



# Digital transformation and policy anomalies in Islamic online education: a policy study on the use of online applications at the Islamic education department of IAIN Parepare

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## ABSTRACT

This study explores the impact of online learning policies resulting from digital transformation in the context of the Tarbiyah Faculty at Institut Agama Islam Negeri Parepare. We conducted qualitative research involving 100 lecturers and students, employing questionnaires and online interviews for data collection. The findings reveal that while online learning policies align with the digital transformation paradigm, their effects are not solely positive. Instead, they introduce anomalies, notably in the economic, psychological, and systemic dimensions. These anomalies have changed the academic community's mindset from traditional, physical learning to a virtual reality. Specifically, these anomalies manifest as challenges faced by students, educational staff, and lecturers, including difficulties accessing internet data packages, network limitations, communication issues, and psychological stress induced by the new system. This has led to an academic anomaly within the Tarbiyah Faculty. Based on our study, we recommend thoroughly reevaluating the policies implemented during the pandemic's digital transformation. This reassessment should consider variables affecting policy effectiveness, such as infrastructure readiness, the economic capacity of students, and the cultivation of an academic culture rooted in equity and transparency.

**Keywords:** Digital transformation; policy; anomaly

## 1. INTRODUCTION

After the COVID-19 pandemic, which has affected all aspects of life, including social, political, economic, religious, and other areas, there have been significant changes,

particularly within an Islamic Higher Education, namely Institut Agama Islam Negeri (IAIAN) Parepare, specifically in the Tarbiyah Faculty. The global pandemic has brought about significant transformations, especially in the way academic processes, once conducted face-to-face, have shifted dramatically toward online learning, creating a new reality.

Before the pandemic, there existed a paradigm within the academic community on campus, where lectures and learning were perceived as activities necessitating physical gatherings of both lecturers and students in a single lecture room. However, this paradigm has become obsolete due to the ongoing pandemic. As a result, the educational approach at the Institut Agama Islam Negeri (IAIN) Parepare has adapted by embracing technology, in collaboration with Sevima.

One of the significant outcomes of this collaboration is the development of applications designed to enhance the learning experience during and after the pandemic. A notable application in this context is 'edlink.' While it seeks to facilitate access to online learning, it is not without its challenges. In its current implementation phase, several limitations have been identified. For instance, as a Learning Management System (LMS), edlink lacks essential features and capabilities. Its material and task features are restricted to documents, and it does not support the inclusion of external links. Additionally, the conference feature has a time limit of only 40 minutes, and the quiz functionality is limited to multiple-choice questions."

Likewise, the obstacles the students face include the availability of facilities (Android, laptop), internet access, and economic conditions in which, in general, their parents are farmers with varying levels of economic ability. This condition causes anomalies between transformation and material conditions experienced by students.

## **2. METHODS**

The population of this study were lecturers and students of the Tarbiyah Faculty, with a total sample of 100 lecturers and students of Tarbiyah Faculty who were selected purposively. Data were obtained through observation, interview (online), document study, and triangulation, and then the data were analyzed using the Miles and Huberman cycle. The next stage is reduction, display, and conclusion.

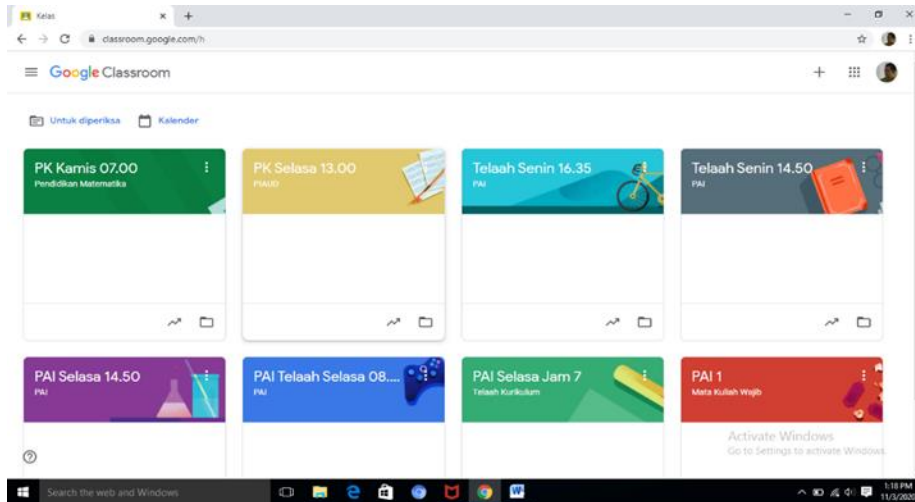
This qualitative study is located at the Tarbiyah Faculty, Institut Agama Islam Negeri (IAIN) Parepare. The subjects of this study were 100 lecturers and students at Fakultas Tarbiyah who were selected by purposive sampling. Data were obtained through observation, interview (online), document study, and triangulation, then analyzed using the Miles et al. (2014) cycle, which involves data condensation, data display, and conclusion drawing/verification.

