

INNOVATIVE EDUCATION MODEL IN MADRASAH: A LITERATURE REVIEW

Syarip¹

¹Institut Agama Islam Insan Prima Misbahul Ulum Gumawang Belitang Oku Timur

Email: syaripalmansuri@gmail.com

ABSTRAK

Inovasi pendidikan menjadi kebutuhan mendasar bagi madrasah dalam menghadapi tantangan globalisasi, digitalisasi, dan perubahan karakter peserta didik abad ke-21. Penelitian ini bertujuan untuk mengkaji dan mensintesis berbagai temuan literatur terkait model pendidikan inovatif yang diterapkan di madrasah, dengan fokus pada kepemimpinan, pedagogi, integrasi kurikulum, transformasi digital, dan pendidikan karakter. Penelitian ini menggunakan pendekatan kajian literatur kualitatif dengan menganalisis artikel jurnal bereputasi, buku akademik, serta dokumen kebijakan pendidikan yang relevan. Hasil kajian menunjukkan bahwa kepemimpinan inovatif memiliki peran strategis dalam meningkatkan daya adaptasi dan mutu pendidikan madrasah. Selain itu, penerapan model pembelajaran berpusat pada peserta didik, pemanfaatan teknologi digital, serta penguatan pendidikan karakter terbukti mampu meningkatkan kompetensi akademik, literasi digital, dan pembentukan akhlak peserta didik. Namun demikian, masih terdapat kesenjangan antara praktik pembelajaran konvensional dan tuntutan keterampilan abad ke-21. Oleh karena itu, inovasi pendidikan di madrasah memerlukan reformasi kurikulum yang berkelanjutan, pengembangan profesional guru, serta kolaborasi pemangku kepentingan secara sistematis.

Kata kunci: inovasi Pendidikan, pendidikan madrasah, kajian literatur

ABSTRACT

Educational innovation has become an essential requirement for madrasahs in responding to the challenges of globalization, digitalization, and the evolving characteristics of twenty-first-century learners. This study aims to examine and synthesize scholarly literature related to innovative education models implemented in madrasahs, with a particular focus on leadership, pedagogy, curriculum integration, digital transformation, and character education. Using a qualitative literature review approach, this study analyzes peer-reviewed journal articles, academic books, and relevant policy documents from national and international sources. The findings indicate that innovative leadership plays a crucial role in fostering institutional adaptability and improving educational quality. Furthermore, the integration of student-centered learning models, digital technologies, and character-based education significantly enhances students' academic competencies, moral development, and digital literacy. However, a gap remains between conventional teaching

practices and the competencies required in the twenty-first century, particularly in critical thinking, creativity, collaboration, and communication. This study concludes that sustainable educational innovation in madrasas requires systemic curriculum reform, continuous teacher professional development, and strong stakeholder collaboration. The findings contribute to the development of a conceptual framework for innovative madrasa education that balances Islamic values with modern educational demands.

Keywords: educational innovation, madrasah education, literature review

INTRODUCTION

Educational innovation has become an urgent necessity within the context of madrasas in recent years. As formal Islamic educational institutions, madrasas are entrusted with a dual mission: transmitting religious values while preparing students to compete in an increasingly globalized world. However, many madrasas still face persistent challenges, including limited managerial capacity, insufficiently innovative pedagogical practices, and unequal access to educational technology.¹ These constraints hinder their ability to respond effectively to rapid social and technological changes. Therefore, innovation is not merely an option but a strategic requirement to enhance the quality and relevance of madrasa education.

One critical dimension of educational innovation in madrasas lies in leadership and institutional governance. Studies indicate that the innovative capacity of madrasa leaders significantly influences the creation of adaptive and attractive learning environments that meet the expectations of students, parents, and stakeholders.² Effective leadership encourages the development of creative strategies, supports teacher professionalism, and fosters a culture of continuous improvement. Furthermore, empowering educational personnel as agents of innovation through targeted training programs and supportive policies has been shown to strengthen institutional performance and sustainability.³

In addition to internal institutional factors, madrasas are increasingly challenged by globalization and digitalization, which have fundamentally transformed the

¹ Usman Jayadi et al., "Educational Landscape in Indonesia in 2023: Challenges and Opportunities," *International Journal of Education and Digital Learning (IJEDL)* 2, no. 2 (2024): 49–58, <https://doi.org/10.47353/ijedl.v2i2.266>; Rina Rifqie Mariana and Nunung Nurjanah, "Teacher Digital Literacy and Instructional Innovation in Southeast Asia: Comparative Insights from Global Educational Systems," *Sinergi International Journal of Education* 1, no. 3 (2023): 121–37, <https://doi.org/10.61194/education.v1i3.583>.

