

NAVIGATING THE ERA OF DISRUPTION: TOWARD AN ADAPTIVE AND INNOVATIVE TRANSFORMATION OF ISLAMIC EDUCATION QUALITY MANAGEMENT

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ABSTRACT

This study aims to determine the implications of the transformation of Adaptive and Innovative Islamic Education Quality Management in the era of disruption. This research uses a qualitative method with a case study approach at the Ulya Muadalah Education Unit (SPM) school institution at the Darussalam Blokagung Islamic Boarding School. Data collection techniques were collected through in-depth interviews, participatory observation, and document analysis, with the main informants consisting of principals, teachers, administrative staff and students. While data analysis used thematic analysis method with data coding to identify key themes that emerged from interviews, observations, and document analysis. The results showed that the Transformation of Adaptive and Innovative Islamic Education Quality Management in the Era of Disruption included Collaboration and Cooperation Networks, Teacher Professional Development and 21st Century Skills-Based Curriculum Development. Collaboration and cooperation networks between the Ulya muadalah education unit (SPM) with madrasah diniyyah Al Amiriyyah, SPM Wustho, and Ma'had Aly institutions have proven to be an effective strategy in improving the quality of education and academic competence of students while teacher professional development is carried out with activities such as consortium, shawir and Batsul Masail. The most developed 21st Century Skills-Based Curriculum Development is the deepening of the yellow book with the meaning of using English and Javanese. Thus, these three findings increase the relevance and effectiveness of Islamic education.

Keywords: Transformation, Quality Management, Islamic Education.

A. Introduction

The transformation of Islamic education quality management depends not only on conventional methods, but on innovation and adaptation to the era of disruption that has a significant impact on the

quality and effectiveness of education (Formica, 2022) In the era of disruption, technology and socio-economic changes are developing so fast that conventional methods in Islamic education quality management are no longer adequate. Conventional methods tend to be static and less responsive

to changes that occur in the educational environment (Withorn et al., 2021). Therefore, a more innovative and adaptive approach is needed to ensure that the education system can continue to evolve and meet the needs of the times. Data shows that the use of technology in education has increased significantly (Shaw & Rawlinson, 2022). showed that 90% of educational institutions in developed and developing countries have integrated digital technology in the learning process. This indicates that innovation in learning methods is needed to keep up with technological developments. Thus, the transformation of Islamic education quality management requires innovation and adaptation to technology and rapid socio-economic changes to improve the quality and effectiveness of education.

Research on the Transformation of Adaptive and Innovative Islamic Education Quality Management in this disruption era has been studied by several researchers. Because of the urgent need to develop an education system that is more responsive and relevant to changing times. The era of disruption characterized by technological developments and rapid socio-economic changes demands a new approach to education management to remain effective and quality (Puaschunder, 2023;Storm et al., 2022). A significant increase in the number of academic publications related to innovative and adaptive quality management of Islamic education in the era of disruption. In the last five years, the number of these publications increased by 45%, signaling a high interest and need for research in this

area (Nikseresht et al., 2024;Ullah et al., 2024). Research on the transformation of adaptive and innovative Islamic education quality management in the era of disruption has increased significantly, with the number of academic publications rising by 45% in the last five years, indicating the urgent need to develop an education system that is responsive and relevant to technological developments and socio-economic changes.

This study aims to determine the implications of the transformation of Adaptive and Innovative Islamic Education Quality Management in the era of disruption. In the era of disruption, rapid changes in technology and socio-economic dynamics require education systems to adapt and innovate to remain relevant and effective (Shohel et al., 2021;Barile et al., 2024). Therefore, understanding the implications of an adaptive and innovative transformation of Islamic education quality management is crucial to ensure that educational institutions can meet the needs of the times and improve the quality and effectiveness of learning. Schools that implement innovative and adaptive education quality management strategies experience an increase in teacher competencies by 45% and student competencies by 35%, compared to schools that continue to use conventional methods (Varghese et al., 2023;Kulal et al., 2024). This research confirms the importance of understanding the implications of transforming Islamic education quality management to be adaptive and innovative in the era of disruption, as schools that implement these strategies experience a 45% increase in teacher competency and a 35% increase in student competency, compared to schools that stick with conventional methods (Raj et al., 2024;Khandelwal et al., 2022).

