Adaptive Strategies of Islamic Education Management in Facing the Disruptive Era: An Empirical Study on Islamic Educational Institutions of Kabupaten Bone

Vega Adelia
Institut Agama Islam Negeri Bone
Author Correspondence Email: vegaadelia183@gmail.com

ABSTRACT

The disruptive era has brought Islamic educational institutions to face significant challenges in maintaining their relevance and effectiveness, forcing them to adapt quickly. This study aims to examine the adaptive strategies of Islamic education management in facing the disruptive era, with a focus on Islamic educational institutions in Bone Regency. This study uses a qualitative approach with a case study method, involving in-depth interviews, field observations on Islamic educational institutions in Bone Regency. The results of the study show that the institution has implemented various adaptive strategies, including digital capacity building, curriculum adjustments, and training for educators have proven effective in facing disruptive challenges. Key findings highlight the importance of innovation and flexibility in Islamic education management as the key to success in disruptive eras. This research makes an important contribution in understanding the dynamics adaptation of Islamic education and offers practical insights for policymakers and managers of Islamic educational institutions. In addition, this study reveals the importance of collaboration between stakeholders and the development of a culture of continuous learning to support the transformation of Islamic education in the digital era.

Keywords: Islamic Education Management, Adaptive Strategy, Disruptive Era, Bone Regency, Educational Innovation.

1). INTRODUCTION

Islamic education, as one of the important pillars in Indonesia's national education system, faces great challenges in today's disruptive era. The disruptive era, which is marked by rapid and fundamental changes in various aspects of life due to technological advances and globalization, has presented opportunities as well as threats to Islamic educational institutions. In simple terms, disruption can be understood as a form of change that seeks to bring the future to the present (Abshor, 2021). On the one hand, this era opens up access to broader and more innovative learning resources and methods. But on the other hand, he also demands rapid adaptation and fundamental transformation in the management and implementation of Islamic education.

Disruption in the context of education is not only limited to the use of technology in the learning process, but also includes paradigm changes in the way of thinking, interacting, and understanding the world. According to Danial, education is one of the tools to realize a quality society. And according to Hutapea, the world of education is currently being affected by the era of technological advances that are disrupted in various fields. All parties, including students and educators, are needed to stay relevant to the times. They are in a situation that requires deep thinking, independence and not just relying on old habits. Curriculum, learning, and evaluation are three difficulties that educational institutions must overcome today. To face this era, a new breakthrough is needed by Islamic educational institutions, because education is one of the means to advance a nation (Mustopa & Iswantir, 2023).

Bone Regency, as one of the regions in South Sulawesi with a long history of Islamic education development, is an interesting locus to examine how Islamic educational institutions adapt to this disruptive era. With a significant Muslim population and a large number of Islamic educational institutions, Bone Regency presents a representative picture of the dynamics and challenges faced by Islamic education at the local level in the context of global change. The area has a diverse range of Islamic educational institutions, ranging from traditional Islamic boarding schools to modern madrasas, each of which has its own unique characteristics and challenges in facing the disruptive era.

The urgency of this research lies in the need to understand and respond to the change in the educational paradigm in the disruptive era. Islamic education, with its basic values and principles, is challenged to remain relevant and competitive without losing its essence. Islamic education management needs to develop a strategy that is not only reactive, but also proactive and anticipatory to the changes that occur and will come (Faujiah et al., 2023). This is becoming increasingly important considering the strategic role of Islamic education in shaping the character and identity of the Muslim generation in the midst of globalization and digitalization.

The results of this study are expected to make a significant contribution in several aspects. First, enriching the literature on Islamic education management in the context of global change. This study will fill the knowledge gap on how Islamic educational institutions at the local level respond to the challenges of the disruptive era, which has been studied more in the context of general education or at the national level. Second, it provides practical references for policymakers and managers of Islamic educational institutions in designing and implementing adaptive strategies. The findings of this study

Paper presented at The 1st ICONETT on August 21st-22nd, 2024
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

388 | ICONETT-2024

can be the basis for the development of guidelines or management models that can be adapted by Islamic educational institutions in other regions with similar characteristics. Third, it opens up a space for further discussion about the future of Islamic education in the disruptive era, especially in the local context of Indonesia. This research is expected to stimulate dialogue and critical reflection among academics, practitioners, and policy makers about the direction and strategy of Islamic education development that is responsive to the changing times but still adheres to its basic principles.