² Dedeh Sariah et al., "Inovasi Kepemimpinan Kepala Madrasah Sebagai Upaya Peningkatan Kualitas Pendidikan Di MTS Persis 37 Sumedang," *Leadership Jurnal Mahasiswa Manajemen Pendidikan Islam* 5, no. 2 (2024): 160–75, <https://doi.org/10.32478/leadership.v5i2.6779>.

³ Lubna Rashid, "Entrepreneurship Education and Sustainable Development Goals: A Literature Review and a Closer Look at Fragile States and Technology-Enabled Approaches," *Sustainability* 11, no. 19 (2019): 5343, <https://doi.org/10.3390/su11195343>; Issa Ibrahim Berchin et al., "How Do Higher Education Institutions Promote Sustainable Development? A Literature Review," *Sustainable Development* 29, no. 6 (2021): 1204–22, <https://doi.org/10.1002/sd.2219>.

educational landscape. Global interconnectedness demands that madrasas equip students not only with religious knowledge but also with digital literacy and relevant general competencies. Ahmad & Ma'rifataini emphasize that madrasas must provide balanced instruction in religious and general subjects to prepare graduates for modern challenges.⁴ Similarly, Asad et al highlights the importance of digital literacy in fostering creativity and adaptability among students in the era of industrial and technological transformation.⁵

Digitalization has also influenced changes in students' character and learning behavior, requiring more holistic and responsive educational approaches. Teachers are expected to act as agents of change by implementing innovative, problem-based, and technology-supported learning strategies that promote character development.⁶ At the same time, madrasas must proactively address the negative impacts of digitalization, such as value shifts and social challenges among young generations.⁷ In the context of Society 5.0, strengthening character education alongside digital competence is essential to develop students who are intellectually capable, emotionally intelligent, and socially responsible.⁸

The strategic role of madrasas in integrating Islamic values with the demands of modern education further underscores the importance of innovation. Through curriculum reforms and alignment with national education standards, madrasas have increasingly positioned themselves as institutions equal in quality to general schools.⁹ The integration of Islamic values through approaches such as Pedagogi Sunnah Nabawiyah has proven effective in fostering moral character while maintaining academic excellence.¹⁰

⁴ Abdul K. Ahmad and Lisa'diyah Ma'rifataini, "Pendidikan Life Skill Di Madrasah Aliyah," *Edukasi Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 20, no. 2 (2022): 150–67, <https://doi.org/10.32729/edukasi.v20i2.1252>.

⁵ Muhammad Muftaba Asad et al., "Techno-Pedagogical Skills for 21st Century Digital Classrooms: An Extensive Literature Review," *Education Research International* 2021 (December 2021): 1–12, <https://doi.org/10.1155/2021/8160084>.

⁶ Padli Padli, "Peningkatan Kompetensi Guru Madrasah Menuju Era Pendidikan 4.0," *Elementary Jurnal Inovasi Pendidikan Dasar* 2, no. 4 (2022): 290–99, <https://doi.org/10.51878/elementary.v2i4.1712>.

⁷ Rachmie Sari Baso and Muhammad Adenuddin Alwy, "Higher Education Leadership Transformation in East Kalimantan: Challenges and Opportunities," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 3 (2023): 504–16, <https://doi.org/10.31538/ndh.v8i3.4326>; Musyahid Musyahid, "Religious Moderation Implementation in Islamic Education: A Systematic Review," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 13, no. 4 (2023): 540, <https://doi.org/10.22373/jm.v13i4.20541>.

⁸ Sugiarto Sugiarto and Ahmad Farid, "Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0," *Cetta Jurnal Ilmu Pendidikan* 6, no. 3 (2023): 580–97, <https://doi.org/10.37329/cetta.v6i3.2603>.

