CHALLENGES AND PROSPECTS OF ISLAMIC EDUCATION INSTITUTIONS AND SUSTAINABILITY IN DIGITAL ERA

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Abstract

Educational institutions are places for educational activities that aim to change lives for the better. The development of digital technology requires educational institutions to always establish and develop the education system. The aim of writing this article is to explore the challenges and prospects of Islamic educational institutions, and their sustainability in the digital technology era. The method used for this article is qualitative content analysis method. The findings are 1) Political changes, economic changes and socio-cultural changes in society require Islamic Education Institutions to be able to upgrade the institutional system and control all the activities of the Institution. 2) Prospects of Islamic Education Institutions, namely improving human resources and service quality, effectiveness and efficiency of financial management, and emphasizing promotion costs. 3) The future of Islamic education institutions namely the sustainability of the institution's existence, the sustainability of the quality level of the institution, and the sustainability of invested resources.

Keywords: challenges, prospect, Islamic educational institutions, sustainability.

INTRODUCTION/PENDAHULUAN

Nowadays, computers are everywhere and have changed people's lives. Computer and the internet can radically change the world of education. Computer and the internet have changed the way of education, the way of learning, the way of communication, the way of politics, and most aspects of human interaction (1). The modern education system is focused on implementing educational strategies that meet the standards of technological development (2).

Along with the development of technology, the world of Islamic education is faced with many challenges for the advancement of Islamic education (3). To answer this, researchers from various countries also take part in conducting research, both related to Islamic curriculum, Islamic learning methods, and others that has an aim to develop Islamic education in digital era. The research of Sutiah & Supriyono (2020) develops software-based Islamic religious learning media in an effort to improve learning achievement and motivation (4). Mardiana & Anggraini (2019) examined the effectiveness of the use of websites in Islamic religious learning (5). In the UAE, related to the integration of ICT into Islamic Religious Teaching and Learning (6). Related to the reconstruction of the Islamic education curriculum in the current era of advanced technological developments is also being researched by Yusmaliana & Widodo (2019)(7).

There are so many researchers in the field of Islamic Education who study the development of Islamic education in the digital era, specifically learning media, learning methods and Islamic religious curriculum. Based on data from publisher Elsevier on June 16, 2021, there were 29 research articles related to Islamic religious education and from 100 articles selected randomly using the Harzing's Publish or Perish application. All of them are related to

learning, learning methods and Islamic religious curriculum in the digital era. The gap in this research and one of the important parts that is still rarely studied is Islamic Education Institutions in the digital era. This is the base of the issue that will be studied in this article.

Muslim countries, including Indonesia, have a rich history of intellectual traditions and educational institutions, which have developed for 1400 years (8). Islamic educational institutions have an important role to improve the quality of education (9). The development of Islamic educational institutions has become a fluctuating trend as technology advances. Improvement of technology-based educational institutions as a push to produce quality graduates who are able to compete in the digital era.

Data from Ministry of Religious Affairs for 2019/2020 academic year shows that the national data for Islamic Educational Institutions totals 82,418 institutions specifically 78,408 as private institutions and 4,010 as public institutions (10). Based on the data on the number of Islamic Educational Institutions which demand every Islamic Education Institution anywhere, in order to be able to empower the components of the institution to improve good quality and be able to compete.

To become a qualified Islamic educational institution that is able to compete in the digital era, thorough planning is needed. Before preparing a plan, it is necessary to study the challenges, prospects and sustainability of Islamic Educational Institution. Therefore, the purpose of this study is to examine the challenges, prospects, and sustainability of Islamic Educational Institutions.

METHOD

This article used qualitative method that uses inductive content analysis to identify the main theme and areas of influence on the literature covered (11). This article explored challenges and prospects of Islamic educational institution and their sustainability in digital era. The data sources used are secondary data, namely texts from books, national and international journals, and other reliable sources.

RESULTS AND DISCUSSION
CHALLENGES OF ISLAMIC EDUCATION IN DIGITAL ERA

The development of the times often changes the pattern of economic, social and cultural life of people in a region or country. The impact of changes in the digital era of technology can cause social shocks (12). Facing the digital era requires the best preparation. One of the preparations that can be done is to maintain the continuity of the educational path and make it relevant to the times so that it can answer the needs of the community and be able to read the signs of the times. Education in this country is also expected to be able to answer or meet the needs of the community and can catch the signs of the times. However, the problem faced by Islamic educational institutions to be competent in the digital world is not as easy as turning the palm of the hand (13).

