

TRENDS IN DIGITAL TECHNOLOGY INTEGRATION IN ISLAMIC EDUCATION QUALITY MANAGEMENT: UNCOVERING CHALLENGES AND OPPORTUNITIES

Ahmad Agus Afwil Kholil

Universitas KH Mukhtar Syafaat, Banyuwangi
Indonesia
e-mail: agusafwil882000@gmail.com

ABSTRACT

In the era of globalization and digitalization, the integration of digital technology in the quality management of Islamic education is becoming increasingly important. This research aims to identify challenges and opportunities in implementing digital technology in Islamic educational institutions to improve the quality of learning and administration. Using a qualitative approach and case study research at SMA Darussalam Blokagung Banyuwangi, data was collected through interviews, direct observation and document analysis.

The research results show that digital technology improves administrative efficiency, teaching quality, and collaboration between educators, students, and parents. The principal of Darussalam High School revealed that the digital system allows access to student data and financial reports in seconds, which previously took hours. However, the lack of digital literacy among educators is still a major obstacle. Many educators lack confidence in using technology, requiring intensive training and ongoing technical support.

The conclusion of this research is that the integration of digital technology in the quality management of Islamic education offers great opportunities to improve the quality of education. However, successful implementation is highly dependent on solving existing challenges, including digital literacy and technical support for educators. Continuous training and cultural change that supports technological innovation are essential to ensure maximum benefits from digital technology integration.

Keywords: Digital Technology, Education Quality Management.

A. Introduction

In the era of globalization and digitalization, the integration of digital technology in the quality management of Islamic education is becoming increasingly important. The application of technology in education is no

longer an option, but rather a necessity

to improve the quality of learning and educational administration. Digital technology enables more efficient data management, more interactive delivery of material, and wider access to educational resources. However, despite the clear benefits, the application of digital technology in Islamic education faces various challenges that require attention and appropriate solutions (Rambe, 2024) .

In the digital era, various aspects of life have been transformed due to rapid advances in information and communication technology, including the world of education (Budiman, 2017) . Islamic education was not spared from its influence. Effective management of Islamic education plays a crucial role in improving the quality of learning and teacher performance (Murtafiah, 2022) . This makes the use of technology in Islamic education management increasingly important and relevant (Asyari, 2019) .

However, the need and difficulties in the use of deep technology Islamic education management is influenced by a number of factors. In recent decades, technological advances have brought many changes, such as quick and easy access to educational resources, advanced evaluation tools, and innovative learning strategies, which can help the management of Islamic education.

The main reason why it is important to integrate digital technology in Islamic education is to face the challenges of the modern era and meet the educational needs of the 21st century. Technology enables learning methods that are more innovative and responsive to student needs. In addition, digital technology helps in school administration management, simplifies communication between teachers, students and parents, and increases school operational efficiency. Technology integration also

provides opportunities for students in madrasas/schools and Islamic boarding schools to acquire digital skills that are relevant to the world of work of the future. Therefore, it is important for Islamic educational institutions to adopt digital technology to ensure better quality education that is relevant to current developments. (Hajri, 2023)

Various studies show that the integration of digital technology can improve the quality of education. For example, the use of online learning platforms can increase student engagement and learning effectiveness. However, research also reveals various challenges in implementing digital technology in Islamic educational institutions (Subroto & Wirawan, Rio Rukmana, 2023) . These challenges include a lack of digital literacy among educators, limited technological infrastructure, and resistance to change. For example, a case study of schools in East Java shows that even though digital technology has been adopted, there are still educators who find it difficult to use it effectively. This indicates the need for more intensive training and support to ensure successful digital technology integration (Hulu, 2023; Prasojo et al., 2018) .

In conclusion, the integration of digital technology in the quality management of Islamic education offers many opportunities to improve the quality of education. However, the success of this integration depends greatly on how existing challenges are overcome. A comprehensive approach is needed that includes digital literacy training for educators, improving technological infrastructure, and cultural changes that support technological innovation (Sugiarto, 2023) . By overcoming these challenges, Islamic educational institutions can take full advantage of the potential of digital technology to improve the quality of education. Recommendations for the future include the development of ongoing training programs, collaboration with relevant parties to improve infrastructure, and further research to identify best practices in the

integration of digital technology in Islamic education.

