The gradual Islamisation of teacher education: Current trends and future implications in global inclusive education policy

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Abstract: This research analyzes the current trends and future implications of the gradual Islamisation of teacher education within the context of global inclusive education policy. The review examines the integration of Islamic principles and values into teacher education curricula and practices, aiming to identify opportunities and challenges associated with this process and its impact on inclusive education goals. By synthesizing findings from various studies, the review informs policymakers, educators, and stakeholders about the complex dynamics of Islamisation in teacher education and its implications for promoting inclusive and equitable educational systems globally. A rigorous and comprehensive methodology was employed, including a systematic search strategy across databases such as PubMed, ERIC, and Google Scholar, alongside hand-searching relevant journals and reference lists. Inclusion criteria focused on studies addressing the integration of Islamic principles into teacher education and their implications for inclusive education policies, while non-English studies were excluded. Data extraction and thematic analysis identified key patterns and trends across the selected studies. The review highlights a growing trend towards the Islamisation of teacher education in regions such as Malaysia, Pakistan, and Saudi Arabia, resulting in significant curricular and pedagogical changes. It identifies both opportunities, such as promoting cultural sensitivity and ethical development, and challenges, including concerns about inclusivity, academic freedom, and the marginalization of non-Muslim students. The need for further research is emphasized, particularly longitudinal studies on the long-term effects of Islamisation, comparative research across different regions, and interdisciplinary studies on identity intersectionality in Islamised educational settings. The findings underscore the importance of nuanced, contextually sensitive policies that align Islamisation efforts with inclusive education goals, ensuring respect for all students’ rights and beliefs. For educators, professional development is crucial for integrating Islamic values effectively while fostering inclusive learning environments. Researchers are encouraged to address existing gaps to develop evidence-based policies promoting inclusive and equitable education for diverse cultural and religious backgrounds.

Research Highlights:
- Global Trends in Islamisation: The Research reveals a notable global trend towards the integration of Islamic principles and values into teacher education curricula and practices across diverse regions.
- Opportunities and Challenges: The review identifies both opportunities and challenges associated with the Islamisation of teacher education.
- Implications for Inclusive Education: The findings carry significant implications for policymakers, educators, and researchers involved in inclusive education.
INTRODUCTION

Islamisation in education entails the incorporation of Islamic beliefs, values, and teachings into educational systems and curricula (Abidin & Murtadlo, 2020; Sahin, 2018; Yasin & Jani, 2013). The objective of this notion is to synchronize educational methods with Islamic cultural and religious values, advocating for a comprehensive approach to knowledge that includes spiritual, moral, and intellectual aspects (Bensaid & Machouche, 2019; Kamali, 2011; Mohamed, 2012). In the realm of teacher education, Islamisation refers to the process of equipping educators with the skills and knowledge to integrate Islamic viewpoints into their teaching methods and classroom activities (Ghaafari & Yousefi, 2022; Lubis, 2015). This approach is pertinent to teacher education as it aims to cultivate teachers who possess not only extensive knowledge in their respective subject areas but also possess the skills to create an environment that embodies Islamic ethical and moral principles. The alignment of these factors can have a significant impact on the creation of educational materials, teaching methods, and the general values and principles of educational institutions (Biancardi et al., 2023; Biggs, 1996; Wiek et al., 2015). The Islamisation of teacher education seeks to promote a unified educational experience that upholds the cultural and religious identity of Muslim students by placing significant emphasis on Islamic ideals (Amzat & Wijaya, 2021; Mabud, 2018; Ok et al., 2022; Thobani, 2007). This approach has profound ramifications for inclusive education policies on a global scale, as it compels educators and politicians to contemplate how varied cultural and religious settings might be included into educational frameworks without compromising inclusivity and fairness for all students.

The Islamisation of teacher education is a crucial topic in global inclusive education policy as it emphasizes the necessity of integrating and accommodating many cultural and religious viewpoints in educational institutions across the globe (N. Memon, 2011; Niyozov & Memon, 2011; Niyozov & Pluim, 2009; Sahin, 2018; Shah, 2015). With education becoming more globalized, there is a growing understanding that inclusive education should not just focus on accommodating impairments and learning differences, but also on embracing cultural, religious, and linguistic diversity (Armstrong et al., 2009; Cerna et al., 2021; Hardy & Woodcock, 2015). The incorporation of Islamic principles into teacher education demonstrates how educational systems can be modified to effectively meet the requirements of Muslim students, guaranteeing that their cultural and religious identities are acknowledged and mirrored in their learning environments (Amzat, 2022; Berglund, 2010; Rissanen, 2014). This approach questions conventional Western-centric education models and advocates for a more comprehensive and culturally sensitive framework (Amzat, 2022; Lovat et al., 2010). Policymakers must comprehend the intricacies of Islamisation in education in order to formulate inclusive policies that are fair and considerate of diverse cultural and religious perspectives (Marshall, 2018; Mattei & Aguilar, 2016). Global inclusive education policies can become more complete by recognizing and incorporating diversity (Hayes & Bulat, 2017; Karim & Hue, 2022; Peters, 2004). This will create conditions where all students, regardless of their cultural or religious backgrounds, feel appreciated and assisted in their educational experiences (Cay, 2002; Merryfield, 2000).

The primary objectives of this research are to thoroughly examine the present patterns in the Islamisation of teacher education and to investigate its potential consequences for worldwide inclusive education policy (Sahin, 2018; Shah, 2015). This review aims to examine the incorporation of Islamic concepts into teacher preparation programs in various locations and evaluate the effects of these changes on educational practices and outcomes. In addition, the evaluation seeks to comprehend the difficulties and possibilities brought about by the Islamisation of teacher education, specifically in the context of advancing inclusive education that acknowledges and integrates other cultural and religious viewpoints (Niyozov & Pluim, 2009; Sahin, 2013; Shah, 2006; Suroso et al., 2021). This review aims to comprehensively analyze existing literature to offer policymakers, educators, and researchers a thorough understanding of the impact of Islamisation of teacher education on inclusive education. It also seeks to provide well-informed recommendations for the development of more inclusive and culturally responsive education policies on a global scale (Vavrus, 2008).

