

Strengthening Students' Global Competence at International Islamic Schools: Strategies for Developing Literacy, Character, and Islamic Values

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ARTICLE INFO	ABSTRACT
Keywords: Global competence; international islamic schools; islamic values integration.	This study explores the reinforcement of global competence among students in International Islamic Schools, an educational model that seeks to harmonize global oriented learning with Islamic moral values. The research is motivated by the growing need for educational institutions to prepare students for increasingly interconnected global contexts while maintaining strong ethical and cultural foundations rooted in Islam. The study aims to identify conceptual strategies that integrate global literacy, character formation, and Islamic values as a unified framework for 21st-century learning. Using a library research method, data were collected from peer-reviewed journal articles, books, and contemporary studies related to Islamic education, global competence, and international schooling. The findings indicate that global competence can be strengthened through a combination of adaptive curricula, multicultural learning environments, value-based pedagogy, and teacher preparedness aligned with global standards. Furthermore, integrating Islamic ethical principles into global learning enhances students' socio-emotional development and sense of moral responsibility. This study concludes that International Islamic Schools hold strategic potential to develop globally competent learners who uphold strong Islamic identity. However, empirical research is still needed to validate the practical implementation of this integrated approach. Future studies are recommended to conduct field-based evaluations and comparative analyses across different international Islamic education systems.
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INTRODUCTION

Globalization has brought significant changes to the social, economic, and cultural structures of societies around the world, requiring the education sector to adapt and adjust to the competency demands of the 21st century. In this context, global competency has become a key focus for educators, researchers, and policymakers. The concept of global competencies in 21st-century education is understood as the ability to function effectively in an international and culturally diverse context. Global competencies require learners to develop cross-cultural communication skills, critical thinking, innovative problem-solving, and an inclusive global perspective (Islam et al., 2019a; Syamsy et al., 2023a). In addition, modern education is also expected to not only develop academic skills, but also train sensitivity to global issues, such as social justice, sustainability, and world peace. Thus, educational institutions need to formulate approaches that are able to integrate global skills with local values in order to produce graduates who are able to contribute at the international level.

On the one hand, the role of Islamic education in the global arena is also increasingly relevant, given that many studies confirm that an approach based on Islamic values can provide a solid ethical foundation in shaping the character of global citizens (Lathifah et al., 2025). Islamic education emphasizes the integration of intellectual and spiritual intelligence, thereby producing individuals who are not only academically competent, but also possess moral ethics in interacting with the global environment. International-based curricula, such as the International Baccalaureate (IB), provide students with a theoretical and practical foundation for a deeper understanding of humanitarian and social justice issues, while fostering a sense of global responsibility (Lubis et al., 2025a). Therefore, strengthening global competencies needs to be understood as a process that not only develops students' cognitive aspects, but also moral, social, and spiritual values relevant to the Islamic context.

In this context, International Islamic School serves as an educational model that combines international standards with Islamic values to prepare students who are able to respond effectively to global challenges. These schools aim to develop students who excel academically while possessing moral and spiritual integrity. Through a combination of international curriculum and Islamic education, the International Islamic School strives to create a learning environment that emphasizes not only academic achievement but also character building and the social skills necessary to participate in a global society (Lathifah et al., 2025). Thus, this educational institution has a strategic role in fostering global awareness and sensitivity to cultural diversity, while maintaining Islamic values as a fundamental principle.

However, a number of studies show that globalization also poses major challenges for modern Islamic educational institutions. One of the main challenges that is often identified is the need to align Islamic education curricula with international standards, which are often influenced by secular values that are not always in line with Islamic teachings (Abidin, 2020a; Rohman et al., 2024a). The integration of Islamic and international curricula requires careful consideration to ensure that both can run harmoniously without compromising their fundamental principles. In addition, Islamic educational institutions are also faced with demands to adopt more modern, responsive, and innovative teaching methods, which

sometimes conflict with the traditional approaches that are still widely used (Yusoff, 2024a). This challenge is even more apparent in institutions such as Islamic boarding schools, where adaptation to modern technology and pedagogy is often hampered by limited resources or resistance to change (Humaisi et al., 2024).

In line with these challenges, there is a need to understand how Islamic values can be integrated with global demands in the context of international education. A number of studies show that Islamic education can make an ethical contribution to global issues such as social justice, peace, and moderation (Ebrahimi et al., 2022). Universal values such as tolerance and respect for diversity are an important part of Islamic teachings and are relevant to modern global demands (Gamal, 2020a). International Islamic educational institutions also play an important role in promoting cross-cultural dialogue, where students are trained to develop open-mindedness, empathy, and sensitivity to the complexities of the global world. Thus, the integration of Islamic values and global competencies can be an opportunity to produce ethical, tolerant, and welfare-oriented global citizens.