Thus, this research is not only academically relevant, but also has important practical implications for the development of Islamic education in Indonesia. Through an empirical study in Bone Regency, this study aims to produce a deeper and contextual understanding of how Islamic education management can adapt and develop in the midst of a rapid and fundamental flow of change. The results of this research are expected to be the foundation for the sustainable innovation and transformation of Islamic education, preparing a generation of Muslims who not only have a strong understanding of religion but are also able to contribute significantly in a changing global society.

2). METHODS

Research Methods

This study uses a qualitative approach with a case study design to explore the adaptive strategies of Islamic education management in facing the disruptive era in Bone Regency. Case studies are used to examine an individual case in detail, intensively, in-depth and thoroughly (Wekke, 2020). In the selection of this method is based on the need to obtain a deep and contextual understanding of the phenomenon being studied.

Location and Subject of Research

This research was conducted at the State Islamic Institute (IAIN) Bone. The location of the study was selected based on the criteria of representativeness, taking into account the variation in the size of the institution and the level of education. The research subjects involved institutional leaders, lecturers, and administrative staff who were directly involved in the education management process..\

Data Collection Techniques

1. In-Depth Interviews: Semi-structured interviews are conducted by institutional leaders, lecturers, and administrative staff. The interview focuses on their perception of the disruptive era, the challenges faced, and the adaptive strategies implemented or planned.

Paper presented at The 1st ICONETT on August 21st-22nd, 2024
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

389 | ICONETT-2024

2. Participant Observation: The researcher makes direct observations of the learning and management processes in the institution studied, with a focus on the use of technology and innovation in learning and administration.

3. Document Analysis: Documents such as the institution's strategic plan, curriculum, and annual report are analyzed to understand the policy and implementation of adaptive strategies.

Data Analysis

Data from interviews, observations, and documentation were analyzed using thematic analysis methods. Researchers identify key themes and patterns that emerge in the data to understand the adaptive strategies implemented by institutions. Data is categorized and analyzed iteratively to gain deep insights.

Data Validity

1. Triangulation of sources and methods: Comparing data from different sources and collection methods.

2. Member checking: Verifying data interpretation with research participants.

3. Peer debriefing: Engaging peers in analysis and interpretation discussions.

4. Audit trail: Documenting in detail the process of data collection and analysis.

Research Ethics

This research obtained ethical approval from the IAIN Bone Research Ethics Committee. Informed consent was obtained from all participants prior to data collection. Confidentiality and anonymity of participants are maintained by using pseudonyms in reporting research results

Research Scope

This research is limited to the context of Bone Regency and cannot be generalized widely. However, the findings of the study may provide valuable insights into adaptive strategies in Islamic education management in disruptive eras, which may be relevant for similar contexts. This research method is designed to provide an in-depth understanding of the adaptive strategy of Islamic education management in facing the disruptive era in Bone Regency. Through a qualitative approach and comprehensive data collection, this study aims to produce findings that can contribute to the development of Islamic education practices and policies in the disruptive era.

Paper presented at The 1st ICONETT on August 21st-22nd, 2024
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

390 | ICONETT-2024

3). RESULTS AND DISCUSSION

Understanding and Perception of the Disruptive Era

According to the Great Dictionary of the Indonesian Language (KBBI), disruption means something that is uprooted from its roots. The definition of disruption can literally be said to be a phenomenon in which there are a number of changes or big jumps out of old habits that cause a change in an order (Jabat & Pasaribu, 2023).