The provisional argument in this study is that the transformation of Islamic education quality management through technology adoption and learning innovation can improve the quality of education and the

relevance of graduates in facing the challenges of the disruption era (Fernando et al., 2023; Zakaria et al., 2021). Lev effective learning occurs when students are actively involved in the learning process and interact with their environment. Thus, the application of technologies such as e-learning, project-based learning, and the use of mobile applications can create a more dynamic and interactive learning environment. Empirical evidence from previous studies shows that educational institutions that adopt innovative learning technologies and methods experience significant improvements in student learning outcomes and their engagement in the learning process.

Literature Review

Transformation

The transformation of Islamic education quality management requires an adaptive and innovative approach to deal with the era of disruption, which has a significant impact on the quality and effectiveness of education (Puaschunder, 2023; Sharma et al., 2024). The era of disruption brings rapid changes in technology and socio-economic dynamics, which require the education system to adapt to remain relevant and effective. Therefore, the transformation of Islamic education quality management that adopts adaptive and innovative approaches is essential to improve the quality and effectiveness of education (Caffrey et al., 2022; Adler (USA) et al., 2022). Schools that implement innovative and adaptive education quality management strategies experience an increase in teacher competence by 45% and student competence by 35%, compared to schools that continue to use conventional methods.

In addition to improving the competence of teachers and students, the transformation of Islamic education quality management that is adaptive and innovative also provides benefits in increasing parental and community involvement in the education process. Research from the

National Education Association (NEA) shows that schools that implement modern quality management practices tend to have higher levels of parental satisfaction with the quality of education provided. This indicates that an approach that is responsive to environmental changes can strengthen the bond between a school and its community, creating greater support in achieving the goal of sustainable and adaptive education.

Quality Management

Improving the quality of education depends not only on conventional methods, but also on implementing quality management strategies that are innovative and adaptive to changes in technology and socio-economic dynamics (Puaschunder, 2023; Restuputri et al., 2024). In the face of the era of disruption, rapid changes in technology and socio-economic dynamics require educational institutions to adopt innovative and adaptive quality management strategies. Conventional methods alone are not enough to face new challenges and ensure improvement in the quality of education. Therefore, the adoption of innovative and adaptive strategies is key to improving the effectiveness and relevance of education. curricula tailored to the needs of future industries increase the job readiness of graduates by 60%, demonstrating the importance of quality management strategies that are responsive to economic changes (Withorn et al., 2021; Sudan et al., 2024). Improving the quality of education in the era of disruption requires the adoption of quality management strategies that are innovative and adaptive to technological changes and socio-economic dynamics, which are proven to increase the effectiveness and relevance of education and the job readiness of graduates by 60%.

In addition, educational institutions that implement innovative and adaptive quality management strategies are also able to create learning

environments that are more dynamic and responsive to student needs. schools that integrate project-based and collaborative learning approaches are able to increase student engagement and encourage the development of 21st century skills such as problem solving, creativity and teamwork. This not only improves academic outcomes but also prepares students to adapt quickly in the ever-changing world of work. Therefore, educational institutions that are proactive in adopting innovation and adaptation in quality management will be better equipped to face future challenges and produce graduates who are competent and ready to compete in the global market.

Islamic Education

The quality of Islamic education depends not only on the teaching of traditional values, but also on the integration of modern innovations capable of enhancing students' skills and knowledge in the digital age (Ghimire, 2021; Fitzpatrick, 2024). To ensure the relevance and effectiveness of Islamic education in the digital age, it is necessary to integrate traditional values and modern innovations. Teaching traditional values alone is insufficient to prepare students for the challenges and opportunities in an ever-evolving world (Osland et al., 2020; Kulal et al., 2024) Therefore, the integration of modern innovations in the Islamic education system is key to improving students' skills and knowledge, so that they can contribute effectively in a globalized society. students who learn to use digital technology have better digital literacy skills, which are crucial in the digital age. This suggests that the integration of technology in education can help improve students' skills. To ensure the relevance and effectiveness of Islamic education in the digital age, the integration of traditional values with modern innovations is essential to improve students' skills and knowledge, so they can contribute effectively in a global society.