In the realm of global, digital, and cultural literacy, international education also faces various dynamics. Global literacy includes the ability to understand global issues such as climate change, world peace, and human rights, as well as actively participating in solving global problems (Rohman et al., 2024a). Digital literacy requires students to master information technology, utilize digital platforms, and critically evaluate information (Lubis et al., 2025a). Cultural literacy becomes increasingly important when students must interact with individuals from various cultural backgrounds, enabling them to develop mutual respect and tolerance (Rohman et al., 2024a). However, a number of studies highlight that efforts to integrate global literacy with religious values often encounter obstacles, especially in religious-based educational institutions that do not yet have a clear integrative model (Marsh et al., 2015). Thus, there is a need to formulate an approach that can combine the strengths of global literacy with Islamic values in a balanced and effective manner.

A review of the literature shows that although various approaches have been developed to strengthen global competencies in international Islamic education, there are a number of gaps that require further attention. Many studies tend to separate the analysis of global literacy, character building, and Islamic values as separate domains. In fact, the three are mutually reinforcing and need to be understood as a whole within the framework of global competency development. Furthermore, there is still little research that comprehensively discusses integrative strategies for developing global competencies in International Islamic Schools using a holistic approach. This gap highlights the need for research that can synthesize the literature and present a conceptual model that integrates literacy, character, and Islamic values in a unified manner.

Based on this mapping, the purpose of this study is to provide a comprehensive analysis of strategies for strengthening the global competencies of students at the International Islamic School through a literature review approach. This study offers a new contribution in the form of a conceptual framework that integrates global literacy, character building, and Islamic values as the main pillars of global competency development. In addition, this study also provides theoretical justification regarding the relevance of Islamic education in responding to global demands, as well as limiting the scope of the study to

conceptual literature. Thus, this study is expected to enrich the academic discourse on international Islamic education and provide strategic recommendations for educational institutions in preparing students to face increasingly complex global challenges.

RESEARCH METHOD

This study uses a qualitative approach with a library research type that focuses on systematic analysis of scientific literature on Islamic education, global competencies, and the integration of values in international curricula. This approach was chosen because it is suitable for examining concepts, models, and theoretical findings that have been developed in previous studies, especially in the context of integrating Islamic values with global demands. Library research allows researchers to utilize contemporary analytical frameworks, sociocultural evaluations, and integrative paradigms that emphasize the importance of Islamic values in modern education, as demonstrated by research confirming that Islamic education can be effectively integrated with global values to produce graduates who are adaptive and competent in a multicultural society (Suwendi et al., 2024). In addition, the relevance of Islamic educational institutions, including Islamic boarding schools, in building global competitiveness is also emphasized in the literature, particularly in relation to the quality of education that is contextual and responsive to global changes (Lathifah et al., 2025).

Data collection techniques were carried out through a process of selecting and searching literature using relevant keywords such as “global competence,” “international Islamic education,” “integration of Islamic values,” “international curriculum,” and “global literacy.” This process was carried out by accessing various academic databases containing reputable publications such as internationally indexed journals, academic books, research reports, and relevant institutional documents. The literature selection strategy referred to the criteria of validity, relevance, and currency, which are in line with literature-based research standards (Aras et al., 2025; Khan & Yasmeen, 2020). In addition, the literature review on Islamic education also includes an analysis of works that highlight curriculum development and educational strategies in Islamic-based international schools, which describe how Islamic values are integrated into the broader context of global education (Gamal, 2020a). Thus, the data sources used in this study have a strong methodological foundation, are relevant, and are representative of contemporary issues in international education.

Data analysis in this study used content analysis and thematic analysis techniques aimed at identifying patterns, conceptual themes, and relationships between variables that emerged from various literature sources. In the first stage, researchers evaluated the quality of sources based on validity standards such as peer review, journal reputation, and methodological accuracy (Zabidi, 2018; Zainal et al., 2023). Next, thematic analysis was conducted by grouping literature findings into main categories such as the integration of Islamic values, strategies for strengthening global competencies, the development of global literacy, and the dynamics of Islamic education in a global context. The interpretation process also took into account the cultural and religious context of each study to ensure that the literature synthesis was consistent with the broader framework of Islamic education (Hidayah, 2021a; Rohman et al., 2024b). This analytical technique enables researchers to develop a comprehensive understanding of relevant strategic approaches in strengthening the global competencies of

students at the International Islamic School, as well as producing a strong theoretical basis for the discussion and conclusions of the study.

