Balancing Tradition and Innovation: Islamic Education Management in the Disruptive Era of Kabupaten Bone

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ABSTRACT

This study examines the challenges and opportunities in the management of Islamic education in Bone Regency in the midst of a disrupted era that is associated with the cultural value of local wisdom. The main focus is on balancing traditional values with the demands of modern innovation. The purpose of this study is to identify effective strategies to combine elements of tradition and innovation in the management of Islamic educational institutions in an era of disruption. The method used is a qualitative approach with in-depth interviews with education stakeholders and direct observation in several selected madrasas. The results of the study show that the integration of digital technology, the development of adaptive curriculum, and the improvement of teacher competence are the keys to success. However, its application must still maintain Islamic values and local wisdom. These findings provide valuable insights for the development of Islamic education management models that are responsive to the changing times but still rooted in tradition. This research also reveals the importance of collaboration between the government, educational institutions, and the community in facing the challenges of the disruption era. The resulting policy recommendations are expected to be a reference for stakeholders in improving the quality of Islamic education in Kabupaten Bone.

Keywords: Tradition, Balancing, Innovation, Islamic Education Management, Disruptive Era

1). INTRODUCTION

Universities are the highest-level educational institutions that prepare quality human resources to engage in society adaptively and meaningfully. Three main functions of universities in Indonesia include the formation of national character; developing innovative, responsive, creative, skilled, competitive, and cooperative human resources and the development of humanist-based science and technology. These normative functions have long been carried out through education, research and community service activities and have produced graduates who are able to contribute to the social development.

However, the world has undergone tremendous changes along with the changing times, especially after the turn of the 21st century which was marked by the rapid invention of Information and Communication Technology (ITC) which then resulted in globalization. The study was conducted to reveal the balance between tradition and innovation Islamic Education Management in the disruptive era. Globalization in particular poses a challenge for Indonesia universities, namely greater demands to produce graduates with globally compatible and competitive qualifications. (Kholis, 2020)

Islamic education faces challenges in the modern era due to globalization, technological developments, and rapid social changes. These factors have led to a shift in educational demands and the need for innovative thinking and strong adaptation in Islamic education management. The management of Islamic education organizations must be able to overcome these challenges and maintain a high quality of education. Steps that can be taken to manage change in Islamic education include needs analysis, stakeholder engagement, curriculum updates, professional development, use of technology, evaluation and assessment, inter-agency collaboration, effective communication, and openness to change. The management of Islamic education serves as an organization that aims to create individuals who can compete around the world, but face challenges such as the economic background of students, the quality and quantity of teachers, international competition and juvenile delinquency.

The biggest challenge faced by Islamic education management in the modern era is how to combine the rich traditions with the rapidly developing aspects of modernity. Islamic education must find ways to adapt to the digital age and the challenges it brings, such as online learning and the need for updated systems and infrastructure. At the same time, it is important to maintain the quality of Islamic education and ensure that Islamic education upholds religious values and teachings, this requires a combination of effective management practices, professional and consistent workers, and a focus on the development of aqidah (faith) and akhlaq (morals). Islamic education must also prioritize critical and innovative thinking, as well as the availability of competent human resources to strengthen students' faith and morals. Balancing traditional values with modern expectations is very important in the management of Islamic education in the modern era.(Missouri, 2023)

This research aims to develop a comprehensive framework for integrating tradition and innovation in Islamic education management. It seeks to analyze aspects of Islamic traditions relevant

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to education and identify current trends and technologies that can be applied without sacrificing traditional values.

2). METHODS

This study uses a qualitative approach with a case study design to investigate the management of Islamic education in the disruptive era in Bone Regency. This method was chosen because of its ability to provide an in-depth understanding of complex phenomena in real contexts, particularly in balancing tradition and innovation in Islamic education.

For the data collection technique, we used several methods such as In-depth Interviews: Semi-structured interviews were conducted with 20 key informants, consisting of school principals, teachers, school committees, religious leaders, and local education officials, then Participant Observation: The researcher conducted observations in Institut Agama Islam Negeri Bone for 2 months. The focus of observation includes management practices, learning processes, and interactions between stakeholders, then Document Analysis: Relevant documents such as curriculum, school strategic plans, annual reports, and local education policies are reviewed to obtain contextual data, and the last method is Focus Group Discussion (FGD): 3 FGD sessions were held with 8-10 participants each, involving teachers, parents, and community leaders to explore their perceptions of the balance of tradition and innovation in Islamic education. To increase the credibility of the research, data triangulation was carried out by comparing findings from various sources and data collection methods. Member checking is also implemented by asking participants to review and verify the findings of the research.