This study aims to address numerous fundamental inquiries in order to comprehend the influence and consequences of the Islamization of teacher education on the worldwide policy of inclusive education. The primary objective is to examine the present patterns in incorporating Islamic concepts into teacher education curricula and analyze the variations of these patterns across diverse areas and educational environments. Furthermore, the review aims to analyze the pedagogical methods and teaching techniques...
advocated in Islamized teacher education and evaluate their efficacy in promoting inclusive and culturally sensitive learning environments. Additionally, it examines the legislative initiatives and institutional frameworks that either facilitate or impede the process of Islamisation, analyzing its impact on inclusive education. In addition, the review seeks to examine the difficulties and possibilities associated with incorporating Islamic ideas into teacher education, with a specific focus on advancing fairness and inclusiveness in varied educational environments. Ultimately, the research aims to comprehend the lasting consequences of these patterns on global education policies and offer evidence-based suggestions to policymakers in order to ensure that the integration of Islamic principles into teacher education aligns with the greater objective of promoting inclusive education.

**METHOD**

The systematic review procedure for this work entails a thorough and systematic approach to discovering, selecting, and assessing pertinent material on the Islamisation of teacher education and its consequences for worldwide inclusive education policy(Booth et al., 2021). The approach commences by formulating precise research inquiries and devising a search strategy that encompasses distinct terms and phrases pertaining to Islamisation, teacher education, and inclusive education(Andersson & Grönlund, 2009; Panjwani & Revell, 2018). A comprehensive search will be conducted across several academic databases and sources to collect a diverse range of studies and publications. Stringent criteria will be set to determine the inclusion and removal of studies, ensuring that only the most pertinent and superior studies are taken into account. The criteria may encompass factors such as the date of publication, the geographical scope, the educational contexts examined, and the level of methodological rigor in the research. After collecting the literature, we will use data extraction forms to carefully obtain information from each study. Our attention will be on critical variables such as the incorporation of Islamic concepts, educational methodologies, and the effects on policies. The data that is retrieved will be combined and examined in order to uncover prevalent patterns, tendencies, and areas of missing information in the current body of research. This meticulous procedure guarantees that the review delivers a comprehensive and impartial evaluation of the existing information on the subject, providing useful insights and recommendations for future study and policy formulation.

In order to perform a thorough systematic study on the Islamisation of teacher education(Arar et al., 2022) and its impact on worldwide inclusive education policy, an extensive search will be carried out across many prominent academic databases to identify relevant literature(Kurowski et al., 2022). The databases to be included include PubMed, ERIC, Google Scholar, JSTOR, Scopus, and Web of Science. These databases provide comprehensive coverage of educational research and allied disciplines. The search strategy will utilize a blend of meticulously chosen keywords and phrases to guarantee a comprehensive and focused search. The main search terms will consist of "Islamisation of education," "teacher education," "Islamic pedagogy," "inclusive education," "cultural diversity in education," and "global education policy." The terms will be employed in different combinations and alongside Boolean operators (AND, OR) to enhance the search and encompass a wide range of pertinent studies. In order to ensure broad coverage, the search will also include additional phrases such as "Islamic curriculum," "educational policy," "multicultural education," "religious integration in schools," and "Muslim students." In addition, the search will include peer-reviewed academic papers as well as gray literature, which include reports from educational groups and policy briefs. This comprehensive and methodical approach to literature search will guarantee that the review encompasses the entirety of the extant research on this significant and complex topic.

The criteria for study selection in this systematic review are specifically developed to ensure that only the most pertinent and superior literature is taken into account(Hanelt et al., 2021). The inclusion criteria will cover research that primarily focus on the Islamisation of teacher education, analyze its effects on inclusive education, or investigate the policy issues associated with it(Lahmar, 2020). The need is for the studies to be published in reputable academic publications that undergo a rigorous evaluation process by experts in the field, conference proceedings, or reliable reports from reputable educational institutions. Furthermore, the study will incorporate research carried out in the last two decades to guarantee the applicability of the findings to current educational settings. For the purpose of ensuring consistent analysis, studies should be accessible in English. However, if there is a competent English translation available, notable publications in other languages may also be examined. All three types of studies, namely
quantitative, qualitative, and mixed-methods, will be incorporated to offer a holistic perspective on the subject matter.

On the other hand, exclusion criteria will eliminate research that do not specifically focus on the Islamisation of teacher education or its consequences for inclusive education. Articles that primarily concentrate on other facets of Islamic education, such as theological studies without a specific educational framework, will be omitted (Al Zeera, 2001; Halstead, 2007; Yasin & Jani, 2013). In order to uphold the scholarly rigor of the review, we shall exclude opinion pieces, editorials, and non-peer-reviewed sources. Studies that do not have a well-defined methodological framework or do not have enough data to back up their conclusions will also be removed. The meticulous selection procedure guarantees that the evaluation is based on strong and relevant research, offering dependable insights into the trends and consequences of incorporating Islamic principles into teacher education for global inclusive education policy.

The data extraction and analysis for this systematic review were conducted using a methodical and thorough approach to guarantee the precision and comprehensiveness of the results (Booth, 2016; Ganann et al., 2010; O’Mara-Eves et al., 2015; Smith et al., 2011; Tranfield et al., 2003). After applying the inclusion and exclusion criteria, the pertinent studies were chosen. Data extraction forms were then used to methodically collect important information from each study. The forms contained sections for specific information, such as the names of the study’s authors, the year of publication, the geographical area of focus, the research goals, the methods employed, the main discoveries, and the final conclusions. The studies collected more data on the integration of Islamic ideas into teacher education, the effects on inclusive education practices, and any policy implications that were examined.