⁹ Yoga A. Pratama, "Integrasi Pendidikan Madrasah Dalam Sistem Pendidikan Nasional (Studi Kebijakan Pendidikan Madrasah Di Indonesia)," *Al-Tadzkiyyah Jurnal Pendidikan Islam* 10, no. 1 (2019): 95–112, <https://doi.org/10.24042/atjpi.v10i1.3838>; Yayah Chairiyah, "Sejarah Perkembangan Sistem Pendidikan Madrasah Sebagai Lembaga Pendidikan Islam," *Ma Alim Jurnal Pendidikan Islam* 2, no. 01 (2021), <https://doi.org/10.21154/maalim.v2i01.3129>.

¹⁰ Muhammad Raffin et al., "Pedagogi Sunnah Nabawiyah: Mengukir Generasi Unggul Melalui Pendidikan Berkualitas," *Jis* 2, no. 1 (2024): 87–102,

Moreover, the adoption of digital madrasa initiatives demonstrates efforts to modernize instructional practices while preserving Islamic identity.¹¹

Despite these advancements, a significant gap remains between conventional teaching practices and the competencies required in the twenty-first century. Skills such as critical thinking, creativity, collaboration, communication, and digital literacy are increasingly essential, yet traditional teacher-centered methods continue to dominate classroom practice.¹² Research consistently shows that innovative models such as Project-Based Learning and Problem-Based Learning are more effective in developing these competencies than conventional approaches.¹³ Nevertheless, challenges related to teacher readiness, curriculum design, and institutional support continue to limit the widespread implementation of such models.¹⁴

Based on these considerations, this literature review aims to examine and synthesize scholarly findings related to innovative education models in madrasas and their relevance to contemporary educational demands. By analyzing theoretical perspectives, empirical studies, and best practices, this study seeks to contribute to the development of a comprehensive and contextually grounded model of innovative madrasa education. The findings are expected to provide theoretical insights and practical recommendations for policymakers, madrasa leaders, and educators in designing educational models that integrate Islamic values, twenty-first-century skills, and sustainable institutional development.

RESEARCH METHODS

<https://doi.org/10.61341/jis/v2i1.07169>; Nazula I. Maulidah et al., "Analisis Kebijakan Pendidikan Agama Islam Di Sekolah Dan Madrasah: Dampaknya Terhadap Pemahaman Agama, Nilai Moral, Psikologi Dan Sosial," *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 1 (2024): 264–77, <https://doi.org/10.54371/jiip.v7i1.3215>.

¹¹ Heni Listiana et al., "The Development Model of the Digital-Based Madrasah Diniyah at Islamic Boarding School Padepokan Kyai Mudrikah Kembang Kuning," *Tadris Jurnal Pendidikan Islam* 18, no. 2 (2023): 117–34, <https://doi.org/10.19105/tjpi.v18i2.10192>; Hafiluddin Hafiluddin and Ali Hanafi, "Efektivitas Pembelajaran Madrasah Digital Berbasis Teknologi Informasi Pada Mts Negeri 1 Makassar," *Educandum* 9, no. 2 (2023): 165–74, <https://doi.org/10.31969/educandum.v9i2.1222>.

¹² Lailatul Yusro et al., "Penerapan Pembelajaran Kooperatif Tipe TGT Melalui Kartu 'Prada' Terhadap Keterampilan Kerjasama Dan Komunikasi," *Jurnal Pendidikan Dasar* 12, no. 01 (2021): 139–53, <https://doi.org/10.21009/jpd.v12i01.21806>.

¹³ N Diana et al., "The Effectiveness of Implementing Project-Based Learning (PjBL) Model in STEM Education: A Literature Review," *Journal of Physics: Conference Series* 1882, no. 1 (2021): 012146, <https://doi.org/10.1088/1742-6596/1882/1/012146>; Lu Zhang and Yan Ma, "A Study of the Impact of Project-Based Learning on Student Learning Effects: A Meta-Analysis Study," *Frontiers in Psychology* 14 (July 2023): 1202728, <https://doi.org/10.3389/fpsyg.2023.1202728>.