### 3. RESULTS AND DISCUSSION

#### ***Digital Transformation at the Tarbiyah Faculty of Institut Agama Islam Negeri (IAIN)***

##### ***Parepare***

Since the COVID-19 pandemic, various innovations have been taken to carry out academic activities within the Tarbiyah Faculty. Initially, there was academic turmoil because, all this time, learning was usually carried out. As a result of the global pandemic, it requires the campus community to choose the path and befriend it. This condition creates academic compulsion and an anomaly between implementing learning and the constraints of the global pandemic that require avoiding the COVID-19 terror. Because of the panic, the initial learning that was carried out was learning using standard media and even social media, such as WhatsApp group, Facebook, and other media, then stepping into learning using Google Classroom, Edmodo, and other simple applications. The situation continued to develop and was responded to seriously by policymakers up to the institute level, so it was decided to conduct online lectures using the Edlink application.



**Figure 1.** Learning with Google Classroom



Figure 2. Learning with Edmodo

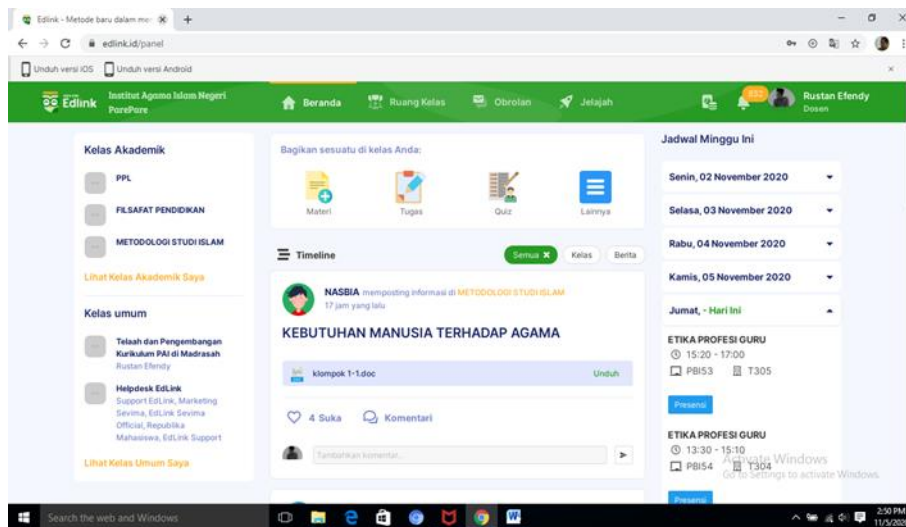
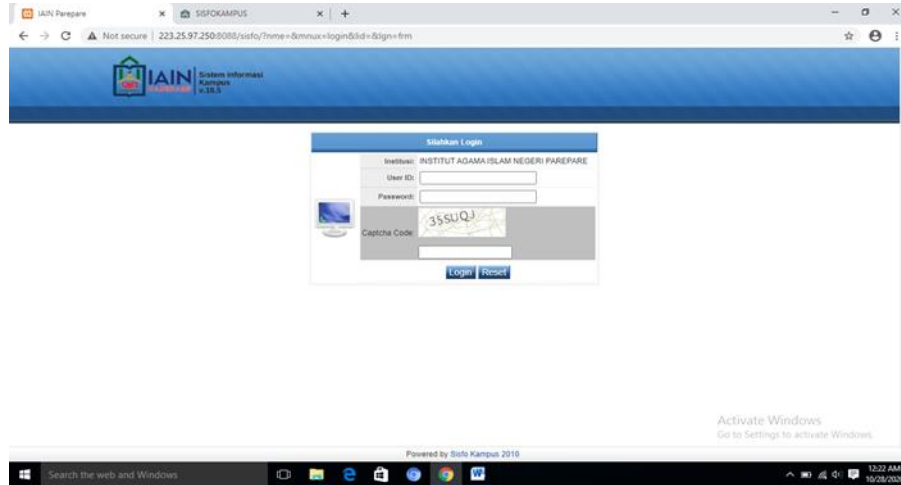


