Grasping The Management Of Islamic Education Amidst The Digital Era

by Mulyadi Mulyadi

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Abstract.*Since technology revolutionized the world, business transformation has been total, especially in developed countries. As a result, the country's leaders adopted an unprecedented policy of implementing technology in all areas. This has resulted in almost all activities in the world using technology to continue operations, even though it is not yet fully ready. Including the application of technology in increasingly digital education, enabling the education industry to be sustainable, more affordable, and achieve optimal goals. Specifically, this research aims to understand how technology is applied in the governance of Islamic education. For this purpose, we used electronic data searches via Google Scholar and other applications. Analysis is carried out using system coding, evaluation and in-depth interpretation of the data to produce valid and reliable findings. This study used a qualitative data review design on publications published between 2010 and 2021 to obtain the most recent data. Based on the discussion of the data findings, it can be concluded that the management of Islamic educational institutions appreciates the use of digital technology or websites in graduate preparation programs that balance world interests and preparation for the hereafter, with a focus on shared knowledge and skills improvement (upskill).*

Keywords: *Understanding Education Management, Digital Era, Technological Change, Publication Reviews*

Abstrak.*Sejak teknologi merombak dunia, transformasi bisnis menjadi total, terutama di negara maju. Sebagai akibatnya, pemimpin negara mengadopsi kebijakan yang belum pernah terjadi sebelumnya, yaitu menerapkan teknologi di semua bidang. Ini mengakibatkan hampir semua aktivitas di dunia menggunakan teknologi untuk melanjutkan operasi, meskipun belum sepenuhnya siap. Termasuk penerapan teknologi dalam pendidikan yang semakin digital, memungkinkan industri pendidikan untuk berkelanjutan, lebih terjangkau, dan mencapai tujuan yang optimal. Khususnya, penelitian ini bertujuan untuk memahami bagaimana teknologi diterapkan dalam tata kelola pendidikan Islam. Untuk tujuan ini, kami menggunakan pencarian data elektronik melalui Google Scholar dan aplikasi lainnya. Analisis dilakukan dengan menggunakan pengkodean sistem, evaluasi, dan interpretasi mendalam terhadap data untuk menghasilkan temuan yang valid dan andal. Studi ini menggunakan desain tinjauan data kualitatif pada publikasi yang diterbitkan antara 2010 dan 2021 untuk mendapatkan data terbaru. Berdasarkan pembahasan temuan data, dapat disimpulkan bahwa manajemen lembaga pendidikan Islam memberikan apresiasi terhadap penggunaan teknologi digital atau situs web dalam program persiapan lulusan yang seimbang antara kepentingan dunia dan persiapan akhirat, dengan fokus pada kesamaan ilmu dan peningkatan keterampilan (upskill).*

Kata Kunci: *Pengertian Manajemen Pendidikan, Era digital, Perubahan Teknologi, Tinjauan Publikasi.*

INTRODUCTION

In accordance with Islamic principles, the execution of all deeds must adhere to precise standards, including the administration or supervision of foreign language terms (Bashori et al., 2020; Hifza et al., 2020; Hifza & Aslan, 2020). The term 'management' is linguistically translated to signify 'organization,' and this notion holds paramount importance in the execution of Islamic educational schemes. Within Islam, educational institutions are denoted as madrasas: Madrasah Ibtidaiyah corresponds to primary education, Madrasah Tsanawiyah to junior high school, and Madrasah Aliyah to high school. Similarly, the term is applicable to

tertiary education establishments such as universities. The term 'management' originates from its root meaning of overseeing, encompassing coordination, execution, regulation, and handling (Aslan, 2018; Mukhopadhyay, 2020; Suhardi et al., 2020; Aslan & Hifza, 2019). Competent administration involves discerning the path to undertake, identifying obstacles to circumvent, capitalizing on strengths, and guiding the collective toward safe and purposeful navigation. This methodical approach ensures the efficient and effective attainment of objectives, whether within an educational or familial setting.