B. Method

This research uses a qualitative approach with a case study type of research. A qualitative approach was chosen because this research aims to understand in depth how the integration of digital technology affects the quality management of Islamic education, as well as the related challenges and opportunities (Assyakurrohim et al., 2022) . Case studies allow researchers to explore this phenomenon in a specific context, namely in Islamic educational institutions that have adopted or are currently adopting digital technology. The research location is Darussalam High School, Blokagung, Karangdoro, Tegalsari, Banyuwangi, East Java. With this approach, researchers can collect detailed and contextual data regarding the experiences and perceptions of educators, school principals, and administrative staff regarding technology integration.

Research data sources include primary data and secondary data. Primary data was obtained from interviews with educators, principals and administrative staff at schools that have integrated digital technology. Secondary data includes related documents such as annual reports, technology policies, and relevant previous studies (Emanuelson & Egenvall, 2014) . Data collection techniques include semi-structured interviews, direct observation, and document analysis. Semi-structured interviews were used to gain in- depth insight from informants regarding technology implementation and its impact. Observations are carried out to see directly how technology is applied in daily activities, while document analysis helps understand the policies and procedures that underlie technology integration (Fiantika et al., 2022)

To ensure the validity of the data, this research uses triangulation and member checking techniques. Triangulation is carried out by comparing data obtained from interviews, observations and documents to ensure the consistency and validity of the information (Sugiyono, 2019). Member checking is carried out by sending a summary of findings to informants to ensure that the researcher's interpretation matches their understanding (Birt et al., 2016). The data analysis technique uses thematic analysis, where data from interviews and observations is organized into main themes that reflect challenges and opportunities in digital technology integration. Data were analyzed inductively to identify patterns, relationships and meanings relevant to the research topic (Heriyanto, 2018).

C. Results And Discussion

Increased Administrative Efficiency

The implementation of digital technology in Islamic education quality management has shown a significant increase in administrative efficiency. A technology-based management system allows managing student data, finances and academic activities more quickly and accurately. The principal of SMA Darussalam stated that, "With the digital system, we can access student data and financial reports in seconds, which previously took hours."

Based on the results of the interview above, it can be concluded that the integration of digital technology in school administration has had a significant positive impact. Increased administrative efficiency allows schools to allocate more time and resources to educational activities and student development. However, to achieve maximum efficiency, intensive training is needed for administrative staff so that they can use digital

systems effectively.

Lack of Digital Literacy

Study It also found that a lack of digital literacy among educators and administrative staff was a major obstacle. Many educators are less familiar with digital technology, so they require intensive training. The principal of SMA Darussalam stated, "We often have difficulty adopting new technology because many of us have not received adequate training."

The results of the interviews above produce several conclusions that the lack of digital literacy among educators is a big challenge that needs to be addressed immediately. Digital literacy is not just about technical skills, but also an understanding of how technology can be used to improve learning and administrative processes. Ongoing training programs and adequate technical support are essential to address these issues.

Improving Teaching Quality

Digital technology has brought positive changes in teaching methods. E-learning platforms and interactive tools enable more engaging and personalized learning. However, the effectiveness of this technology is very dependent on the teacher's ability to use it well. Therefore, training and technical support for teachers is essential to maximize the benefits of digital technology in teaching.

One of the teachers at Darussalam High School said, "I see students are more interested in lesson material that uses interactive tools. However, I needed more time to learn how to effectively use these tools in the classroom." The results of this interview show the importance of ongoing training and technical support for educators.

Professional Development Opportunities

The integration of digital technology also opens up opportunities for professional development for educators. Training programs and

workshops on digital literacy

provide new knowledge and skills relevant to the digital era. This not only increases the competence of educators but also prepares them to face future challenges.

A teacher at SMA Darussalam stated that, "The training we took really helped us understand the latest technology and how to integrate it in teaching. This gives us the confidence to try new methods in the classroom. This training opened our minds about the potential of technology in education. We were taught how to create engaging digital content and how to use interactive tools to increase student engagement."

Based on the interview results above, it can be concluded that educators are taught how to use educational software, e-learning platforms, and interactive tools which can improve the quality of teaching. Additionally, the training helps educators understand the importance of digital literacy in education and how they can use technology to facilitate more effective learning.