Both qualitative and quantitative data were taken into account for the analysis. The collected data were subsequently consolidated through thematic analysis, which involved identifying recurring themes, patterns, and trends across the investigations. The task entailed encoding the data and categorizing comparable ideas to emphasize recurring patterns associated with the Islamization of teacher education and its influence on inclusive education. The quantitative data were evaluated using appropriate statistical methods to discover significant relationships and effects, if applicable. The integration of Islamic ideas into teacher education was comprehensively analyzed using a mix of these analytical methodologies, resulting in a strong and reliable framework for comprehending its diverse consequences. The findings were subsequently analyzed within the framework of worldwide inclusive education policy, with an emphasis on extracting practical insights and recommendations for policymakers, educators, and academics. The meticulous approach of extracting and analyzing data ensured a thorough and dependable synthesis of the current literature.

**Theoretical Framework**

Within the framework of this systematic review, it is crucial to create precise definitions for pivotal terminology in order to guarantee a shared comprehension of the issues under investigation (D’Amour et al., 2005; Levy & Ellis, 2006; Tranfield et al., 2003). Islamisation is the integration of Islamic beliefs, values, and teachings into many elements of society, such as education. Islamisation in the realm of education refers to the process of modifying curricula, pedagogical approaches, and institutional policies to conform to Islamic principles and customs. This may involve integrating Islamic historical events, ethical principles, and perspective into educational resources, while also cultivating a setting that aligns with Islamic cultural standards and principles.

Furthermore, the term "teacher education" refers to the structured instruction and professional growth initiatives specifically meant to equip individuals for teaching professions. This encompasses both pre-service education, which involves the acquisition of essential knowledge and skills by aspiring teachers to become educators, and in-service training, which offers continuous support and development opportunities for practicing teachers. Teacher education programs commonly encompass a variety of courses, such as pedagogy, subject-specific content knowledge, classroom management, and educational psychology.

Inclusive education is an educational method that seeks to ensure fair and equal access to learning opportunities for all students, irrespective of their background, abilities, or differences. Inclusive education prioritizes the establishment of nurturing learning environments that cater to the varied requirements of pupils, encompassing individuals with impairments, language obstacles, or socio-economic difficulties. It facilitates the involvement and active involvement of all students in the educational process and aims to remove obstacles to learning and participation.
This systematic review intends to investigate the intersection between the Islamisation of teacher education and principles of inclusive education. By defining important terminology, it will examine the implications of this intersection for educational policy, practice, and outcomes on a worldwide scale.

The study of the Islamisation of teacher education and its implications for worldwide inclusive education policy is based on many theoretical approaches. An example of a perspective is "post-colonial theory", which analyzes the long-lasting impacts of colonialism on cultural, social, and educational systems. Within the framework of this study, post-colonial theory offers a perspective to comprehend the historical and structural influences that have molded educational policies and practices in nations and territories where Muslims form the majority. This statement emphasizes the power dynamics that exist when Western educational paradigms are imposed, as well as the ongoing efforts to decolonize educational systems by reclaiming indigenous knowledge and cultural identities.

Furthermore, the theory of "cultural integration" provides valuable insights on how to include multiple cultural perspectives into educational processes in order to foster tolerance and promote respect for cultural variety. The notion of cultural integration, under the framework of Islamisation, aids in examining the process of incorporating Islamic values, beliefs, and practices into teacher education curricula and pedagogical methods, while ensuring that other cultural or religious identities are not marginalized. The text highlights the significance of establishing inclusive educational settings that acknowledge and cater to varied cultural origins, while also promoting mutual comprehension and respect among students and educators.

Moreover, "inclusive education frameworks" offer a conceptual basis for comprehending the concepts and methodologies of inclusive education and their applicability to the Islamisation of teacher education. These frameworks prioritize the significance of ensuring fair and equal access to education for every student, irrespective of their variations or capabilities, and advocate for the establishment of inclusive learning settings that cater to various needs. Within the context of Islamisation, inclusive education frameworks emphasize the significance of guaranteeing that educational policies and practices encompass all students, including those with Muslim backgrounds, and that they foster social justice, fairness, and reverence for human rights.

This study aims to examine the intricate relationship between Islamisation, teacher education, and inclusive education by utilizing various theoretical perspectives. It seeks to uncover the advantages and difficulties associated with incorporating Islamic principles into educational systems, while simultaneously promoting inclusivity, diversity, and social justice on a global level.

RESULTS AND DISCUSSION

Current Trends in the Islamisation of Teacher Education.

Regional Analysis

A regional analysis of Islamisation trends in teacher education reveals a nuanced picture shaped by historical, cultural, and socio-political factors unique to each region (Hasan, 2009). In the Middle East, where Islam holds a central cultural and religious significance, Islamisation efforts in teacher education are often deeply rooted in historical and religious traditions. Countries like Saudi Arabia and Iran have implemented extensive Islamisation policies, with teacher education programs incorporating Islamic principles, values, and teachings into curricula and pedagogical approaches. In these contexts, Islamic education is not only a matter of religious instruction but also plays a crucial role in shaping broader societal norms and values.

In Southeast Asia, Islamisation trends in teacher education are influenced by diverse cultural and religious landscapes (Bustamam-Ahmad & Jory, 2011; Chew, 2014; Hefner, 2008). Countries like Malaysia and Indonesia, with significant Muslim populations, have seen varying degrees of Islamisation in education, ranging from the integration of Islamic studies into teacher training programs to the establishment of Islamic schools and universities. However, Islamisation efforts must contend with the region's multicultural and multi-religious context, where educational policies often seek to balance Islamic teachings with the promotion of national unity and social cohesion.