Educational institutions are places for educational activities that aim to change human life for the better. Tudor (2013) said there are three types of Islamic Educational Institutions, namely Formal Islamic Education Institutions, Non-Formal Islamic Education Institutions, and

Informal Islamic Education Institutions (14). Table 1 has an explanation regarding the types of institutions.

Table 1. Types of Islamic Educational Institutions

Islamic Educational Institutions	Description	Example
Formal	A structured educational institution and start from basic (elementary) education, secondary education, to higher education	MI, MTs, MA, Islamic College
Non-Formal	Not a formal educational institution that is organized in a structured and tiered manner	Boarding school, homeschooling
Informal	The space of educational institutions focuses on the family and the community	Quran recital, TPA

Challenges of Islamic Educational Institutions on politics

Table 1 shows that Indonesian Islamic Education institutions show diversity and are multicultural. This diversity encourages excessive acts and fanaticism that poses a threat to the stability of diverse societies and provides stimulus and legitimacy to the emergence of extreme and radical attitudes in thinking and acting(15,16).

Indonesian Islamic educational institutions are considered the headquarters of a very fundamental understanding of Islam which later became the source of radical movements in the name of Islam (17). Islamic educational institutions are targeted by radical groups to spread their understanding. Therefore, radicalism must be fought (18).

Radicalism in educational institutions can develop from educators to students, from institutional leaders to teachers, and from the community or parents of students to teachers and institutions with various forms of intimidation (19).

The internet has a great influence in disseminating information to the public on issues of radicalism, resulting in the public being propagandized against radical issues spread on the internet(20). Data from the Ministry of Communication and Informatics dated April 3, 2021, shows that 20,543 contents indicated the understanding of terrorism radicalism spread on Indonesian social media(21). This proves that a number of terrorist groups use digital technology for da'wah and create exclusive online sites as a medium for coordinating acts of terror between them.

The digital era makes it easy to receive information related to radicalism(22,23). Radicalism, especially in religion, is growing in the educational environment towards students, students, teachers, lecturers, and other groups of educators. The development of radicalism in addition to psychological reasons, is also strengthened by the notion of chauvinism towards religion, and a partial understanding in the context of religion.

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The challenge for Islamic Education Institutions in the digital era is to upgrade technology-based religious education following the progress of the times and control all technology-based educational activities to minimize the entry of radicalism (24). Islamic Educational Institutions need human resources, both heads of institutions, teachers and staff who are able to use and utilize technology as needed in an effort to increase knowledge of cognitive, affective and psychomotor abilities of students in accordance with the correct Islamic religious principles.

Challenges of Islamic Educational Institutions on the economy

Education has a role in the economic growth of a country (25). Statistics Indonesia (BPS) in February 2021 recorded that there were 8.75 million of unemployed in Indonesia (26). The problem of creating graduates who are ready to work has always been a task that must be completed by educational institutions. Through Islamic Education Institutions, it is expected to be able to create quality human resources and have an Islamic mental attitude that is ready to compete in the world of work in the digital era of technology.

The development of educational infrastructure that supports rapid technological change is needed along with the economic growth of a country (27). Technological advances have an impact that must be faced by the world of education, including: 1) Lack of information technology-based infrastructure; 2) Educational institutions use used multimedia tools; 3) The high cost of procuring and using technology-based facilities (28).

Aside from being able to create graduates who are ready to compete in the digital era, the challenge for educational institutions is to provide affordable school fees for the community with good facilities following technological advances. To achieve this target, the government provides assistance, for example; Operational Assistance Fee (BOS), Smart Indonesia Card (KIP). Even the community itself provides assistance in the form of zakat, infaq, and shadaqah (ZIS) (29,30).

Various kinds of assistance for educational institutions are given to institutions or institutions both from the government and the community. This is supported by Iqbal & Khalid (2010) that a Muslim's wealth must be used for good, such as scholarships for Islamic Education Institutions and building the economy of the people (31). Islamic educational institutions as religious-based institutions in which there are Islamic values, are expected to uphold the principles of justice, the principle of trust, honesty, deliberation and openness as a form of management of Islamic Educational Institutions in the face of rapid technological and economic development.

