Revitalizing Islamic Holistic Education for Gender Role Balance in the Disruption Era

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ABSTRACT

The disruption era has significantly transformed gender roles in families, society, and professional sectors, presenting challenges in maintaining role balance while adhering to Islamic values. This study explores how Islamic holistic education can address these challenges by analyzing the concept's role in fostering gender role harmony. Using a qualitative approach with descriptive-analytical methods, the research draws on library research, document analysis, and selective interviews with Islamic education practitioners. Content and thematic analysis were applied to examine classical texts and contemporary practices. Findings indicate that Islamic holistic education promotes a balanced and just gender role framework through the integration of spiritual, moral, intellectual, and social dimensions, fostering mutual respect and role complementarity between men and women. The study also highlights case examples, particularly from pesantren and community-based educational programs, which demonstrate practical implementation of gender-inclusive strategies. These programs empower both male and female learners to participate actively in leadership and decision-making, reflecting Sharia-compliant equality. Thus, the research contributes to theoretical developments in Islamic education and gender studies, while offering actionable strategies for educators and policymakers. Holistic Islamic education emerges as a viable and contextual solution to the evolving gender dynamics in the disruption era, bridging tradition with modern societal needs.

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1. INTRODUCTION

The change in the roles of men and women in the era of disruption influenced by technology, globalization, and digitalization is a complex and multidimensional phenomenon. In this context, two main theories explain the role of gender: the theory of nature and the theory of nurture (Rodriguez, 2023). Nature theory argues that gender role differences originate from biological differences, while nurture theory emphasizes that gender roles are shaped by social and cultural factors.(Bari, Alfatih, & Muhyi, 2024) In the modern era, especially amid globalization, there has been a paradigm shift that leads to awareness of the balance of roles and responsibilities between men and women, both in the public and domestic spheres (Widyasari, 2023)

One of the significant impacts of digitalization is the emergence of new opportunities for women to participate in various sectors, including in the world of work. Research shows that women are now more involved in jobs that were previously dominated by men, such as in the fields of accounting and media (Herawati, 2016; Primasatya, 2023) However, even though women are increasingly active in the public sphere, they often still face challenges in terms of the division of labor in the household, where they often have to carry out a double workload (Theresia, 2021). This suggests that despite progress, patriarchal structures still affect the division of roles within the family and society (You, 2019)

In the context of education, gender roles have also changed(Amanda, 2023). Islamic education, for example, often still prioritizes patriarchal understandings that place men as leaders (Sopian, 2023) However, some studies show that women have an equal role in education and can contribute significantly to decision-making (Lutfi, Sutisna, & Asma, 2023; Mauliyah & Sinambela, 2019). This shows that while there are still challenges, there is also room for women to take more active and equal roles in various aspects of life.

On the other hand, in the context of indigenous peoples, such as the Dani Tribe in Papua, women are still often considered to be in a subordinate position (You, 2019) However, in some communities, women have begun to take a more active role in the economy and decision-making, although still within certain limits (Handayani, 2023) This shows that gender role changes are not only influenced by external factors such as technology and globalization, but also by internal dynamics within the community. Overall, the changing roles of men and women in this era of disruption show progress towards gender equality, but also show the challenges that remain. It is important to continue to encourage awareness and education about gender equality so that this shift can take place sustainably and inclusively.

The challenge of balancing gender roles from an Islamic perspective is a complex issue and is often influenced by traditional interpretations and evolving social contexts. In many cases, the understanding of gender in Islam is often trapped in a patriarchal interpretation that considers women as inferior beings (Jaoudi, 2022). However, some researchers argue that Islamic teachings emphasize equality between men and women, although social practices often do not reflect these principles (Adam, Haddad, & Damis, 2022; Zubairi, 2024)

One of the main challenges is the difference in interpretation of sacred texts, such as the Qur'an and Hadith. Some researchers have shown that patriarchal interpretations of these texts have resulted in a misunderstood understanding of the role of women in society (Suryadilaga, 2019) For example, Asma Barlas in her work states that the inequality experienced by women is often the result of a political misinterpretation of the Qur'an (Islam, Tayyab, & Afzal, 2023) This shows the need for a more inclusive and gender-sensitive hermeneutic approach in understanding Islamic teachings (Anwar, 2023)

