



ISLAMIC EDUCATION IN THE POST-HUMANISM ERA: CHALLENGES AND STRATEGIES FOR TRANSFORMING EDUCATION IN THE 21ST CENTURY

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ABSTRACT

The development of digital technology, artificial intelligence, and post-humanism culture has brought major changes to the modern educational paradigm, including in Islamic education. Post-humanism poses new challenges in the form of shifting human values, weakening spirituality, moral crises, and changes in the relationship between humans and technology in the learning process. This article aims to analyze the challenges of Islamic education in the post-humanism era as well as formulate educational transformation strategies that are relevant to the needs of the 21st century. This study uses a literature review method with a descriptive-qualitative approach through the analysis of various scientific literature, academic articles, and relevant sources related to Islamic education, educational transformation, and post-humanism. The results of the study show that Islamic education needs to transform adaptively without losing the fundamental values of Islam, such as strengthening manners, spirituality, digital literacy, ethics in the use of technology, and the development of humanist learning based on Islamic values. In addition, educators are required to be able to integrate technology critically and wisely in the educational process in order to maintain a balance between the development of science and the formation of students' character. Thus, Islamic education in the post-humanism era not only functions as a means of knowledge transfer, but also as a medium to strengthen identity, morality, and humanity in the midst of global technological disruption.

Keywords: Islamic Education, Post-Humanism, Educational Transformation, Digital Technology, 21st Century Education.

INTRODUCTION

The development of digital technology, artificial *intelligence*, *the internet of things*, and the integration of humans with technology have encouraged the birth of the post-humanism era in modern life. Post-humanism is a paradigm that views that the boundaries between humans, technology, and machines are increasingly blurred due to the rapid advancement of science and technology. In the context of education, this phenomenon brings fundamental changes to learning patterns, students' way of thinking, and the relationship between educators and technology in the modern educational process. The presence of artificial intelligence in the education system, the massive use of digital media, and the transformation of global learning culture have created new challenges to the existence of human values, spirituality, morality, and ethics in the world of education (Nasution et al., 2025). These changes also affect Islamic education which has placed the formation of character, manners, and spirituality as the main foundation of education.

On the other hand, Islamic education today faces complex challenges in the form of moral degradation, identity crisis of the younger generation, declining quality of social interaction, and increasing dependence on digital technology. This phenomenon shows that the modernization of education that is not balanced with the strengthening of spiritual and humanitarian values has the potential to give birth to a humanitarian crisis in the midst of modern society. The dominance of digital technology in education causes students' interpersonal relationships to be weaker so that education tends to lose its humanistic function as a medium for character and moral formation (Sulaiman and Anwar, 2023). This condition shows that Islamic education is no longer enough to be only oriented to knowledge transfer, but is also required to be able to build a balance between mastery of technology and strengthening Islamic values in the lives of students. Therefore, the transformation of Islamic education is an urgent need to be able to answer the challenges of the post-humanism era without losing its identity and fundamental values.

A number of previous studies have discussed the transformation of Islamic education in the digital era and the industrial revolution 4.0. Muhaimin explained the importance of reconstructing Islamic education based on strengthening character and spirituality in the face of modern social changes (Muhaimin, 2020). Meanwhile, the integration of technology in Islamic education needs to be accompanied by strengthening digital ethics and moral values of students so that education is not trapped in a purely technocratic orientation (Abdullah, 2023). Other research also shows that the development of artificial intelligence has an effect on changes in learning paradigms and patterns of educational interaction in the 21st century (Mulyadi and Arifin, 2024). In addition, Islamic education in the post-human era requires a transformative approach based on spirituality in order to be able to face the dominance of artificial intelligence in modern life (Nasution et al., 2025). However, most of the research still focuses on the digitalization aspect of education and has not specifically examined the challenges of Islamic education in the perspective of post-humanism. Studies on the relationship between post-humanism, the crisis of human values, and the transformation strategy of Islamic education are still relatively limited, especially in the context of Islamic education in Indonesia.

Based on these conditions, the scientific novelty in this article lies in a critical analysis of the challenges of Islamic education in the post-humanism era which is

associated with the transformation strategy of 21st century education based on Islamic values. This article not only discusses the influence of technological developments on Islamic education, but also examines how Islamic education can maintain a humanist and spiritual identity in the midst of the dominance of modern technology. Thus, this article offers a new perspective on the importance of an adaptive, humanist, and value-based reconstruction of Islamic education in the face of the post-humanism era.

