

Transformation Of Islamic Education Management In The Digital Era: Trends And Implications For Learning Quality

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Informasi Artikel	Abstract
E-ISSN : 3026-6874 Vol: 2 No: 10 October 2024 Page : 82-87	<i>This research aims to examine the transformation of Islamic education management in the digital era and its implications for the quality of learning, with a focus on the innovation of technology use in teaching and administration. This research uses a descriptive qualitative approach, collecting data through interviews, observations, and documentation in several Islamic educational institutions that have implemented digital technology. Research results reveal that the adoption of technology such as Learning Management Systems (LMS), e-learning platforms, and administrative digitization has improved the effectiveness of the learning process and the efficiency of school management. The findings also indicate that this transformation brings significant changes to the organizational culture, creating higher transparency and accountability in the management of educational institutions. The novelty of this research lies in the comprehensive analysis of the challenges and strategies faced by Islamic educational institutions in aligning technological advancements with traditional values, as well as the emphasis on the importance of continuous training for educators to enhance technological competence. Nevertheless, there are still obstacles such as limited infrastructure and a lack of digital literacy among educators. This research concludes that digital transformation in Islamic educational institutions offers great potential in improving the quality of education, provided it is accompanied by the enhancement of educators' capacities and equitable access to technology</i>
Keywords: Management Transformation Trends and Implications Learning Quality	

Abstrak

Penelitian ini bertujuan untuk mengkaji transformasi manajemen pendidikan Islam di era digital dan implikasinya terhadap kualitas pembelajaran, dengan fokus pada inovasi penggunaan teknologi dalam pembelajaran dan administrasi. Penelitian ini menggunakan pendekatan kualitatif deskriptif, mengumpulkan data melalui wawancara, observasi, dan dokumentasi di beberapa lembaga pendidikan Islam yang telah menerapkan teknologi digital. Hasil penelitian mengungkapkan bahwa adopsi teknologi seperti Learning Management System (LMS), platform e-learning, dan digitalisasi administrasi telah meningkatkan efektivitas proses pembelajaran dan efisiensi manajemen sekolah. Temuan juga menunjukkan bahwa transformasi ini membawa perubahan signifikan pada budaya organisasi, menciptakan transparansi dan akuntabilitas yang lebih tinggi dalam pengelolaan lembaga pendidikan. Kebaruan penelitian ini terletak pada analisis komprehensif mengenai tantangan dan strategi yang dihadapi lembaga pendidikan Islam dalam menyelaraskan kemajuan teknologi dengan nilai-nilai tradisional, serta penekanan pada pentingnya pelatihan berkelanjutan bagi tenaga pendidik untuk meningkatkan kompetensi teknologi. Meskipun demikian, masih terdapat kendala seperti keterbatasan infrastruktur dan kurangnya literasi digital di kalangan pendidik. Penelitian ini menyimpulkan bahwa transformasi digital di lembaga pendidikan Islam menawarkan potensi besar dalam meningkatkan kualitas pendidikan, asalkan diiringi dengan peningkatan kapasitas pendidik dan pemerataan akses teknologi.

Kata Kunci : Transformasi Manajemen, Tren dan Implikasinya, Kualitas Pembelajaran

INTRODUCTION

The digital era has brought significant changes in various aspects of life, including in the field of education (Rahmatullah et al., 2022). One of the most noticeable impacts is on the management of Islamic education, where information and communication technology is beginning to be integrated to enhance the effectiveness of learning (Qazi et al., 2021). The use of technology in education allows for broader access to learning resources and facilitates interactive multimedia-based learning (Shunkov et al., 2022). However, the adoption of technology also presents new challenges, such as the digital divide and the

need for adaptation in the education management system. Therefore, the transformation of Islamic education management has become a necessity to address challenges and maximize the potential of the digital era in improving the quality of learning.