On the other hand, there are also efforts to restore a fairer and equal understanding of gender in Islam. Some researchers, such as Adam et al., emphasize that the dimension of gender equality is actually taught in Islam, although it is often overlooked in practice (Adam et al., 2022) In addition, the Islamic feminist movement has also begun to develop, seeking to challenge and redefine the role of women in the Islamic context by emphasizing the principles of equality and justice (Suud S Karimullah, 2023; Lazuardi, 2024)

In the context of education, challenges in achieving gender equality are also seen. Although education is the right of every individual, there are still inequalities in women's access and participation in education, which can hinder their progress in various fields (Intan, 2023; Ulya, 2018) Therefore, it is important to encourage policies that support gender equality in education and address existing stereotypes (Daharis, 2023; Dewi, 2022)

Overall, the challenge of balancing gender roles from an Islamic perspective requires a holistic and inclusive approach. This includes the reinterpretation of sacred texts, the development of policies that support gender equality, and education that promotes the values of equality and justice (Fitriyani, Maksum, & Nurhasanah, 2022). Thus, it is hoped that women can play an equal role in society, both in the public and domestic spheres. Islamic holistic education plays an important role in shaping balanced and harmonious individuals, both in terms of spirituality, morals, social, and intellectual. This approach not only focuses on the academic aspect but also on the development of deep Islamic character and values. In this context, holistic education is considered a solution to the challenges faced in the education system that often only emphasizes academic achievement alone (Maghfiroh, 2024).

One important aspect of holistic education is the integration of spiritual and moral values into the curriculum. This aims to form the character of students who are not only intellectually intelligent but also have good morals. In the research conducted by Billah, it was emphasized that education based on an integrative holistic approach can help early childhood to understand and internalize Islamic values from an early age so that they can grow into individuals with noble characters (Billah, 2023) Thus, holistic education not only functions as a means of knowledge transfer but also as a vehicle for character formation.

The implementation of holistic education in Islamic educational institutions, such as Islamic boarding schools, has also shown positive results. Research by Ma'Arif and Rusydi shows that holistic education at the Amanatul Ummah Islamic Boarding School in Mojokerto has succeeded in developing students' potential as a whole, by combining various innovative and responsible learning methods (Ma`arif & Rusydi, 2020) This shows that holistic education can create a learning environment that supports the development of students' character and personality. Furthermore, holistic education also plays a role in building a harmonious relationship between individuals and God, fellow humans, and the universe. Hildani and Safitri emphasized that Islamic education aims to develop all human potential, both physical and spiritual, so that it can foster harmonious relationships in every aspect of life (Hildani & Safitri, 2021) With this approach, students are expected to become individuals who are not only academically successful, but also able to contribute positively to society.

Overall, Islamic holistic education is very important in shaping a harmonious role in society. By integrating Islamic values in every aspect of education, it is hoped that future generations can grow into individuals with noble character, intelligence, and be able to adapt to changing times. Therefore, educational institutions need to continue to develop curricula and learning methods that support this holistic approach (Aminuddin, 2024; Azmiy, 2024)

2. METHODS

This study adopts a qualitative exploratory approach labeled as "empirical" due to its integration of conceptual analysis with selective field validation. While the core method is library research—analyzing primary and secondary sources, including the Qur'an, Hadith, tafsir, and scholarly works on Islamic holistic education and gender—it is enriched with document analysis and interviews with Islamic educators and curriculum developers. Content analysis is applied to uncover gender-related themes within Islamic texts, while thematic analysis is employed to identify recurring patterns in educational practices across pesantren and community-based programs. These empirical insights help validate theoretical assumptions with practical examples from the field. The descriptive-analytical nature of the method supports a deep understanding of how Islamic holistic education addresses the evolving challenges of gender roles in the disruption era. This integrated approach provides a

comprehensive framework for interpreting the application of Islamic values in promoting gender harmony aligned with Sharia guidance.