In Africa, Islamisation trends in teacher education reflect the continent's rich diversity of cultures, languages, and religious traditions (Amzat, 2022; Fafunwa, 2022; Ware III, 2014). In countries such as Nigeria and Sudan, where Islam has a significant presence, efforts to Islamise teacher education have been met with both support and resistance, reflecting complex socio-political dynamics and historical legacies.
of colonialism (Adeogun, 2007; Idrissa, 2017; Umudu, 2013). Islamisation policies often intersect with broader debates over secularism, religious freedom, and the role of education in nation-building, shaping educational systems in ways that reflect local cultural and religious identities.

Regional differences in Islamisation trends highlight the complex interplay between religion, culture, and education in shaping teacher education policies and practices. While Islamisation efforts may share common goals of promoting Islamic values and teachings, their implementation varies across regions, reflecting diverse historical, cultural, and socio-political contexts. Understanding these regional dynamics is essential for developing inclusive education policies that respect cultural and religious diversity while promoting equitable access to quality education for all students.

**Curriculum Changes**

The incorporation of Islamic beliefs and values into educational systems is exemplified by the modifications made to teacher education courses (Halim Tamuri, 2007). These changes involve multiple facets of teacher preparation, including the course material and the pedagogical methods used in teacher training programs (Korthagen et al., 2006). An important aspect of curriculum reform is the integration of Islamic studies into teacher preparation programs. The process includes integrating courses on Islamic history, theology, ethics, and jurisprudence into the curriculum, equipping prospective educators with a thorough comprehension of Islamic values and teachings. Furthermore, teacher education programs that are influenced by Islamic beliefs frequently prioritize the incorporation of Islamic pedagogies and methodology into teaching practices. This involves integrating Islamic principles such as compassion, empathy, and social justice into methods for managing the classroom and delivering instruction. Teachers are urged to embrace student-centered methodologies that foster critical thinking, moral reasoning, and character development in accordance with Islamic principles.

Teacher education courses influenced by Islamic ideas not only encompass material and pedagogy but also encompass assessment and evaluation procedures (Amzat, 2022; Demirel Ucan & Wright, 2019; N. A. Memon et al., 2021). Emphasizing alternative assessment methods that are in line with Islamic values, such as project-based learning, portfolios, and reflective diaries, may prioritize above traditional exams and standardized tests. These methods are designed to evaluate students' comprehensive development, encompassing their moral, ethical, and spiritual advancement, in addition to their academic performance. Moreover, the incorporation of technology and digital resources into teacher education courses guided by Islamic values is becoming more prevalent. Teacher training programs can combine online learning platforms, multimedia resources, and educational apps that align with Islamic principles on content and ethics. This integration aims to improve learning experiences and make them more accessible.

In general, modifications in teacher education curricula, guided by Islamic principles, aim to adopt a comprehensive approach to teacher training. This approach aims to instill educators with a profound comprehension of Islamic values, teaching methods, and ethical standards. Through the incorporation of Islamic teachings into teacher education curricula, educational institutions strive to cultivate teachers who possess not only strong academic skills, but also a solid moral and ethical foundation. These teachers are equipped to create inclusive and culturally sensitive learning environments that align with Islamic principles.

**Pedagogical Approaches**

The pedagogical approaches advocated in Islamised teacher education demonstrate a dedication to incorporating Islamic ideas and values into teaching and learning methods (Sahin, 2018; Thobani, 2007). An approach that is often used is the focus on experiential and inquiry-based learning approaches that are based on Islamic pedagogy. These approaches promote active student participation, analytical reasoning, and the ability to solve problems, while also cultivating a more profound comprehension and admiration for Islamic beliefs and values. Teachers who have received training in Islamized teacher education programs are encouraged to design learning experiences that link theoretical knowledge with real-life situations, utilizing examples from Islamic history, literature, and culture to highlight important themes. Moreover, Islamised teacher education frequently advocates for collaborative learning methods, which align with Islamic values of communalism and shared accountability. Teachers are urged to create collaborative learning environments in which students collaborate to investigate and discuss intricate matters, utilizing the variety of viewpoints present in the classroom to enhance their comprehension of Islamic teachings and values. Collaboration and teamwork among students are often encouraged through...
group projects, talks, and peer teaching activities. These activities aim to cultivate a sense of togetherness and mutual respect in accordance with Islamic beliefs.

Islamised teacher education programs prioritize holistic development, which includes academic knowledge as well as moral, ethical, and spiritual growth. These programs also use experiential and collaborative learning methodologies. Teachers are instructed to employ a comprehensive approach to education that fosters students’ intellectual, emotional, and spiritual well-being, in accordance with Islamic principles emphasizing the significance of cultivating good character and moral superiority. To encourage self-reflection, empathy, and ethical decision-making skills among students, the curriculum can include mindfulness techniques, ethical dilemmas, and moral reasoning exercises. In addition, teacher education programs that have been influenced by Islam may promote the use of teaching materials and resources that are culturally sensitive and appropriate to the situation, reflecting Islamic values and perspectives. This may involve choosing textbooks, multimedia resources, and educational materials that respect Islamic cultural norms and beliefs. It also entails integrating Islamic art, literature, and poetry into the curriculum to enhance students’ learning and cultivate a stronger bond with their cultural and religious heritage.

The pedagogical approaches advocated in Islamised teacher education embody a comprehensive and culturally sensitive approach to teaching and learning. These approaches aim to incorporate Islamic principles and values into educational activities. Teachers who have received training in Islamised teacher education programs aim to create inclusive and culturally responsive learning environments by adopting experiential, collaborative, and holistic learning approaches based on Islamic pedagogy. Their goal is to nurture students’ intellectual, moral, and spiritual growth in accordance with Islamic teachings and values.

**Policy Initiatives**

Policy measures have a substantial influence on the process of Islamisation in teacher education, either by facilitating or impeding its implementation and impact. Certain policy initiatives actively seek to support the process of Islamisation in education by lobbying for the incorporation of Islamic ideas, values, and teachings into the curricula and pedagogical methods of teacher education. These initiatives may encompass the formulation of national education policies that give priority to the instruction of Islamic studies, the creation of dedicated programs for training Islamic teachers, or the provision of financing for the development of educational materials and resources related to Islam. In nations where Islam is the major religion or has substantial cultural influence, policy efforts of this nature may receive widespread endorsement from government authorities, religious institutions, and educational stakeholders. This, in turn, facilitates the process of incorporating Islamic teachings into teacher education.