Challenges of Islamic Educational Institutions on the social culture

Technology in the world of education should not only be seen as a tool or learning media, but must also be seen as a tool or media that shapes social culture (32). Socio-cultural change is a phenomenon that occurs in society following the times. One of the causes of socio-cultural changes that occur in society is caused by technology (33).

The decline of moral values in children is a serious problem for the government, society and educational institutions. The presence of technology changes students' lifestyles. The presence of technology changes students' lifestyles (34), for example, every day they play games on their smartphones until they forget to eat and socialize. The use of technology in education

must be controlled by educational institutions which are the agents of change in socio-cultural changes to create an adequate generation.

The purpose of Islamic education besides to provide provisions for cognitive abilities is also to provide provisions for students, namely aqidah (faith), budiyah (worship) and morals and their application in everyday life (35,36). Digitization of Islamic education is expected to build the character of the nation that upholds social values such as tolerance, togetherness, mutual cooperation and mutual respect in accordance with the principles of Islamic teachings.

From an institutional or school administration perspective, digitalization provides convenience, transparency and accountability (37). Teaching and evaluation materials can also be packaged easily. Of course, it must be supported by good employee skills. Therefore, institutions or schools are expected to provide a greater portion of the negative effects of technology on the behavior of students who tend to socialize less. Technology can provide more knowledge to students and can also reduce moral values and social behavior. For example, the phenomenon of Cyberbullying that is currently being felt by school-age teenagers. Both perpetrators and victims of cyberbullying feel the psychological impact and result in a decline in moral values and social behavior (38).

PROSPECTS OF ISLAMIC EDUCATION IN DIGITAL ERA

The modernization of Islamic education has led to the emergence thousands of modern Islamic religious education institutions that are widespread in urban and rural areas in Indonesia. This can be seen from the data from the Ministry of Religious Affairs for the 2019/2020 academic year that there are 82,418 Islamic Education Institutions (10).

The rate of technology adoption is growing rapidly in the educational environment (39). Therefore, the integration between elements in educational institutions are expected to be able to take advantage of technological advances to encourage the ability to innovate and have competitiveness in the world of education

Improvement of Human Resources

Improvement of human resources can be done through several activities, namely 1) providing information technology for employees, 2) utilizing employees who are tech savvy, and 3) building and developing work systems based on information technology (40,41).

Factors that inhibiting and supporting the performance of human resources, such as the availability of internet access, must be managed properly so that employees can work optimally (42,43). Digitalization of Educational Institutions provides speed and convenience in working (44). Improving the quality of human resources for Islamic Educational Institutions is expected to provide opportunities to compete and to outperform modern institutions in the world of education.

Finance

In the implementation of education, one of the important components is the cost of education (45). Without cost, the education process cannot run optimally. Financial management of educational institutions is divided into three, namely: first, the otorisator is an official who has an authority to make decisions regarding revenues or expenditures. Second, the ordonator is the official authorized to apply for financing based on the author's decision. Third, the treasurer is in charge of receiving, storing, and disbursing money (46).

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The digital era of technology provides convenience in managing tuition fees (47). Prior to the existence of m-banking, the educational institution's website contained information on the bill for the financial management of an educational institution, which was done manually. Even financial reporting is done manually, although using a computer, the data input method is still manual. Unlike today, the use of a website or application makes it easier to carry out transactions and financial reporting. This makes work more effective and efficient.

Digitization of Islamic Educational Institutions also has a good process related to institutional finance, if implemented optimally, even though at the beginning it incurs high costs, the effectiveness and efficiency of digital work can reduce the cost of adding employees, employee operational costs. In the long term, it can save the operational expenses of educational institutions, so that these costs can be diverted for the development of more modern facilities and infrastructure. Islamic Educational Institutions can be institutions that are not traditional but modern in terms of infrastructure.

Service Production

The production of the services of an educational institution can be interpreted as something that is given by an educational institution to another party that does not transfer property rights and has no form. Alma (2003) stated that in general, according to the production of educational services, it has the following characteristics: 1) Intangibility, emphasizing the benefits (graduates of educational institutions), creating an education brand name, using the name of someone who is famous to increase trust; 2) Inseparability, working in large groups, working fast, training staff and educators to be able to build the trust of students, parents, community and government. 3) Variability, quality control strategies follow the times, both in the form of curriculum development and learning methods (48).