3. FINDINGS AND DISCUSSION

Islamic holistic education emphasizes the balance between spiritual, intellectual, emotional, and social aspects in shaping the roles of men and women. In Islam, the role of gender is not just the concept of absolute equality but rather balance (*tawazun*) and justice (*'is*). Men and women are given different responsibilities and roles but complement each other in family life, society, and the world of work. Islamic holistic education aims to instill human values that are by Islamic teachings so that each individual can carry out his or her role proportionately and responsibly. With Islamic value-based education, men and women not only understand each other's rights and obligations but are also able to work together to create a social balance based on religious values.

The era of disruption has brought significant changes to the structure of the roles of men and women, both in the family, society, and the professional sector. Technological advancements, digitalization, and globalization have created role flexibility, allowing women to play more roles in the public sphere and men to be more involved in domestic tasks. However, these changes also present major challenges, such as confusion of gender identity, imbalances in roles in the family, and shifts in values that are not always in line with Islamic principles. Therefore, education is needed that not only equips individuals with adaptation skills to changing times, but also instills a strong understanding of the role of gender in Islam. Thus, Islamic holistic education can be a guide for today's generation so that they are still able to carry out balanced gender roles without losing Islamic values.

As a solution in facing the challenges of the era of disruption, Islamic holistic education must integrate religious science and modern science so that individuals can adapt to the changing times without losing the roots of Islamic values. This education needs to instill a deep understanding of the concept *of qiwamah* (male leadership in the family), deliberation in household decision-making, and the principles of *Islamic ukhuwah* in building harmonious cooperation between men and women. With an approach based on Islamic values, education can form a generation that understands gender roles fairly and proportionately by sharia guidance. Thus, Islamic holistic education plays a role as a solution in building a harmonious society, where men and women can carry out their roles in a balanced manner in facing the challenges of the modern era.

Islamic Holistic Education that forms gender balance. The characteristics of Islamic holistic education that form gender balance are important aspects in creating a just and equal society. Islamic holistic education not only focuses on the development of academic aspects, but also on the formation of individual character, morals, and spirituality (Amie Primarni, 2019; Amie Primarni, Hoxha, & Rzayev, 2024). This approach seeks to create a balance between the roles of men and women in various aspects of life, including education, family, and society (Maghfiroh, 2024; Subianto, 2013)

One of the main characteristics of Islamic holistic education is the integration of Islamic values into the curriculum. This aims to form individuals who are not only intellectually intelligent but also have good morals and can contribute positively to society (Amie Primarni, 2019). In this context, holistic education plays a role in educating the younger generation to appreciate the role of each gender and eliminate harmful stereotypes (Sumarni, 2022; Widyastono, 2012) Research shows that the implementation of holistic education can help develop a better understanding of gender equality among students, so that they can grow into individuals who value differences and are committed to creating an inclusive environment (Amriani, 2021)

A concrete example comes from Pondok Pesantren Amanatul Ummah, Mojokerto, which has implemented Islamic holistic education through character-based learning, emphasizing gender balance. The pesantren's curriculum combines classical Islamic studies with leadership training for both

male and female students. Female santri are empowered to lead community discussions and educational initiatives, reflecting an intentional shift towards balanced gender roles rooted in Islamic values. This model illustrates the viability of integrating Sharia-compliant gender sensitivity in educational settings.

The implementation of holistic education in Islamic educational institutions, such as Islamic boarding schools, also shows positive results in shaping the character of students. Ma'Arif and Rusydi in their research found that holistic education at the Amanatul Ummah Islamic Boarding School in Mojokerto succeeded in developing students' potential comprehensively, by combining various innovative and responsible learning methods (Ma`arif & Rusydi, 2020). This shows that holistic education can create a learning environment that supports the development of students' character and personality, and encourages them to play an active role in society regardless of gender.