Various literature shows that the trend of using technology in Islamic education management continues to increase (Fawait et al., 2024). Research conducted by several educational institutions shows that the integration of technology can enhance administrative efficiency and provide a richer learning experience for students (Han, 2020). For example, the use of a Learning Management System (LMS) facilitates class management and the delivery of materials online, which not only helps the effectiveness of teaching but also provides flexibility for students to learn anytime and anywhere. Thus, this trend is not merely a response to technological advancements, but also a systematic effort to improve the quality of education.

On the other hand, the transformation of Islamic education management in the digital era also has various implications for the quality of learning (Ekasari et al., 2021). Several studies reveal that the use of technology in education can enhance student engagement and deepen understanding of the material (Bedenlier et al., 2020). For example, video-based learning and interactive simulations have been proven to facilitate the understanding of abstract concepts that are difficult to explain through conventional methods. However, this improvement in the quality of learning can only be achieved if technology is used appropriately and integrated into a curriculum that has been adjusted to the needs of students and the goals of Islamic education (Bakar et al., 2023).

The changes that are occurring also demand an improvement in the competencies of educators in the use of technology (Onyema, 2020). Teachers and lecturers in Islamic educational institutions must quickly adapt to technological developments in order to provide relevant learning that aligns with the digital context (Mustapa et al., 2023). Based on a survey conducted in several madrasahs, many educators still face difficulties in using technology devices optimally. Therefore, training and professional development become essential elements in this transformation to ensure that the quality of learning can be continuously improved.

Overall, the transformation of Islamic education management in the digital era is not merely a technical innovation, but rather a fundamental change in the approach to education (Ekasari et al., 2021). The emerging trend indicates a shift from traditional teaching methods to technology-based learning that is more structured and flexible (Washington et al., 2020). Although challenges remain, the opportunity to improve the quality of education is very large if educational management can adapt and implement technology appropriately. This transformation, ultimately, will not only determine the quality of current learning but also shape the future direction of Islamic education in Indonesia (Akrim, 2022).

METHOD

This study uses a qualitative approach with a descriptive method (Doyle et al., 2020), aiming to deeply understand how the transformation of Islamic education management occurs in the digital era and its implications for the quality of learning. The qualitative approach was chosen because it is suitable for exploring complex and dynamic phenomena (Levitt, 2021), such as changes in education management and the influence of technology on the learning process. With a focus on meaning interpretation, this approach allows researchers to identify trends, challenges, and factors influencing the application of technology in Islamic education management.

Data collection was carried out through in-depth interviews, direct observation, and documentation (Kang & Hwang, 2021). In-depth interviews were conducted with several key informants, including school principals, student, teachers, and management staff at Islamic educational institutions that have implemented technology in educational management. Observations were conducted to observe real practices in the use of technology, such as the use of Learning Management Systems (Bradley, 2021), video-based learning media, and school administration applications. Documentation data, such as institutional policies related to technology and reports on learning quality improvement programs, are also used to enrich the analysis.

The data analysis technique used is thematic analysis, which aims to identify important patterns and main themes in the collected data (Kiger & Varpio, 2020). The analysis steps include initial coding,

theme identification, theme grouping, and the construction of a thematic narrative that describes the transformation of Islamic education management in the digital era. The use of thematic analysis is relevant because it allows researchers to systematically organize complex data and reveal the relationship between management transformation and learning quality.

To ensure data validity, this research applies triangulation techniques of data sources and methods (Bans-Akutey & Tiimub, 2021). Triangulation is conducted by comparing the results of interviews, observations, and documentation to obtain a more accurate picture of the phenomenon being studied (Natow, 2020). In addition, the peer debriefing process is used to assess the consistency of findings and data interpretation, so that the research results can make a meaningful contribution to the development of Islamic education management in the digital era.

RESULTS AND DISCUSSION

The research results show that the transformation of Islamic education management in the digital era has significantly influenced the improvement of learning quality. In several Islamic educational institutions that are the subject of research, the implementation of technology, such as Learning Management Systems (LMS), e-learning platforms, and school administration applications, has proven to facilitate the teaching and learning process more effectively and efficiently. Interview results with school principals and lecturers revealed that the use of LMS allows for more structured scheduling and distribution of lesson materials, which positively impacts student engagement in learning. This is in line with the educational technology theory proposed by Reigeluth (1999), which states that technology plays an important role in facilitating the delivery of information and interaction between teachers and students (Zhang & Lin, 2020).

