

EMBRACING DIGITAL TRANSFORMATION: LEVERAGING TECHNOLOGY TO INCREASE THE EFFECTIVENESS OF ISLAMIC EDUCATION LEADERSHIP

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ABSTRACT

Digitalization has brought a paradigm shift in the way Islamic educational institutions deliver learning, manage data, communicate and interact with all stakeholders in a more adaptive and responsive manner to change. This research aims to identify the use of digital technology in increasing the effectiveness of Islamic Educational Leadership. This research uses a qualitative case study type approach. Data sources include primary and secondary data. Data collection techniques use interviews, documentation and participant observation. The validity of the data uses triangulation while the data analysis techniques used are: data reduction, data presentation and drawing conclusions. The research results show that the use of digital technology increases the effectiveness of Islamic leadership. 1) Increasing Accessibility to facilitate school services: through One Door Open Services (PTSP); 2) Increase control or supervision of school discipline: Digital presence for teachers, TU and students; 3) Increasing interactive and collaborative learning processes: use of e-learning; both lesson materials, final meeting evaluations, PTS, UAS; podcast, YouTube, vlog, online study of the Yellow Book .

Keywords: *Digital Transformation, Technology, Effectiveness of Islamic Educational Leadership.*

A. Introduction

Digital transformation in Islamic education has become a major focus in recent years. Digital technology has played an important role in modernizing education, speeding up the learning process, and increasing administrative efficiency. In the context of Islamic education leadership, digital transformation can help leaders face the challenges and

opportunities that arise in the digital era. The digitalization era which is currently developing rapidly has a significant impact on various sectors of life, including the education sector. Islamic educational institutions, as an integral part of the education system, are no exception in facing changes caused by developments in information and communication technology (Purwanto et al., 2023).

In this case, technology-oriented leadership and the use of digital tools can be a catalyst in changing traditional organizational culture to be more adaptive and responsive to change (Sitti Roskina Mas, 2020). Apart from that (Nasution, I., & Radiansyah, R., 2023) leaders in technological development must have the ability to guide with a clear and strategic vision, setting results-oriented goals.

Digitalization has brought about a paradigm shift in the way Islamic educational institutions deliver learning, manage data, communicate and interact with all stakeholders. The role of leadership is one of the key factors for the success of digital transformation in an organization as the definition of a leadership role is a person's capacity to turn shared ideals into joint action (Bennis, 2008). Facing today's disruptive dynamics of change requires digital leadership or technology-based digital leadership. Digital leadership is needed in the digital transformation process that the government is currently promoting to oversee change, policy making, use of technology, control and supervision. The presence of this digital leader can encourage accelerated transformation within the organization.

The related journal was reviewed by Yaminan, et al. (2023) regarding the Leadership of Islamic School Principals in the Era of Digital Transformation: the findings in this research show that digital leadership is a combination of leadership style and the use of digital technology to encourage digital transformation. A digital leader must have the

characteristics and behaviors necessary to achieve digital transformation goals. Susandi (2021) Transformation of Educational Leadership in Affirming Moderate Islam: This journal discusses the transformation of educational leadership in affirming moderate Islam. Technology can help stakeholders to explore the potential and scope more widely in the process of developing ideas and exploring ideas in digital space by making extensive use of information network systems. Jannah, et al (2023) View of Leadership in the Digital Era and its Implementation in Educational Institutions: that digital technology is the main trigger for fundamental changes in various aspects of life, including leadership. Implementing digital technology in education can increase leadership effectiveness.

This research examines the more specific and practical implications of how technology can increase the effectiveness of Islamic Educational Leadership in the digital era. This is different from previous research which focused more on theoretical or general aspects of digital technology in education. By considering these differences, the research seeks to provide a more detailed and practical view of how digital technology can be used to increase the effectiveness of Islamic educational leadership..

B. Method

Researchers used a qualitative approach with case study research and descriptive research to identify how digital technology was used to improve Islamic leadership at MAN 2 Banyuwangi. This location was chosen because the school is a reference and model school for other schools in utilizing digital technology. The data sources in this research are: 1) primary data sources: interviews with school principals; 2)

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Secondary data sources: e-learning, School Information Systems and various online learning application platforms.

Case study research data collection techniques, namely : interviews , documentation , participant observation . Meanwhile, the research object chosen was MAN 2 Banyuwangi. The informant in this research was the principal of MAN 2 Banyuwangi. In testing the validity of the data using source triangulation. The data analysis techniques used are: data reduction, data presentation and drawing conclusions.

