dkk., 2021). Examples of relevant sources include studies on the integration of global subjects in Islamic education, the impact of globalization on cultural identity, and the challenges faced by religious schools in adapting to a globalized world (Ringle dkk., 2020). In addition, recent publications and works from various perspectives are considered, to ensure the research includes the most up-to-date and comprehensive understanding of the topic (Mourtzis, 2020). The selected references are critically evaluated to ensure their credibility and relevance to the research question.

**RESULT AND DISCUSSION**
The Influence of Globalization on the Content and Subjects of the Madrasah Ibtidaiyah Curriculum.

Globalization has had a significant influence on the content and subjects taught in the Madrasah Ibtidaiyah curriculum, bringing changes and adjustments to meet the demands of a globalized world. There are various ways in which globalization has affected the content and subjects taught in the Madrasah Ibtidaiyah curriculum: First, the integration of Global Knowledge; Globalization has led to the integration of global knowledge and subjects into the Madrasah Ibtidaiyah curriculum. This includes subjects such as English proficiency, science, mathematics, social sciences, computer literacy, scientific literacy, and moral education. The aim is to equip students with the necessary skills and competencies to interact with a global society. Second, an emphasis on Multiculturalism and Diversity; Globalization has highlighted the importance of understanding and respecting cultural diversity. Educational institutions that develop a multicultural perspective can foster an inclusive attitude in society. The current Madrasah Ibtidaiyah curriculum often includes topics that promote multiculturalism, intercultural understanding, and respect for diverse perspectives. Students are exposed to global culture, traditions and values, forming a broader horizon.

Third, focus on Global Issues and Challenges; Globalization has made it necessary to focus on global issues and challenges. Topics such as climate change, human rights, sustainable development, and global citizenship are integrated into the curriculum for a global perspective. in order to increase student awareness and empower them to contribute to dealing with this global problem. Fourth, Technology integration; Globalization has brought advances in technology, and the Madrasah Ibtidaiyah curriculum has responded by integrating technology-related subjects. Even in educational institutions based on the Islamic boarding school system, they also teach digital literacy skills, information and communication technology (ICT) skills, and ethical use of technology. This prepares them to explore the digital world and utilize technology for learning and communication.

Fifth, exposure to global literature and media; Globalization has expanded access to diverse literature, media, and educational resources. The Madrasah Ibtidaiyah curriculum now includes global literature, films, documentaries and online resources. Students are exposed to different cultural narratives and perspectives, broadening their understanding of the world. Sixth, development of language skills; Globalization emphasizes the importance of language skills for effective communication and global engagement. Madrasah Ibtidaiyah curricula now often include teaching foreign languages, especially English, to enable students to communicate across national boundaries and access global knowledge.

Seventh, entrepreneurship and the global job market (Arjoni, 2017; Angga, 2020); Globalization has created a global job market with changing skills requirements. The Madrasah Ibtidaiyah curriculum responded by including subjects related to entrepreneurship, innovation and vocational skills that prepare students for employment opportunities in a globalized economy. Eighth, interdisciplinary approach; Globalization has faded disciplinary boundaries and encouraged interdisciplinary learning. The current Madrasah Ibtidaiyah curriculum often integrates several subjects to build a holistic
understanding of global issues. For example, Islamic teachings can be integrated with social science to explore the social impact of global events.

Ninth, virtual and intercultural exchanges; Globalization has facilitated virtual communication and intercultural exchange. The Madrasah Ibtidaiyah curriculum can include virtual collaborations, pen-pal programs, virtual face-to-face programs, and online cultural exchanges to enable students to interact with peers from different countries, forming cultural awareness and global relations.

Globalization has had a major influence on the content and subjects taught in the Madrasah Ibtidaiyah curriculum. Global knowledge integration, emphasis on multiculturalism and diversity, focus on global issues, integration of technology, exposure to global literature and media, development of language skills, entrepreneurship, interdisciplinary approaches, and virtual exchanges are some of the ways in which globalization has shaped and broadened curricula. Madrasah Ibtidaiyah, prepares students for a globalized world.