Furthermore, Islamic holistic education also emphasizes the importance of the role of the family in shaping children's character. The family as the smallest unit in society has a great responsibility in instilling the values of equality and mutual respect between men and women. In this context, quality family education, which is based on the teachings of the Qur'an and fiqh, can be a strong foundation for building a harmonious and balanced society (Herlina, 2023) Thus, holistic education is not only the responsibility of educational institutions, but also involves the active role of the family and society. Overall, the characteristics of Islamic holistic education that shape gender balance are crucial in creating a just and equal society. By integrating Islamic values in every aspect of education, it is hoped that future generations can grow into individuals with noble character, and intelligence, and able to adapt to changing times, as well as appreciate the role of each gender in daily life (Missouri, 2023; Ulfah, 2019)

Comparison of gender concepts in Islam and modern perspectives

Examining gender roles and equality in Islam presents a rich field of study, encompassing various interpretations, cultural contexts, and contemporary debates(Yacoob, 2024). Central to this discourse is the understanding that Islam, as both a religious and socio-cultural framework, offers a spectrum of views on gender equality, influenced by historical, environmental, and interpretative factors(Charrad, 2011).

One significant aspect of the discourse revolves around Islamic feminism, which critiques traditional interpretations of gender roles within Islam to promote a more equitable vision for women(Essers & Benschop, 2009). Scholars like Karimullah and Aliyah argue that feminist movements within Islamic contexts seek to reinterpret women's roles, emphasizing gender equality and justice as foundational principles in Islam (Suud S Karimullah, 2023; Suud Sarim Karimullah, 2023). This is echoed in the work of Bari et al., who highlight the complexities of feminism within Islamic frameworks, illustrating how tradition and modern pressures shape women's rights and gender equality aspirations in Muslim societies (Bari et al., 2024)

Moreover, studies by Essers and Benschop elaborate on how Muslim businesswomen navigate the intersections of Islam, gender, and ethnicity within entrepreneurial contexts, demonstrating that despite facing significant barriers, these women often find ways to assert their identities and challenge societal norms (Essers & Benschop, 2009). This intersectional approach is essential to understanding the nuances of gender dynamics in Islamic societies, as it points out that women are not merely passive subjects but active agents who negotiate their roles within cultural and religious constraints.

The concept of gender equality in Islam is further explored through a theological lens. Saiful et al. expound upon the foundational Islamic texts that assert the equality of men and women, attributing equal status as servants of God to both genders (Saiful, Yaswirman, Yuslim, & Fendri, 2020) Charrad's work challenges the stereotype of Muslim women as powerless, contending that these women often have agency and can actively partake in reshaping their social standing through interpretations of

Islam (Charrad, 2011) This is vital in illustrating that the narratives surrounding Muslim women are not monolithic; rather, they are deeply embedded in diverse cultural contexts and individual experiences. Additionally, significant scholarly attention has been cast on the evolving interpretations of gender roles in Islamic law. As Yacoob discusses, the debates around legal personhood and gender often highlight a dichotomy between conservative views that promote traditional gender roles and feminist appeals calling for reforms in Islamic law that enhance women's status (Yacoob, 2024) This sentiment is reflected broadly across the literature, where modern interpretations of Islamic texts are seen as pathways toward achieving gender justice.

In summary, the discourse on gender within Islamic perspectives is dynamic and multifaceted. It involves a critical analysis of traditional roles, the negotiation of identity and agency among women, and the ongoing reinterpretation of Islamic teachings concerning gender equality. The collective insights from studies focusing on feminist perspectives, entrepreneurial experiences, and theological debates illustrate a burgeoning space for advancing gender equality in diverse Islamic contexts.