C. Results And Discussion

Utilization of technology in improving Islamic Education Leadership in the digital era In this era of the Fourth Industrial Revolution, which is marked by the application of information and communication technology in the industrial sector, it is also known as "Industry 4.0" (Desoutter Industrial Tools, 2022). Previously the world went through three industrial revolutions. The First Industrial Revolution began in the 18th century through the use of steam power and the mechanization of production. The Second Industrial Revolution continued in the 19th century with the discovery of electricity and assembly line production. In the 70s of the 20th century the Third Industrial Revolution occurred through partial automation using memory programmable controls and computers. In this Industry 4.0 era, digitalization is occurring in all fields. Highly dynamic and powerful systems are starting to become embedded in larger organizational systems. Organizations create structures that define the expected relationships among the people who work in the organization (Avolio & Kahai, 2003). In other words, it requires leaders and members to transform according to the context. Leaders must transform, improve themselves to become digital leaders or E-

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Leadership.

Information technology has the potential to increase the effectiveness of Islamic educational leadership through various aspects, including management, interaction, and teaching (Hayudiyani et al., nd). From interviews with school principals and head of curriculum, a consistent pattern emerged regarding the use of digital technology. As stated by the principal of MAN 2 Banyuwangi regarding aspects of service management by inaugurating one-stop integrated services (PTSP).

"Leaders in an institution must be adaptive to changes in the current technological environment by utilizing digital platforms in developing an institution or organization. One of the steps we are taking is by inaugurating offline and online One Stop Integrated Services (PTSP) as one of the public service facilities. With the inauguration of the PTSP service, the service process will automatically shift from manual/independent service (selfservices) to a centralized/integrated service with the PTSP management system. All types of services are carried out in an integrated manner, so that services become effective and efficient in order to improve and optimize existing services at the

Madrasah Aliyah Negeri 2 Banyuwangi Office. (KS) A similar statement was conveyed by the Administration which directly handles the service system.

"PTSP is one of the breakthroughs in madrasah efforts to improve administrative services, both inside (students, teachers, employees) and outside (student guardians, communities, agencies) to open fast, precise, easy and transparent access to services for the community for excellent service. to society." "Currently we have provided 2 services, namely Offline PTSP and Online PTSP, including Academic Services, Student Affairs Services, Public Relations Services, Infrastructure Services." (STU)

The two explanations above provide information that one of the uses of digital carried out by school principals is by opening a one-door open service (PTSP) both online and offline, which goes through a transformation process from manual to systemized services in one center, namely PTSP.

Another use of digital technology is by using digital presence for both teachers and students. A digital attendance application is a software or technology platform that is useful for facilitating the process of recording student attendance electronically. In line with the information conveyed by the wa.ka student affairs that.

"In the past, the process of recording student attendance involved manual methods, with a high risk of human error and administrative complexity. However, with the emergence of attendance attendance using biometric technology, schools can now increase efficiency and accuracy in tracking student attendance. So that student attendance can be recorded clearly through the system. However, the benefits are not only limited to technical efficiency, because the attendance application also helps schools to manage attendance data better, as well as increasing security and parental involvement in monitoring children's education because student attendance will be directly connected to the student's guardian number. each." (WK2) Another opinion was also expressed by one of the teachers regarding the use of digital attendance.

"This digital presence is implemented not only for students but also for teachers, this is a form of control carried out by the leadership to regulate teacher attendance and also as a form of service provided to students so that learning can run well and no teaching gaps are found."

Implementing a digital attendance system has proven to be an effective step in increasing the efficiency of recording teacher and student attendance at schools. With the adoption of this technology, the attendance process becomes faster, more accurate and easier to track. This not only simplifies school administrative tasks, but also helps in increasing teacher productivity and provides more accurate information for school management and also direct information to student guardians.

In terms of teaching, the use of digital technology uses e-learning applications, where these applications make it easy to interact between teachers and students to achieve understanding of the teaching materials or material being taught. As stated by the Deputy Head of Curriculum that

"Teachers can provide material and assignments through e-learning application features, and can also carry out evaluation and assessment activities for students. Especially evaluation of mid-semester assessments and final semester assessments. (WK 1)

Another thing was conveyed by one of the teachers who is responsible for media development in schools who said that

"Current learning processes do not always have to be in the classroom, but the main values in learning can still be provided, such as the practice of public speaking through Vlog content; learn to write such as making captions on Ig; learn videography for content creation on YouTube; practice interacting and digging up information through podcasts. I think all of this is direct learning that utilizes digital technology to explore students' potential and accommodate their interests and talents." (TP 2)

The two explanations above are in line with the results of observations that researchers have made that the learning carried out at MAN 2 Banyuwangi has utilized digital technology in the form of e-learning. An electronic learning model will be able to increase the learning space for students wherever and whenever they can carry out learning activities without feeling afraid of supervision and pressure from various parties (teachers, friends, parents). Thus, learning activities take place in a fun and flexible manner.

The Principal added that digital use was also carried out in an effort to introduce the school to the community, as he said.