**Challenges Faced by Madrasah Ibtidaiyah in Adjusting to the Impact of Globalization on the Curriculum**

Madrasah Ibtidaiyah, as Islamic elementary schools, face various challenges when adapting their curriculum to the impact of globalization. These challenges arise from the need to find a balance between preserving traditional Islamic teachings and integrating global knowledge and skills. As for the special challenges faced by Madrasah Ibtidaiyah in adapting their curricula to globalization, the main thing is the clash between secular and religious education. One of the main challenges is exploring the intersection of secular and religious education. Integrating global subjects such as science, mathematics, and social sciences can potentially conflict with the main focus on Islamic teachings in Madrasah Ibtidaiyah. Finding a balance between these two domains without compromising the core of religious education is a significant challenge. Madrasah Ibtidaiyah has tried to get out of this challenge by implementing various forms of integration approaches and methods.

The next challenge is the demands of competition and limited time. The curriculum at Madrasah Ibtidaiyah is often packed with religious subjects, the Qur'an and Hadith, as well as Arabic lessons. Integrating additional global subjects in a limited time is a challenge in itself. Balancing the demands of traditional Islamic education and inclusion of global knowledge without burdening students and teachers is a complex task.

The third challenge is the language barrier; Globalization often emphasizes the importance of foreign language skills, for example, speaking English as a means of accessing global knowledge and opportunities. However, language barriers may exist at Madrasah Ibtidaiyah, where Indonesian, Arabic and local languages receive priority. Teaching English as a second or foreign language and ensuring students acquire the necessary language skills is a challenge in adjusting to globalization. Teachers need extra effort to make children not only proficient in grammar and constructing sentences, but also proficient in everyday conversations.
Then there is the fourth challenge, namely the shortage of qualified teachers. Adapting the curriculum to globalization requires teachers who have the knowledge and skills to teach subjects with global knowledge effectively. However, there may be a shortage of teachers who are qualified and master both Islamic teachings and global knowledge, thus requiring additional teacher capacity building. Providing adequate training and professional development opportunities for teachers to address this gap is a challenge for Madrasah Ibtidaiyah.

Cultural identity and local values sometimes also become one of the challenges for Madrasah Ibtidaiyah when adapting their curriculum to the impact of globalization. Madrasah Ibtidaiyah are often important institutions in preserving cultural identity and local values. Adapting the curriculum to globalization can raise concerns about the potential for weakening local cultural heritage and traditions (Azra, 2019). Finding a balance between global and local aspects of education while maintaining cultural identity is a challenge for Madrasah Ibtidaiyah.

The next challenge faced is limited resources. Madrasah Ibtidaiyah, especially in resource-limited settings, may face challenges in accessing the necessary resources, including textbooks, teaching materials, and technology. Integrating global subjects and knowledge requires additional resources that may not be readily available, hindering curriculum adaptation.

Resistance to change is also the seventh challenge for Madrasah Ibtidaiyah. Resistance to change from various parties, including parents, community members, and even some teachers, is a challenge in adjusting the curriculum. Traditional expectations and concerns about the potential erosion of religious values and cultural identities can hinder the integration of global subjects and approaches.

Furthermore, there are also challenges of standardization and accreditation. Adapting the curriculum to globalization requires compliance with international standards and international accreditation systems. However, establishing compliance with local regulatory frameworks and meeting accreditation requirements can be a complex process, posing a challenge for Madrasah Ibtidaiyah. If examined more deeply, the socio-political context is also one of the challenges for Madrasah Ibtidaiyah when adapting their curriculum to the impact of globalization. The socio-political context of a particular region or country can pose challenges in me.

Opportunities to Enrich the Madrasah Ibtidaiyah Curriculum in a Globalized World

Globalization provides many opportunities for Madrasah Ibtidaiyah to improve their curricula and prepare students for a globalized world. These opportunities allow for the integration of global perspectives, skills and knowledge, promoting a comprehensive education. The opportunities brought by globalization for Madrasah Ibtidaiyah that can be identified include: First, exposure to diverse cultures and perspectives. Globalization offers opportunities for students to interact with different cultures and perspectives. Through the curriculum, Madrasah Ibtidaiyah can introduce students to various global cultures, traditions...
and values. This exposure enhances students' cultural intelligence, empathy, and understanding of different worldviews.

Second, opportunities in developing language and communication skills. Globalization emphasizes the importance of effective communication across borders. Madrasah Ibtidaiyah can take advantage of this opportunity to learn and teach foreign languages, especially English, so that students can communicate with people from different backgrounds. Mastery of the language gives students important skills in international dialogue and collaboration.