¹⁴ Siti Khodijah, "Telaah Kompetensi Guru Di Era Digital Dalam Memenuhi Tuntutan Pendidikan Abad Ke-21," *Journal of Islamic Education Policy* 3, no. 1 (2018), <https://doi.org/10.30984/j.v3i1.860>; Maison Maison et al., "Pendidikan Sains Di Sekolah Menengah Pertama Perkotaan: Bagaimana Sikap Dan Keaktifan Belajar Siswa Terhadap Sains?," *Jurnal Inovasi Pendidikan Ipa* 6, no. 2 (2020), <https://doi.org/10.21831/jipi.v6i2.32425>.

This study employed a qualitative research design using a literature review approach to explore and synthesize innovative education models implemented in madrasas. The review focused on peer-reviewed journal articles, scholarly books, and policy documents related to madrasa education, educational innovation, digital learning, and character education. Sources were selected from reputable national and international databases, including Scopus-indexed journals, Web of Science, and nationally accredited journals, to ensure the credibility and relevance of the data. The inclusion criteria emphasized publications discussing innovative pedagogical models, curriculum integration, leadership, and digital transformation in the context of Islamic educational institutions.

Data analysis was conducted through a thematic analysis and critical synthesis process. The selected literature was systematically reviewed, coded, and categorized based on key themes such as leadership innovation, pedagogical transformation, integration of Islamic values, digital literacy, and twenty-first-century skills. Through comparative analysis, similarities, differences, and research gaps among studies were identified to construct a comprehensive understanding of innovative education models in madrasas. This analytical process enabled the formulation of conceptual insights and practical implications that may inform future research and guide policymakers and practitioners in developing contextually relevant and sustainable educational innovations in madrasas.

RESULTS AND DISCUSSION

The Urgency of Educational Innovation in the Madrasa Context

Educational innovation has emerged as a critical necessity for madrasas in responding to contemporary educational demands. As Islamic educational institutions with a dual mandate of intellectual and moral development, madrasas are required to continuously adapt to changes in pedagogy, management, and technology. However, empirical studies reveal persistent structural constraints, including limited managerial capacity, insufficiently innovative instructional practices, and unequal access to digital infrastructure.¹⁵ These limitations significantly affect the ability of madrasas to improve educational quality and institutional competitiveness.

Leadership plays a pivotal role in addressing these challenges and driving innovation within madrasas. Research indicates that innovative leadership significantly contributes to creating adaptive, inclusive, and community-oriented educational environments.¹⁶ Madrasa leaders who embrace innovation are more capable of initiating

¹⁵ Rashid, "Entrepreneurship Education and Sustainable Development Goals"; Rina Rifqie Mariana and Nunung Nurjanah, "Teacher Digital Literacy and Instructional Innovation in Southeast Asia: Comparative Insights from Global Educational Systems," *Sinergi International Journal of Education* 1, no. 3 (2023): 121–37, <https://doi.org/10.61194/education.v1i3.583>.

¹⁶ Ismail Sila, "A Stakeholder View of Quality Management and CSR through Feminist Ethics," *Quality Management Journal* 29, no. 1 (2022): 51–79, <https://doi.org/10.1080/10686967.2021.2003729>; Sariah et al., "Inovasi Kepemimpinan Kepala Madrasah Sebagai Upaya Peningkatan Kualitas Pendidikan Di MTS Persis 37 Sumedang."

institutional reforms, encouraging teacher creativity, and fostering stakeholder trust. Furthermore, Wang et al emphasize that empowering teachers and educational staff as innovation agents through structured training and policy support enhances institutional resilience and sustainability.¹⁷

Pedagogical innovation is also closely linked to national education reforms, particularly the implementation of the Merdeka Belajar curriculum. This reform requires madrasas to transform not only curricular content but also teaching methodologies and assessment systems.¹⁸ Studies suggest that integrating digital technology into madrasa management and instruction improves transparency, efficiency, and learning quality.¹⁹ Additionally, digital-based communication and marketing strategies have proven effective in strengthening public trust and increasing student enrollment.²⁰

Beyond academic performance, innovation in madrasas must also prioritize character education as a core institutional objective. Anggraini et al highlight that integrating character education into Islamic learning fosters holistic student development by balancing cognitive achievement with moral formation.²¹ Moreover, Zaki underscores the importance of multicultural curricula and innovative assessment models in promoting pluralism and social harmony.²² Collectively, these findings affirm that educational innovation is indispensable for madrasas to remain relevant, effective, and socially responsive in a rapidly changing educational landscape.

