

The Strategic Role of Islamic Education Management in Integrating Islamic Value-Based Character Education in the Digital and Technology Era

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ABSTRACT

This research discusses the role of Islamic education management in integrating Islamic value-based character education in the digital era. Islamic character education, which focuses on moral and ethical formation, is important as a value foundation in the midst of rapid technological development. Islamic education management plays a strategic role in designing an Islamic character-based curriculum, developing Islamic digital learning media, and empowering teachers as role models for students. Through the use of technology and social media, Islamic values can be more easily accessed and accepted by the younger generation, forming a strong character that is in accordance with Islamic principles. This research uses a qualitative method with a descriptive-analytical approach, which is carried out through literature studies and content analysis of various related academic sources. The results show that Islamic education management can optimize the role of technology in supporting Islamic character education, including the implementation of a curriculum based on Islamic values, relevant digital learning media, and active participation from parents and the community in supporting the formation of students' Islamic character. In conclusion, the strategies implemented by Islamic education management have the potential to form a generation that excels academically and has Islamic character, ready to face the challenges of the digital era with the basis of faith and noble character.

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1. INTRODUCTION

In today's ever-evolving digital era, education not only focuses on cognitive aspects, but also on the formation of character and moral values. Character education, which aims to build students' personalities based on moral and ethical principles, is increasingly important to be integrated in the modern education system. Islamic education emphasizes educating children to have a good mentality

or character, noble character, good spirit, accustomed to putting others first, behave politely and live a sincere and honest life (Cahyani & Masyithoh, 2023).

Islamic education in Indonesia has great potential to contribute to character development based on Islamic values through effective education management, in this case Islamic education management has an important role in integrating Islamic character values in the digital era like today, especially by utilizing technology as a means of education.

However, according to Azra, this progress is also accompanied by various significant challenges, especially in the context of shaping the character of the younger generation. Exposure to negative content, the misuse of technology, and the fading of moral values are very urgent issues to be addressed (Fahmi, Priatma, & Muhammad Wahyudi, 2024).

The integration of Islamic values in character education includes values such as honesty, responsibility, respect, justice, and social concern (Curup, 2023). In the midst of the rampant influence of technology and social media, Islamic value-based character education has become relevant and important to offset the negative impacts that may arise from globalization and technological developments, therefore, the role of Islamic education management is strategic and important in regulating, planning, and implementing a curriculum that is in accordance with Islamic values and able to answer the challenges of the digital era. The presence of technology and the demands of digitalization require adjustments in Islamic education in order to produce a competitive generation (Tripitasaari, 2024).

Research related to Islamic education management in the context of the era of technological digitalization has been widely carried out, such as research conducted by M. Munir and Ita Zumrotus Su'ada, which in their research examines more related to Islamic education management in the digital era, focusing on transformation strategies and challenges of implementing educational technology (Munir & Zumrotus Su'ada, 2024). Furthermore, Babara Susyanto's research explains Islamic education management to find out the challenges and solutions in facing the Digital Era (Susyanto, 2022). In these studies, no one has discussed the role of Islamic education management in the integration of character education in the digital era. Therefore, this study aims to explore the extent of the role of Islamic education management in the integration of character education in the digital era and to identify strategies that can be applied to achieve these goals, besides that this research also highlights the importance of innovative approaches in the management of Islamic education, so that it can create a learning environment that supports the growth of Islamic character in students.

2. METHODS

This study uses a qualitative method with a descriptive-analytical approach. The data collected comes from secondary sources (Adlini, Dinda, Yulinda, Chotimah, & Merliyana, 2022), namely literature related to Islamic education management, character education, and the application of technology in education. A literature study was conducted to get an overview of the concept and implementation of Islamic value-based character education in the digital era, then the data collected was analyzed by the content analysis method, which aims to understand the role of Islamic education management in integrating character education in the digital era.

The data sources used in this study include scientific journals, books, articles, and publications relevant to the research topic, with the focus of analysis including Islamic education management strategies in integrating character education and the use of technology as a means of Islamic character education.