Figure 3. Learning with Edlink

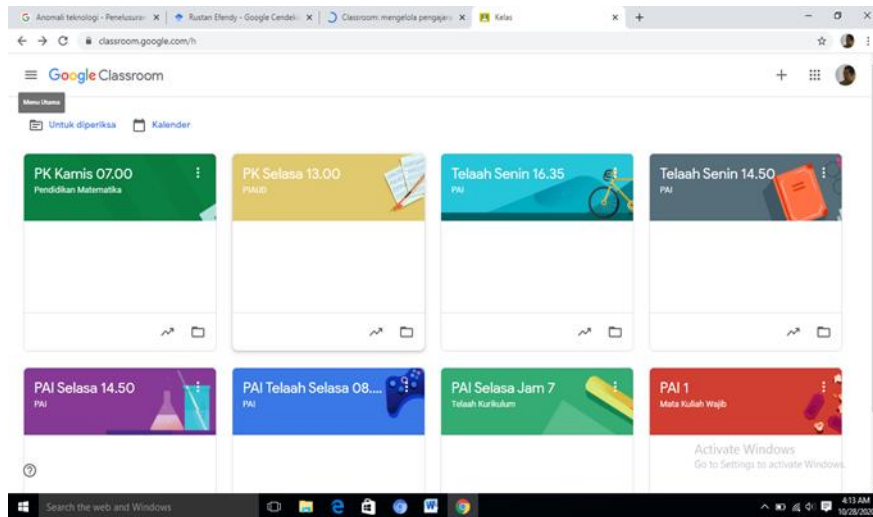
Digital transformation is actually the process of utilizing existing digital technologies such as virtualization, mobility computing, and cloud computing. In short, digital transformation is an evolutionary process that relies on existing capabilities and digital technology to create or change a process, thus creating new value. Digital transformation, although originally used in the business world, the use of information technology, which is a must in learning today, is necessary in the world of education, especially at the higher education level.

## Transformation of means



**Figure 4.** The Sisfo application used while still in high school status

The picture above shows an application called Sisfo, or campus information system. The menu provides several views, including the lecturer presence menu, lecture attendance, value input, and Edom (lecturer evaluation by students). However, this application does not yet have a menu that can meet the administrative needs of lecturers and other academic activities, such as the attendance of lecturers and education staff online, features of online academic consultations, and other needs needed in the COVID-19 pandemic conditions.