Third, opportunities in global community education. Globalization provides an opportunity to grow a global society that is aware, informed and actively contributes to solving global challenges. Madrasah Ibtidaiyah can include global citizenship education in the curriculum, empowering students to understand their role in promoting peace, sustainability and social justice globally. Fourth, access opportunities to global knowledge and resources. Globalization gives Madrasah Ibtidaiyah access to various global knowledge and resources. Through technology and digital platforms, Madrasah Ibtidaiyah can take advantage of online educational resources, research materials, and digital libraries, expanding students' access to diverse information and enhancing their learning experience.

Fifth, opportunities for intercultural collaboration and exchange: Globalization facilitates intercultural collaboration and exchange. Madrasah Ibtidaiyah can leverage technology and partnerships to engage students in virtual exchanges, cultural immersion programs, and collaborative projects with students from different countries. These experiences promote intercultural understanding, empathy, and cooperation. Sixth, integration of global issues and sustainable development. Globalization provides an opportunity for Madrasah Ibtidaiyah to integrate global issues, such as climate change, poverty and human rights, into the curriculum. By understanding and addressing these global challenges, students will develop a sense of responsibility and become advocates or ambassadors for sustainable development.

Seventh, growing opportunities in entrepreneurship and innovation. Globalization encourages an entrepreneurial and innovative mindset. Madrasah Ibtidaiyah can take advantage of this opportunity to teach entrepreneurial skills, critical thinking, problem solving, and creativity. These skills prepare students to adapt to a changing global economy and encourage them to become agents of positive change. Eighth, there are opportunities to access online learning and collaboration platforms. Globalization has paved the way for online learning and collaboration. Madrasah Ibtidaiyah can leverage this platform to increase student engagement, facilitate distance learning, and enable collaboration beyond the physical boundaries of the classroom. Virtual platforms allow students to connect with experts, educators from schools from different regions or different countries, access specialized courses, and collaborate with peers globally.

Ninth, there are increased career opportunities. Globalization opens up various career opportunities in various fields. By integrating global subjects and skills into the curriculum, for example those related to the internet, coding, graphic design, and so on, Madrasah Ibtidaiyah can prepare students early to have job opportunities in a globalized world in the
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future. Karen in essence, this includes work in international organizations, global business, diplomacy, intercultural communication, and global development.

Overall, globalization provides significant opportunities for Madrasah Ibtidaiyah to improve their curricula and prepare students for a globalized world. By taking advantage of this opportunity, Madrasah Ibtidaiyah can equip students with the knowledge, skills and perspectives needed to succeed in a global, interconnected society. This will increase their understanding of diverse cultures, promote global citizenship, and prepare students for various career opportunities.

As an important note for Madrasah Ibtidaiyah, the adaptation of the Madrasah Ibtidaiyah curriculum to the impact of globalization is important and urgent for several reasons, the most important of which is relevance in a globalized world. In today's interconnected world, it is important for educational institutions to prepare students to face the complexities of globalization. Curriculum adaptation helps Madrasah Ibtidaiyah stay relevant and ensures that students are equipped with the knowledge, skills and attitudes needed to interact with global issues and participate in a globalized society.

Furthermore, this matter is very important and urgent due to global competitiveness. Globalization has created a highly competitive job market that demands individuals with a global perspective and intercultural competence. By improving the curriculum, Madrasah Ibtidaiyah can better prepare students to compete globally, increasing the chances of success in academic, career and personal development. Third, it is important due to cultural understanding and tolerance. Curriculum adaptation to globalization encourages cultural understanding, appreciation, and tolerance. This allows students to recognize and respect different traditions, values and cultural perspectives. This understanding is important for promoting peaceful coexistence, social harmony, and fighting stereotypes and prejudice.

The next urgency is for empowerment and change agents. Curriculums that incorporate global knowledge empower students to actively participate in shaping the world around them. This enables them to understand global challenges, develop critical thinking skills, and become agents of positive change in their society and beyond. This empowerment builds students’ sense of responsibility and independence, preparing them to contribute to a more inclusive and sustainable world. Furthermore, fifthly, this is for long-term success and well-being. Curriculum adaptation to globalization increases the long-term success and well-being of students. This gives them the skills necessary to explore a diverse and interconnected world, increasing adaptability, resilience and global thinking. This preparation is in order to increase their competitiveness in the world of work in the future, academic achievement, and overall life satisfaction and happiness.

