



Education Management Strategy to Increase the Effectiveness of the Learning Process in the Digital Era

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ABSTRACT

The aim of this research is to investigate how Islamic Education Management (IEM) can improve the quality of learning in the digital era by optimizing the use of technology in education and ensuring the application of positive values in the use of digital technology for the character development of the younger generation. It is expected that this research will make a significant contribution to the development of relevant and effective IEM strategies to enhance the quality of Islamic education in line with the demands of the era. The research method used is library research, where data is obtained through critical and in-depth analysis of various literature sources such as books, journals, and previous studies to support the research propositions and ideas. The findings show that the use of technology in education enhances accessibility, flexibility, and interactivity in learning. An appropriate education management strategy, such as the development of digital competencies for educators and partnerships between stakeholders, is needed to improve the effectiveness of learning in the digital era, with concrete steps such as providing infrastructure and a relevant curriculum.

Keywords: *Digital Learning Accessibility, Education Management, Technology in Learning.*

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INTRODUCTION

Education plays a crucial role in human life. As time progresses, education has undergone significant changes. In the current digital era, a major transformation has occurred in teaching and learning methods. Technological advancements have enabled us

to access online learning and obtain information within seconds. Although technology has provided many conveniences in the learning process, especially at the elementary school level, educational supervision is still necessary to improve the quality of learning in this digital era. Currently, the development of science and technology (S&T) is progressing rapidly.

This development impacts our education system, both in terms of infrastructure and content, which includes methods, models, strategies, and approaches. Additionally, work systems are shifting from manual (conventional or traditional) methods to more modern, IT-based or digital approaches (Lelu Ngongo et al., 2019). The concept, model, and strategy of educational management are critical in improving the quality of education in this modern era. The changes and challenges in the education world, especially with the rapid development of the digital era, highlight the need for new concepts, models, and strategies in educational management. These changes affect how learning and teaching take place, thus requiring a new approach in Islamic education management.

The concept of educational management includes a comprehensive understanding of the principles and nationalistic values applied in education management. This involves the integration of Islamic concepts in decision-making and the execution of management practices. The model of educational management consists of a framework that includes elements such as planning, organizing, directing, controlling, and evaluating. This model views educational management as an ongoing process to achieve educational goals. The strategy of Islamic educational management includes various approaches and techniques to achieve the desired educational outcomes. This includes action plans, programs, activities, the use of modern technology, partnerships with communities, and human resource development. In facing challenges and changes in the education world, the concept, model, and strategy of Islamic educational management must be continuously developed and applied consistently. Therefore, it is expected that the quality of Islamic education can be enhanced in accordance with the demands of the times.

Through this research, practical recommendations are expected to be produced that can be used by managers of Islamic educational institutions to improve the effectiveness and efficiency of their educational management. This way, Islamic educational institutions can utilize technology to enhance the quality of the education they provide without compromising the Islamic values that form the foundation of their education.

Overall, this research aims to provide a solid foundation for the development of adaptive and responsive Islamic education management in the face of digital technological advancements. By understanding the existing challenges and opportunities, it is hoped that Islamic educational institutions can devise effective strategies to utilize technology in improving the quality of education and meeting the needs of students in this digital era.

RESEARCH METHODOLOGY

The method used in this article is library research, which involves data collection through the study and analysis of theories from various relevant literature sources. According to Zed (12), there are four stages in library research: preparing the necessary tools, preparing a working bibliography, organizing time, and reading and taking notes from research materials. Data is collected by searching for and constructing information from various sources such as books, journals, and previously conducted research. The literature obtained from these various references is critically and deeply analyzed to support the propositions and ideas of the research.

RESULT AND DISCUSSION

Understanding of Educational Management

Management comes from the word “manus,” which means “hand,” indicating the action of managing, organizing, and handling resources to achieve specific goals. According to Donnelly, Gibson, and Ivancevich (1971:4), management is a process in which individuals and groups work together and are coordinated to achieve common goals. Meanwhile, education comes from the Greek word “educare,” meaning “to bring forth what is hidden,” leading to growth and development.

In Arabic, the term “tarbiyah” comes from the root word “raba-yarbu,” meaning to grow and develop. Ivan Illich defines education as a learning experience that takes place in various environments and throughout a person's life. Simply put, educational management can be defined as the study and practice related to the organization of education, aiming to achieve educational goals effectively and efficiently. In the Dutch-Indonesian Dictionary, the term management is referred to as “administratie,” meaning administrative work, which refers to writing tasks in an office.

This definition often leads to complaints about the sluggishness of management because it is limited to administrative tasks. On the other hand, in English, “administration” refers to “the management of executive affairs.” With this definition, management is often synonymous with “management,” which encompasses a broader meaning. School-based management is an approach in which schools manage and align resources independently. Through various management inputs, schools aim to achieve their goals within the framework of national education. This approach involves direct participation from all relevant stakeholders in the decision-making process.’

Education in the Digital Era

The development of information and communication technology (ICT) has advanced in parallel with globalization, enabling rapid interaction and dissemination of information. This globalization has both positive and negative impacts on countries and accelerates competition in the digital era, which demands the improvement of human resource quality. Education becomes the key to human resource development, and for Indonesia, this is a challenge in improving the quality of education. Digital education, as a learning concept, utilizes multimedia media such as computers, smartphones, videos, audio, and visuals for teaching.

