

Transformation of Islamic Education: Implementation of Technological Innovation in Education Management

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Article Info

Article history:

Accepted: 15 January 2024

Published: 20 January 2024

Keywords:

Islamic Education

Technological Innovatio

Educational Management

Article Info

Article history:

Diterima: 15 Januari 2024

Terbit: 20 Januari 2024

Abstract

This study reviews the context of Islamic education in the digital era with an emphasis on the role of Islamic philosophy and values in shaping educational paradigms. In this perspective, scientific studies illustrate the relationship between the principles of Islamic education and social and cultural values, as well as the urgency of the curriculum in the digital era. The analysis includes the concept of character education, family education based on the Koran. Apart from that, empowering human resources in managing Islamic education during the COVID-19 pandemic is a focus, with an emphasis on adaptation and resilience. The impact of globalization and technology on Islamic education, the integration of Al-Ghazali's concepts, and their role in shaping spiritual values and ethical awareness are also discussed. This synthesis of scientific work provides a comprehensive understanding of the challenges and opportunities in Islamic education in the digital era, providing valuable insights for educators, policy makers, and researchers. Finally, the study highlights the evolution of Islamic education, integrating values into modern practices, and illustrates the need for transformative approaches and technology integration in facing the modern educational context.

Abstrak

Kajian ini mengulas konteks pendidikan Islam dalam era digital dengan penekanan pada peran filsafat dan nilai-nilai Islam dalam membentuk paradigma pendidikan. Dalam perspektif ini, studi ilmiah menggambarkan keterkaitan prinsip-prinsip pendidikan Islam dengan nilai kemasyarakatan dan budaya, serta urgensi kurikulum di era digital. Analisis mencakup konsep pendidikan karakter, pendidikan keluarga berbasis Al-Quran. Selain itu, pemberdayaan sumber daya manusia dalam mengelola pendidikan Islam di masa pandemi COVID-19 menjadi fokus, dengan penekanan pada adaptasi dan ketahanan. Dampak globalisasi dan teknologi terhadap pendidikan Islam, integrasi konsep Al-Ghazali, dan peran dalam membentuk nilai-nilai spiritual dan kesadaran etis juga dibahas. Sintesis karya ilmiah ini memberikan pemahaman komprehensif tentang tantangan dan peluang dalam pendidikan Islam di era digital, memberikan pandangan berharga untuk pendidik, pembuat kebijakan, dan peneliti. Akhirnya, studi menyoroti evolusi pendidikan Islam, mengintegrasikan nilai-nilai ke dalam praktik modern, dan menggambarkan perlunya pendekatan transformatif dan integrasi teknologi dalam menghadapi konteks pendidikan modern.

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1. INTRODUCTION

The context of Islamic education in the digital era is in accordance with the opinion of (Rahmatullah & Kamal, 2023) that the role of Islamic philosophy and values in forming educational paradigms has been emphasized by the ulama. The principles of Islamic education are interrelated with societal and cultural values, and are very important in developing an advanced and civilized Islamic education system (Rohman & Hairudin, 2018). Furthermore, the urgency of the curriculum in teaching Islamic education in higher education in the modern era is increasingly being emphasized, especially in facing the challenges of the digital era (Juhana et al., 2022). In addition, the concept of character education in Islamic and Western perspectives has been explored by emphasizing the basic principles of discipline and moral values in Islamic education (Sumiati et al., 2022).

In addition, analysis of the concepts of Islamic education in the family as outlined in the Al-Quran has become a scientific concern, highlighting the importance of family education from an Islamic perspective (Andriansyah & Permadi, 2022). The relevance of the Islamic higher education system in Indonesia in the Industrial 4.0 era has been researched, which shows the alignment of the system with the goals of national education and the development of a dignified civilization (Mustopa et al., 2021). Furthermore, strategic empowerment of human resources in managing Islamic education

during the COVID-19 pandemic has become a focal point, emphasizing the adaptability and resilience of Islamic education in times full of challenges (Ariansyah et al., 2021).