Management extends its application to family education as well. The synchronization of endeavors to attain effectiveness is pivotal in management (Buckley & Irawan, 2015; Hifza, Suhardi, et al., 2020). In this sphere, management elucidates the methodologies for administering Islamic schools, madrasas, and Islamic colleges. Numerous inquiries arise regarding the distinction between the management of Islamic education and other educational management systems. Management embodies a systematic collaborative process that comprehensively realizes national education objectives. The definition of management, as per Bashori et al. (2020), implies an interrelated implication forming a cohesive internal system delineated through the management process and the optimal utilization of all available resources. Resource allocation is conducted collaboratively and effectively, ensuring productive outcomes to fulfill the purposes of Islamic educational institutions. The term "management" epitomizes the subject matter of this particular management domain. While the essence of management remains consistent across all fields, the encountered variables differ based on circumstances.

Moreover, the progression of educational and cultural institutions must align with Islamic principles and modern educational paradigms that adapt to contemporary academic trends (Hanipudin, 2020). Planning, organizing, directing, and controlling are foundational functions of management. Truth is derived from factual and precise data, while theoretical constructs breed truths grounded in rationale and empirical evidence, which have been widely practiced in educational management contexts. Theological truths emanate from beliefs rooted in natural and rational faculties, intertwining with divine teachings, constituting an integral aspect of management functions.

The advancement of Industry 4.0 presents a challenge to the contemporary world, necessitating Islamic educators to prepare for progressively intricate challenges. This intellectual preparedness can be fostered through knowledge dissemination via both formal and informal channels (Putra et al., 2020; Putra & Aslan, 2020). According to Fonna (2019), the advent of Industry 4.0 has revolutionized various sectors, altering societal dynamics, work

patterns, and educational approaches, fostering character development in line with burgeoning information and technological advancements.

However, as custodians of Islamic education, it is imperative to embrace these advancements and technological revolutions. The Japanese government's adoption of the Society 5.0 concept anticipates global trends in response to its emergence. The question arises: How does Islamic education confront the challenges posed by Society 5.0? Problem delineations are provided to aid students in comprehending the challenges encountered by the Islamic education system in adapting to future societal developments. The author concludes that Society 5.0 serves as a response to challenges arising from the era of Industry 4.0, envisioning a future of education shaped by technology, yet imbued with Islamic values, fostering astute and discerning individuals (Dimas et al., 2019).

Furthermore, Afifudin (2020) contends that the realm of humanity, the primary target of Islamic development, has been marginalized and insufficiently attended to. The public's expectation of Islamic education as a remedy for contemporary moral decay remains unfulfilled. Challenges persist, including the dichotomy in educational approaches, the nascent research culture in Islamic educational institutions, and an evaluation system hinged on national exam scores. These hurdles pose significant challenges for Islamic education in an era characterized by disruptive technological advancements. Integration of digitalization with traditional manufacturing paradigms across all facets of the country's subsystems becomes imperative.

METHODS

The data for this study with the Google scholar engine and other data search engines. In short, the process begins with understanding the problems of study, analyzing data, passing through the coding system, evaluating and critical interpretation of the data that has become a trend in the governance of religious education and exchange technology—experts through visiting their publications both national and international. We rely on secondary data and descriptive qualitative designs under the direction and adoption of the study findings in the bio-qualitative studies and review data on modern-century education and teaching technology.

RESULT AND DISCUSSION

This section will present the results of a review of many publications as evidence of findings on how to understand management and how to practice Islamic education in the area of technology through a systematic literature review. Meanwhile, the discussion to find the

importance of the findings and evidence of previous studies and the relevance of our findings with the same data and research that has been carried out in the previous context and situation will be presented in the next section. The first understanding of what the experts say comes from Mansir & Karim, (2020) who examined the Islamic training learning approach in shaping students' enthusiastic knowledge in the computerized era. They see the Islamic teaching has a significant role in shaping morals and ethics in individuals and the state. This is the ideal opportunity for Islamic schools to find out how to build instructional techniques that work through a tremendously important setting.