RESULT AND DISCUSSION

Result

Overview of International Islamic Schools in Literature

International Islamic Schools (IIS) have become one of the prominent entities in the global education landscape due to their ability to integrate Islamic values into modern education systems. The literature describes IIS as institutions that not only prepare students academically, but also shape moral and ethical character rooted in Islamic teachings (Gamal, 2020b; Islam et al., 2019b). Thus, these schools are positioned as a bridge between contemporary educational standards and religious principles. This approach also reflects IIS's efforts in facing the dynamics of globalization that demand adaptation to developments in science, technology, and cultural interactions. Therefore, IIS plays a strategic role in producing a generation that is not only intellectually intelligent but also has strong moral values as a foundation in facing global challenges.

In an effort to define and classify IIS, the study emphasizes the diversity of approaches, strategies, and orientations applied by these schools in various countries. Some IIS prioritize a dual approach of technical education and religious guidance, ensuring that students acquire the skills needed in the modern workplace while remaining steadfast in their Islamic beliefs (Abidin, 2020b; Rohman et al., 2024c). On the other hand, there are IISs that adopt international curricula such as the International Baccalaureate (IB) with adjustments to explicitly integrate Islamic values (Yusoff, 2024a). Therefore, the classification of IIS is very diverse, ranging from models that are close to the conservative traditions of madrasahs to modern Islamic institutions with a global orientation (Gamal, 2020b). This diversity demonstrates the flexibility of IIS in responding to the social, cultural, and educational policy contexts in each region.

A study of the IIS curriculum model reveals that the integration of religious studies and general studies is one of the main characteristics of international Islamic education. In many contexts, the IIS curriculum is a synthesis of national education standards, international standards, and Islamic values that are internalized through learning (Rohman et al., 2024c). This integration is particularly important in Muslim-majority regions, where the curriculum must meet secular demands while adhering to religious values (Abidin, 2020b; Gamal, 2020b). In addition, many IIS emphasize experiential learning and community engagement, which allows students to apply academic knowledge in real-world contexts guided by Islamic ethics (Lubis et al., 2025a). In this case, the IIS curriculum aims not only to produce academically competent students, but also to develop social and moral sensitivity in everyday life.

Modernizing learning approaches is also an important focus in the literature on IIS. Many IISs are beginning to adopt contemporary educational frameworks such as inquiry-based learning and project-based learning, which are typically associated with international pedagogical practices (Gamal, 2020b; Yusoff, 2024b). This integration process shows that IIS is increasingly developing as an institution capable of combining traditional Islamic values

with global pedagogical demands. Research shows that this approach can encourage the development of critical thinking, creativity, and collaborative skills, while still maintaining Islamic moral foundations (Gamal, 2020b; Islam et al., 2019b). However, a number of challenges remain, particularly in relation to resource gaps, teacher training needs, and pressure to comply with various education policies that are not always in line with Islamic principles (Rohman et al., 2024c). These challenges show that the existence of IIS is in a space of negotiation between globality and locality. Therefore, IIS is not only an educational institution, but also an important arena for the formation of Islamic identity and harmonious global orientation, which together form an adaptive and sustainable model of international Islamic education.

Strategies for Developing Global Literacy in Students

Global literacy is the ability to understand, interact, and function effectively in an increasingly globally connected world. In contemporary literature, global literacy is seen as an important dimension of 21st-century competencies that learners must possess in order to contribute to a complex global society. Research conducted by Za Tommaso et. al explains that global literacy includes the ability to appreciate diverse cultural perspectives and understand interrelated global issues, a competency that is relevant to improving the quality of education, including in madrasahs (Zà et al., 2023). In addition, Lubis et al. emphasize the need to integrate global literacy modules into the curriculum as an effort to develop multicultural awareness among students, which is in line with the global dynamics of modern society (Lubis et al., 2025b). In order to meet these demands, global literacy is positioned not only as conceptual knowledge, but also as practical and reflective skills.