Globalization, Digitalization, and Changes in Madrasa Students' Character

Globalization and digitalization have fundamentally reshaped educational systems worldwide, including Islamic education in Indonesia. Madrasas face the complex challenge of responding to global changes while maintaining their religious identity and moral foundations. In this context, strengthening students' competencies and character becomes

¹⁷ Ting Wang et al., "Creating Individual and Organizational Readiness for Change: Conceptualization of System Readiness for Change in School Education," *International Journal of Leadership in Education* 26, no. 6 (2023): 1037–61, <https://doi.org/10.1080/13603124.2020.1818131>.

¹⁸ Siti Aisyah et al., "Adaptasi Dan Inovasi Madrasah Ibtidaiyah Dalam Menyambut Kurikulum Merdeka Belajar," *Jurnal Educatio Fkip Unma* 9, no. 1 (2023): 386–93, <https://doi.org/10.31949/educatio.v9i1.4583>.

¹⁹ Fiqih Fazriyansyah and Andri Kusmayadi, "Implementasi Sistem Informasi Akademik Pada Madrasah Ibtidaiyah," *Tatar Pasundan Jurnal Diklat Keagamaan* 17, no. 1 (2023): 86–95, <https://doi.org/10.38075/tp.v17i1.315>.

²⁰ Andri Wiyasa and Supriyadi Supriyadi, "Inovasi Strategi Pemasaran Menggunakan Digital Marketing Pada Mis Abdurrahman Di Kota Bandung," *Pedagogika Jurnal Pedagogika Dan Dinamika Pendidikan* 12, no. 2 (2024): 331–38, <https://doi.org/10.30598/pedagogikavol12issue2page331-338>.

²¹ Agil Anggraini et al., "Implementasi Kurikulum Pendidikan Agama Islam Berbasis Pendidikan Karakter Di MTS Ad Daud Samarinda," *Pendidik* 1, no. 03 (2023): 102–8, <https://doi.org/10.58812/spp.v1i03.124>.

²² Ahmad Zaki, "Inovasi Kurikulum PAI Berbasis Multikultural Untuk Sekolah Menengah," *Mitra Pilar Jurnal Pendidikan Inovasi Dan Terapan Teknologi* 2, no. 1 (2022): 31–36, <https://doi.org/10.58797/pilar.0201.04>.

a strategic priority to ensure their readiness to navigate global dynamics without losing Islamic values.

Several studies emphasize that contemporary madrasa education must integrate religious instruction with general knowledge and digital literacy. Ahmad & Ma'rifatani argue that madrasas need to balance Islamic education with relevant general subjects to produce graduates capable of facing modern challenges.²³ Rulinawaty et al further notes that digital literacy plays a crucial role in fostering creativity and adaptability among students, enabling them to participate actively in the industrial and digital era.²⁴

Digitalization has also influenced changes in students' attitudes, behaviors, and learning styles, requiring a more holistic pedagogical approach. Padli identifies teachers as key agents of change who can guide students' character development through innovative, problem-based, and technology-assisted learning.²⁵ At the same time, Hepi et al highlight the responsibility of madrasas in mitigating the negative impacts of digitalization, such as value erosion and emerging social challenges among youth.²⁶

In the context of Society 5.0, education in madrasas must prioritize emotional and social intelligence alongside intellectual competence. Sugiarto & Farid argue that the integration of character education with digital literacy is essential to develop ethically grounded and empathetic individuals.²⁷ Additionally, Terania stress the importance of strong digital leadership in fostering a culture of quality and digital competence among teachers and students. These findings suggest that addressing globalization and digitalization requires comprehensive strategies encompassing curriculum, pedagogy, leadership, and teacher professional development.

