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ANALYSIS OF DETERMINANT FACTORS THAT AFFECT THE QUALITY OF ISLAMIC EDUCATION IN THE DIGITAL ERA

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ABSTRACT

This study aims to analyze and identify determinant factors that affect the quality of Islamic education in the digital era. Education as a fundamental pillar of nation development is influenced by various interrelated variables and forms a complex system that determines the outcomes of Islamic education in the digital era which is colored by the sophistication of information and communication technology. The research method used is a literature study, whose data is obtained through a systematic analysis approach to literature and the latest empirical studies that are processed theoretically and philosophically. The results of this study reveal that there are at least five main factors that play a decisive role in Islamic education: educators, students, educational goals, educational tools, and educational environment. The results of the study show that the success of Islamic education requires the optimization of all these factors synergistically and integrated with the current context, namely digitalization, resulting in a new approach in the world of Islamic education. The implications of these findings emphasize the importance of a holistic approach in the development of Islamic education systems so that they are not rigid and more contextual, where interventions and improvements must consider the complexity of the relationship between factors. This research makes a theoretical contribution to a comprehensive understanding of various factors affecting Islamic education and provides a conceptual framework for policymakers in formulating strategies to improve the quality of Islamic education in the digital era.

Keywords: Islamic education; digital era

1. INTRODUCTION

Education is a process that is quite important in the life activities of every human being. This is in line with the theory that education is all efforts made by parents and given to children with the intention of supporting the advancement of their lives.[1] Although it is not as easy as

[1] Siti Shafa Marwah, Makhmud Syafe'i, and Elan Sumarna, 'The Relevance of the Concept of Education According to Ki Hadjar Dewantara with Islamic Education', *TARBAWY : Indonesian Journal of Islamic Education*, 5.1 (2018), <https://doi.org/10.17509/t.v5i1.13336> 14.

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imagined, because there are so many factors that affect it, such as the learning environment which has a significant impact on the changes that occur during the educational process.[2]

Education can also be understood as a systematic activity of acquiring and transferring knowledge in various institutions that are tailored to educational goals. On the other hand, education is also understood as a social and personal influence that determines and shapes culture and behavior, both groups and individuals. In general, education is part of social manipulation that takes place consciously and systematically over a certain period of time. Education is also not always oriented towards direct interaction between educators and students in the classroom. However, identityis the core of the "civilization" that occurs in the hearts of the community, including the process of developing potential, cultural heritage and a combination of the two.[3] While Islamic education is specifically defined as Islamic education is an educational process that is carried out based on Islamic teachings, because Islamic teachings are based on the Qur'an and Al-Sunnah, in its development Islamic education must rely on the two sources of Islamic teachings.[4]

In the era of the society 5.0 revolution, digital transformation has fundamentally changed the landscape of Islamic education. The integration of technology in the education system is no longer an option, but a fundamental need to prepare a generation that is able to compete in the digital era. However, in the midst of the rapid development of educational technology, the gap in education quality is still a serious challenge faced by various countries, including Indonesia. Quite a lot of research explains that although the penetration of digital technology in education has increased significantly, the gap in education quality between urban and rural areas is widening.

This fact can be seen in the social reality of today's society, which lives in the vortex of modernization and globalization. In this regard, the development of information and communication technology has had a considerable influence on the world of education, as well as the life of every human being in general, so that it has an impact on the orientation of most people, including academics and education practitioners, more on the question of how to live modern than the question of why modern life.[5]

However, the ideal concept of education as described by the author above, of course, if drawn in the context of reality, various problems will be found. Both technical and non-technical ones. So that the success or failure of an educational process certainly cannot be imposed on only one aspect. Rather, it must be seen from various aspects, internal and external. So that it can be found what factors contribute to the success or failure of an Islamic education process in the digital era which is developing very rapidly.

In this regard, the results of research conducted by Muh Nasir stated that thedeterminants of Islamic education are components that help determine the success of education, all of which

[2] Ida Warsih, *Inspirational Education* (Yogyakarta: Deepublish, 2021), p. 2.
[3] Mahmud Arif, *Islamic Education in Conception and Reality*, *(Bayani Tradition in Islamic Education),* (Yogyakarta: UIN Sunan Kalijaga, 2006), p.136.
[4] Abuddin Nata, *Philosophy of Islamic Education*, (Jakarta: Gaya Media Pratama, 2005). p. 29
[5] George R. Knight, *Philosophy of Education*, Terj. Mahmud Arif (Yogyakarta: Gama Media, 2007), p. ix.

are components that form an education system and support each other which cannot stand alone but are a unit that cannot be separated just like that.[6]

Based on the above reality, it can be understood that this study aims to analyze the determinant factors that affect the quality of Islamic education in the digital era with a focus on efforts to minimize the gap in Islamic education in Indonesia. Specifically, this study seeks to identify and analyze the influence of technology infrastructure on the quality of digital education in Indonesia, as well as to examine the level of digital competence of educators and their impact on learning effectiveness in the digital era. In addition, this study is also aimed at evaluating the digital literacy gap of students based on socio-economic and geographical factors, educational goals that are relevant to the reality of the current era, the development of educational tools as a medium in transferring knowledge, and finally to see the reality of the social and educational environment that is very diverse and dynamic. Thus, a new perspective will be found for the world of education, especially Islamic education which is more contextual and can always adapt to the development of the times which is very closely related to technology.