**Figure 5.** Another application using Google Classroom, which is integrated with Sisfo

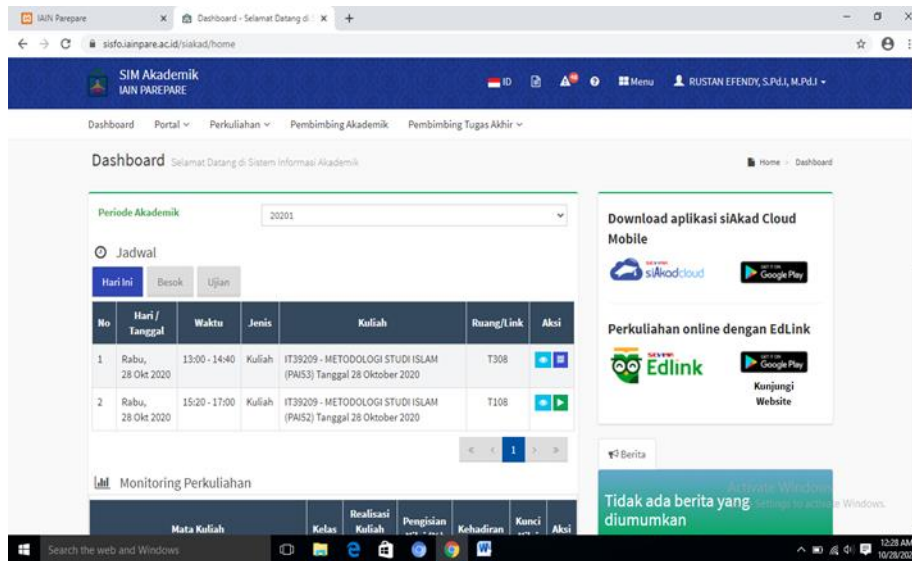


Figure 6. Display lecture schedules on the Edlink application

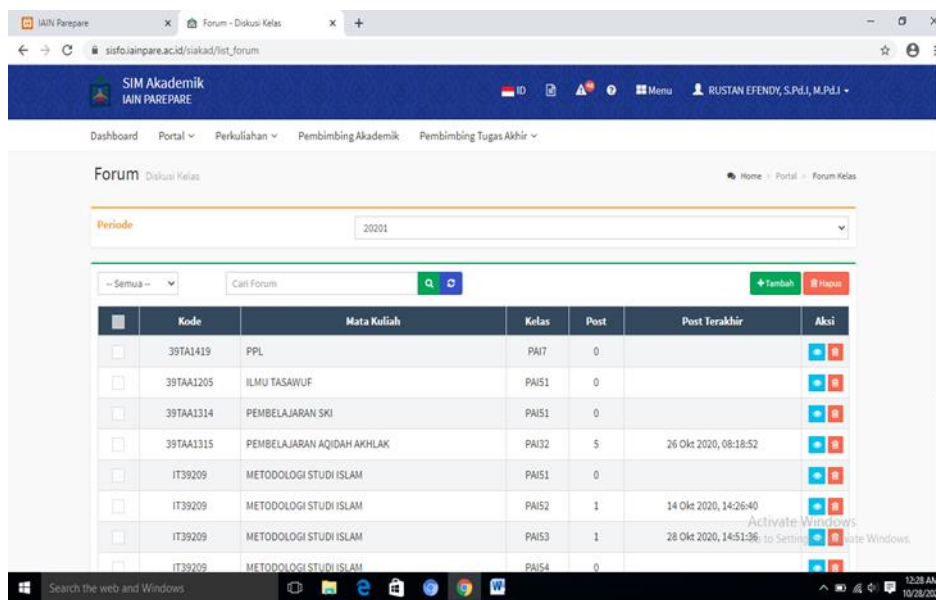


Figure 7. Course name on the Edlink