The research problem in this article is how the challenges of Islamic education in the post-humanism era and how the Islamic education transformation strategy is relevant to deal with the changes in education in the 21st century. The purpose of this research is to analyze the challenges of Islamic education in the post-humanism era and formulate an adaptive Islamic education transformation strategy based on Islamic values in the face of modern technological developments.

RESEARCH METHODS

This study uses a qualitative approach with a type of conceptual research based on library *research*. This approach is used to critically analyze the phenomenon of post-humanism and its implications for the transformation of Islamic education in the 21st century. Conceptual research was chosen because the focus of the study does not aim to test empirical hypotheses, but rather builds a theoretical analysis of the challenges and strategies of Islamic education in the face of modern technological developments and changes in global education paradigms (Creswell, 2014). The literature review approach is considered relevant because it allows researchers to conduct an in-depth conceptual exploration of various theories, ideas, and research results related to Islamic education and post-humanism.

The data sources in this study come from secondary data in the form of scientific books, national and international journal articles, seminar proceedings, and academic documents relevant to the themes of post-humanism, Islamic education, educational transformation, artificial intelligence, and 21st century education. The literature used is a scientific publication published in the range of 2018–2026 to obtain actual data that is relevant to the development of contemporary education. The data collection process is carried out through documentation studies by reviewing, identifying, and classifying various literature sources according to the research focus (Bowen, 2009). The selection of literature sources is carried out selectively by considering the relevance of the theme, the novelty of the study, and the credibility of the scientific sources used.

Data analysis was carried out using content *analysis techniques* with stages of data reduction, theme categorization, data interpretation, and conclusion drawn. The analysis is focused on identifying the challenges of Islamic education in the post-humanism era, changes in human values in modern education, and Islamic education transformation strategies that are adaptive to technological developments. The data that has been analyzed is then systematically compiled to obtain a comprehensive understanding of the relevance of Islamic values in the face of educational disruption in the 21st century (Krippendorff, 2018). Through this approach, this research is expected to be able to produce a construction of critical and systematic thinking about Islamic education strategies in maintaining a balance between technological advancement, strengthening spirituality, and character formation of students in the post-humanism era.

RESULTS AND DISCUSSION

Post-Humanism Dynamics and the Humanitarian Crisis in Islamic Education

The post-humanism era is marked by the increasingly blurring of the boundaries between humans and technology due to the development of artificial *intelligence*, biotechnology, the internet of things, and the digitization of human life. In the context of education, these changes give birth to a new paradigm that places technology not only as a learning tool, but as part of the education system itself. This phenomenon has caused major changes in learning patterns, social relations, and value construction in the modern world of education.

This study found that Islamic education faces serious challenges in the form of humanitarian crises that arise due to the dominance of digital technology in the lives of students. The dehumanization of education occurs when the learning process is more oriented towards technological efficiency and academic achievement rather than strengthening the morals, manners, and spirituality of students. This condition has an impact on the decline in the quality of social interaction, weak empathy, increased individualism, and reduced role models in the educational process.

The findings are in line with research that explains that the post-humanism era poses a threat to human identity, decadence of character education, and the disconnect between science and spiritual values in Islamic education (Habibah et al., 2025). In addition, the development of algorithm-based learning systems and artificial intelligence also has the potential to give birth to knowledge manipulation and epistemological crises in Islamic religious education if it is not accompanied by a strong ethical foundation

Table 1. Characteristics of Conventional Education and Education in the Post-Humanism Era

Aspects	Conventional Education	Education in the Post-Humanism Era
Learning Orientation	Human-centered	Technology-centered
The Role of the Teacher	The main source of knowledge	Digital facilitator
Social Interaction	Face-to-face	Virtual dominant
Character Building	Be a top priority	Tend to be marginalized
Learning Media	Books and lectures	AI, digital platforms, virtual learning
Spiritual Values	Integrated in learning	Potential for degradation

The table shows that the change in the educational paradigm in the post-humanism era is not only technical, but also touches on the philosophical aspect of education. The shift in orientation from *human-centered education* to *technology-centered education* has the potential to cause education to lose its humanistic dimension if it is not balanced with the strengthening of moral and spiritual values

The Challenges of Islamic Education in the Post-Humanism Era

The results of the study show that there are four main challenges to Islamic education in the post-humanism era, namely moral crisis, spirituality degradation, changes in the role of educators, and digital literacy gaps.