This training also creates opportunities for educators to collaborate and share experiences with fellow educators. It encourages the exchange of ideas and best practices in the use of technology in the classroom. Ongoing technical support is also important to ensure that educators can address technical issues they may encounter when using technology. Thus, the integration of digital technology not only improves the quality of teaching but also enriches the professional development of educators.

D. Conclusion

The integration of digital technology in the quality management of Islamic education offers significant opportunities to improve the quality

of education and teaching. The implementation of digital technology allows for increased administrative efficiency, such as faster and more accurate management of student and financial data. This allows schools to allocate more time and resources to educational activities and student development. However, to achieve maximum efficiency, intensive training for administrative staff is necessary.

On the other hand lack of digital literacy among educators is still a major challenge that needs to be overcome. Digital literacy includes not only technical skills, but also an understanding of how technology can be used to improve learning and administrative processes. Ongoing training programs and adequate technical support are essential to address these issues and ensure that educators can utilize digital technologies effectively.

The professional development opportunities offered by the integration of digital technology provide great benefits for educators. Training programs and workshops on digital literacy provide new knowledge and skills relevant to the digital era. This not only increases the competence of educators but also prepares them to face future challenges. With the right support and training, educators can optimize the use of digital technology in teaching, thereby increasing student engagement and the overall quality of education.

E. Bibliography

- Assyakurrohim, D., Ikhram, D., Sirodj, RA, & Afgani, MW (2022). Case Study Method in Qualitative Research. *Journal of Science and Computer Education* , 3 (01), 1–9. <https://doi.org/10.47709/jpsk.v3i01.1951>
- Asyari, F. (2019). Teacher Pai's Challenges in Entering the Era of Industrial Revolution 4.0 in Improving Students' Morals at Pancasila Vocational School, Kubu Raya, West Kalimantan. *Journal of Muslim Heritage* , 4 (2). <https://doi.org/10.21154/muslimheritage.v4i2.1779>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member

- Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation? In Qualitative Health Research (Vol. 26, Issue 13). <https://doi.org/10.1177/1049732316654870>
- Budiman, H. (2017). The Role of Information and Communication Technology in Education. *Al-Tadzkiyyah: Journal of Islamic Education* , 8 (1), 31.
- Emanuelson, U., & Egenvall, A. (2014). The data – Sources and validation. Preventive Veterinary Medicine , 113 (3), 298–303.
- Fiantika, FR, Wasil, M., Jumiyati, S., & Sri, LH (2022). Qualitative Research Methodology . PT. Global Technology Executive.
- Hajri, M.F. (2023). Islamic Education in the Digital Era: Challenges and Opportunities in the 21st Century. *Al-Mikraj: Journal of Islamic Studies and Humanities* , 4 (1), 33–41.
- Heriyanto. (2018). Thematic Analysis as a Method for Analyzing Data for Qualitative Research. *Anuva* , 2 (3), 317–324.
- Hulu, Y. (2023). Teacher Problems in the Development of Technology and Learning Media. *ANTHOR: Education and Learning Journal* , 2 (6), 840–846. <https://doi.org/10.31004/anthor.v2i6.285>
- Murtafiah, NH (2022). Management and Control of Educator Performance in Improving the Quality of Learning in Islamic Education Institutions. *Journal of Education and Counseling* , 4 (6), 4614–4618.
- Prasojo, LD, Mukminin, A., Jambi, AH, Marzulina, L., Sirozi, M., & Harto, K. (2018). Learning To Teach In A Digital Age: Ict Integration And Efl Student Teachers' Teaching Practices. *Teaching English with Technology* , 18 (3), 18–32.
- Rambe, K. F. (2024). Educator Management Strategies in the Era of Digitalization in Improving the Quality of Education in Sman 1. *Multatuli: Multidisciplinary Journal of Science* , 1 (1), 1–21.
- Subroto, DE, & Wirawan, Rio Rukmana, AY (2023). Implementation of Technology in Learning in the Digital Era: Challenges and Opportunities for the World of Education in Indonesia. *West Science Journal of Education* , 01 (07).
- Sugiyono, S. (2019). Quantitative Qualitative And R&D Research Methodology. Bandung: Cv. Alfabet.
- Sugiarto, AF (2023). Digital Literacy as a Way to Strengthen Character Education. *Jayapangus Press Cetta: Journal of Educational Sciences* , 6 , 580–597.