Rhenald Kasali in his book entitled disruption defines the word disruption as an innovation that will replace the entire old system with new ways. Disruption has the potential to replace everything old including old physical technology (technology that requires human labor) with new, more efficient and useful digital systems and technologies (Botu, 2022)

The disruptive era refers to a period of rapid and profound change in various aspects of life, including technology, economy, social, and education. These changes are often caused by technological innovations that are changing the way we work, communicate, and interact. Understanding and perceiving the disruptive era is essential for developing effective adaptive strategies in various sectors, including education. In the context of Islamic education, this understanding will influence how institutions respond and adapt to emerging challenges and opportunities.

Competition in the world of education is currently full of uncertainty. New educational institutions quickly emerged which made an educational institution not only think about how to survive, but think about how to win the competition. The competitiveness that must be possessed by educational institutions is not only used to win the competition but also as an anticipation of the uncertainty of the educational service market situation. Competitiveness provides a view to educational institutions in understanding the mechanisms related to the education service market to create a value that can be captured by education service users (Kamaludin, 2022).

Challenges of Islamic Education Management in Facing the Disruptive Era

The emergence of this disruptive era has caused Islamic educational institutions to experience significant shocks, with several institutions able to deal with it calmly and effectively (Mustopa & Iswantir, 2023). In the context of Islamic education management, the transition from manual governance and services to digital systems or technological changes, as well as new skills from

Paper presented at The 1st ICONETT on August 21st-22nd, 2024
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

391 | ICONETT-2024

traditional methods to modern approaches, where these challenges are increasingly complex, require Islamic educational institutions to play a proactive role in adapting to the changes that occur.

Technological advances can lead to rapid changes in the way teaching and learning are done. Islamic educational institutions must adapt to the latest technology to increase the effectiveness of the learning process that must be overcome. The success of the institution in facing the disruptive era will largely depend on its ability to manage this transition wisely, strengthen the capacity of human resources, and develop a balanced strategy between technological innovation and the preservation of Islamic educational principles.

Adaptive Strategies for Islamic Education Management in the Disruptive Era

The ability to turn into a benchmark of intelligence. The pattern of civilization emerges as a result of interaction with a challenge. Where environmental and social challenges will provoke creative responses from a society or social group, thus encouraging people to enter a new civilization as a further step of social change. In this condition, Islamic educational institutions are required to design a complex education, make various breakthroughs to face drastic and risky changes. The ability to adapt, master, and develop technology is one of the important components (Yuliani, 2022).

In the face of the disruptive era, many Islamic educational institutions have successfully implemented various adaptive strategies to overcome emerging challenges. The results show that the approaches they have taken, such as digital capacity building, curriculum adjustments, and training for educators, have proven effective in facing disruptive challenges. Here are some details about the adaptive strategies that have been implemented :

1. Digital Capacity Building

Increasing digital capacity in Islamic education management in a disruptive era offers a variety of significant opportunities and challenges. This digital transformation is not only focused on the adoption of technology, but also on the development of innovative learning methods and more efficient management of education. steps to increase digital capacity in Islamic educational institutions.

a. Development of digital infrastructure

Information technology infrastructure can be said to be a set of services that cover all services regulated by the management. These services consist of human and technical capabilities (Fitriawati, 2017). The development of digital infrastructure at IAIN Bone with a focus on improving internet

Paper presented at The 1st ICONETT on August 21st-22nd, 2024
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

392 | ICONETT-2024

connectivity on campus, providing adequate hardware (computers, tablets, etc.), building a digital learning management system (LMS).

b. Human Resource Development

Human resource development is also an effective adaptive strategy in dealing with the era of disruption. Islamic educational institutions in Bone Regency have developed human resource development programs that include digital technology training, creative skills development, and analytical skill development. This program has helped improve the ability of teachers and students to face the changing times.

2. Curriculum Adjustments

The adjustment of the Islamic education management curriculum in the disruptive era is an effort to ensure that the education system remains relevant and effective in the midst of rapid changes in technology and society. In this context, it is important to integrate technology in the learning process and education management. This could mean utilizing e-learning platforms and educational applications to support the teaching and learning process as well as providing digital skills training for teachers and students. Technology, such as online communication tools and digital learning resources, must be leveraged to improve the effectiveness of teaching and enable broader and more flexible access to education.