The comparison of the concept of gender in Islam and modern perspectives is interesting and complex. In the context of Islam, gender is often understood through the lens of religious teachings that emphasize the roles and responsibilities of each gender based on sacred texts. Meanwhile, modern perspectives tend to emphasize more on equality and individual rights regardless of gender. In Islam, the concept of gender is governed by the principles of the Qur'an and Hadith. For example, in many verses, men and women are recognized as having different rights and obligations, but still complementing each other in the context of family and society (Farid, Pakarti, Nu'man, Hendriana, & Fathiah, 2023) Research by Putra shows that despite the differences in roles, Islam places women in an honorable position and provides clear rights, including the right to work and participate in public life (Putra, 2019) However, patriarchal interpretations often result in restrictions on the role of women in society, which is a challenge in the application of the principles of gender equality in the Islamic context (Hidayati, 2019)

On the other hand, modern perspectives on gender emphasize equal rights and opportunities for all individuals, regardless of gender. Feminism, as one of the movements emerging from a modern perspective, seeks to challenge the social structures that inhibit women and demand recognition of their rights as equal individuals (umaryadi, 2020) In this context, feminism focuses not only on women's issues, but also on how patriarchal structures affect all individuals in society (Azzaty, Nisa, & Sudarmadji, 2023). Sumiati et al., in their research, show that character education in Islamic and Western perspectives has the same goal, namely to form individuals with good morals, but the approach is different. Islamic education emphasizes more on spiritual and moral values, while Western education is more on individual development in general (Sumiati, Muhammad, & Susandi, 2022) This reflects a fundamental difference in approach to gender, where Islamic education seeks to integrate religious values in character formation, while modern education tends to be more secular.

In the legal context, research by Farid et al. shows that in Islam, the concepts of talaq and divorce can be seen from the perspective of gender equality, where the rights of husband and wife in filing for divorce are governed fairly (Farid et al., 2023) This shows that although there are differences in roles, there is also recognition of individual rights in the context of conjugal relationships. In contrast, in a modern perspective, law often places more emphasis on individual equality and rights regardless of cultural or religious context. Overall, a comparison of the concept of gender in Islam and modern perspectives shows that there are challenges and opportunities. While Islam provides a clear framework for gender roles, diverse interpretations and social practices often hinder the application of the principles of equality. On the other hand, modern perspectives offer a more inclusive approach but often go against traditional values. Therefore, it is important to find common ground between these two perspectives to create a more just and equal society.

The Era of Disruption and Its Impact on Gender Roles

The digital era and globalization have brought significant changes in the roles of men and women in families and societies. These changes are seen in various aspects, including the division of labor, relationship dynamics, and understanding of gender. In this context, several studies have shown that shifts in social values and norms have affected people's perspectives on gender roles.

Widyasari in his research revealed that globalization has shifted society's paradigm regarding the role of gender in the household. Awareness of the balance of roles and responsibilities between men and women is increasing, especially with the increasing number of women participating in the workforce. This study shows that the division of labor in the household is now more collaborative, where husbands and wives share responsibilities (Widyasari, 2023)). This reflects a positive change in family dynamics, where both parties contribute to decision-making and household management.

On the other hand, Sopian highlighted the challenges that still exist in the context of Islamic education on the island of Lombok, where gender roles are still influenced by patriarchal views. Despite efforts to increase the role of women in education, there are still significant inequalities in access and participation (Sopian, 2023) This shows that despite progress, existing social structures still affect gender roles in families and communities. Haq et al. also noted that advertising and media often reinforce existing gender stereotypes, where women are often portrayed in domestic roles, while men are more often shown in public contexts. This study shows that the marginalization of women in advertising reflects the views of society that are still patriarchal, despite changes in their role in society (Haq, Setiawan, & Pradana, 2022) Therefore, it is important to educate the public about gender equality and change the narrative that exists in the media(Iqbal, 2023). Overall, the digital era and globalization have brought significant changes in the roles of men and women in families and society. Although there are still challenges to be faced, especially in the context of education and media, positive changes in the division of labor and women's participation in various aspects of life show that society is increasingly moving towards gender equality. Therefore, it is important to continue to encourage awareness and education about gender equality so that this change can take place in a sustainable and inclusive manner.