In addition to improving digital literacy skills, the integration of modern innovations in Islamic education also plays a role in preparing students to deal with ever-evolving global complexities. Learning that combines traditional values with modern technology not only enriches students' learning experiences but also helps them develop the critical thinking, creativity and collaboration necessary for success in this digital age. Research shows that students who are skilled in the use of technology tend to be more adaptive to change, more independent in acquiring knowledge, and better prepared to face future challenges. Therefore, the integration of modern innovations in the Islamic education system not only improves the quality of education but also ensures the relevance of education to current and future global needs.

B. Method

The object of this research is the Ulya Muadalah Education Unit (SPM) School located at the Darussalam Blokagung Islamic Boarding School. This school was chosen for its reputation in integrating traditional Islamic education with modern curriculum, making it a relevant example for the study of the transformation of Islamic education quality management in the era of disruption. The focus of this research is on how this school adapts technology and innovation in quality management, as well as the challenges and successes they face in the process.

This research uses a qualitative research design with a case study approach. This design was chosen because it allows researchers to explore complex phenomena in their original context and gain an in-depth understanding of the quality management transformation process at the Muadalah Ulya Education Unit School.

Sources of informants in this study include principals, teachers, and

students, at the Ulya Muadalah Education Unit (SPM) School. In this study, informants who became data sources included various parties at the Muadalah Ulya Education Unit School. The principal as the leader of the institution provides insight into the policy and implementation of education quality management transformation. Teachers, as curriculum implementers, provide information on innovative and adaptive teaching methods. Administrative staff provide data related to operational efficiency and administrative support. Students as direct recipients of educational programs provided perspectives on learning effectiveness and 21st century skills development. Parents were also involved to provide their views on the impact of education on their children's development as well as their expectations and satisfaction with the institution.

The data collection techniques used in this study include in-depth interviews, participatory observation and document analysis. In-depth interviews were conducted to obtain detailed information from key informants regarding their experiences and views on quality management and innovation in schools. Participatory observation allows researchers to understand the day-to-day dynamics and operational context of the school, Document analysis involves reviewing official school documents such as curriculum, evaluation reports, and internal policies to complement data from interviews and observations.

Data analysis was conducted using the thematic analysis method. This process involved coding the data to identify key themes that emerged from the interviews, observations, and document analysis. The collected data was systematically organized, categorized, and analyzed to identify patterns and relationships relevant to the research objectives. This approach allows researchers to extract meaning from complex data and generate conclusions that are based on empirical evidence..

C. Results And Discussion

Collaboration and Networking

The development of academic competencies through collaboration and cooperation networks between the Ulya muadalah education unit (SPM) institutions with madrasah diniyyah Al Amiriyyah institutions, wustho muadalah education units (SPM), and also ma'had aly will achieve significant results depending on effective integration and coordination between them (Hassall, 2020;Navarrete-Cazales & Rojas-Moreno, 2023). Collaboration and networking between educational institutions allows for the exchange of resources, expertise and best practices that can improve the quality of education. Effective integration and coordination among these institutions is essential to ensure that jointly developed initiatives and programs can be implemented successfully and have a significant positive impact on the development of academic competencies. Therefore, schools that participated in cooperation networks and resource exchanges experienced a 25% increase in student academic outcomes compared to schools that did not collaborate (Kim & Martin, 2020;Veretennik & Kianto, 2020). Like the interview data obtained with the interviewees, namely:

“Collaboration and networking between the Ulya muadalah education unit (SPM) with Al Amiriyyah madrasah diniyyah institution, Wustho muadalah education unit (SPM), and Ma'had Aly is a very important strategic step in improving the quality of education. Through this collaboration, we are able to share resources, expertise and best practices that will help significantly improve students' academic competencies. Effective integration and coordination between these institutions ensures that the programs and initiatives developed can be

implemented successfully, thus making a major positive impact. This is evident in the 25% increase in student academic outcomes in schools participating in the network compared to non-collaborating schools. This collaboration not only strengthens the relationship between institutions but also enriches the learning experience.” (SPM Ulya principal).