1. Moral Crisis and Dehumanization of Education

The development of digital technology causes students to interact more through virtual spaces than real social interactions. This phenomenon causes a decrease in social sensitivity and a weakening of the values of manners in the lives of students. From the perspective of Islamic education, this condition is dangerous because education not only aims to transfer knowledge, but also to form noble human beings.

Previous research has shown that the dominance of technology in education can lead to dehumanization in the form of the loss of human values, manners, and spirituality of students due to education that emphasizes too much on technical aspects and academic results alone.

2. The Spirituality Degradation of the Digital Generation

The ease of access to digital information causes students to face a flood of information without adequate moral filters. Exposure to global culture through social media also influences the mindset, lifestyle, and identity of the younger generation of Muslims. This condition has an impact on weakening spiritual awareness and increasing instant culture among students.

Scientifically, this phenomenon occurs because the digital system works through algorithms that encourage fast, visual, and instant information consumption thereby reducing the space for students' spiritual reflection. This is strengthened by the study of *digital neuroethics* which explains that the digital era gives rise to algorithmic disinformation and knowledge manipulation that affects the epistemology of Islamic religious education.

3. Changing the Role of Teachers in the Era of Artificial Intelligence

The presence of artificial intelligence has caused major changes to the position of teachers in the learning process. Teachers are no longer the only source of knowledge because students can obtain information instantly through digital technology. As a result, the function of teachers shifts to be facilitators of learning, character mentors, and moral-spiritual guides.

Nevertheless, Islamic education still requires the presence of teachers as exemplary figures (*uswah hasanah*) that cannot be completely replaced by technology. Recent research shows that digital education transformation still requires a values-based humanistic approach to maintain a balance between technology and student character building.

Table 2. The Challenges of Islamic Education in the Post-Humanism Era

Yes	Challenge	Impact in Islamic Education
1	Dehumanization of technology	Decline in social manners and empathy
2	A Crisis of Spirituality	Weak religious awareness of students
3	The dominance of AI in learning	Shifting the role of teachers
4	Flood of digital information	Disorientation of values and identity
5	Low digital literacy	Inequality in the quality of education

Islamic Education Transformation Strategy for the 21st Century

1. Strengthening Character and Manners Education

The main strategy of Islamic education in the post-humanism era is to strengthen character and adab education as the main foundation of learning.

Islamic education needs to place moral values, social responsibility, spirituality, and digital ethics as an integral part of the educational curriculum.

According to Abdullah (2023), strengthening character education based on Islamic values is a strategic step in dealing with the moral crisis of the digital generation because it is able to build a balance between the intellectual and spiritual intelligence of students (Abdullah, 2023: 101). Strengthening adab is also important to maintain the identity of Islamic education in the midst of the dominance of global digital culture.

Table 2. Islamic Education Transformation Strategy in the Post-Humanism Era

Yes	Transformation Strategy	Implementation
1	Strengthening manners and character	Integration of moral values in learning
2	Islamic digital literacy	Education on the ethics of the use of technology
3	Humanistic curriculum	Value-based learning and reflection
4	Improving teacher competence	Technology training and digital pedagogy
5	Integration of Islamic technology	Utilization of education-based digital media

2. Integration of Technology and Islamic Values

Technology should not be seen as a threat to Islamic education, but rather as an educational instrument that can be used productively and ethically. The integration of technology with Islamic values can be carried out through the development of ethics-based digital learning media, strengthening Islamic information literacy, and using artificial intelligence critically and responsibly.

According to Nurhayati and Karim (2022), the integration of technology with Islamic values can help create innovative learning without eliminating the spiritual and moral dimensions of learners (Nurhayati & Karim, 2022: 93). Therefore, Islamic education needs to develop a digital learning model that still places human values as the main orientation of education.