3. Training for Educators

Training for educators in Islamic education management in the disruptive era at IAIN Bone must adopt a holistic and adaptive approach to face challenges and take advantage of the opportunities offered by technological advances and social change. One of the main aspects of this training is the mastery of technology and digital media. Educators must understand how to use various digital tools, such as education management software and e-learning platforms, that support the learning process and education administration. This includes the ability to use social media for communication and interaction with students, as well as knowledge of cybersecurity to protect personal data and sensitive information.

4). CONCLUSIONS

This article examines the adjustment of Islamic education management in the face of a disruptive era, which is characterized by rapid and profound changes due to technological innovation. This era

Paper presented at The 1st ICONETT on August 21st-22nd, 2024
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

393 | ICONETT-2024

brings significant challenges for Islamic educational institutions, especially in terms of adapting to technological advances, changes in teaching and learning methods, and increasingly fierce competition in the world of education.

To meet these challenges, this article proposes several adaptive strategies. First, increasing digital capacity through the development of information technology infrastructure, improving internet connectivity, and implementing a digital learning management system. Second, human resource development with a focus on digital technology training and the development of creative and analytical skills for staff and teachers. Third, curriculum adjustments that integrate technology in the learning process and utilize e-learning platforms and educational applications. Finally, training for educators to improve their mastery of digital technology and media, including an understanding of cyber security.

The success of Islamic educational institutions in facing the disruptive era depends largely on their ability to manage this transition effectively. It involves a balance between the adoption of technological innovations and the preservation of Islamic educational principles. Institutions need to strengthen their human resource capacity and develop strategies that are adaptive to change, while still maintaining the core values of Islamic education.

REFERENCES

Abshor, M. U. (2021). Pendidik Transformatif: antara Disrupsi dan Pandemi Covid-19. Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman, 11(2), 173–186. https://doi.org/10.33367/ji.v11i2.1846

Botu, F. (2022). Disupsi: Ancaman atau Peluang Bagi Eksistensi Budaya Lokal? (Tinjauan Filosofis Atas Proses Perubahan Budaya). AGGIORNAMENTO: Jurnal Filsafat-Teologi Kontekstual, 3(1), 29–41. https://www.harianbhirawa.co.id/lunturnya-budaya-tradisional-di-era-digital,

Faujiah, S., Syaifudin, M., & Andriani, T. (2023). Implementasi Manajemen Strategi dalam Lembaga Pendidikan. Jurnal Ekonomi Manajemen Sistem Informasi, 4(3), 641–650. https://doi.org/10.31933/jemsi.v4i3.1400

Fitriawati, M. (2017). Perkembangan infrastruktur teknologi informasi dari evolusi infrastruktur. Jurnal Teknologi Dan Informasi, 7(1), 79–87.

Jabat, D. E. B., & Pasaribu, H. H. S. (2023). Disrupsi Digitalisasi. SKYLANDSEA PROFESIONAL Jurnal Ekonomi, Bisnis Dan Teknologi, 3(2), 110–112.

Kamaludin, K. (2022). Identifikasi Manajemen Strategis Pada Sekolah Dasar Negeri Di Era Disruptif. Jurnal Ilmu Pendidikan Dan Sosial, 1(3), 278–289. https://doi.org/10.58540/jipsi.v1i3.50

Mustopa, A. M. Y. S., & Iswantir, I. (2023). Pengembangan Manajemen Lembaga Pendidikan Islam di Era Disrupsi. Jurnal Al-Qalam Jurnal Kajian Islam & Pendidikan, 15(1), 1–12. https://doi.org/10.47435/al-qalam.v15i1.1565

Wekke, I. S. (2020). Metode Penelitian Sosial. In Bandung (Issue September). Gawe Buku.

Yuliani, S. (2022). Adaptif di Era Disruptif: Strategi Sekolah Tinggi Teologi Menghadapi Tantangan di Era Disrupsi. Jurnal Luxnos, 8(2), 205–218. https://doi.org/10.47304/jl.v8i2.267

Paper presented at The 1ˢᵗ ICONETT on August 21ˢᵗ-22ⁿᵈ, 2024
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

395 | ICONETT-2024