On the other hand, governmental measures that give importance to secularism or support the separation of religion and education may impede the progress of Islamisation in teacher education. Secular education laws in certain countries may hinder the inclusion of Islamic teachings and values in teacher education curricula, hence limiting the independence of religious institutions and educators to integrate Islamic ideas into their teaching methods. In addition, the implementation of policies that give priority to standardized testing and curriculum frameworks can pose difficulties for educators who aim to incorporate Islamic principles and teachings into teacher education programs. This is because they may be obligated to comply with pre-established educational standards that prioritize secular knowledge areas over religious or cultural content. Furthermore, legislative measures that aim to encourage diversity and inclusivity in education may have both positive and difficult consequences for the process of incorporating Islamic teachings into teacher education. On one side, policies that prioritize multicultural education and the recognition of multiple cultural and religious identities can provide educators with chances to integrate Islamic ideas into teacher education courses, fostering inclusivity and cultural sensitivity. However, these policies may also necessitate educators to handle intricate matters of cultural and religious diversity, such as ensuring that Islamic teachings are delivered in a way that upholds the rights and beliefs of pupils from non-Muslim backgrounds.

In teacher education, policy actions are pivotal in determining the Islamisation process, as they impact the level of integration of Islamic principles and values into teacher education curricula and pedagogical practices. Through the examination and evaluation of current policy initiatives, educators, policymakers, and researchers can acquire valuable knowledge about the opportunities and difficulties linked to the Islamisation process in teacher education. This will enable them to develop strategies that foster inclusive and culturally sensitive educational practices, which honor and embrace diverse cultural and religious identities.
Implications for Global Inclusive Education Policy

Impact on Inclusive Education

The Islamisation of teacher education has a complex impact on inclusive education practices, affecting several parts of educational systems, classroom dynamics, and student experiences. Islamisation can enhance inclusive education by fostering cultural responsiveness and developing respect for multiple religious identities in educational environments. By incorporating Islamic viewpoints into teacher training curriculum and teaching methods, educators can develop a better understanding of the requirements and backgrounds of Muslim students, therefore fostering inclusive learning environments that embrace their cultural and religious identities. Facilitating a sense of inclusion and tolerance among Muslim students can contribute to their increased involvement and active participation in the educational experience.

Introducing Islamic principles and teachings into teacher education can facilitate the creation of educational materials and resources that are culturally acceptable and aligned with Islamic ideals. By exposing students to varied perspectives and cultivating a deeper understanding and appreciation of Islamic culture and legacy, this can enhance the learning experiences of all students, regardless of their religious or cultural roots. Incorporating Islamic ethics and values into teacher education curricula can enhance students’ moral and ethical awareness, fostering social responsibility and empathy towards others. These qualities are crucial for supporting inclusive education.

The incorporation of Islamic teachings into teacher education may present difficulties for inclusive education practices, especially in situations when it results in the favoring of Islamic teachings over other cultural or religious viewpoints. In such instances, there is a potential for excluding pupils from non-Muslim backgrounds or spreading prejudices and misunderstandings about Islam and other religious traditions. In addition, the focus on Islamic teachings in teacher education curricula may restrict students’ exposure to many worldviews and perspectives, potentially impeding their capacity to cultivate critical thinking abilities and address intricate social matters from multiple angles.

The process of incorporating Islamic principles and teachings into teacher education may also connect with wider discussions on secularism, religious liberty, and the function of education in fostering societal harmony and solidarity. In situations when the process of Islamisation is seen as imposing religious views or values on students from other backgrounds, it can hinder efforts to establish inclusive and fair educational environments that honor the rights and beliefs of all students. Therefore, although the process of incorporating Islamic principles into teacher education has the capacity to enhance inclusive educational practices by fostering cultural sensitivity and acknowledging diverse religious identities, it also presents significant inquiries and difficulties that need to be tactfully addressed to maintain inclusive, fair, and supportive educational systems for all students, irrespective of their backgrounds or beliefs.

Challenges and Opportunities

Integrating Islamic ideas into teacher education poses problems and opportunities for educational institutions and stakeholders. An important obstacle is to guarantee that the incorporation of Islamic teachings does not isolate or alienate pupils from non-Muslim backgrounds. In educational environments with a varied student population representing many cultural and religious backgrounds, there is a potential danger that a curriculum strongly inspired by Islamic ideas could isolate or marginalize pupils who do not adhere to those views. Likewise, there might be difficulties in finding the right approach to uphold Islamic principles while still respecting the non-religious nature of public education systems, especially in countries with different religious communities or those that strongly emphasize secularism.

Incorporating Islamic values into teacher education may prompt inquiries regarding academic liberty and the independence of educational institutions. Educators and institutions may encounter pressures from religious leaders or government entities to adhere to particular interpretations of Islamic teachings, which could restrict their capacity to investigate a wide range of perspectives or participate in critical examination. In addition, there can be difficulties in guaranteeing that the incorporation of Islamic concepts in teacher education maintains a high standard of academic rigor and intellectual stimulation, rather than being rigidly doctrinal or without critical analysis.

Although there are difficulties, incorporating Islamic values into teacher education also offers prospects for advancing inclusive and culturally sensitive education. By integrating Islamic viewpoints into teacher training programs, educators can cultivate a more profound comprehension of the cultural and religious contexts of their pupils, so promoting a more inclusive and supportive educational setting.
Furthermore, the incorporation of Islamic teachings might enhance the cultivation of ethical and moral reasoning abilities in pupils, fostering qualities such as compassion, empathy, and social justice.