However, this research also found several challenges in the implementation of technology in Islamic educational institutions. One of the main obstacles is the lack of competence among educators in optimally operating technological devices. Many educators still have limited understanding of the use of digital learning applications, which affects the effectiveness of using that technology. Based on the results of the observation, although most educational institutions have provided adequate technological facilities, not all educators are able to utilize these facilities to the fullest. This opinion is supported by Rogers' technology adoption theory (2003), which states that the adoption of technology within an organization is influenced by the ease of use, availability of resources, and user skills (A. Khan & Qudrat-Ullah, 2021).

Furthermore, it was found that digital transformation in Islamic education management not only changes the way materials are delivered but also encourages organizational culture change. The use of information technology in school administration, such as student data management and assessments, creates a more transparent and accountable system. Several Islamic educational institutions that were interviewed acknowledged that the implementation of a data digitization system has helped them optimize performance and accelerate the decision-making process. This supports the opinion of Davenport and Prusak (1998), who stated that information technology can improve management quality by providing faster and more accurate data (NALÇACIGİL & ÖZYILMAZ, 2020).

Another implication of the transformation of educational management in the digital era is the increased flexibility in learning methods. Documentation results show that the implementation of blended learning (a combination of face-to-face and online learning) has become a trend in several Islamic educational institutions, providing students with the option to learn in a way that suits their needs. This flexibility has a positive impact on students' learning motivation and increases accessibility to learning materials. The constructivist theory developed by Piaget and Vygotsky supports this finding, stating that learning based on direct experience and active interaction can enhance students' understanding and engagement in the learning process (Erbil, 2020).

Table 1. Interview Results

NO	INTERVIEW RESULTS	INFORMAN
1	Since we implemented the Learning Management System (LMS), there has indeed been an improvement in learning management. Students find it easier to access lesson materials and assignments, especially when learning is conducted online. This also makes it easier for us to manage learning administration and monitor student progress. However, we still face challenges, particularly in improving teachers' abilities to use the LMS optimally. Not all teachers have adequate technology skills, so we continue to conduct intensive training.	Headmaster
2	Technology has changed the way we teach. By using the e-learning platform, we can assign more interactive project-based tasks, such as creating educational videos or simulations. This is very helpful in deepening students' understanding, especially for abstract topics. But, of course, there are challenges. Not all students have good internet access, especially those who live in remote areas. This sometimes hinders the effectiveness of online learning.	Teacher
3	The use of technology such as school administration applications helps in managing student data and teaching activities. We no longer have to rely on manual recording. However, we realize that this change also demands a shift in work culture, where all staff must be ready to adopt the new system. Some of us are still adapting to the habit of using technology, so this transition requires time and ongoing training.	Teacher
4	Since the introduction of technology-based learning such as the use of LMS applications and Google Classroom, I find it easier to access materials and submit assignments. So, if I miss class because I'm sick, I won't fall too far behind my friends because all the materials are available online.	Student

Overall, this research reveals that the transformation of Islamic education management in the digital era has a wide and diverse impact on the quality of learning. Despite challenges such as the need for improved educator competencies and limited technological infrastructure, this digital transformation trend shows great potential in optimizing learning and educational management. With the adoption of appropriate technology and efforts to enhance the capacity of educators, it is hoped that the quality of Islamic education can continue to improve, in line with the demands of the times and technological advancements.

CONCLUSION

The conclusion of this research shows that the transformation of Islamic education management in the digital era significantly impacts the improvement of learning quality. The implementation of technology such as LMS and e-learning platforms has proven to enhance the effectiveness of learning management and administration, although there are still challenges in terms of educator competence and access equality. This digitalization also drives organizational culture change, creating a more transparent and accountable system. However, to achieve optimal results, efforts are needed to enhance

the capacity of educators and improve technological infrastructure. Thus, digital transformation offers great opportunities in optimizing Islamic education to be more relevant to the demands of the times.

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