

## Contestation of Transnational Islamic Education Ideology in Islamic Education : A Study of the Curriculum and Learning Patterns at SD IT Yabis Bontang

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### ABSTRACT

This study examines the dynamics of ideological contestation of transnational Islamic education within the context of Islamic primary education in Indonesia, focusing on the curriculum and learning patterns at Yabis Integrated Islamic Elementary School (SD IT Yabis) in Bontang. Adopting a qualitative approach within a case study framework, this research critically explores the influence of transnational Islamic educational ideologies particularly those originating from the Tarbiyah and Salafi movements on educational practices at the primary school level. Data was collected through observations, in-depth interviews, and internal school documentation. The results of the study show that SD IT Yabis does not necessarily adopt transnational ideologies in their entirety, but rather carries out the process of selecting, adapting, and contextualizing of these values to be in harmony with the local characteristics of the Bontang community and the principles of national education. An integrative curriculum that combines religious and general sciences, the application of active learning methods, and the cultivation of religious moderation values are the main strategies of schools in responding to these ideological dynamics. The findings indicate that the contestation of transnational Islamic educational ideologies is not necessarily confrontational; rather, it can serve as a reflective and constructive space for renewing Islamic education in ways that are more contextual, moderate, and responsive to contemporary needs. This study is expected to contribute to the development of more adaptive and inclusive policies and practices in Islamic primary education.

**Keywords:** Transnational Islamic education, curriculum, learning patterns, ideology, religious moderation

## 1 Introduction

Islamic education in Indonesia is marked by significant ideological contestation, particularly between moderate and conservative institutions. As a moderate Islamic educational institution, SD IT Yabis Bontang implements a curriculum and learning approach that embraces global influences while remaining rooted in moderate and contextually relevant Islamic values[1]. On the other hand, challenges emerge in balancing the demands of educational modernization with the religious principles that form the foundation of Islamic education. National policies promoting the integration of religious and general knowledge compel institutions such as SD IT Yabis Bontang to develop innovative teaching methods that are responsive to technological advancements while remaining firmly anchored in Islamic values [2].

Ideological contestation within Islamic education is also reflected in the implementation of more contextualized teaching methods that are responsive to contemporary developments[3]. With the rapid advancement of technology, numerous Islamic educational institutions have increasingly adopted technology-based learning approaches, including online and blended learning models. Nevertheless, the integration of technology in Islamic education must remain aligned with the values inherent in re-

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ligious teachings. Accordingly, Islamic educational institutions endeavor to design innovative learning models that are firmly rooted in core Islamic principles such as honesty, discipline, and mutual respect[4].

Against this backdrop, the present study aims to examine the dynamics of ideological contestation in transnational Islamic education as reflected in the curriculum and learning models at SD IT Yabis Bontang, with the goal of identifying educational strategies that address contemporary demands while preserving a moderate Islamic identity.

## 2 Literature Review

The contestation of transnational Islamic educational ideologies reflects a dynamic interplay of diverse perspectives that shape the curriculum and instructional approaches within Islamic education[5]. As noted by Alatas, transnational Islamic education incorporates global values, yet often places local identities in a vulnerable position within the educational process. In the context of curriculum development, Hasan emphasizes the importance of adapting the curriculum to incorporate Islamic values that are contextually appropriate and relevant to the students socio-cultural backgrounds[6]. A dialogical and critical learning approach is essential for addressing diverse ideological challenges, as highlighted by Suharto, who underscores the importance of inclusive teaching methods as a key strategy[7]. Therefore, the contestation of transnational Islamic educational ideologies necessitates a synergy between curriculum development and adaptive teaching methods, enabling Islamic education to contribute positively to shaping students' character and fostering broad, inclusive perspectives[7].

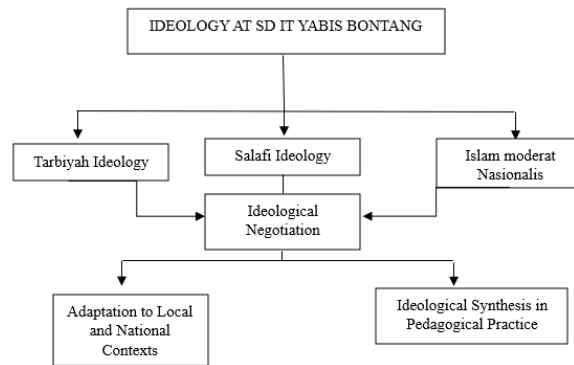
## 3 Research Methods

This study employs a qualitative approach with a case study design to explore the dynamics of ideological contestation within transnational Islamic education as reflected in the curriculum and teaching practices at SD IT Yabis Bontang. The case study design was chosen because it allows the researcher to gain an in-depth and contextual understanding of the phenomenon within a real-life setting. [8] This study focuses on the interaction between Tarbiyah and Salafi ideologies, local values, and national education policies. Data collection techniques include non-participant classroom observation, in-depth interviews with the principal, teachers, and parents, as well as document analysis of the curriculum, syllabi, lesson plans (RPP), and textbooks used in the learning process.

The data were analyzed using a thematic approach, involving data reduction, thematic categorization based on ideology, and an interpretation of the relationship between curriculum content and teaching practices. Data validity was ensured through triangulation, member checking, and peer debriefing.[9] Ethical principles were upheld by guaranteeing participant confidentiality and ensuring voluntary participation.