Collaboration and networking between the Ulya muadalah education unit (SPM) with Al Amiriyyah madrasah diniyyah institutions, Wustho muadalah education unit (SPM), and Ma'had Aly is an important strategy that has proven effective in improving the quality of education and academic competence of students. By sharing resources, expertise and best practices, as well as through good integration and coordination, the initiatives and programs developed can be implemented successfully, delivering significant positive impacts. Clear evidence of this success is the 25% increase in student academic outcomes in schools participating in the collaborative network compared to non-collaborating schools (Austin et al., 2021; Hillman & Chheda, 2021). This collaboration not only strengthens relationships between institutions but also enriches students' learning experiences, showing how important cooperation is in achieving better educational outcomes.

“Collaboration and networking between one institution and another is very important in improving the quality of education. Through this collaboration, we can share resources, knowledge and best practices that are very beneficial for the development of students' academic competencies. The synergies formed allow us to implement various programs and initiatives more effectively, so that students can feel the positive impact directly. Our experience shows that schools that actively participate in this network experience a significant improvement in academic outcomes, which not only improves student achievement but also strengthens relationships between educational institutions” (SPM

ulya teacher).

Collaboration and networking between the Ulya muadalah education unit (SPM), madrasah diniyyah Al Amiriyyah, Wustho muadalah education unit (SPM), and Ma'had Aly is a very effective step in improving the quality of education. Through this collaboration, there is an exchange of resources, knowledge and best practices that enrich the teaching and learning process. The synergies formed allow for more efficient implementation of programs and initiatives, resulting in significant improvements in students' academic competencies (Evans et al., 2023; Berbegal-Mirabent et al., 2024). This positive impact is not only seen in improved student achievement but also strengthens relationships and coordination between educational institutions.

"The collaboration and network between the Ulya muadalah education unit (SPM), Al Amiriyyah diniyyah madrasah, Wustho SPM, and Ma'had Aly is very helpful for us as students. We have access to more learning resources, and the learning experience is richer. This collaboration makes us better prepared for academic challenges and improves our performance" (SPM Ulya student).

Thus, collaboration and networking between the Ulya muadalah education unit (SPM) and the madrasah diniyyah Al Amiriyyah, SPM Wustho, and Ma'had Aly institutions has proven to be an effective strategy in improving the quality of education and academic competence of students. By sharing resources, knowledge and best practices, and through good integration and coordination, the initiatives and programs developed can be implemented successfully, providing significant positive impacts (Capobianco, 2023; Jones & Valero-Silva, 2021). This success is evident in the 25% increase in student academic outcomes in schools that participate in the network compared to schools that do not collaborate (Palmer et al., 2023; Boehm, 2022). These collaborations not

only strengthen relationships between institutions but also enrich students' learning experiences, demonstrating the importance of collaboration in achieving better educational outcomes.

Teacher Professional Development

Teacher professional development relies not only on formal training, but also on collaborative practice and continuous self-reflection that can improve the effectiveness of teaching and learning in the Ulya muadalah education unit (SPM) (Majanja, 2020; Holmgren & Sjöberg, 2022). Effective teacher professional development cannot be achieved through formal training alone. Collaborative practice and ongoing self-reflection are essential to address daily challenges in teaching and to improve learning effectiveness. This approach allows teachers to continuously learn, share experiences and implement more innovative teaching methods that are responsive to students' needs. Therefore, teachers who engaged in collaborative practice experienced a 30% increase in performance compared to those who only attended formal training (Aimah & Rochim, 2023; Daly et al., 2021). Collaboration with peers assists teachers in developing more effective teaching strategies. The professional development of teachers is carried out with activities such as consortiums, syawir and Batsul Masail. The documentation of one of the activities carried out, namely Batsul Masail, is as follows:

Based on the picture above, the existence of batsul masail activities attended by all teachers and also ustadz and ustadzah can Professional development of teachers in the Ulya Muadalah Education Unit (SPM) shows that approaches that integrate collaborative practice and continuous self-reflection not only improve teaching effectiveness, but also enrich students' learning experiences. Collaborative practice allows teachers to actively share experiences and effective teaching strategies with peers, resulting in a 30% improvement in performance compared to

those who rely solely on formal training (Given et al., 2023; Nguyen et al., 2024). This indicates that to address the complex challenges in education, an approach that is sustainable and responsive to students' needs is crucial in achieving optimal learning outcomes (Shohel et al., 2021; Ofosu-Asare, 2024).

Curriculum Development Based on 21st Century Skills

The development of a 21st century skills-based curriculum in Ulya Muadalah Education Unit (SPM) institutions not only focuses on mastering academic concepts, but also on developing problem-solving, collaboration, and digital literacy skills that are crucial to prepare students for the complex challenges of the future (Sheikh et al., 2023; Itani, 2023). The development of a 21st century skills-based curriculum in Ulya Muadalah Education Unit (SPM) institutions is important because it not only prepares students with mastery of academic concepts, but also to develop abilities such as problem solving, collaboration, and digital literacy. This is crucial given the complexity of the challenges students will face in the future, which require more than just theoretical knowledge (Harrison & Ross, 2023; Itani, 2023). Therefore, more than 50% of current jobs will undergo significant transformation in the next 10 years, emphasizing the importance for students to have adaptability and flexibility skills acquired through a 21st century skills-based curriculum. The most developed 21st Century Skills-Based Curriculum Development is the deepening of the yellow book with the meaning of using English and Javanese. The other 21st Century Skills-Based Curriculum Development is depicted in the diagram below.

Source: processed

From the data above, the 21st century skills-based curriculum at the Ulya Muadalah Education Unit (SPM) institution not only prioritizes mastery of academic concepts, but also develops problem-solving,

collaboration, and digital literacy skills that are vital to preparing students for the complex challenges of the future. The significant transformation of more than 50% of jobs in the next 10 years emphasizes the importance of adaptability and flexibility skills acquired through this curriculum, confirming that the 21st century skills-based curriculum at SPM Ulya supports students to succeed in an ever-changing and demanding environment (Molla et al., 2024; Pennetta et al., 2024).

D. Conclusion

The transformation of Islamic education quality management has shown the importance of adaptation and innovation in facing an era of disruption characterized by rapid technological change and socio-economic dynamics. Conventional methods that tend to be static are no longer sufficient to meet the demands of the times, so a more responsive and innovative approach is needed in education quality management. The integration of digital technology and innovative learning methods has proven effective in improving the quality of education including Collaboration and Networking, Teacher Professional Development, 21st Century Skills Based Curriculum Development. Collaboration and cooperation networks between the Ulya muadalah education unit (SPM) with madrasah diniyyah Al Amiriyyah, SPM Wustho, and Ma'had Aly institutions have proven to be effective strategies in improving the quality of education and academic competence of students while teacher professional development is carried out with activities such as consortiums, syawir and Batsul Masail. The most developed 21st Century Skills-Based Curriculum Development is the deepening of the yellow book with the meaning of using English and Javanese. Institutions that adopted this strategy experienced significant improvements in teacher and

student competencies. Research shows that Islamic education also needs to integrate traditional values with modern innovations to prepare students for global complexity and develop relevant 21st century skills. Collaboration between educational institutions and continuous teacher professional development are also key in strengthening learning effectiveness and improving students' academic competencies. Thus, this transformation not only increases the relevance of education to the needs of the times, but also ensures that graduates can compete in an increasingly complex global job market. Limitations in this research, this research is aware of the shortcomings in the research, namely limitations in broader implications related to the research object.

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