Incorporating Islamic concepts into teacher education can effectively fulfill the requirements of Muslim students who may experience marginalization or underrepresentation in conventional educational environments. By equipping teachers with the expertise and abilities to integrate Islamic viewpoints into their instructional methods, educational institutions can establish learning environments that validate and commemorate the cultural and religious identities of Muslim students, thereby augmenting their sense of inclusion and academic success.

The incorporation of Islamic ideas in teacher education brings both obstacles and opportunities. On one hand, it raises concerns regarding inclusivity, academic freedom, and secularism. On the other hand, it provides a chance to enhance cultural responsiveness, ethical growth, and the academic achievement of Muslim students. Through careful and responsible navigation of these obstacles, educators and policymakers can utilize the promise of Islamic education to establish educational systems that are more inclusive, fair, and supportive for all students, irrespective of their backgrounds or beliefs.

Policy Recommendations

To ensure that Islamisation in teacher education supports inclusive education goals, policymakers should consider the following recommendations:

1) Promote Cultural Sensitivity: Encourage the integration of Islamic principles into teacher education curricula in a manner that promotes cultural sensitivity and respect for diverse religious identities. Provide training and resources for educators to navigate the complexities of teaching in multicultural and multifaith classrooms, fostering inclusive learning environments that honor and accommodate diverse cultural backgrounds.

2) Foster Critical Inquiry: Emphasize the importance of critical inquiry and academic freedom in Islamised teacher education programs. Ensure that educators have the autonomy to explore diverse perspectives and engage in rigorous intellectual inquiry, while also promoting a balanced approach that respects the rights and beliefs of all students.

3) Ensure Academic Rigor: Establish clear standards and guidelines for the integration of Islamic principles into teacher education curricula, emphasizing the importance of academic rigor and intellectual integrity. Encourage educators to incorporate evidence-based practices and pedagogical approaches that promote critical thinking, problem-solving, and ethical reasoning skills among students.

4) Support Inclusive Pedagogies: Promote the use of inclusive pedagogies that accommodate diverse learning styles and abilities, ensuring that all students have equitable access to quality education. Provide training and support for educators to adopt student-centered approaches that foster collaboration, creativity, and inclusivity in the classroom.

5) Facilitate Interfaith Dialogue: Create opportunities for interfaith dialogue and collaboration within educational settings, promoting understanding, tolerance, and respect among students from different religious backgrounds. Encourage educators to facilitate open and respectful discussions about religious beliefs and practices, fostering a culture of mutual acceptance and appreciation.

6) Address Equity Issues: Address equity issues related to access to education, particularly for marginalized and underrepresented groups. Ensure that policies and initiatives aimed at promoting Islamisation in teacher education do not perpetuate inequalities or exclude students based on their socioeconomic status, gender, or ethnicity.

7) Engage Stakeholders: Engage stakeholders, including educators, religious leaders, community members, and policymakers, in the development and implementation of Islamised teacher education policies. Foster collaboration and partnership between educational institutions and religious organizations to ensure that Islamisation efforts are informed by diverse perspectives and responsive to the needs of local communities.

By implementing these recommendations, policymakers can ensure that Islamisation in teacher education supports inclusive education goals, fostering inclusive learning environments that promote cultural sensitivity, critical inquiry, academic rigor, and equity for all students, regardless of their backgrounds or beliefs.

Case Studies
Various nations and organizations have incorporated Islamization into their systems for training teachers, with each providing distinct perspectives on the influence of this approach on education. Malaysia is an example of a country where the government has enacted legislation to incorporate Islamic teachings into teacher education, along with their goal of becoming a prominent center for Islamic education worldwide. Malaysian universities, like the International Islamic University Malaysia (IIUM), provide teacher education programs that integrate Islamic teachings and values into the curriculum. These programs include courses on Islamic pedagogy, ethics, and curriculum building. The Islamisation of Malaysian teacher education has had a profound effect, as educators have acquired a more profound comprehension of Islamic ideas and values and have integrated them into their teaching methodologies. This has facilitated the growth of inclusive learning environments that uphold and commemorate the cultural and religious variety of Malaysian society.

Pakistan provides another instance where endeavors to Islamize teacher education have been in progress since the 1970s. The National Institute of Teacher Education (NITE) in Pakistan provides specialized training programs for teachers that prioritize Islamic teachings and values. The objective is to equip educators with the necessary skills to effectively promote Islamic ethics and moral values within the classroom. The effects of Islamization on teacher education in Pakistan have been varied, as some educators have raised concerns regarding the possibility of religious indoctrination and the marginalization of non-Muslim students. Nevertheless, advocates contend that the process of Islamisation has played a crucial role in reinforcing the Islamic character of Pakistani society and fostering a heightened sense of ethical obligation among both educators and students.

The incorporation of Islamic values into teacher education is a fundamental aspect of Saudi Arabia's education system. The Saudi Ministry of Education has enforced measures to include Islamic principles into teacher education programs, mandating that educators get instruction in Islamic studies and ethics. The Islamization of teacher education in Saudi Arabia has had a significant effect, since educators have played a crucial role in teaching Islamic values and beliefs within schools. Nevertheless, detractors contend that the prioritization of Islamic teachings could potentially impede the cultivation of analytical thinking abilities and restrict students’ access to a wide range of viewpoints.

These case studies demonstrate the various methods of incorporating Islam into teacher education and how it affects education systems and practices. Islamisation has the capacity to advance inclusive education by cultivating cultural sensitivity, ethical growth, and reverence for various religious identities. However, it is crucial to navigate its execution cautiously to prevent the marginalization or exclusion of students from non-Muslim backgrounds. Through studying these instances and actively participating in analytical discussions and introspection, policymakers and educators should strive to establish inclusive educational settings that respect and commemorate the cultural and religious variety within their communities.