Strengthening global literacy in the educational process can be achieved through strategies that are adaptive and responsive to the needs of students. Nuryana et al. emphasize that the use of literacy strategies that are appropriate to the diversity of students can improve literacy competencies from cognitive, affective, and social perspectives (Nuryana et al., 2020). This approach is in line with the view of Suwendi et al., who state that global literacy plays a role in shaping students to be able to contribute on a global scale through cross-cultural understanding and sensitivity to international issues (Suwendi et al., 2024). In this context, education at the International Islamic School needs to consciously integrate literacy strategies that facilitate the development of global awareness while maintaining Islamic values as an ethical foundation. Thus, global literacy is understood as a competency that connects knowledge, awareness, and action within a global context.

In line with this, various studies have identified a number of effective strategies for developing students' global literacy. Collaborative approaches, for example, are considered effective in promoting global literacy through interaction and exchange of experiences among students. Research by Suwendi et al. shows that collaboration helps students explore global issues in greater depth through dialogue and cooperation, thereby enriching their global perspectives (Suwendi et al., 2024). Another strategy is the use of technology in the learning process. Syamsy et al. explain that the use of digital platforms can open up wider access to global information, connect students with the global community, and increase their participation in discussions on international issues (Syamsy et al., 2023b). The integration of this technology has also proven effective during the COVID-19 pandemic, as noted by

Elnaem et al., who emphasize the flexibility and interactivity of digital learning (Elnaem et al., 2020). The project-based approach is also an important strategy, as found by AlNasrallah, who revealed that collaborative projects enable students to analyze global issues in depth while improving their communication and collaboration skills (AlNasrallah, 2023). Overall, the combination of collaborative strategies, technology, and project-based learning significantly strengthens students' global literacy and prepares them to become critical, competent, and responsible global citizens.

The Formation of a Global-Islamic Character

The formation of a global-Islamic character in the context of International Islamic Schools is a strategic effort to integrate universal human values with Islamic moral principles. The literature shows that this approach emphasizes the development of students who not only have intellectual capacity but also ethical sensitivity to actively participate in global society. Gamal, in his analysis, asserts that education in Islamic international schools places Islamic values as the basis for character building, so that students are able to become part of an ethical and responsible global community (Gamal, 2020b). Furthermore, Hidayah highlighted the role of Islamic boarding schools and educational institutions in shaping students' identities and characters through the internalization of Islamic values, which can be combined with global values to create holistic characters (Hidayah, 2021a). A similar approach is also applied in programs such as the International Baccalaureate (IB), which, according to Lubis et al., can develop students' character by providing space for active, reflective, and globally-oriented learning (Lubis et al., 2025b).

The literature also shows that various educational programs have been proven effective in shaping the character of students in Islamic international schools. The International Baccalaureate (IB) program adopted by a number of IISs, as explained by Lubis et al., can improve educator competence, enrich student learning experiences, and broaden their global perspectives through a learning approach centered on character development (Lubis et al., 2025b). In addition, social activities oriented towards human values also play an important role in shaping a global-Islamic character. Syamsy et al. emphasize that student involvement in social activities not only increases empathy and social awareness, but also strengthens their commitment to Islamic teachings that emphasize solidarity and social responsibility (Syamsy et al., 2023b). In the context of Islamic boarding school education, Al-Dawoody, as quoted by Sigit & Muhammadin, also observed that an Islamic-based curriculum can help students understand social responsibility in a global context, although some details of this research require further exploration (Sigit & Muhammadin, 2019).

The influence of a multicultural environment is also a crucial aspect in shaping a global-Islamic character. Gamal shows that interactions in a multicultural school environment can enrich students' understanding of cultural diversity and reduce social prejudice (Gamal, 2020b). Intense contact with various cultural and religious backgrounds encourages the development of empathy, tolerance, and mutual respect (Hidayah, 2021b). Through this interactive process, students can develop a stronger global awareness, which is essential for shaping adaptive and responsive characters that embrace diversity. In the context of the International Islamic School, the multicultural environment serves as a catalyst for integrating Islamic values with global values, enabling students to understand how the two are

intertwined in everyday life.

Nevertheless, the integration of global character and Islamic morals still faces a number of challenges. Lubis et al. note that differences in the interpretation of values between cultures and belief systems can give rise to value conflicts and identity confusion, especially when students experience global exposure that is not in line with Islamic teachings (Lubis et al., 2025b). Another challenge arises from the effort to harmonize a global values-based curriculum with Islamic values, which form the foundation of education. In such circumstances, collaboration between educators, parents, and institutions is crucial to ensure that global values and Islamic values can be integrated harmoniously. Therefore, the formation of a global-Islamic character requires an inclusive, structured, and sustainable approach in order to create synergy between these two aspects and produce a generation that is ethical, competent, and ready to face global challenges.