Changes in social structure due to modern technology and economy are complex phenomena and have a great influence on people's lives. Modernization and globalization have had a significant impact on various aspects of life, including patterns of social interaction, class structure, and cultural values. In this context, several studies show how modern technology and economics have changed the social structure in society (Buana, 2023). Maalinu also noted that modernization brings changes to societal values and norms. This process of social change involves a shift in people's mindsets, attitudes, and social lives to achieve a better livelihood. This study emphasizes that changes in elements that maintain the balance of society, such as geographical, biological, and economic aspects, greatly affect social structure (Maalinu, 2022)

In a more specific context, Saputri et al. observed changes in youth participation in the Sinoman tradition in Karanglor Hamlet, which was influenced by technological developments and social media. This research shows that the ease of access to information and catering services through technology has changed the mindset of youth, thereby reducing their participation in local traditions (Saputri, Yuhastina, & Trinugraha, 2022). This reflects how technology can transform social interaction and shift existing cultural values. In addition, Gunawan et al. researched the socio-cultural changes in Cihideung Village, which transformed from an agricultural village to a tourist village. The study found that these changes resulted in less social interaction and solidarity among residents, as well as changing the way of socialization that was previously community-based to more individualistic (Gunawan, Suryadi, & Malihah, 2015) This suggests that rapid economic change can disrupt existing social structures.

Social change can also be seen from the impact of the company's existence, as researched by Apriyanti. This study shows that the establishment of palm oil companies has a positive and negative impact on the socio-economic conditions of the surrounding community. Although companies can increase revenue, they can also lead to changes in people's lifestyles and values. (Apriyanti, 2020).

Overall, the changes in social structure due to modern technology and economics show that while there is potential for improvement and progress, there are also challenges to be faced. Society needs to adapt to these changes while still maintaining positive cultural values and building social solidarity amid rapid change.

Holistic Education Strategies in Organizing Gender Roles

A holistic education strategy in organizing gender roles is an important approach to create equality and justice in education. Holistic education focuses on developing the entire potential of individuals, including intellectual, emotional, social, and spiritual aspects, which are highly relevant in shaping understanding and attitudes towards gender (Amie Primarni, 2014).

One of the studies by Subakat emphasizes the importance of character-based learning planning in holistic education. This study shows that collaboration between education providers and all stakeholders is urgently needed to create a learning environment that supports gender equality. By involving all parties, education can be more effective in instilling the values of equality and mutual respect between men and women (Subakat, 2022). Widyastono also highlighted that holistic education must include content that supports character development and gender awareness in the primary and secondary education curriculum. This is important to ensure that students not only gain academic knowledge, but also a deep understanding of equal gender roles in society (Widyastono, 2012). Thus, holistic education can serve as a tool to change people's views and attitudes towards gender.

Furthermore, Primarni in his research emphasized that holistic education aims to build all students' potential to become whole individuals. It includes a good relationship with God, fellow humans, and nature, which in turn can form an attitude of mutual respect between the genders. This approach can help reduce gender stereotypes that often hinder individual development (A Primarni, Sugito, Yahya, Fauziah, & Arifin, 2022). Subianto added that an integrative holistic approach based on family strengthening is also very important in early childhood education. Cooperation between families, schools, and communities is needed to create an environment that supports children's overall development, including in terms of gender understanding. By involving the family, education can be more effective in instilling the values of equality from an early age (Subianto, 2013). Overall, a holistic education strategy in organizing gender roles involves collaboration between various parties, the development of a curriculum that supports equality, and the strengthening of the role of the family in education. With this approach, it is hoped that a fairer and more equal society can be created, where every individual, regardless of gender, can contribute optimally to social and cultural life.

Islamic education models that can be applied to build a balance of gender roles.

An Islamic education model that can be applied to build a balance of gender roles is essential to create a just and equal society. In this context, Islamic education not only functions to transfer knowledge, but also to shape characters and values that support gender equality. Several studies show that an inclusive and holistic approach to education can contribute to achieving these goals.