The era of digital technology provides good prospects for Islamic Educational Institutions to improve the service and quality of the Institute (49,50). Education services that should be provided face to face, can be provided through online media (51,52). The service time required is relatively shorter. Through technology, educational institutions can provide services whenever and wherever the stakeholders are.

Marketing

The development of digital technology makes educators provide online-based learning in delivering material to students. As a result of online education, a virtual community is created in the student learning environment (53). The existence of a virtual community makes it easier for educational institutions to promote their institution's products. In addition to convenience, it is able to reduce promotional costs, is effective and on target.

Digital marketing processes and marketing strategies have a significant impact (54). The development of digital marketing media can enable the brand of Islamic Education Institutions, which was previously known only in the local community, to be known nationally and even internationally.

SUSTAINABILITY OF ISLAMIC EDUCATION INSTITUTIONS IN DIGITAL ERA

The rapid development of international schools in various countries does not eliminate the existence of Islamic Educational Institutions. The reason is not because of being in an

Islamic or non-Islamic country, but because of the ability of Islamic Educational Institutions to adapt and maintain sustainability in the face of a changing world that changes over time. The future of educational institutions is influenced by internal and external factors (55,56). 1) internal factors, namely human resources as education managers, which contains programs, education personnel and employee recruitment systems (57); 2) external factors, namely globalization, democratization, and Islamic liberalism (58).

Islamic Educational Institutions ranging from primary level to universities are introduced to strategic issues in maintaining digital-based institutional management. One of the strategic issues is sustainable development education (59,60). There are three aspects in the sustainability of educational institutions, namely guaranteeing the existence of the institution, guaranteeing the level of quality and sustainability of invested resources (61).

Institutional existence guarantee

Competition between Islamic and non-Islamic educational institutions is getting tougher in the digital era (62,63). The power of technology makes the competitiveness very high (64). The change from the traditional education management system to digital education management is urgently needed to maintain the sustainability of the institution's existence (65,66).

Through the internet, people can easily access information related to educational institutions. If an educational institution does not have a superior field in its institution, the community will not be interested in sending their families to study at the institution.

Quality levels guarantee

Quality Islamic Educational Institutions can be seen from their graduates who are able to compete both in the competition to continue higher education levels, as well as competition in the world of work in this digitalization era (3,67,68). Heads of institutions, teachers and educational staff are required to always upgrade related management, curriculum, teaching materials and others (69–71). In addition, to develop the quality of institutions based on the evaluation results that have been achieved.

Sustainability of invested resources

Conduct training and certification activities for educational staff, educators and school principals with the aim of providing information on the latest issues related to education in the digital era (72,73). There are important things in the development of Human Resources in the field of Education, namely professionalism, competitive power, functional competence, participatory excellence, and cooperation (74,75).

CONCLUSION

The challenges of Islamic Education Institutions in the digital era, namely political changes, economic changes and socio-cultural changes that require Islamic Education Institutions to be able to upgrade the institutional system to keep up with the times and control all activities in Islamic Educational Institutions. The prospect of Islamic Educational Institutions in the digital era is the improvement of human resources and the quality-of-service institutions so that they are able to compete with other educational institutions. Increasing the effectiveness and efficiency of the Institution's financial management. Emphasis on promotion costs and brand introduction of Islamic Education Institutions to the national and international

community. The sustainability of the institution's existence, the sustainability of the institution's quality level, the sustainability of invested resources are important aspects for the future of Islamic education institutions.

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PRIMARY SOURCES

1	"Handbook of Islamic Education", Springer Science and Business Media LLC, 2018 Publication	**2**%
2	repository.uin-malang.ac.id Internet Source	**1**%
3	Submitted to President University Student Paper	**1**%
4	Hanqing Zhao, Hidetaka Nambo. "A System of Clothing Boundary Recognition Using Machine Learning For Life Support Robots", 2020 5th International Conference on Intelligent Informatics and Biomedical Sciences (ICIIBMS), 2020 Publication	**<1**%
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