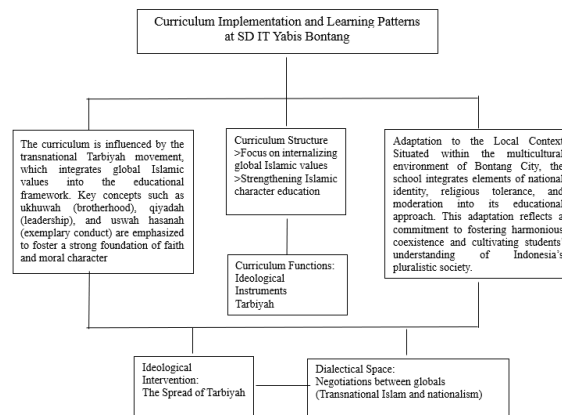
## 4 Results and Discussion

This study reveals that SD IT Yabis Bontang exemplifies the ideological contestation present within transnational Islamic education at the elementary school level. As an integrated Islamic educational institution, it does not fully adhere to a singular ideological framework. Instead, within the multicultural and pluralistic context of Bontang City, the school engages in an adaptive process that blends moderate Islamic values with national principles in its curriculum. This ideological negotiation is also reflected in its teaching methods. Interactive pedagogical approaches such as discussions, case studies, and project-based learning are increasingly implemented to promote critical thinking and nurture open-mindedness among students. Thus, SD IT Yabis functions not only as a site for the transmission of transnational ideologies but also as an active space for negotiating and reconciling these influences with local cultural norms and national educational policies.



Gambar 6. Ideology at SD IT Yabis

The curriculum transformation at SD IT Yabis involves the integration of Islamic teachings with modern scientific knowledge. Core subjects such as the Qur’an, Hadith, and Islamic ethics remain foundational but are enriched with content in science, technology, and local culture that reflect the values of Bontang’s diverse community. Rather than adopting global ideological frameworks wholesale, the curriculum is adapted to meet local needs. Islamic values, particularly the principle of rahmatan lil ’alamin (a mercy to all creation), are cultivated in harmony with the national philosophy of Pancasila and a strong sense of Indonesian identity. In response to the influence of transnational ideologies, the school reinforces character and tolerance education through activities such as tahfidz (Qur’an memorization), congregational prayers, outdoor learning experiences, and community service, aiming to nurture students who embody a moderate and inclusive Islamic identity.



Gambar 7. Curriculum Implementation and Learning Patterns at SD IT Yabis Bontang

The contestation of transnational Islamic educational ideologies in Indonesia highlights the complex intersection of globalization, Islamic conservatism, and local socio-cultural needs. The influence of movements such as Tarbiyah and Salafi is evident in the adoption of curricula, pedagogical strategies, and more structured, normative approaches to dakwah (Islamic propagation) [2]. However, this influence is not embraced uncritically. Islamic educational institutions in Indonesia typically filter these external ideologies, adapting them to align with the values of Islam Nusantara, which emphasizes moderation, tolerance, and cultural inclusivity. Curriculum transformation is evident in the integration of Islamic studies with modern academic disciplines such as science, mathematics, and entrepreneurship. The central aim is to develop a generation of Muslims who are both deeply rooted in their faith and equipped to compete globally. In practice, many educational institutions have adopted innovative pedagogical approaches, including project-based learning, group discussions, and contextualized instruction, all designed to enhance students’ critical thinking skills. Although traditional lecture-based methods are still in use, participatory and student-centered strategies are increasingly taking precedence [18].

The implementation of the curriculum and learning model at SD IT Yabis Bontang reflects the integration of transnational Islamic educational ideologies particularly those of the Tarbiyah movement with the demands of contextualized basic education. Structurally, the curriculum emphasizes strengthening aspects of faith, worship, and morals through the use of distinctive terms such as *ukhuwah*, *qiyadah*, and *uswah hasanah* as part of the internalization of global Islamic values. In learning practice, religious subjects still use traditional methods such as *talaqqi* and memorization, while general and thematic lessons adopt an active, collaborative, and digital technology-based approach. The school also shows adaptive efforts to the multicultural character of Bontang society by integrating national values, religious moderation, and tolerance. Thus, the curriculum becomes not only an instrument of ideologization, but also a dialectical space that negotiates between global influences and local contexts in a critical and productive manner.

The impact of this ideological contestation is evident in the diverse religious understandings and attitudes among students. Some demonstrate a rigid and exclusive form of religiosity, while others exhibit greater openness and tolerance toward differences[19]. These variations are influenced by the curriculum, teaching methods, and the distinct culture of each institution. Consequently, ideological contestation does not solely generate conflict but also creates opportunities for the renewal of Islamic education in ways that are adaptive and contextually relevant[20].

## 5 Conclusion

The contestation of transnational Islamic educational ideologies at SD IT Yabis Bontang exemplifies an adaptive response to the influence of global Islamic education. Through a deliberate process of value selection and filtration, the institution has developed a curriculum and pedagogical approach that addresses local needs while maintaining a global Islamic orientation. Curriculum transformation, innovative teaching methods, and the reinforcement of moderate values have become central strategies in preserving the relevance and identity of Islamic education amid the dynamic interplay between global and local ideologies.

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