Sixth, to respond to changes and social demands. Society is rapidly changing due to globalization, technological advances, and demographic changes. Curriculum adaptation ensures that Madrasah Ibtidaiyah keep up with these developments and effectively meet the evolving needs and aspirations of students, parents, and society. This allows Madrasah Ibtidaiyah to respond to societal demands and contribute to the development of the overall needs of students.
Next, it is important for Madrasah Ibtidaiyah to adapt their curriculum to the impact of globalization in order to bridge the gap between traditional and global knowledge. Adaptation of the curriculum to globalization allows Madrasah Ibtidaiyah to bridge the gap between traditional Islamic teachings and global knowledge. This promotes the harmonious integration of the two aspects, ensuring that students receive a comprehensive education that encompasses Islamic values, cultural identity, and the skills and knowledge necessary to thrive in a globalized world. Furthermore, for educational justice and inclusion.

Curriculum adaptation to globalization promotes.

The Impact of a Global Perspective on Students' Understanding of Diversity and Multiculturalism in the Madrasah Ibtidaiyah Curriculum

The incorporation of a global perspective in the Madrasah Ibtidaiyah curriculum has a profound impact on students' understanding of diversity and multiculturalism. This amalgamation affects the student's perspective in various circumstances. First, exposure to diverse cultures. By combining a global perspective, Madrasah Ibtidaiyah exposes students to various cultures, traditions and customs from various parts of the world. Students learn about different lifestyles, languages and practices (Chinnammai, 2005), which enhances appreciation of diversity and a broader understanding of the world. Second, challenge stereotypes and prejudice. Incorporating a global perspective helps students to challenge stereotypes and prejudices that they may have developed due to limited exposure to recordings (Suárez-Orozco, 2004; Kumaravadivelu, 2008; Hong, 2017). Students learn that cultural diversity transcends surface differences and begin to appreciate the complexities and similarities of humanity in diverse communities.

Third, develop cultural sensitivity. Through a global perspective, students develop cultural sensitivity and the ability to interact respectfully with individuals from diverse backgrounds. Students learn to appreciate values, norms, and perspectives from different cultures, which develops empathy and understanding in their interactions (Reimers, 2006; Sutardi, 2007; Jarvis, 2007). Fourth, encourage intercultural communication. The global perspective encourages students to engage in intercultural communication, which develops effective communication skills across cultural boundaries. Students gain insight into different communication styles, nonverbal cues, and cultural nuances, allowing them to interact confidently in diverse cultural contexts.

Fifth, build global citizenship. The incorporation of a global perspective shapes students' understanding of global citizenship. Students realize that they are part of a global community (Zubaidah, 2016), and have a responsibility to promote social justice, peace and sustainable development. They develop a sense of connectedness and empathy for people from different cultures and backgrounds. Sixth, encourage critical thinking. The global perspective encourages students to think critically (Hariyanto, 2018), especially about social, economic and political issues from a global perspective. Students analyze complex global issues, such as poverty, climate change, and human rights, and explore the interrelationships of these issues across national boundaries. This helps them understand...
more deeply the complexity of the world and encourages students to become informed and engaged global citizens.

Seventh, increasing awareness and cultural identity. The incorporation of a global perspective allows students to develop a stronger cultural awareness and identity. If seen more positively, through certain programs to combat the negative sides of globalization, students gain a deeper appreciation of their own cultural heritage while also appreciating and respecting the cultures of others. (Asmaroini, 2016; Sulhan, 2018; Susilo, 2019; Suyahman, 2020) This process contributes to their personal growth, self-confidence, and a comprehensive understanding of their place in the world.

Eighth, developing tolerance and inclusion. The global perspective emphasizes the importance of tolerance and inclusion. Students learn to embrace diversity, appreciate different perspectives, and create an inclusive environment (Hadi, 2019). They understand that diversity enriches society and that everyone has a valuable contribution to make regardless of their cultural background. Ninth, preparation for a globally connected world. The incorporation of a global perspective prepares students for life in a globally connected world by equipping them with the skills necessary to succeed in a diverse and multicultural environment. Students gain the ability to adapt to different cultural contexts, collaborate with individuals from various backgrounds, and make a positive contribution to global issues and initiatives (Zubaidah, 2016; Suradi, 2018; Suyahman, 2020).

In conclusion, the incorporation of a global perspective into the Madrasah Ibtidaiyah curriculum has a transformative impact on students' understanding of diversity and multiculturalism. It promotes cultural sensitivity, challenges stereotypes, encourages intercultural communication, establishes global citizenship, encourages critical thinking, increases cultural awareness and identity, fosters tolerance and inclusion, and prepares students for a changing world.