3. FINDINGS AND DISCUSSION

Islamic Education Management has a strategic role in integrating Islamic value-based character education in the digital era, various efforts can be made by Islamic education management to ensure the application of Islamic character values in learning, including:

a. Islamic Character-Based Curriculum Planning

In the context of Islamic education, the curriculum must be designed not only to achieve academic goals but also to foster students' morals and ethics, according to Suparlan, Islamic character-based curriculum planning is a form of responsibility of Islamic education management in developing individuals with character in accordance with Islamic values, such as honesty, justice, and sincerity (Wahyuni, 2021). This is in accordance with the purpose of the Islamic education curriculum not only to improve students' intellectual abilities, but also to pay attention to the spiritual and moral aspects contained in religious teachings. As a result, the curriculum becomes a means of constructing students so that they are not only good intellectually, but also in noble morality (Mustaghfirin, Safitri, & Nafiah, 2024).

The curriculum developed by Islamic education management needs to include an integrated Islamic character education component in every subject as well as extracurricular activities, thus, students gain a deep understanding of the prevailing moral values, not only in the spiritual aspect but also in the social and academic life of students.

b. Development of Islamic Value-Based Digital Learning Media

The use of technology in education opens up opportunities to develop learning media that contain Islamic values, in line with Munir's opinion, he explained that digital media based on Islamic values, such as applications and learning videos containing the stories of the Prophet or lessons on noble morals, can provide a positive stimulus to students in understanding and applying Islamic values (Rahmi, Iswantir M, 2021). This media is not only interesting for students but also relevant to their learning style in the digital era. This strengthens their involvement in the learning process and enriches the learning experience with religious values that can be applied in daily life.

The application of the integrated learning model of Islamic values aims to eliminate the dichotomy between religious science and general science, especially in natural science materials. The two can be combined so that they are able to strengthen and correlate with each other. Islamic values can be incorporated into learning by inserting Islamic values in science materials. As stated by Djudin in Irfan, integrating the values of intimacy and science is by inserting verses from the Qur'an (kauniyah verses) that are relevant to the material presented in accordance with the topic and discussion in the science material (Arfiana, 2023).

c. Empowering Teachers as Role Models

Teachers are central figures in the formation of students' character, especially in Islamic education, in the journal Anggara Madjid, Zakiyah Daradjat stated that teachers not only play the role of educators but also as role models of morals and behavior for students (Anggara & Madjid, 2024). Teachers as educators must be able to see the psychological condition of students, because a teacher has a very large role in shaping students' morals. Therefore, the example, personality and authority possessed by teachers will have a positive impact or negative impact on the formation of children's personalities and dispositions (Kandiri & Arfandi, 2021). Through training and development of teachers' competencies in Islamic character education, Islamic education management can ensure that teachers have the understanding and skills needed to integrate Islamic character values in teaching, thus, teachers can effectively teach and exemplify Islamic morals in daily interactions with students.

d. Utilization of Social Media as a Means of Character Education

Social media has become part of the daily lives of students in the digital era. According to Subandiyah, social media can be used as a means of character education by spreading content that contains positive and Islamic values (Supratno, Subandiyah, & Permata Raharjo, 2018). The positive impact of the use of social media, children can participate in finding learning materials and make children easily complete their tasks by using the internet network, social media can also be used as a means of learning, in addition to that social media also benefits the character education of a student's morals, for example, students can adapt, socialize in public spaces and can manage a network of friends

who are like Surely (Madyan & Baidawi, 2021). Islamic education management can utilize school social media to spread moral messages, inspirational stories, and Islamic values that can be accessed and applied by students. This allows Islamic character values to remain accepted and lived by students outside of school hours, especially through platforms that are already familiar to them.