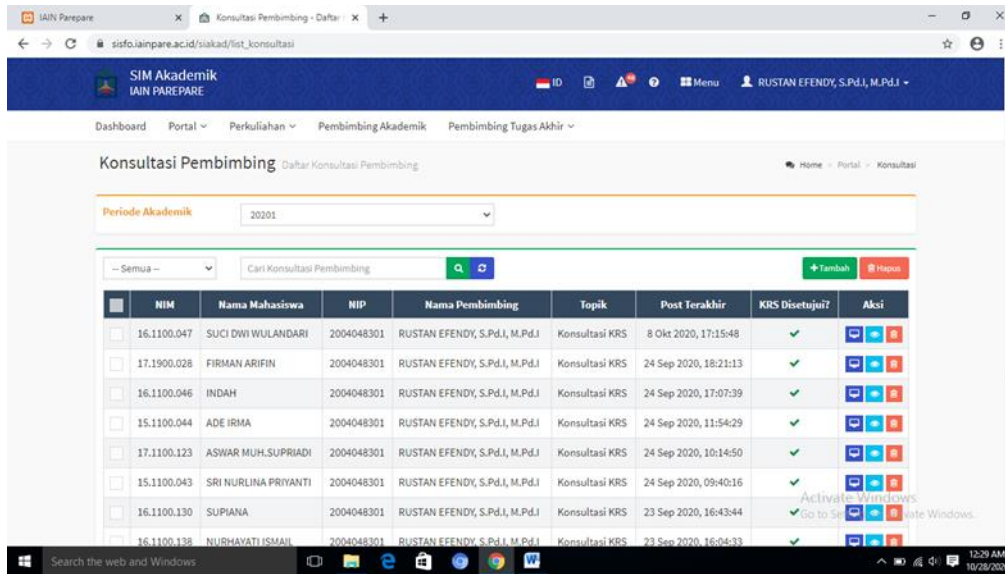


Figure 8. Academic guidance consultation feature

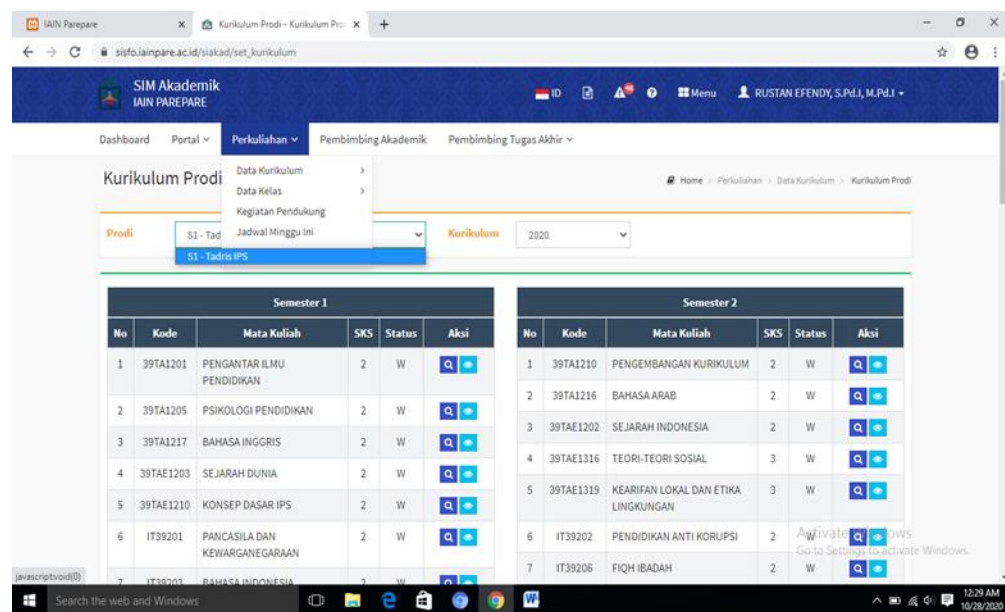


Figure 9. Study program curriculum features

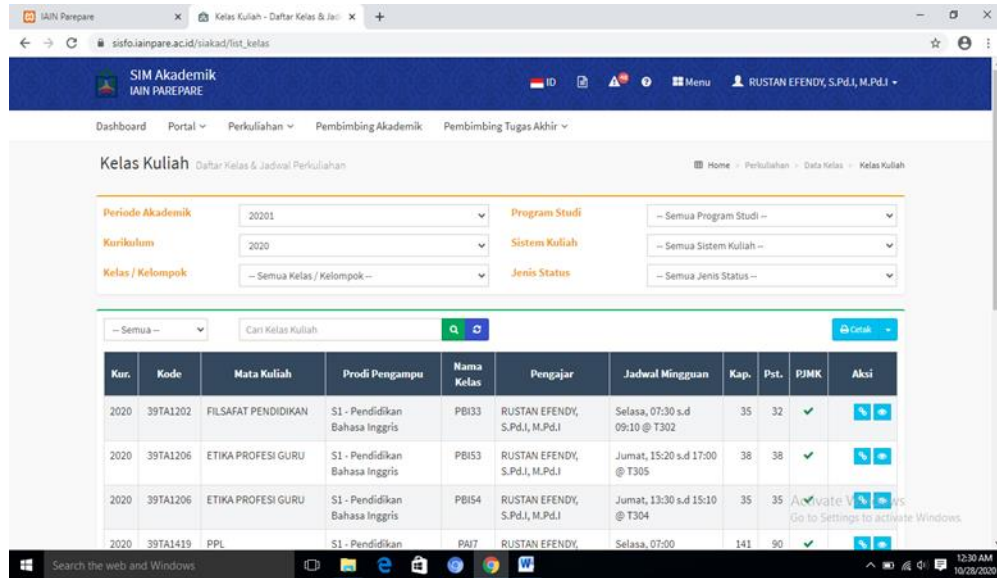


Figure 10. Class lecture features