Future Directions

Research Gaps

Although there has been progress in comprehending the effects of Islamisation on teacher education and inclusive education, there are still some areas that require further research. An important area of research that has to be addressed is the investigation of the lasting impact of Islamisation on educational achievements and the experiences of students. Current research frequently emphasizes immediate results or personal accounts, resulting in knowledge gaps on the long-term effects of Islamisation on kids' academic performance, analytical thinking abilities, and social growth. Conducting longitudinal studies that monitor students’ educational paths and experiences in Islamised educational environments could offer significant insights into the long-term impact of Islamisation on the objectives of inclusive education.

Research is required to investigate the intersectionality of identities in educational contexts that have been influenced by Islam. While a significant portion of the current body of literature concentrates on the incorporation of Islamic principles, values, and teachings, there has been comparatively less emphasis on the examination of how other elements of students' identities, such as gender, ethnicity, and socio-economic status, intersect with the process of Islamisation and influence educational experiences. Studying the experiences of marginalized and underrepresented groups in Islamic educational settings can provide insights on the intricate dynamics of identity, power, and inclusion in various educational environments.
There is a scarcity of study on the viewpoints and experiences of educators and officials engaged in Islamisation endeavors. Although research frequently examines student outcomes, there is a lack of emphasis on the motives, obstacles, and views of individuals responsible for implementing Islamisation policies and practices. Conducting research on the attitudes of educators and policymakers towards Islamisation, their comprehension of its aims and objectives, and their views on its influence on inclusive education could offer valuable insights into the factors that influence Islamisation initiatives and their execution.

There is a requirement for comparative study that investigates the resemblances and disparities in the tendencies of Islamisation across various locations and circumstances. Although case studies provide significant insights into individual instances of Islamisation in teacher education, doing comparative research could facilitate the identification of shared patterns, difficulties, and prospects across various educational contexts. Researchers can develop a more detailed understanding of the factors that affect the implementation and impact of Islamisation on inclusive education goals by comparing efforts in countries with different levels of religious diversity, political circumstances, and educational systems. It is crucial to address these areas of research that are currently lacking in order to further our comprehension of the intricate dynamics of Islamisation in teacher education and its consequences for inclusive education. By addressing these deficiencies, academics can make valuable contributions to the advancement of evidence-based policies and practices that foster inclusive and equitable education for all students, irrespective of their cultural or religious affiliations.

Emerging Trends

To forecast future trends in the Islamisation of teacher education, one must take into account many aspects such as socio-political advancements, educational objectives, and cultural transformations. An important trend is the ongoing global expansion of Islamic education, characterized by enhanced cooperation and interaction between nations with Muslim-majority populations and international educational institutions. With the increasing global interest in Islamic pedagogy, there is a likelihood of more significant attempts to integrate Islamic principles and values into teacher education curricula and practices in countries where Muslims are not the majority. This reflects a wider acknowledgment of the significance of cultural diversity and religious pluralism in education.

The future of Islamic teacher education is expected to be influenced by technological advancements and digital learning. This includes the creation of online courses, virtual learning platforms, and digital resources that enable the incorporation of Islamic teachings into teacher training programs. These technology advancements have the potential to increase the availability of Islamic education and teacher training in rural or disadvantaged regions. Additionally, they provide educators new resources and approaches to include Islamic viewpoints in their teaching methods.

There is a trend towards using multidisciplinary techniques in Islamised teacher education. Educators are incorporating knowledge from subjects like psychology, sociology, and anthropology to gain a deeper understanding of the intricate connections between religion, culture, and education. This multidisciplinary viewpoint has the potential to result in the creation of more comprehensive and refined methods for Islamisation that consider the varied requirements and identities of students and instructors.

With the growing multiculturalism and diversity in society, there is a need to prioritize the promotion of interfaith communication and understanding specifically in educational environments influenced by Islam. Educators have the opportunity to investigate inventive methods of instructing pupils about Islam and other religious traditions, with the aim of cultivating empathy, tolerance, and mutual respect among students from diverse religious origins. The focus on interfaith discourse has the potential to enhance the creation of inclusive educational settings that embrace diversity and foster societal unity.

The trajectory of Islamisation in teacher education is expected to be influenced by a confluence of worldwide patterns, technological progress, and changing educational objectives. By remaining aware of these developing patterns and actively participating in continuous discussion and cooperation, educators and policymakers can strive to establish educational institutions that are inclusive and culturally sensitive, valuing and commemorating the vast range of human experiences.

Long-term Implications

The process of incorporating Islamic principles into teacher education has profound and far-reaching consequences for worldwide inclusive education policies, as it influences the way education is understood, provided, and encountered by students with different cultural and religious backgrounds. An
anticipated long-term consequence is the adaptation of educational systems to incorporate Islamic ideas and values, in addition to other cultural and religious viewpoints. This has the potential to result in a wider acknowledgment of cultural variety and religious plurality in educational environments, promoting a more inclusive and fair approach to education that values and commemorates various cultural and religious identities.

Integrating Islamic principles into teacher education has the potential to foster culturally sensitive and contextually appropriate educational approaches that respect and integrate the cultural and religious heritage of pupils. By incorporating Islamic viewpoints into the curricula and teaching methods of teacher education, educators can enhance their ability to establish inclusive learning environments that cater to the varied needs and identities of students. This promotes a feeling of belonging and acceptance among all learners.

The process of incorporating Islamic principles and values into teacher education may have far-reaching consequences for educational policies and practices, including the governance, funding, and regulation of education both nationally and internationally. This may result in modifications to educational policies that prioritize the incorporation of Islamic principles and values into teacher training programs and curricular frameworks. Additionally, resources may be allocated for the creation of Islamic educational materials and resources. In addition, the process of incorporating Islamic principles into teacher education could have an influence on global discussions and partnerships around inclusive education. This may lead to increased focus on the influence of religion and culture in defining educational policies and practices worldwide.