3. Development of Adaptive and Humanistic Curriculum

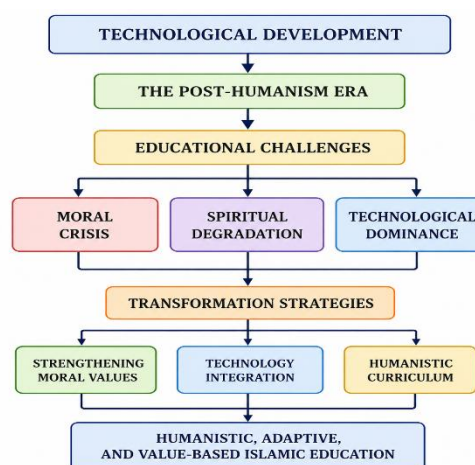
The 21st century Islamic education curriculum can no longer be prepared solely based on the orientation of material mastery and academic ability alone, but must be able to respond to the challenges of social, cultural, and technological changes that are developing very quickly. The post-humanism era presents a new reality in the form of the dominance of digital technology, artificial intelligence, and changes in human interaction patterns that affect the way students learn. Therefore, the Islamic education curriculum needs to be directed at the development of 21st century skills such as *critical thinking*, collaboration, creativity, and communication. These skills are important so that students not only become users of technology, but also be able to think reflectively, solve problems, and adapt to global changes wisely.

However, the development of modern skills must not eliminate the dimension of spirituality and morality as the main foundation of Islamic education. The Islamic education curriculum must continue to place the values

of monotheism, manners, social responsibility, and moral strengthening as the core of the educational process. In this context, technology is seen as a means of supporting learning, not as a center for educational orientation. Students are not only equipped with digital literacy skills, but are also directed to have ethics in the use of technology, spiritual awareness, and the ability to distinguish values in accordance with Islamic teachings in the midst of a very open global information flow. Thus, Islamic education is able to form a generation that is intellectually superior as well as morally and spiritually strong.

According to Syafe'i (2025), future Islamic education must integrate mastery of technology, strengthening spirituality, and humanistic character development in order to be able to face the challenges of post-humanism in an adaptive and civilized manner (Syafe'i, 2025: 76). This view shows that the transformation of the Islamic education curriculum needs to be carried out in an integrative and balanced manner between cognitive, affective, and spiritual aspects. The curriculum not only functions as a means of knowledge transfer, but also as a medium for the formation of human beings who have empathy, social concern, and moral responsibility in the life of modern society. Therefore, the development of the 21st century Islamic education curriculum must be able to present an educational model that is humanistic, adaptive to technology, and still based on Islamic values.

Figure 1. The Transformation Model of Islamic Education in the Post-Humanism Era



The Relevance of Islamic Education in Building a Humanist Civilization

This study shows that Islamic education has strategic relevance in dealing with humanitarian crises in the post-humanism era. Islamic values such as manners, morals, balance of knowledge and morals, and social responsibility are important foundations in building humanist and civilized education.

In this context, Islamic education is not enough to adapt to technological developments, but must also be able to become an education system that maintains human identity in the midst of the dominance of modern technology. Thus, the transformation of Islamic education in the 21st century needs to be directed at the development of a generation that not only excels in digital literacy and science, but also has strong spirituality, ethics, and moral responsibility.

CONCLUSION

The post-humanism era has brought major changes to the modern educational paradigm through the development of digital technology, artificial intelligence, and technology-based learning systems. These changes present a serious challenge for Islamic education, especially in maintaining a balance between technological advances and human values. The results of the study show that the main challenges of Islamic education in the post-humanism era include moral crisis, degradation of spirituality, dehumanization of education, changes in the role of teachers, and the dominance of technology in the learning process. This condition shows that Islamic education is not enough to be oriented only to mastery science and technology, but must also be able to strengthen the manners, morals, spirituality, and social responsibility of students in the midst of increasingly complex global changes.

This research finds that the transformation of Islamic education in the 21st century needs to be carried out through an adaptive, humanist, and Islamic values-based approach. The transformation strategy can be realized through strengthening character and manners education, integrating technology with Islamic values, developing Islamic digital literacy, and preparing a humanistic curriculum that is able to integrate 21st century skills with the formation of students' morals and spirituality. In addition, teachers have a strategic role as learning facilitators as well as moral and spiritual guides that cannot be completely replaced by technology. Thus, Islamic education has an important position in building a generation that is not only intellectually and technologically superior, but also has strong character, ethics, and spiritual awareness. Based on the results of the study, it can be concluded that Islamic education in the post-humanism era must be able to become an educational system that is responsive to technological developments without losing its human identity and Islamic values. The transformation of Islamic education is not only directed at modernizing the learning system, but also at strengthening the humanistic and spiritual dimensions as the main foundation of education. Therefore, further research is expected to develop an empirical study on the implementation of humanistic-based and digital-based Islamic education curriculum in various educational institutions as an effort to face future educational challenges.

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