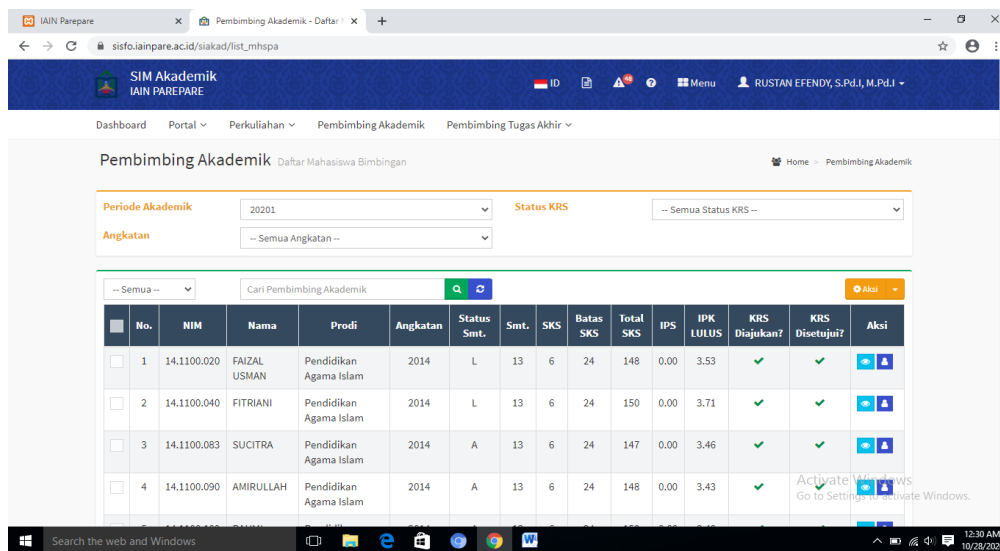


Figure 11. Academic coaching feature



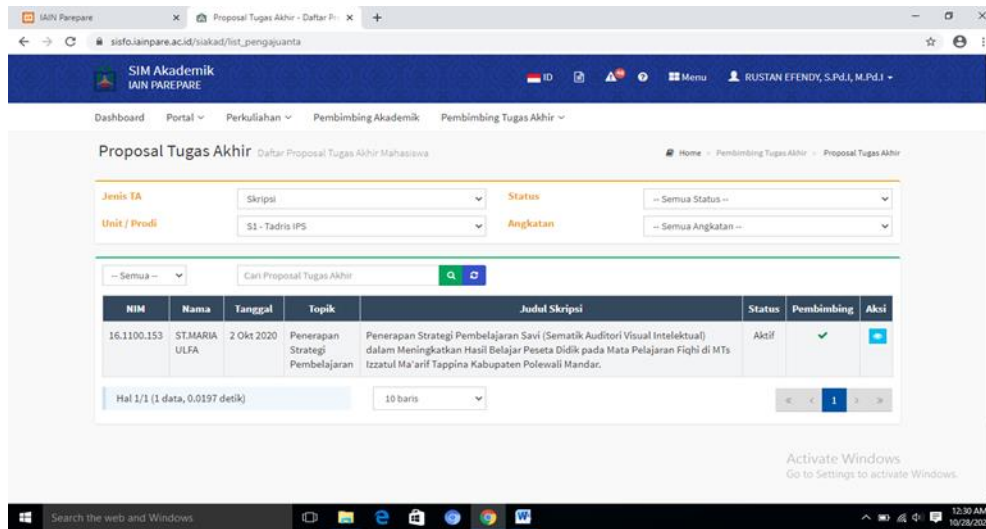


Figure 12. Final project proposal feature

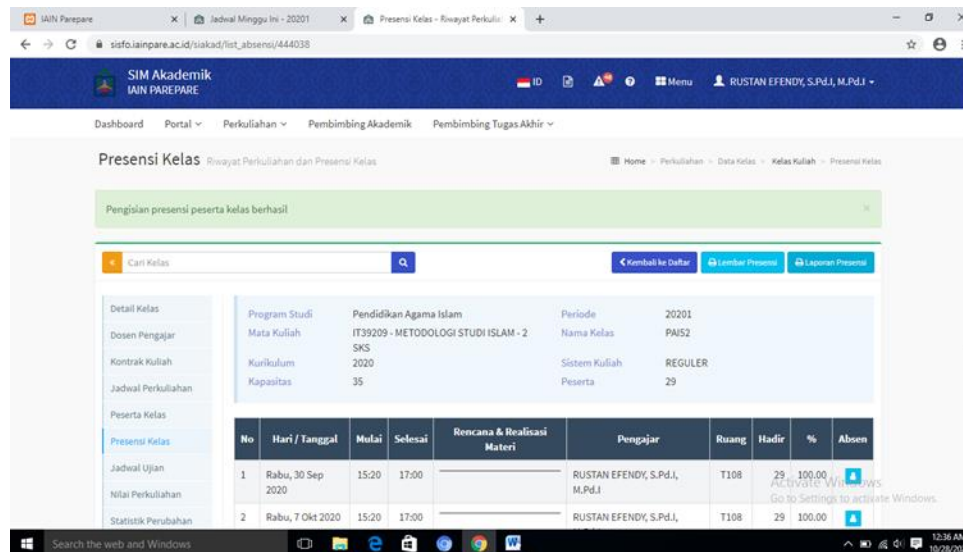
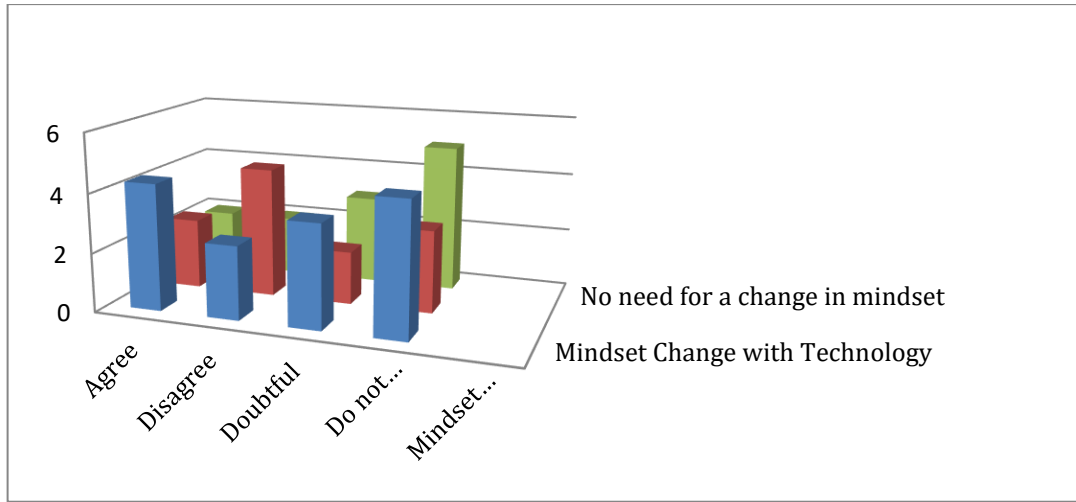