Integration of Islamic Values in Strengthening Global Competence

The integration of Islamic values in strengthening global competencies is a fundamental aspect of international-based education that seeks to combine Islamic identity with the demands of the 21st century. This approach emphasizes the importance of building a balanced learning environment that is capable of combining Islamic ethical principles with the global skills needed by students to participate in a multicultural society. Musa et al. show that the integration of Islamic values into educational practices can improve the positive attitudes and ethical behavior of students, although much of this research has been conducted in the field of medical education (Musa et al., 2022). The principles of Islamic education that emphasize morals, honesty, and trustworthiness can be widely applied in international schools as a foundation for shaping individuals who are ethical and globally competitive. Thus, the synergy between religious values and global demands opens up opportunities for simultaneous character and competency building.

The process of integrating the Islamic curriculum and the global curriculum can be realized through creative, adaptive, and contextual pedagogical approaches. Lubis et al. emphasize that combining project-based teaching methods and active learning practices with Islamic disciplines can create a comprehensive educational model, as implemented in various Islamic international schools in Malaysia (Lubis et al., 2025b). Hidayah also emphasized the need for curriculum restructuring that allows Islamic values to interact harmoniously with international material, so that learning remains relevant to local and global needs. This approach requires learning that not only instills religious teachings by heart, but also practical understanding that encourages students to internalize ethical values in a global context (Hidayah, 2021b). Thus, the integrated curriculum serves as a foundation for students to maintain their Islamic identity while mastering essential global competencies.

However, the integration of Islamic curriculum within a global framework is not without structural, social, and pedagogical challenges. Research by Rohman et al. shows that Islamic educational institutions such as Islamic boarding schools face difficulties in adapting national and international curricula, particularly in terms of adjusting teaching methods and improving the competence of teaching staff (Rohman et al., 2024c). On the other hand, Gamal emphasized that the success of integration greatly depends on teachers' capacity to implement an inclusive and diversity-sensitive values-based approach (Gamal, 2020b).

Another challenge that often arises is the incompatibility between global standards, which tend to be liberal, and Islamic principles, which have certain moral restrictions. Differences in the interpretation of Islamic values, social pressure, and issues of discrimination experienced by Muslim students in some countries also complicate these integrative efforts (Ismail et al., 2024; Rohman et al., 2024d). Therefore, the integration process requires careful planning involving various stakeholders.

In the context of implementation, school culture plays a central role in facilitating the effective integration of Islamic values and global competencies. Bouhlila & Hentati emphasize that a religious school culture can strengthen student discipline, responsibility, and enthusiasm for learning through activities such as reading the Qur'an, practicing worship, and practicing social ethics (Bouhlila & Hentati, 2024). At the same time, school culture should encourage openness to global perspectives, cultural diversity, and international collaboration to develop adaptability, creativity, and cross-cultural communication skills (Brooks et al., 2020a; Yusoff, 2024c). Emerging challenges, such as resistance to global values that are considered contrary to Islam or confusion about student identity, need to be addressed through an inclusive approach, open communication, and ongoing support from educators and parents. Thus, effective integration can shape students who are not only excellent in global competencies, but also strong in their Islamic identity.

Research Challenges and Gaps

In the development of education in international Islamic schools, a number of key challenges have been identified in the literature, particularly in relation to improving the global competencies of students. One of the most prominent challenges is the mismatch between the curriculum implemented and the ever-evolving global needs and standards. Research shows that many international Islamic schools face obstacles in integrating Islamic values with the dynamics of global education, especially when global curricula demand 21st-century skills that are not always in line with Islamic educational principles (Islam et al., 2019c; Rohman et al., 2024e). This situation creates disparities in learning outcomes, meaning that students do not fully acquire the competencies needed to compete internationally.

In addition to curriculum issues, teacher readiness and competence are also central issues in the development of global competencies in international Islamic schools. Teachers play a key role as facilitators in the learning process, but many studies highlight that some educators lack the training, international experience, and pedagogical capacity necessary to meet global education standards. Without systematic professional development programs, teachers tend to have difficulty implementing learning approaches that are responsive to student diversity and contemporary global needs (Lubis et al., 2025b). In addition, managerial policy challenges such as weak transformational leadership also affect teaching effectiveness (Humaisi et al., 2019; Yusoff, 2024d). Parental and community involvement is also a significant factor influencing the success of global education, although certain social dynamics can be obstacles to expanding learning opportunities for students (Brooks et al., 2020b; Rohman et al., 2024e).