According to Kristiawan et al. (2019), the world of education does not focus on just one type of technology, but a variety of technologies are used according to the needs of learning. The development of learning designs involves software and hardware such as audiovisual tools and electronic media, making education more efficient. Rusman states that innovative learning methods allow students to interact and create, making them enjoy lessons more. Students can also learn at home through e-learning in the form of interactive CDs. Digital-based education has been adopted by many education practitioners such as teachers and lecturers.

E-learning is one example of a digital education product that allows learning outside the classroom, using platforms such as Moodle or blogs, as well as social networks such as Facebook and Twitter. The National Education System Law (Sisdiknas) No. 20 of 2003 states that national education aims to develop the potential and character of the nation, enrich national life, and develop students' potential to become individuals who are devout, morally good, healthy, knowledgeable, capable, creative, independent, and democratic citizens.

Kristiawan further argues that digital-based education is education that uses electronic media as a tool to improve the quality of learning. These tools are products of Information and Communication Technology (ICT), which have evolved into internet networks for education. Simple digital education uses appropriate electronic media, such as obtaining student data digitally.

According to research by Gartner, by 2020, around 60 percent of educational institutions will transform their systems online, highlighting the importance of digital education. With 165,000 schools from elementary to high school and 4,500 higher education institutions, Indonesia has great potential to advance into the digital school era. Cheap and free open-source operating systems allow teachers to create internet networks at schools with low costs. Digitalizing schools enables communication and interaction and builds networks with other schools or individuals worldwide. Collaborative networks can be internal, involving students, parents, teachers, staff, and principals, or external, involving other schools, related agencies, and businesses. Schools' internet networks must be fast to facilitate interaction with the outside world. With the rapid development of ICT, schools need to use it as a service and educational support tool. Schools can establish educational information systems with internet-based computer programs, improve educational services in terms of time and effectiveness, and support School-Based Management Information Systems (MBS) in various aspects of management and cooperation.

Digital education should strengthen the school's intranet network before expanding the internet network to reduce costs and enjoy fast internet access at low costs. Collaboration with sponsors can help with funding. Digital education requires professional educators, which is the focus of ICT-based training programs from the Indonesian Teachers Association (IGI). Teachers need to be internet literate and capable of writing, today is about the future, with learning concepts continuously evolving to meet the needs of the times. The learning process must quickly develop, no longer using

outdated methods. The availability of information from the digital revolution is vital for the future. UNESCO leads the achievement of the Global Education 2030 Agenda through Sustainable Development Goal (SDG) 4, with a roadmap established in the Education 2030 Framework for Action.

Learning Effectiveness

Learning effectiveness is one of the key indicators in assessing the success of the educational process. Learning is said to be effective if the learning objectives set can be achieved optimally, in terms of cognitive, affective, and psychomotor aspects of the students. In the context of modern education that continues to develop, learning effectiveness becomes a primary concern for educators, educational institutions, and other stakeholders. This is due to the demand for improving education quality and the need to prepare competent and competitive human resources.

Conceptually, learning effectiveness can be defined as the level of success in the learning process in achieving the established goals. Effectiveness is not only measured by students' learning outcomes but also by the quality of the learning process itself. An effective learning process is characterized by active interaction between educators and students, the use of appropriate learning methods and media, and a conducive and enjoyable learning atmosphere. Therefore, learning effectiveness reflects the integration of planning, implementation, and evaluation of learning.

Said (2023) explains that technology plays a role as a learning medium in the 21st century, which includes increasing accessibility, flexibility, and learning effectiveness, enhancing interactivity and student engagement, and encouraging project-based learning.

Educational Management Strategy

Education plays a key role in the progress of a country, especially in the rapidly developing digital era. A significant transformation is happening in education as a response to the development of information and communication technology (ICT), such as the internet, social media, big data, and artificial intelligence. In this context, educational management strategies become crucial to improve the quality of education. Several important aspects are involved in educational management strategies in the digital era. One of them is the use of technology in the learning process. This includes the use of e-learning, learning applications, social media, big data, and artificial intelligence. The integration of technology can increase the accessibility, flexibility, and interactivity of learning and provide a variety of learning methods that meet the students' needs.

In addition, it is also important to focus on the development of digital competencies for educators. They need to be able to integrate technology into learning, manage digital information, communicate effectively through digital media, and adapt to technological changes. Mardiana & Sofyan (2018) state that the implementation of the right educational management strategy can improve the quality of education in the digital era.

CONCLUSION

In facing challenges and changes in the education world, especially in the digital era, educational management strategies play a very important role in improving the

effectiveness of the learning process. These strategies involve the use of technology in learning, the development of digital competencies for educators, student-centered learning approaches, supportive education policies, continuous evaluation and monitoring, and the involvement of stakeholders in decision-making.

The implementation of these strategies requires concrete steps such as providing adequate infrastructure and internet access, developing curricula relevant to the digital era, developing data protection and privacy policies, providing high-quality digital learning resources, training and developing educators' capacities in using technology, collaboration between various stakeholders, and fostering innovation and creativity in learning. By adopting the right educational management strategies, it is hoped that the learning process in the digital era can become more effective, allowing students to learn in a more interactive, creative, and project-based manner. This is also expected to improve the overall quality of education in line with the demands of the times and the rapid development of information and communication technology.

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