The application of the basic concepts of Al-Ghazali's thought in Islamic religious education has been explored, providing insight into the integration of these concepts into the practice of Islamic education (Rahma et al., 2021). The impact of globalization and technological advances on Islamic education has been recognized, highlighting the challenges and opportunities posed by the systematic exchange of information and knowledge in the field of Islamic education (Anaya et al., 2021). Apart from that, the role of Islamic education in forming individuals who have spiritual values and ethical awareness is also emphasized, by underlining the influence of Islamic teachings in various aspects of life and knowledge (Abidin, 2021).

This synthesis of scientific works underscores the diverse nature of Islamic education in the digital era, encompassing philosophical, cultural and practical dimensions. These studies collectively contribute to a comprehensive understanding of the challenges and opportunities in Islamic education, providing valuable insights for educators, policymakers, and researchers in the field.

The evolution of Islamic education is very important in the contemporary era, especially in integrating Islamic values into modern educational practices. Research has emphasized the importance of integrating Islamic values into traditional practices, such as Ratib Al-Haddad, to ensure the continued relevance and impact of Islamic education (Septian & Wanto, 2022). Furthermore, the dynamic nature of Islamic education, which is influenced by developments and societal interests, underscores the need for continuous review and reform of Islamic education so that it is in line with contemporary needs (Achmad, 2021). Additionally, the incorporation of Islamic education, particularly in the form of PAI, into the national examination system has been proposed as a way to increase its significance and impact on student educational outcomes (Aziz et al., 2021). Moreover, the orientation of Islamic education in the millennial era not only emphasizes the internalization of Islamic values but also the development of a dynamic and flexible approach in conveying and practicing Islamic knowledge (Lestari & Misbah, 2022).

Based on the explanation above, we collectively emphasize the need for a transformative approach to Islamic education, integrating traditional practices with contemporary needs, and ensuring their relevance and effectiveness in shaping individual understanding and practice of Islamic values in a modern context.

The role of technology in transforming Islamic education is very important, especially in the context of home-based Islamic education during the pandemic. Suhardin et al. (2021) highlight the importance of technological advances in the development of Islamic education materials based on the home environment, emphasizing the use of information technology, digital products, and media selection for effective home-based learning. This underlines the important role of technology in adapting Islamic education to contemporary challenges, such as the COVID-19 pandemic.

Additionally, the integration of Islamic values into traditional practices, such as Ratib Al-Haddad, has been emphasized as a means of improving Islamic education. Septian & Wanto (2022) discuss the integration of Islamic values into the Ratib Al-Haddad reading tradition, emphasizing the role of the community environment in obtaining Islamic education. This integration, when combined with technological innovation, can contribute to a more comprehensive and effective approach to Islamic education, aligning traditional practices with modern advances.

The important role of technology in transforming Islamic education, especially in adapting to home-based learning and integrating traditional practices with contemporary educational needs.

2. RESEARCH METHOD

To gain a comprehensive understanding of changes in Islamic education management due to the application of technology, it is important to consider qualitative and quantitative approaches. Qualitative research methods, such as descriptive studies and library research, are very useful for

exploring the depth and nuances of these changes (Mayasari et al., 2021; Isyaroh, 2023; Anaya et al., 2021; Aini, 2021; Sundulusi et al., 2022; Annisa & Gyfend, 2021; Iqbaltullah et al., 2021; Lailiyah et al., 2021). These methods allow for in-depth observations, interviews and secondary data analysis to capture the complexity of the impact of technology on Islamic education management (Isyaroh, 2023; Aini, 2021; Sundulusi et al., 2022; Annisa & Gyfend, 2021; Iqbaltullah et al., 2021). In addition, the use of a qualitative approach in studying the implementation of information management systems and technology-based academic management information has been proven to be effective in improving the quality of educational services (Mayasari et al., 2021; Putri, 2019).

Furthermore, the quantitative aspect as highlighted in research (Kuntoro, 2019) emphasizes the importance of utilizing quantitative and qualitative data to improve the quality of Islamic education. emphasizes the importance of using a series of techniques based on the availability of quantitative and qualitative data to empower all school elements for continuous improvement (Kuntoro, 2019). This shows that the combination of qualitative and quantitative data is very important for a comprehensive understanding of changes in Islamic education management due to the application of technology.