Putra et al., (2020) studied the relevance of education release revolution 4.0 in the perspective of primary Islamic education in Indonesia (Paulo Freire's Thought Analysis Study). This article examines Paulo Friere's thinking, the coincidence guide's meaning, and its significance in the inventive 4.0 clock. Opportunities in Islam alluded to are free but not as accessible as paying little attention to the suitable characteristics. The teaching opportunities permitted in Islam are opportunities to prepare those limited by Islam's characteristics for the qualities that can shape the character of the believing human. This article relies on the related writing. Meanwhile, Abidin, (2020) regarding the understanding of learning management science in Islamic boarding schools in the Digital Era 4.0. was also essential. The electronic-learning ability of students in Gontor 12 Tanjung Jabung Timur today, the school of Islamic life experiences, is the main thing that must be remembered for pesantren education as an executive framework. The aim is to increase the ability of students to be serious about government-funded graduate schools. Finally, the findings of Ismail et al.,(2020) on the study of the competence of millennial Islamic education teachers in facing the challenges of the industrial revolution were done. This exploration's motivation is to see how the skills of Islamic millennial coaching instructors are in the face of difficulties during the mechanical unrest 4.0. The results of scientists' exploration through several references reveal that capabilities are character, execution, and education. Suggestions for additional scientists are needed to concentrate more on new college graduates' competence in facing difficulties.

DISCUSSION

The study's main objective is to find an understanding of the management of Islamic education in the digital era through the search for evidence of evidence from the findings of previous studies. Besides this review, we run it to get a purpose, namely to identify trends in the integration of technology into the teaching system in Islamic schools and institutions. This is an opportunity to get an in-depth understanding of the governance domain of the Islamic

education sector. So that later our findings will be a set forth for a proposal on the making of a governance policy for Islamic education in the country and turn this finding into a study product to support the success of Islamic education as well as a strategy to address the opportunities in the realm of Islamic education.

Based on the extensive review of multiple publications, our research findings implicitly align with the consensus among scholars. The prevailing narrative suggests that Islamic education is harmonizing with the contemporary educational landscape shaped by technological advancements, particularly evident in religious institutions like madrasas and Islamic universities. What sets our findings apart is the concerted effort to imbue technological education in these religious settings with Islamic values. This synthesis serves as a testament to the efficacy of integrating religious principles into technological pedagogy, thereby modernizing traditional Islamic education while staying true to its core tenets.

Our research corroborates with the assertions made by Untung (2019), who emphasized the importance of holistic quality management in Islamic education amidst globalization. Similarly, Priyanto (2020) highlighted the significance of character education in fortifying Islamic education against the challenges of the Fourth Industrial Revolution. Contrary to assumptions suggesting resistance to technological adaptation among students of Islamic institutions, our findings, supported by prior studies, debunk such notions. Islam, as evidenced, accommodates societal changes while preserving its intrinsic values and heritage. This adaptive stance fosters a balanced approach that embraces progress while maintaining religious identity and ancestral wisdom. Relevant studies, such as Ratnaningsih et al. (2020), underscore the role of Islamic education in nurturing democratic values and religious tolerance among Indonesian high school students. Likewise, Kastolani (2019) explored the digitization trends within Islamic universities in Indonesia, further contextualizing our research within the broader discourse on technological integration in religious education.

CONCLUSION

This study's questions and objectives have been answered by reviewing the published evidence from experts on the in- depth understanding of Islamic education and governance in the digital era where all human activities have been computerized. The assumption that the religious school does not respect technology and the changing times is a teacher. Many findings have spontaneously challenged if there are still doubts about the commitment to managing Islamic education in this country amid an increasingly global era with technological solutions in all sectors

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