The Role of Madrasas in Integrating Islamic Values and Modern Educational Demands

Madrasas occupy a strategic position in integrating Islamic values with the demands of modern education in Indonesia. Through curriculum reforms and institutional transformation, madrasas have increasingly demonstrated their capacity to balance religious instruction with general education. Pratama and Chairiyah note that madrasas are

²³ Ahmad and Ma'rifatani, "Pendidikan Life Skill Di Madrasah Aliyah."

²⁴ Rulinawaty Rulinawaty et al., "Massive Open Online Courses (MOOCs) as Catalysts of Change in Education During Unprecedented Times: A Narrative Review," *Jurnal Penelitian Pendidikan IPA* 9, no. SpecialIssue (2023): 53–63, <https://doi.org/10.29303/jppipa.v9iSpecialIssue.6697>.

²⁵ Padli, "Peningkatan Kompetensi Guru Madrasah Menuju Era Pendidikan 4.0."

²⁶ Nuryadin Hepi et al., "Eranan Program Madrasah Ibtidaiyah Dalam Menghadapi Dampak Negatif Di Era Society 5.0 Terhadap Generasi Alpha Di Kecamatan Curup Utara" (Institute Agama Islam Negeri Curup, 2023).

²⁷ Sugiarto and Farid, "Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0."

no longer perceived as second-class institutions but have achieved parity with general schools in terms of educational quality and outcomes.²⁸

The integration of Islamic values is further strengthened through pedagogical approaches such as *Pedagogi Sunnah Nabawiyyah*, which emphasize moral formation alongside academic achievement. Empirical evidence suggests that embedding Islamic values into curriculum content and daily school practices positively influences students' character development.²⁹ This approach enables madrasas to cultivate students who are intellectually capable and morally grounded.

Technological adaptation also plays a critical role in supporting this integration. The development of digital madrasas, which utilize information and communication technology to enhance instructional effectiveness, represents a strategic response to contemporary educational demands.³⁰ Digital learning environments allow madrasas to adopt interactive and student-centered approaches without abandoning their religious ethos.

Nevertheless, integrating Islamic values with modern education presents ongoing challenges. Herdi et al and Lainah et al emphasize the importance of stakeholder collaboration, including school leaders, teachers, families, and policymakers, in sustaining this integration.³¹ Supportive educational policies are essential to ensure that modernization efforts do not compromise the foundational Islamic values of madrasas. Overall, madrasas function as mediators between tradition and modernity, reinforcing their significance within Indonesia's national education system.

Bridging the Gap Between Conventional Teaching Practices and Twenty-First-Century Skills

A significant gap persists between conventional teaching practices and the competencies required in the twenty-first century. Skills such as critical thinking, creativity, collaboration, communication, and digital literacy are increasingly essential in

²⁸ Pratama, "Integrasi Pendidikan Madrasah Dalam Sistem Pendidikan Nasional (Studi Kebijakan Pendidikan Madrasah Di Indonesia)"; Chairiyah, "Sejarah Perkembangan Sistem Pendidikan Madrasah Sebagai Lembaga Pendidikan Islam."

²⁹ Maulidah et al., "Analisis Kebijakan Pendidikan Agama Islam Di Sekolah Dan Madrasah: Dampaknya Terhadap Pemahaman Agama, Nilai Moral, Psikologi Dan Sosial."

³⁰ Listiana et al., "The Development Model of the Digital-Based Madrasah Diniyah at Islamic Boarding School Padepokan Kyai Mudrikah Kembang Kuning"; Hafiduddin and Hanafi, "Efektivitas Pembelajaran Madrasah Digital Berbasis Teknologi Informasi Pada Mts Negeri 1 Makassar."

³¹ Yuni Herdi et al., "Terobosan Kepala Madrasah Dalam Menginternalisasikan Nilai Karakter Di Madrasah Ibtidaiyah Negeri," *Jurnal Basicedu* 6, no. 2 (2022): 3186–99, <https://doi.org/10.31004/basicedu.v6i2.2553>; Lainah Lainah et al., "Kebijakan Otonomi Daerah (Regional Autonomy Policy) Dan Dampaknya Pada Pendidikan Madrasah," *Edukatif Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 6023–31, <https://doi.org/10.31004/edukatif.v4i4.3553>.

the global era.³² However, many classrooms still rely on teacher-centered methods that limit student engagement and active learning.³³

This challenge is particularly evident in the implementation of the Merdeka Curriculum, where traditional pedagogical approaches continue to dominate despite policy emphasis on student-centered learning.³⁴ Research consistently demonstrates that innovative learning models such as Project-Based Learning and Problem-Based Learning are more effective in developing twenty-first-century skills than conventional instruction.³⁵ These models encourage students to apply knowledge in real-world contexts, enhancing both cognitive and practical competencies.