Finding a Balance: Strengthening Islamic Teachings while Integrating Global Knowledge and Skills in the Madrasah Ibtidaiyah Curriculum

Finding a balance between preserving traditional Islamic teachings and integrating global knowledge and skills in the Madrasah Ibtidaiyah curriculum requires a thinking and complex approach. There are several approaches that can be used by Madrasah Ibtidaiyah to achieve this balance, the most important of which is curriculum development (Yahya, 2014), which is in curriculum mapping. Madrasah Ibtidaiyah can take a comprehensive curriculum mapping approach to identify areas where traditional Islamic teachings are in line with global knowledge and skills. This process helps identify common themes, values and concepts that can be integrated smoothly, ensuring a cohesive and balanced curriculum.

Next is the universal value integration approach. Madrasah Ibtidaiyah can focus on teaching universal values that are emphasized in traditional Islamic teachings and global knowledge. For example, with the concept of glocalization, where education has global competence and accommodates local wisdom based on local culture (Nisa, 2018). Values such as mercy, justice, integrity and respect for human dignity are common ground that can be integrated into various subjects to promote holistic education. Another approach that can be used is global knowledge contextualization. When integrating global knowledge and
skills, Madrasah Ibtidaiyah can relate it to the Islamic framework. This approach ensures that students understand the relevance of global knowledge to their Islamic beliefs and allows them to see how Islamic teachings guide their engagement in global issues.

The next approach that can also be used is the ethical and moral framework approach. Madrasah Ibtidaiyah can form an ethical and moral framework rooted in Islamic teachings as guiding principles for integrating global knowledge. This framework ensures that global knowledge is assessed through the prism of Islam, promotes ethical decision-making and maintains the integrity of Islamic teachings. One example is the concept of civil society (Izzah, 2018) or integrating ethics into Islamic teachings and morals (Qorib, 2018). Collaboration with Islamic scholars can also be one of the approaches used by Madrasah Ibtidaiyah in integrating global knowledge and skills in the curriculum.

Madrasah Ibtidaiyah can also work with Islamic scholars to develop guidelines and recommendations for integrating global knowledge and skills (See Ismail, 2014; Assiroji, 2020 as an reflection on the very large role of the ulama). By involving experts in Islamic teachings, Madrasah Ibtidaiyah can ensure that this integration is in line with Islamic principles and reflects a comprehensive understanding of the religion. The next approach is the development of specific subjects. Madrasah Ibtidaiyah can introduce special subjects that explicitly discuss the integration of global knowledge and skills in the Islamic context, using certain integration models (Ikhwan, 2014). This subject may explore topics such as global citizenship from an Islamic perspective, Islamic economics in global markets, or the blending of Islam and environmental sustainability.

The emphasis on Islamic history and civilization is also an effective approach that can be used. Madrasah Ibtidaiyah prioritizes the teaching of Islamic history and civilization to give students a solid foundation of their beliefs and their global impact (Tabrani, 2014). By understanding the historical contributions of Islamic scholars, scientists and philosophers, students can appreciate the rich Islamic heritage and its compatibility with global knowledge.

Another approach is the development of teacher professionalism. Madrasah Ibtidaiyah can invest in continuing professional development for teachers (Rohman, 2016), this is in order to ensure they have the necessary knowledge and skills to integrate global knowledge while preserving traditional Islamic teachings. Training programs can focus on enhancing teacher pedagogical approaches, intercultural competence, and understanding of the interrelationships between global and Islamic knowledge.

Next, involve parents and the community. In this approach, Madrasah Ibtidaiyah involves parents and the community in the process of achieving a balance between preserving traditional Islamic teachings and integrating global knowledge (Subiyakto, 2019). Regular communications, workshops and discussions can help parents understand the value of integrating global knowledge in the curriculum while addressing any concerns.

**CONCLUSION**

Globalization has had a significant impact on the Madrasah Ibtidaiyah curriculum, which presents both challenges and opportunities. The integration of a global perspective in
The curriculum has raised concerns about the potential reduction of Islamic teachings and the loss of local cultural heritage. However, advocates of globalization of education argue that it can broaden students' horizons, foster tolerance, and prepare them to become active global citizens while maintaining a strong foundation in Islamic teachings. Madrasah Ibtidaiyah faces the challenge of finding a balance between preserving traditional Islamic teachings and integrating global knowledge and skills. Innovative approaches and careful consideration are required to ensure that the curriculum prepares students for the 21st century while preserving their religious and cultural identity. Differences in curricula between globalized urban areas and non-globalized rural areas also need to be addressed. Strategies should be developed to enhance students' global abilities while maintaining their religious and cultural identity.

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