Figure 13. Lecture history and class attendance

### Progress Mindset Transformation

One of the characteristics of digital transformation is a change in mindset, so far, the embedded mindset is that the lecture or learning process is a process that must bring together lecturers and students. Typically, learning occurs in a lecture room filled by lecturers, as teachers and students are the entities being taught. Typically, with a mindset like this, the interactions that occur are subordinate to students so that the lecturer dominates the truth or theorization of knowledge as a key source in a lesson or lecture. This mindset does not have much influence on the concept of progress. Therefore, the mindset must be changed to respond to transformations in learning. Mindset change is

absolutely necessary because changing the mindset means that a person is ready to respond to various developments that occur.

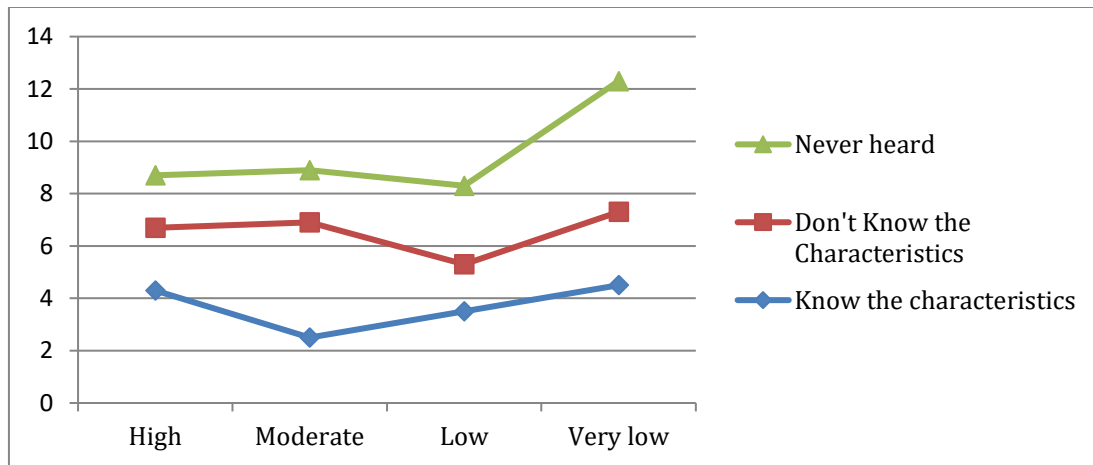


**Figure 14.** Academic response of lecturers and students

From the data above, it is found that respondents' agreement level is quite high compared to disagree, doubt, and do not know. In addition, there are responses from respondents to the question items of mindset change with technology, mindset change without technology, and no need for mindset change.

***Transformation as a demand for education to welcome the neglectful generation and society 5.0***

Alpha generation is the generation that was born in 2010, where there are about 2.5 million alpha genes born / week in the world. Although there are not as many currently as the millennial generation, its future influence is predicted to be more dominant and play an important role in life. It is predicted that by 2025, the alpha generation gene will swell to 25 billion people. The main characteristic of this generation is that they are most educated because school opportunities are more open than the previous generation, familiar with technology, prosperous, and the age gap is the most reliable to the previous generation.