This research received ethical approval from the University Research Ethics Committee (Bone State Islamic Religious Institute). Informed consent was obtained from all participants prior to data collection. Confidentiality and anonymity of participants are maintained by using pseudonyms and removing identity information from reported data. This research is limited to the context of Bone Regency and may not be fully generalizable to other areas. Potential researcher bias is recognized and mitigated through reflectivity and peer debriefing with fellow researchers. Although this study is qualitative, some quantitative descriptive data is used to provide context. Simple descriptive statistics such as frequency and percentage were calculated using Microsoft Excel to describe the demographic characteristics of participants and trends in interview responses. To ensure the validity of the research, member checking and peer review are carried out. Reliability is enhanced through the use of

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standardized research protocols and the maintenance of detailed audit trails throughout the research process. With this methodology, the study aims to provide a comprehensive understanding of how Islamic educational institutions in Bone Regency balance tradition and innovation in the face of the disruptive era, as well as their implications for Islamic education management.

3). RESULTS AND DISCUSSION

Shift From Traditional Methods To More Innovative Approaches

From interviews with educators, it was revealed that they emphasized the importance of preserving traditions. Most educators show a strong commitment to traditional values. However, they also acknowledge that there is a need to integrate more contemporary and interactive teaching methods to appeal to students raised in the digital age.

Education in the 21st century has undergone a transformation through the use of increasingly advanced Science and Technology. By utilizing the latest technologies such as artificial intelligence, machine learning, virtual reality, and the Internet of Things. In the midst of rapid development in the digital realm, education is undergoing transformational changes to adapt to advances in science and technology (Jamil, 2021). Education can also broaden horizons and strengthen the ability to make smart and wise decisions. Therefore, education must continue to develop and adapt to the times, especially in the digital era like now. The findings of the study show that character education in the 21st century has undergone a transformation from a traditional society to a society that has critical analytical skills and expertise in the field of digitalization (Muhammad Yusuf et al., 2023).

Challenges and Opportunities In Maintaining Balance Of Traditional Values and Technological Innovation

The transformation of education in the digital era has become an inevitable phenomenon in line with the rapid development of information and communication technology. This change creates a new paradigm in the learning process, affecting all aspects of the world of education. The application of technology in education is not only limited to the use of hardware and software, but also involves fundamental changes in the way education is implemented The digital era brings significant challenges as well as great opportunities for the world of education. These challenges include the problem of unequal access, shifting learning paradigms, and data security. On the other hand, these opportunities

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involve learning innovation, increased access to global education, and the development of skills relevant to future needs(Ma'arif & Nursikin, 2024).

From interviews with educators, in recent years, there has been a significant increase in the use of technology in the world of education. This phenomenon not only includes the use of hardware such as computers and tablets, but also involves the use of various digital applications and platforms to support the learning process. One of the main factors driving this increase is the need to prepare the younger generation to face the demands of an increasingly digital and global society. Technology provides greater access to learning resources, allows students to learn beyond the confines of the classroom, and opens the door to more interactive and personalized learning experiences

In the midst of this digital transformation, the traditional paradigm of learning has undergone significant changes. Educators and students now have instant access to information, presenting new opportunities for scientific exploration and global collaboration. The application of artificial intelligence and data analysis in learning is also an integral part of this transformation, allowing for personalized learning and a better understanding of each student's needs. The transformation of education in the digital era puts teachers in the midst of significant changes in their role in the learning process. Traditionally, teachers have played the role of the main guide of knowledge, but with the entry of digital technology, this role has undergone a profound shift

The main challenge faced by educators in facing this transformation is the level of readiness and understanding of technology. Some teachers may feel awkward or unfamiliar with the use of digital tools and online learning platforms. Additionally, unequal access to technology among students can create gaps in learning opportunities, with some students having difficulty keeping up with digital learning. On the other hand, this transformation brings opportunities to enrich the learning experience. Teachers can use digital resources such as learning videos, interactive simulations, and collaborative platforms to increase the appeal of learning. Personalization of learning is also becoming more possible, where educators can adjust teaching methods according to the needs and level of individual understanding of students. Global collaboration opportunities through online connections open doors for students to learn from international experiences and perspectives.