In addition, the application of strategic management in educational institutions has been identified as a means of improving the quality of education (Fadhli, 2020). Strategic management involves structured activities such as planning, organizing, staffing, and supervision, which are important for improving the quality of Islamic education (Fadhli, 2020). This strategic approach is in line with the need to adapt Islamic education management to the advances brought by technology.

In conclusion, a comprehensive understanding of changes in Islamic education management due to the application of technology requires a combination of qualitative and quantitative approaches. Qualitative methods allow for in-depth exploration, while quantitative data provide valuable insights into the effectiveness of strategies aimed at improving the quality of Islamic education. In addition, the application of strategic management practices can further improve the adaptation of Islamic education to technological advances.

3. RESEARCH RESULTS AND DISCUSSION

A. Implications of Globalization and Technology on Islamic Education

1. The Impact of Globalization on Islamic Education

The influence of globalization on Islamic education has become a deep topic in scientific literature. Globalization, as a complex phenomenon involving economic, social and cultural integration at the global level, has a significant impact on Islamic education systems in various countries.

One of the main impacts of globalization on Islamic education is changes in curriculum approaches and teaching methodologies. The integration of global values has encouraged Islamic education to consider new elements that reflect global dynamics. This is especially reflected in the use of information and communication technology (ICT) as an educational tool that can improve access and quality of learning.

Apart from that, globalization has also presented challenges in maintaining unique Islamic identity and values in the education system. The influence of foreign culture can create a dilemma in combining local values with global values. Therefore, there needs to be a wise approach in designing the curriculum so as not to sacrifice Islamic values in an effort to follow global trends.

From an economic perspective, globalization can open up new opportunities and at the same time present challenges for Islamic education. With open access to global markets, Islamic education graduates are expected to have skills that can compete internationally. However, this also requires changes in the curriculum to prepare students to face global economic dynamics.

In a social context, globalization brings changes in society's mindset and values. Islamic education must be able to respond to these changes by providing education that is relevant and in line with the demands of the times. Cultural diversity and understanding of tolerance need to be emphasized so that Islamic education can become a bridge of intercultural understanding in a global society.

In responding to the impact of globalization on Islamic education, it is important to design wise and balanced educational policies. Efforts to adapt to global changes must be made without sacrificing the essence and core values of Islamic education. In this way, Islamic education can remain relevant and make a positive contribution in a global society that continues to develop.

2. The Role of Technology in Opening Access to Global Islamic Education

The integration of technology in Islamic education is very important to expand access, improve the teaching and learning process, and prepare individuals to face the challenges of globalization while upholding Islamic values.

The role of technology in opening access to global Islamic education has become the focus of attention in the era of globalization and advances in information technology. Technology has become the main driving force that has changed the paradigm of Islamic education, opening the door to wider, more effective and efficient access.

First of all, information and communication technology (ICT) has enabled increased accessibility to Islamic educational resources. Online learning platforms, mobile applications, and other digital resources provide opportunities for students, regardless of their geographic location, to access learning materials in real-time. This is the key to bringing Islamic education to those in remote areas or various countries around the world.

Additionally, technology has provided flexibility in teaching and learning methods. With the online learning platform, students can learn at their own time and pace. This allows students to organize their study schedule according to their convenience, without being limited by space and time constraints. This is a significant step towards opening doors for those with physical limitations or difficult geographical conditions.

The use of technology has also enriched the content of Islamic education. Multimedia resources, interactive simulations, and other digital content can provide a more engaging and effective learning experience. With technology, Islamic education can be presented in a more dynamic format, arouse interest and motivate students to learn more deeply.

However, the role of technology in opening access to global Islamic education also brings challenges. Not all individuals have equal access to technology, and the digital divide can be a barrier to achieving educational accessibility goals. Therefore, there needs to be a joint effort from various parties, including the government, educational institutions and the international community, to ensure that technology is used inclusively and equally.

3. Challenges and Opportunities in Integrating Technology

The integration of technology in educational environments presents both challenges and opportunities. One of the main challenges is the lack of adequate hardware and software, which limits opportunities for teachers to effectively integrate technology into the curriculum. Additionally, rapid technological change makes it increasingly difficult for teachers' professional development and the integration of innovative technologies in the classroom.