**Figure 15.** Understanding of the academic community towards future generations (alpha generation)

The table above shows the respondents' responses to questions about alpha generation and its characteristics and how to deal with them, including the mastery of information technology, a characteristic of alpha generation.

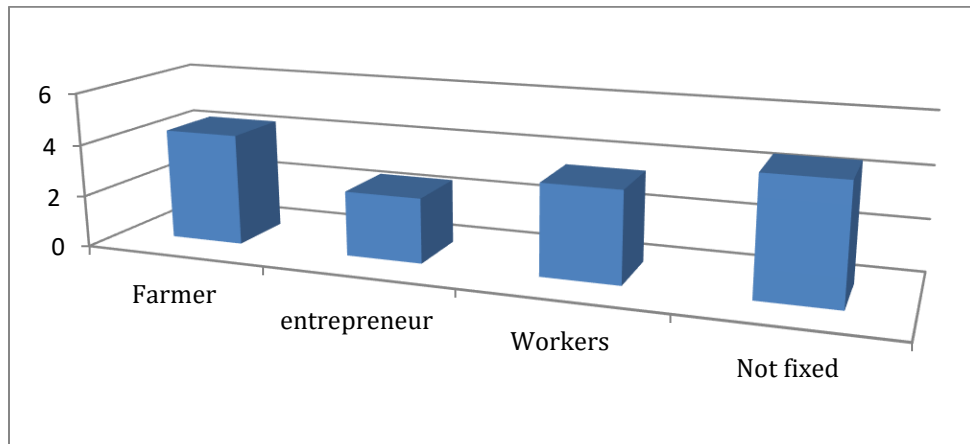
### ***Technology Anomalies***

Anomaly is understood as an oddity or deviation from normal conditions. The deviation that is meant here is an abnormal conditioning, where academic life is conditioned by the massive use of information-technology and becomes a necessity that cannot be postponed. It is called an anomaly because the previous condition that was considered normal was that during learning, there was direct face-to-face contact between lecturers and students or in the faculty academic service system. However, at present, this anomaly occurs due to the effect of technology that conditions humans in other dimensions commonly called virtual or online.

Apart from that, another impact is the availability of devices or tools for internet access among students, such as Android, internet access and the availability of internet quota, which not all students have the most impact. Although it is realized that this condition is not caused by a sich technology because technology in itself is a value-free entity (neither good nor bad). The value of goodness or badness depends on external influences, for example, if information technology is used for something good, then the impact will be good, however, if technology and information are used for bad things, then the impact will be bad.

However, the determinant effect cannot be avoided due to the urgency of technology utilization conditioning. Of course, this is not intended as an antipathy to technology, but the humanitarian effect caused by it, especially with the ambition to use it without an appropriation process. Another effect is the lack of emotional relationship

between the academic community, although this relationship has been embedded so far, based on the data obtained, there have been complaints among students, educators, and lecturers due to a quite drastic shift in relation to the relationship. Emotional between students, educators, and lecturers. In addition, the economic conditions of students also influence the anomaly.



**Figure 16.** Economic level of students

From the data above, it appears that the level of economic ability of parents has a significant effect on the ability to access learning experienced by students. This condition will certainly have a significant effect on the learning process, which in turn creates an academic anomaly. On the one hand, the demands for the use of information technology, on the other hand, are the economic conditions of students that affect the accessibility of the Internet network. Apart from that, there are ethical implications caused by the uncontrolled use of information technology.

## **CONCLUSION**

In conclusion, the COVID-19 pandemic has triggered significant changes in the landscape of higher education, particularly within the Tarbiyah Faculty of Institut Agama Islam Negeri (IAIN) Parepare, with a strong emphasis on digital transformation. The pandemic forced a paradigm shift from traditional face-to-face learning to online education, ushering in a new era of academic delivery.

The institution responded by embracing technology, most notably through the development of the 'edlink' application to facilitate online learning. However, this transition has not been without challenges. Edlink, as a Learning Management System (LMS), has certain limitations, including restricted material and task features, limited conference durations, and a narrow range of quiz options.

This digital transformation also brought about anomalies, where academic life was redefined by technology, leading to both positive and negative consequences. The widespread reliance on technology became a necessity, creating a rift between traditional face-to-face interactions and virtual learning. Economic disparities among students further compounded these challenges.

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