In addition to challenges, the literature also reveals a number of research gaps that need to be explored further. One such gap relates to the lack of in-depth studies on how Islamic values can be directly integrated with the development of global competencies in the

context of Islamic international schools. Most studies still focus on aspects of curriculum or Islamic identity separately, without exploring pedagogical models that are capable of combining Islamic principles with global skills such as international leadership, cross-cultural communication, and global problem solving (Gamal, 2020c; Rohman et al., 2024e). In addition, there has been little research examining how teachers navigate the application of Islamic values when faced with global demands and how inclusive teaching strategies can be applied in culturally and ideologically heterogeneous classrooms (Yusoff, 2024d). By deepening research in this area, future studies can contribute to the development of educational models that better align local values with global demands.

Discussion

Education in international Islamic schools requires a solid theoretical framework to ensure that students are able to develop global competencies that are in line with Islamic values. A synthesis of the literature shows that the integration of Islamic values and global skills must be carried out through a holistic approach that emphasizes not only academic aspects, but also character development and global literacy. Lathifah et al. emphasize that improving the quality of education in Islamic institutions, including international schools, must be directed towards the relevance of modern society's needs (Lathifah et al., 2025). This is in line with the findings of Suwendi et al., which show that the intellectual network of Islamic boarding schools plays an important role in facing contemporary challenges (Suwendi et al., 2024). On the other hand, Islam et al. emphasize the need for formal education combined with Islamic moral values as the foundation for shaping students' identity and ethics (Islam et al., 2019c).

The integration of global literacy with global-Islamic character offers a strategic approach to building student identity in the era of globalization. Yusoff shows that religious literacy and understanding of Islamic values play a protective role in the psychological well-being of students (Yusoff, 2024d). Meanwhile, Miroshnikova and Skvortsov highlight the importance of finding a balance between religious education and the demands of modernity in order for education to remain relevant (Miroshnikova & Skvortsov, 2018). Giumelli and Buranelli added that there is tension between global and local values, so schools need to develop learning strategies that can accommodate these differences constructively (Giumelli & Buranelli, 2019). This approach not only builds multicultural understanding, but also develops students' ability to become agents of change who can function effectively in a global context.

The literature review also points to practical strategies that can be applied in the development of international Islamic schools. Marsh et al., through the concept of the big-fish-little-pond effect (BFLPE), show that the learning environment can influence student motivation and academic achievement, so international Islamic schools need to create a supportive and healthily competitive learning ecosystem (Marsh et al., 2015). Musa et al. also show that integrating Islamic values into education, including in non-religious contexts such as medical education, can be applied to develop relevant and ethics-oriented curricula (Musa et al., 2022). In addition, Bouhlila and Hentati's findings emphasize the importance of developing interpersonal skills through collaborative experiences, which are one of the key elements in global education (Bouhlila & Hentati, 2024).

From a comparative analysis of various studies, several strategic recommendations for the development of international Islamic schools can be formulated. First, closer cooperation is needed between Islamic educational institutions and local and international organizations to strengthen intellectual networks and support the exchange of best practices. Second, the curriculum needs to be developed based on the latest research so that it is more adaptive to the needs of students and in line with the global context. Third, ongoing professional training for educators should be a priority to address competency gaps and improve the quality of learning. By implementing these strategies, international Islamic schools can produce graduates who are not only academically excellent but also have strong moral integrity and the ability to contribute to global society.

CONCLUSION

This study confirms that strengthening the global competencies of students at the International Islamic School requires a synergistic integration of global literacy, global-Islamic character building, and the application of Islamic values relevant to the demands of 21st-century education. A literature review shows that an approach combining a global perspective with Islamic ethics can shape students who are not only academically skilled but also have a strong moral foundation to face the dynamics of global society. In addition, the need for an adaptive curriculum, teachers who are competent in an international context, and a school culture that supports diversity are important foundations for maximizing student potential. This approach positions international Islamic schools as educational models that are able to respond responsively to global changes without losing their religious roots.

However, this study has limitations because it is entirely based on literature review and therefore does not capture the complexity of empirical practices in the field. In addition, there have not been many studies that directly examine the effectiveness of integrating Islamic values into global-oriented learning in various international Islamic school contexts. Therefore, further research is recommended to conduct empirical studies, such as school ethnography, case studies, or evaluations of global-Islamic curriculum programs, in order to enrich understanding of the actual implementation and practical challenges faced. Comparative studies between countries are also needed to examine the variations in international Islamic education models in responding to global demands.

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