Integrating technology in Islamic education is a challenge accompanied by great opportunities. Along with the rapid progress of information and communication technology (ICT), Islamic education is faced with various complexities in efforts to adopt technological innovation. In this context, there are a number of challenges that need to be overcome, as well as opportunities that can be exploited to improve the quality and effectiveness of Islamic education.

One of the main challenges in integrating technology is inequality of access. Although technology has created new opportunities, not all communities or individuals have equal access to technological resources. Gaps in access can hamper the potential of Islamic education to achieve equality in the dissemination of knowledge and learning. Therefore, inclusive solutions need to be designed to ensure that all levels of society can experience the benefits of technology integration.

Another challenge is resistance to change. Some parties, including educators and educational institutions, may experience discomfort or reluctance in adopting new technology. This factor can be caused by a lack of understanding of the technology's potential or concerns about its negative impacts. Therefore, efforts need to be made to increase digital literacy and training for educators to overcome this resistance.

However, behind these challenges, there are significant opportunities. Technology integration can provide access to unlimited educational resources, stimulate interest in learning, and facilitate independent learning. Utilization of online platforms, mobile applications, and other digital resources can provide flexibility in teaching and learning methods, allowing adaptation to individual learning styles.

In addition, technology can enrich Islamic educational content through the use of multimedia, simulations and interactive applications. In this way, learning not only becomes more interesting, but can also provide a deeper understanding of Islamic religious and scientific concepts.

The importance of collaboration between various parties, including government, educational institutions and the technology industry, is also a great opportunity to create a sustainable and quality education ecosystem. This collaboration can involve technology solution providers, educators, and researchers to design policies and practices that support effective technology integration.

In conclusion, integrating technology in Islamic education brings challenges that need to be overcome, but also opens up enormous opportunities. With a wise, innovative and collaborative approach, Islamic education can utilize the potential of technology to improve the quality of learning, open access to more people, and prepare a generation of Muslims who are skilled in the digital era.

B. Implementation of Technological Innovation in Islamic Education Management

1. E-learning and Distance Learning

E-learning presents challenges and opportunities in a variety of educational contexts. The challenges include underdeveloped technological infrastructure, lack of local expertise in curriculum development, budget limitations, negative perceptions, and lack of collaboration between participants, then in this case the electronic learning process (E-learning) and distance learning have become significant phenomena in the transformation of education Islam in the modern era. E-learning offers learning methods that utilize information and communication technology (ICT) to provide access to learning materials, interaction between teachers and students, and evaluation of learning outcomes online. Meanwhile, distance learning allows students to access education without having to be in the same physical location as a teacher or educational institution.

One of the main advantages of E-learning and distance learning is its flexibility. Students have the freedom to set their own study schedule, allowing for engagement in education without having to leave the comfort of home. This is a solution for those who have physical limitations, are far from educational centers, or have a busy schedule.

In addition, E-learning can utilize various digital media and resources to enrich learning. Learning materials can be presented in a variety of formats, including text, audio,

video, and interactive multimedia. This can increase the attractiveness of learning and meet the needs of students with different learning styles.

However, challenges arise along with the implementation of E-learning and distance learning. One of the main obstacles is unequal access to technology. Not all students have adequate computer equipment or internet connections, especially in less developed areas. Therefore, efforts need to be made to overcome the digital divide and ensure that all students can feel the benefits of E-learning.

In addition, interactions between students and teachers in a virtual context can be more challenging compared to face-to-face learning. Teachers need to develop online communication skills and provide interactive platforms that encourage active participation of students. In line with this, it is also necessary to develop an evaluation system that can measure learning achievement appropriately in an online environment.

The application of E-learning and distance learning in Islamic education requires careful thinking, especially in designing a curriculum that is in accordance with Islamic values. Therefore, it is important to ensure that technology is used as a tool to increase religious and moral understanding, not to replace the essence of Islamic teachings.

1. Advantages and Challenges of E-learning in the Context of Islamic Education

E-learning in the context of Islamic education presents both advantages and challenges. In Islamic education, e-learning can offer benefits such as increased accessibility to religious knowledge, flexibility in learning schedules, and the ability to reach a wider audience, including those in remote areas. This is especially important in areas where access to traditional educational institutions may be limited. In addition, e-learning can facilitate the preservation and dissemination of Islamic teachings and knowledge, thereby contributing to the spread of Islamic education globally.