"Digital technology is also very useful for an institution in creating personal branding easily, efficiently, quickly and in an interesting distribution process because with digital technology we can present not only visuals but also audio-visuals. But what needs to be underlined here is that even though digital technology continues to develop rapidly, especially in the 4.0 era, we, under the auspices of Islamic Education, still emphasize the values of existing Islamic teachings. Teachers must remain *uswatul hasanah* and the role of teachers cannot be replaced by any technology. Religious activities have become routine activities at school, such as congregational *Dhuha* and *Dhuhur* prayers. The study of the yellow book is carried out one by one by teachers through podcast activities which can be accessed by students, alumni and the general public. Of course we do this in order to realize the school's vision and mission" (KS)

The results of this interview prove that MAN 2 Banyuwangi is adaptive to the transformation of the digital era which continues to bring significant changes in the field of education. Digital literacy but still must prioritize the values of Islamic teachings. Teachers as educators still have a position that cannot be replaced by technology, so the role of teachers is very much needed as well as being a support for their students.

Islamic education is an important component in individual and societal development. In the digital era and information technology which is increasingly developing rapidly, the integration of technology has become unavoidable in education and various other aspects of

life Musya'Adah (2020). With the presence of information technology, there are new opportunities to build a more efficient and flexible Islamic education system (Lubis, 2016). Information technology can improve Islamic educational leadership in many ways, such as teaching, interaction and management (Hayudiyani et al., 2020).

The role of information technology in helping to increase the effectiveness of Islamic educational leadership. The use of educational applications, online learning platforms, and educational management systems has become an important element in the transformation of modern Islamic education (Salsabila, Utami, Zahra, Haikal, & Cahyono, 2021). It is hoped that the use of this technology can facilitate monitoring of student progress, increase interaction between teachers and students, and enrich the learning experience with access to relevant Islamic resources (Mubarok, Kurniasih, & Qomaruzzaman, 2023).

Existing theories and previous studies strengthen the findings at MAN 2 Banyuwangi that schools as formal educational institutions have a crucial role in shaping the character and intellectual abilities of students. Therefore, it is important for schools to show adaptability in facing digital

technological transformation. This adaptability includes the integration of technology in the learning process, the use of digital tools and media to support teaching and learning activities, as well as the development of digital skills among students and teaching staff. However, the instillation of religious values must still be provided in order to prepare the young Muslim generation who are mentally and spiritually ready to face future challenges.

The leadership role of Islamic education in meeting technological demands in learning needs to be recognized as part of efforts to comply with and adapt to developments in the 4.0 era. Supporting the transition of ICT education to the 5.0 era by providing fast, accurate and effective services. All methods aimed at fostering educational goals are more than just fulfilling intellectual thirst, but what is more important is improving the quality of character (Zaenudin and Soeratin, 2023).

Based on the results of the discussion of this research, the author concludes several important points that are findings from research related to the use of digital technology in the effectiveness of Islamic leadership at MAN 2 Banyuwangi. The implications of these findings include several important aspects as follows:

Increasing Accessibility to Facilitate School Services: Through the implementation of One Door Open Services (PTSP), digital technology has provided easy access for all stakeholders at MAN 2 Banyuwangi. PTSP allows administrative processes and school services to run more efficiently and transparently, which in turn increases student, teacher and parent satisfaction. This increased accessibility also supports a school environment that is more responsive to the needs of its community.

Improving Control and Supervision of School Discipline: The use of digital presence for teachers, administrative staff and students has

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provided an effective tool for monitoring and controlling discipline at MAN 2 Banyuwangi. The digital attendance system ensures that all school members attend on time and are actively involved in academic and non-academic activities. Thus, this technology supports the creation of a consistent and measurable culture of discipline in the school environment.

Improving the Interactive and Collaborative Learning Process: Digital technology, especially through e-learning platforms, has enabled the learning process at MAN 2 Banyuwangi to become more interactive and collaborative. The use of e-learning for course materials, end-of-meeting evaluations, Mid-Semester Assessments (PTS), and Final Semester Examinations (UAS) increases student engagement and enriches their learning experience. In addition, the use of digital media such as podcasts, YouTube, vlogs and online yellow book studies provides variations in learning methods, which are not only interesting but also deepen students' understanding of the material being taught.

Overall, these findings show that the use of digital technology at MAN 2 Banyuwangi not only increases operational efficiency and disciplinary supervision but also enriches the learning process..

D. Conclusion

Based on the discussion of several findings above, it can be concluded that the Darussalam Blokagung Islamic boarding school has adopted a solution approach that combines tradition with technology in facing the challenges of digitalization. The use of social media such as Instagram, YouTube, TikTok and Facebook has succeeded in becoming the main tool for dakwah and education, increasing the involvement of students and expanding the positive impact of Islamic education. In addition, the

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implementation of a technology-based assessment system has increased accuracy and efficiency in managing student learning outcomes, and the digitalization of libraries through platforms such as Maktabah Syamilah has expanded access to classical Islamic literature. This approach not only strengthens Islamic values in the eyes of the public, but also supports the global learning process and improves the quality of education in Islamic boarding schools. Thus, the Darussalam Blokagung Islamic boarding school shows that the integration of technology with traditional values is able to provide effective solutions in facing changing times towards the digital era..

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