The main problem point is how educators can effectively integrate technology in learning, while addressing the challenge of unequal access and maximizing the learning opportunities offered by this

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digital transformation. There needs to be a holistic approach and adequate support to ensure that every educator and student can benefit from this change.

Development and Evaluation of Adaptive Islamic Education Management Model

An effective Islamic education management strategy can help Islamic educational institutions to overcome various challenges and obtain better results in the development of adaptive Islamic education Therefore, efforts are needed to continue to improve the effectiveness of Islamic education management strategies in facing various challenges, be it from the aspects of curriculum, teaching, evaluation, and management of Islamic educational institutions as a whole. In addition, there is also a need for collaboration between Islamic educational institutions, the community, the government, and other relevant stakeholders in improving the quality of Islamic education and developing effective Islamic education management strategies(Muhammad & Murtafiah, 2023).

Based on the results of the research, there are several implications of effective Islamic education management strategies in the development of adaptive Islamic education, namely:

1. Improving the quality of education: The implementation of an effective Islamic education management strategy can improve the overall quality of Islamic education, from curriculum development to student performance evaluation. This will help Islamic educational institutions to prepare students to compete in an increasingly complex and dynamic global era.

2. Increasing the competitiveness of Islamic educational institutions: The implementation of an effective Islamic education management strategy can also increase the competitiveness of Islamic educational institutions at the national and international levels. By improving the quality of education, Islamic educational institutions can gain a good reputation and become the first choice for students and parents in seeking quality education.

3. Increase community participation and involvement: The implementation of participatory Islamic education management strategies can increase community participation and involvement in the development of Islamic education. This will help Islamic educational institutions to obtain support and active participation from the community in the decision-making process, curriculum development, and implementation of educational programs.

4. Providing an inclusive learning environment: The implementation of a fair and objective Islamic education management strategy in the assessment system can provide an inclusive learning environment for students of different religious, racial, and gender backgrounds. This will help

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Islamic educational institutions to create a welcoming and supportive learning environment for all students.

5. Encouraging the use of technology in the learning process: The implementation of Islamic education management strategies that utilize technology can encourage the use of technology in the learning process. This will help students to acquire knowledge and skills more effectively and efficiently, as well as help Islamic educational institutions to optimize the use of technology in the teaching and learning process.

Thus, the implementation of an effective Islamic education management strategy can have significant positive implications for the development of adaptive and responsive Islamic education, as well as help Islamic educational institutions to obtain better results in achieving the goals of quality Islamic education.

Future Trends in Islamic Education Management in the Disruptive Era

In integrating tradition and modernity in Islamic education management, it is important to understand the challenges faced as well as the trends in the approach to Islamic education management. One of the main challenges is to maintain the essence of Islamic teachings while remaining relevant in the context of changing times. In the face of globalization and technological developments, Islamic education needs to find a balance between tradition and progress, so as to be able to maintain religious and cultural identities while still competing in an increasingly connected and complex world.

Trends that need to be considered in the approach to Islamic education management. One of them is the trend of using information and communication technology (ICT) in education. Technological advances have provided new opportunities for Islamic education to improve access to religious knowledge, provide innovative learning platforms, and expand the reach of Islamic education to remote or limited areas.

In addition, another trend is the emphasis on skill-based learning and the development of comprehensive religious literacy. Islamic education needs to prepare students to become individuals who have practical skills that can be applied in daily life, as well as have a deep understanding of Islamic religious and cultural teachings. Thus, Islamic education can make a greater contribution to

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the formation of competent and noble individuals, ready to face various challenges in modern life (Missouri, 2023).

4). CONCLUSIONS

This research reveals that Islamic education management in Bone Regency is undergoing a significant transformation in an effort to balance tradition and innovation in the disruptive era. Islamic education management in Bone Regency is at a critical point where a balance between tradition and innovation is urgently needed. With the right and adaptive approach, Islamic educational institutions can not only survive but also thrive in disruptive eras, while still retaining the essence of Islamic teachings.

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