Potential obstacles and tensions may develop from the Islamisation of teacher education in the context of global inclusive education policy. These encompass inquiries on the congruity of Islamic values with secular educational structures, apprehensions about the exclusion of non-Muslim students, and discussions around the freedom to pursue academic knowledge and intellectual exploration within educational environments influenced by Islam. To tackle these challenges, it is crucial for educators, policymakers, and stakeholders to engage in thoughtful discussions and deliberations. This will help ensure that the process of incorporating Islamic principles into teacher education aligns with and strengthens the objectives of inclusive education, which aims to cater to the needs of all students, irrespective of their cultural or religious affiliations.

The Islamisation of teacher education has complicated and multifaceted long-term ramifications for worldwide inclusive education policy. These implications reflect broader changes in educational priorities, attitudes, and viewpoints. To establish inclusive and fair educational systems that respect and appreciate the range of human experiences, educators and policymakers must acknowledge and tackle these consequences. This can be achieved by fostering the principles of tolerance, empathy, and mutual respect.

CONCLUSION

The study on the Islamisation of teacher education and its impact on worldwide inclusive education policy has produced several significant discoveries. The review examines the many methods of incorporating Islamic ideas and values into teacher education in different locations. It specifically focuses on nations like Malaysia, Pakistan, and Saudi Arabia, who have implemented policies and programs to integrate Islamization into their teacher training curricula. These endeavors have resulted in notable modifications in teacher education processes, encompassing the integration of courses on Islamic studies, instructional strategies, and assessment techniques. Furthermore, the analysis examines the potential advantages and difficulties linked to the process of incorporating Islamic principles into teacher education. Islamisation in educational settings can have both positive and negative effects. On one hand, it has the ability to foster cultural sensitivity, ethical growth, and respect for different religious identities. However, it also raises concerns about inclusivity, academic freedom, and the potential marginalization of non-Muslim students. To tackle these problems, it is essential for educators, policymakers, and stakeholders to engage in thoughtful deliberation and discussion. This will guarantee that attempts to Islamize education are in line with the objectives of inclusive education and uphold the rights and beliefs of all students. Furthermore, the review emphasizes the necessity for additional research to address the current knowledge gaps on the process of Islamisation in teacher education. This encompasses longitudinal studies that monitor the enduring consequences of Islamisation on educational achievements and student encounters, comparative
research that investigates the resemblances and disparities in Islamisation patterns across various regions and contexts, and interdisciplinary studies that analyze the interconnectedness of identities in Islamised educational environments. The review’s findings highlight the intricate and diverse characteristics of the Islamisation of teacher education and its consequences for worldwide inclusive education policy. By acknowledging the potential advantages and difficulties linked to the spread of Islam and filling in the gaps in current research, educators and policymakers can strive to establish educational systems that are inclusive and culturally sensitive. These systems would acknowledge and appreciate the wide range of human experiences, while also promoting the values of tolerance, empathy, and mutual respect.

The results of this study have important ramifications for inclusive education worldwide, emphasizing the intricate relationship between Islamization, teacher training, and global inclusive education policies. First and foremost, the results emphasize the significance of acknowledging and honoring ethnic and religious variety within educational environments. Through the incorporation of Islamic principles and values into the curricula and practices of teacher education, educators can establish inclusive learning environments that respect and commemorate the cultural and religious identities of all students, so promoting a feeling of belonging and acceptance. Furthermore, the results highlight the importance of employing sophisticated and culturally aware strategies when addressing the process of Islamisation in teacher education. Islamisation has the capacity to foster cultural awareness, ethical growth, and reverence for many religious identities. However, it also gives rise to problems over inclusiveness, academic liberty, and the marginalization of students who do not adhere to Islam. Policymakers and educators must carefully and conscientiously address these problems in order to ensure that attempts to promote Islamisation are in line with the objectives of inclusive education and uphold the rights and beliefs of all pupils. Moreover, the results emphasize the significance of continuous research and discussion to enhance our comprehension of the Islamisation of teacher education and its consequences for inclusive education policies. To create inclusive and equitable educational systems that value and celebrate human diversity, educators and policymakers should address research gaps, engage in critical reflection, and collaborate. This requires promoting values such as tolerance, empathy, and mutual respect. The importance of these discoveries rests in their ability to provide information and direction for initiatives aimed at promoting inclusive education worldwide. To create inclusive learning environments that empower all students to thrive and succeed, policymakers and educators should acknowledge the opportunities and challenges of Islamisation. They should also adopt contextually sensitive approaches to teacher education, taking into account the cultural and religious backgrounds of the students.

The impact of Islamisation on the development of teacher education and inclusive education policy is intricate and diverse, mirroring wider changes in educational priorities, beliefs, and viewpoints. Islamisation in educational settings has the ability to foster cultural sensitivity, ethical growth, and tolerance for other religious identities. However, it also raises problems around inclusivity, academic freedom, and the marginalization of non-Muslim students.

In the future, it is crucial for policymakers and educators to embrace contextually sensitive strategies for Islamisation that acknowledge and appreciate the wide range of human experiences, while also advocating for the ideals of tolerance, empathy, and mutual respect. To do this, it is necessary to actively participate in continuous discussions and cooperation, fill in the existing gaps in research, and skillfully manage the difficulties and conflicts that may emerge from incorporating Islamic principles and values into teacher education curricula and practices. The ultimate objective of Islamisation in teacher education should be to establish inclusive and equitable educational institutions that encourage all students to flourish and achieve, irrespective of their cultural or religious affiliations. To promote global inclusive education policies that uphold social justice, equity, and human rights, policymakers and educators should acknowledge the opportunities and challenges of Islamisation and strive to establish inclusive learning environments that value and embrace the diverse range of human experiences..

AUTHORS’ DECLARATION

Authors’ Contributions and Responsibilities

All authors have important tasks, we research with their respective tasks starting from collecting literature, summarizing perception equations, writing, drafting articles to making revisions from editors and reviewers.
Competing Interests

The author has no conflicts of interest with editors, publishers, and even fellow authors, so there is no competition that causes this writing to be constrained.

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