e. Evaluation of Islamic Character Formation

Evaluation of the formation of Islamic character is an important part of the character education process. Quoting Tilaar's opinion, in Rismawati's article regarding the evaluation of character education, it was stated that character education must include moral and spiritual indicators that reflect Islamic values (Magnalena, Rismawati, Ardani, & Daffah, 2023). Islamic education management can develop character assessment indicators, such as honesty, responsibility, discipline, and independence, which are part of the overall assessment of students. This assessment aims to ensure that the character formation process takes place continuously and its progress can be monitored over time.

f. Collaboration with Parents and the Community

Islamic character education cannot be formed only in schools, but also requires support from parents and the community, Qomar mentioned that effective character education is education that involves all related parties, including the family and the community (Fiolanisa, Lestari, Prasasti, & Santoso, 2023). Character education enhances and strengthens the role of families, communities, governments and educational institutions in helping to develop the potential of citizens and build an advanced, independent, and prosperous nation. The family is the biggest social institution that influences and plays a role in the welfare of its family members, especially children. The family is the most important basic environment for the cultivation and development of children's personal character. The essence of parents includes all the roles of parents towards their children, including as educators, protectors, movers, facilitators, and guides. On the other hand, as a substitute for parents at school, a teacher must help all students learn so that they can maximize their potential and abilities so that the learning process of their students runs well, role collaboration between teachers and students can be achieved through effective communication (Azahra, Oktaviani, & Rachman, 2024).

Islamic education management can involve parents in school activities that support character education, such as joint discussions or seminars on Islamic education. The involvement of parents in this educational process strengthens the Islamic character values taught in schools, so that students feel consistency in teaching values in the home and school environment.

g. Monitoring and Development of an Islamic School Environment

An Islamic school environment can form an atmosphere that supports character education, according to Mulyasa, an environment that supports Islamic values has a great influence on the formation of students' character (Zaedi & Rizkia, 2019). In this case, the management of Islamic education must ensure that all elements in the school, including school rules and activities, support the formation of Islamic character. Activities such as worship (congregational prayers, dhikr together), or social activities based on Islamic values can strengthen students' personalities and morals in daily life;

The integration of Islamic value-based character education allows students to have a strong moral guide to navigate life in the challenging digital era. Technology, if used appropriately, can be an effective tool in supporting the process of Islamic character education. Based on the theory put forward by Bandura about social learning, students will tend to imitate and internalize positive values conveyed through digital media. In the context of Islamic education, education management that is able to utilize technology wisely can help students understand and apply Islamic values, with these strategies, Islamic education management has an important role in shaping the young generation who are not only academically superior but also have a strong character, based on Islamic values, and ready to face the challenges of the digital era. The integration of Islamic character education in schools can be a solid foundation for students in living a moral and moral life in the modern world.

This is in line with Moh's opinion. Adzkiyaunuha stated that digital transformation in Islamic education management offers great opportunities to improve the efficiency, effectiveness, and quality of Islamic education. Some of these opportunities include the use of technology in learning, data management, and curriculum development. The use of technology in learning, for example, can help address accessibility issues and open up access to learning for students who are unable to attend classes physically. Effective data management can also help education managers to make more informed decisions based on available data. The use of technology and data can be done in the context of developing a curriculum that is more effective and responsive to student needs (Moh. Adzkiyaunuha, 2023).

4. CONCLUSION

Islamic education management has a very important role in integrating Islamic value-based character education in the digital era, this role covers various aspects, ranging from curriculum planning that reflects Islamic values, the development of relevant digital learning media, to empowering teachers as role models for students. The use of technology such as social media also allows the spread of Islamic character values that can be well accepted by the younger generation in the digital environment they know, in addition, the support of an Islamic school environment and the active involvement of parents and the community also contribute to shaping the Islamic character of students.

The results of this study indicate that the integration of Islamic character education supported by effective education management can create a generation that is not only academically intelligent but also has strong morals and morals, with the strengthening of Islamic values in all aspects of education, students will be better prepared to face the challenges of the digital era with a character foundation based on faith and noble morals.

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