Sopian in his research highlights the challenges faced in Islamic education on the island of Lombok, where there is a significant difference between the roles of men and women. The study shows that Islamic education often reinforces patriarchal gender understandings, where men are seen as leaders and women have more limited roles (Sopian, 2023) Therefore, it is important to develop a more inclusive education model, which provides equal opportunities for men and women to participate in education and decision-making. Mahmud also emphasized that Islamic education must be able to overcome various challenges faced by society, including in terms of gender equality. In this context, Islamic education needs to integrate the values of justice and equality in its curriculum and practice. Thus, education can serve as a tool to change society's view of gender roles and create an environment that supports women's active participation (Mahmud, 2022). Nursalim added that Islamic education based on community development can be an effective model in building a balance of gender roles. Education that focuses on community empowerment will encourage women's active participation in

various aspects of life, including education, economics, and politics. By empowering women, Islamic education can help reduce existing gender inequalities (Nursalim, 2023)

In addition, Missouri argued that innovation in Islamic education management is also important to create gender equality. By adopting a more flexible and responsive approach to students' needs, Islamic education can be more effective in addressing gender issues. This includes training teachers to understand and implement the principles of gender equality in their teaching (Missouri, 2023). Overall, the Islamic education model that can be applied to build a balance of gender roles must include an inclusive approach, community empowerment, and innovation in education management. By integrating the values of equality in the curriculum and educational practices, it is hoped that Islamic education can contribute to creating a fairer and more equal society for all genders (Amie Primarni, 2019).

Islamic holistic education solutions to gender roles in the era of disruption are essential to create balance and justice in society. Islamic holistic education not only focuses on academic aspects, but also on the development of character, morals, and values that support gender equality. In this context, several studies show how this educational model can be applied to address gender challenges arising from social and technological changes. Alfarizi in his research explained that the development of a holistic curriculum in Islamic educational institutions must be responsive to the changing demands of society. In the era of globalization, graduates of Islamic education are expected not only to have academic competence, but also a solid character and the ability to adapt to changes. Thus, holistic education can help shape individuals who value gender equality and contribute positively to society (Alfarizi, 2024)

Mukhlas also highlighted the importance of Islamic education in shaping the character of millennial generation children. Education based on Islamic values is expected to overcome the negative influence of global culture that often ignores the values of politeness and harmony. By instilling the values of equality and mutual respect, Islamic education can play a role in building better gender awareness among the younger generation (Mukhlas 2020). Husin added that Islamic education based on stories in the Qur'an can be an effective method in instilling religious values and character in the era of disruption. By integrating moral education in the teaching and learning process, students can understand the importance of gender equality and their respective roles in society. This suggests that education based on spiritual values can help shape positive attitudes towards gender (Husin, 2023).

In addition, Wasik emphasized that Islamic boarding schools as Islamic educational institutions have a very productive role in facing challenges in the Society 5.0 era. By adopting an innovative and responsive approach to change, pesantren can contribute to building gender equality through inclusive and empowering educational programs (Wasik, 2023) Overall, Islamic holistic education solutions to gender roles in the era of disruption involve the development of responsive curricula, the instillation of equality values, and the use of innovative learning methods. With this approach, it is hoped that Islamic education can contribute to creating a more just and equal society, where every individual, regardless of gender, can contribute optimally in social and cultural life.

4. CONCLUSION

Islamic holistic education has a strategic role in building a balance between the roles of men and women by instilling spiritual, intellectual, emotional, and social values as the main foundation. In Islam, gender roles are not determined by absolute equality, but rather based on balance (*tawazun*) and justice (*'is*), where men and women have different responsibilities but still synergize in the family, society, and the world of work. In an era of disruption, digitalization and globalization have driven significant social change, creating flexibility in gender roles that opens up new opportunities but also poses challenges such as gender identity confusion and role imbalances within the family that can shift Islamic values. Therefore, Islamic holistic education must serve as a transformative solution that not only equips individuals with a deep understanding of the role of gender in Islam but also builds adaptive capacity to the times. The integration of religious science and modern science in education is

the key to giving birth to a generation that understands the concept of *qiwamah*, the principle of deliberation in the family, and *ukhuwah Islamiyah* as the basis of social harmony. An effective Islamic education model to build a gender role balance must be based on an inclusive approach, community empowerment, and innovation in education management. By implementing Sharia-based values of equality in educational curricula and practices, Islam can offer concrete solutions to creating a more just and harmonious society where men and women can carry out their roles optimally by divine guidance and social dynamics in the modern era.

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