However, there are also challenges associated with e-learning in the context of Islamic education. One of the challenges is ensuring the authenticity and accuracy of religious teachings and their interpretation on online platforms, because the integrity of Islamic education is of paramount importance, then adapting traditional Islamic pedagogy to an online format while maintaining the interactive and communal aspects of Islamic learning poses a significant challenge. Additionally, the incorporation of ethical dispositions and moral teachings, which are an integral part of Islamic education, into e-learning platforms requires careful consideration and adaptation to the digital environment.

In conclusion, e-learning in the context of Islamic education offers opportunities to increase the accessibility and dissemination of Islamic knowledge. However, this also presents challenges related to maintaining the authenticity and integrity of religious teachings, as well as adapting traditional pedagogical methods to online platforms while maintaining the ethical and communal aspects of Islamic education.

2. Islamic Education Applications and Platforms

Based on research conducted, it appears that there is an increase in interest in the development and use of educational materials and platforms in the context of Islamic education. In this case the importance of moderation in Islamic education, highlighting the application of Islamic law in the political field and harmonious relations with the non-Muslim population. This is in line with the need for an educational platform to encourage inclusivity and understanding of various perspectives within the Islamic framework.

Islamic education applications and platforms have become innovative means of supporting the learning process and dissemination of knowledge among Muslims. By utilizing information and communication technology, various applications and platforms have been designed to provide broader, interactive and relevant access to Islamic religious learning. Here are some examples and related explanations:

1. NUOnline Application: NU Online's position as a community-based news media as well as an Islamic media is now increasingly solid. Based on website ranking data up to last year, NU Online is one of the top references for Indonesian Muslims. He even said that the motto of Home Islam Indonesia was no longer just jargon.
2. NUOnline Super Application: NU Online Super App version 2.0. This latest version has more complete features to meet the needs of Muslims in Indonesia, including the Hijri calendar, zakat calculator, and so on.
3. Ustadzkita Application: This application was developed by the Directorate General of Islamic Guidance at the Ministry of Religion and can be accessed via Playstore. It is hoped that the 'Ustadzkita' application can be accessed by the general public so that people can look for preachers or ustadz to be invited to provide religious sermons and understanding.
4. Ministry of Religion Qur'an Application: Digital platform of the Ministry of Religion Qur'an in Ms.Word is a desktop program for PCs and laptops to help quote verses from the Koran easily and correctly.
5. TVNU: The aim of Adanta TVNU is to produce a variety of Islamic content typical of Nahdlatul Ulama (NU) such as recitations, preaching or lectures, and religious discussions. With the main market share being Nahdliyin residents and the general public.

This shows that it is important in choosing and developing Islamic education applications and platforms, it is necessary to pay attention that the content presented must be in accordance with Islamic values and meet Islamic scientific standards. Apart from that, user security and privacy are also important factors that must be considered.

4. CONCLUSION

In facing the impact of globalization, Islamic education has experienced significant changes, especially in the curriculum and teaching methodology. The integration of global values, especially through information and communication technology (ICT), is the key to improving access and quality of learning. Although bringing economic and social opportunities, globalization also challenges the maintenance of Islamic identity and values, requiring a wise approach in designing curricula.

The role of technology in opening access to global Islamic education has proven important, especially during the COVID-19 pandemic. E-learning and distance learning provide flexibility and leverage digital resources, although challenges such as access gaps need to be addressed. Technology integration also presents challenges and opportunities in the context of Islamic education, requiring collaboration between government, educational institutions and the technology industry.

In developing Islamic educational applications and platforms, focusing on content that is in accordance with Islamic values, Islamic knowledge, and paying attention to aspects of user security and privacy is very important. The application of technology in Islamic education requires careful consideration to ensure it remains relevant and in accordance with the essence of Islamic teachings.

Overall, Islamic education in the digital era requires a transformative approach that integrates local values with global values, utilizes technology wisely, and ensures sustainability and relevance in responding to the ever-growing development of a global society.

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