Technological innovation offers promising solutions to bridge this gap. Studies highlight the effectiveness of digital media, gamification, and learning platforms in increasing student motivation and classroom interaction.³⁶ However, teacher readiness remains a critical barrier to successful implementation. Khodijah and Maison et al emphasize that without adequate professional development, teachers may struggle to adopt innovative practices effectively.³⁷

To address these challenges, strategic efforts are required, including continuous teacher training and curriculum redesign. Abdullah & Razak argue that empowering teachers with pedagogical and digital competencies is essential for meaningful educational transformation.³⁸ Moreover, curricula must be designed to integrate twenty-first-century skills and authentic learning experiences.³⁹ Through these efforts, madrasas can better align instructional practices with contemporary educational needs and prepare students for future challenges.

CONCLUSION

³² Yusro et al., "Penerapan Pembelajaran Kooperatif Tipe TGT Melalui Kartu 'Prada' Terhadap Keterampilan Kerjasama Dan Komunikasi."

³³ Zanyar Nathir Ghafar, "The Teacher-Centered and the Student-Centered: A Comparison of Two Approaches," *International Journal of Arts and Humanities*, 2023.

³⁴ Amiruddin et al., "May Student-Centered Principles Affect Active Learning and Its Counterpart? An Empirical Study of Indonesian Curriculum Implementation," *Sage Open* 13, no. 4 (2023): 21582440231214375, <https://doi.org/10.1177/21582440231214375>.

³⁵ Ghafar, "The Teacher-Centered and the Student-Centered: A Comparison of Two Approaches."

³⁶ Biyun Huang et al., "Effects of Gamification on Students' Online Interactive Patterns and Peer-Feedback," *Distance Education* 40, no. 3 (2019): 350–79, <https://doi.org/10.1080/01587919.2019.1632168>.

³⁷ Khodijah, "Telaah Kompetensi Guru Di Era Digital Dalam Memenuhi Tuntutan Pendidikan Abad Ke-21"; Maison et al., "Pendidikan Sains Di Sekolah Menengah Pertama Perkotaan: Bagaimana Sikap Dan Keaktifan Belajar Siswa Terhadap Sains?"

³⁸ Fathi Abdullah and Khadijah A. Razak, "Tahap Minat Dan Penerimaan Pelajar Terhadap Gamifikasi Dalam Bidang Sirah," *Journal of Quran Sunnah Education & Special Needs* 5, no. 1 (2021): 27–38, <https://doi.org/10.33102/jqss.vol5no1.95>.

³⁹ Mashudi, "Pembelajaran Modern: Membekali Peserta Didik Keterampilan Abad Ke-21," *Al-Mudarris : Jurnal Ilmiah Pendidikan Islam* 4, no. 1 (2021).

Educational innovation in madrasas emerges as a fundamental strategy to address the complex challenges posed by globalization, digitalization, and the evolving characteristics of students in the twenty-first century. The findings of this literature review demonstrate that innovative leadership, transformative pedagogical practices, integration of digital technology, and the strengthening of character education are essential components for improving the quality and relevance of madrasa education. By harmonizing Islamic values with modern educational approaches, madrasas are able to maintain their religious identity while simultaneously equipping students with the competencies required to compete and contribute in a globalized society.

Furthermore, this study highlights that bridging the gap between conventional teaching practices and contemporary educational demands requires systemic and sustainable efforts. Curriculum reform, teacher professional development, stakeholder collaboration, and supportive educational policies are critical in ensuring the effective implementation of innovative education models in madrasas. Through continuous adaptation and commitment to innovation, madrasas can function as dynamic educational institutions that foster intellectual excellence, moral integrity, and social responsibility, thereby reinforcing their strategic role in national education and societal development.

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