2. METHODS

This research is included in the literature review method with data from various literature that is studied using theoretical and philosophical approaches. This is in line with Noeng Muhadjir, who said that literature studies, in addition to empirical approaches, also require theoretical and philosophical processing.[7] The source of data for this research is obtained from books, articles, and other media both offline and online. The data analysis technique used in this study uses content analysis. This means that the data found is filtered and classified to ensure the authenticity of the data and has met the standards of scientific work.

3. RESULTS AND DISCUSSION

Analysis of Determinant Factors Affecting the Quality of Islamic Education

The determinants of Islamic education are various aspects or conditions that affect the quality and access to education, especially Islamic education. The term determinant factor in this sense is a factor that firmly determines or finalizes its nature in a cause-and-effect relationship. Determinants of organic nature are causative factors that arise from within the organism or from within the individual itself. It can also be environmental, and also situational which acts as a preliminary condition for the formation of a behavior. Determinants in the world of education itself in his study are very complex consisting of various components, both internal and external.[8]

[6] Nasir, M., Marjuni, A., & Mahmud, M. N. (2024). Determinants of Islamic Education in the Study of Philosophy. Edu Sociata: Journal of Sociology Education, 7(1), 451-463.
[7] Noeng Muhadjir, *Research Methods* (Yogyakarta: Rake Sarasin, 2011), p. 101.
[8] Sulaiman Saat, 'Determinant Factors in Education (Study of the Meaning and Position in Education)', *Ta'dib Journal*, 8.2 (2015), 1–17 <ejournal.iainkendari.ac.id/al-tadib/article/view/407>.

For more details, the author describes the results of research related to determinant factors that affect the quality of Islamic education in the digital era as the focus of this research study:

Educators

Educators are figures who have a vital role in shaping the future of a nation. More than just a profession, educators are the soul callings who carry out the noble task of transferring not only knowledge, but also life values to students. In a broad sense, an educator can be defined as someone who has the responsibility to educate, guide, and direct the physical, mental, and spiritual development of students. They not only play the role of teachers who deliver subject matter, but also as mentors who help develop the potential and character of each individual.

Educators are not only a profession, but the spearhead of civilization development. Through the skilled hands of educators, the next generation of the nation is formed and prepared to face future challenges. The glory of this profession lies in its ability to create positive changes in each student, which will ultimately contribute to the progress of the nation and state.

In the education system, educators play a key role in realizing the educational goals that have been set. This is inseparable from the position of educators who interact and are directly involved in the learning process with the students who are the target of education. Professionally, educators can be understood as teaching staff who work in educational institutions, where from these teaching activities they earn income in the form of salaries and allowances to meet their daily needs.[9]

However, based on the results of the research analysis, the author found that the digital competence of educators is a very crucial determinant factor in determining the quality of education in the digital era. The findings show that there is a significant gap in the level of digital competence among educators, where there are still quite a few educators who cannot adapt to technological sophistication, this gap is even more obvious when comparing the digital competence of educators in urban areas is higher than their counterparts in rural areas. This has direct implications for the quality of learning, where classes taught by educators with high digital competence show a much better level of learning achievement.

Furthermore, educators in the Indonesian context become important figures in the development of human resources, because if the process of educational activities consisting of various elements is incomplete, but then if there is still a figure of an educator, it is certain that the educational process can still take place. This is because educators are actors who transform knowledge to students, even educators who then instill values in students.[10]

Furthermore, the study revealed a striking variation in the readiness of educators to adapt learning technology. The data shows that many educators still show resistance to technological change, while only a few show a high readiness to adopt digital learning innovations. Age and educational background factors are very influential variables, where educators under the age of 40 show much faster adaptability than senior educators. This condition creates its own

[9] Shafique Ali Khan, *Al-Ghazali Philosophy of Education* (Bandung: Pustaka Ceria, 2015), p.62.
[10] Ahmad Janan Asifuddin, *Bringing Up the Pillars of Islamic Education, Philosophical Review*. (Yogyakarta: Sunan Kalijaga Press, 2010), p. 124.

challenges in efforts to standardize the quality of learning in the digital era. In fact, educators are figures who are expected to build civilization by advancing and prospering society through improving the quality of spiritual, physical, sensory, rational, socio-cultural, artistic, moral, and spirituality. So there is happiness for him if he can watch his students become successful and useful people for the wider community.[11]

Motivational factors and institutional support also play an important role in determining the success of educators in the digital age. The study found that educators who received full support from institutions, whether in the form of incentives, facilities, or appreciation, showed a much higher level of motivation in developing their digital competencies. This is directly proportional to the quality of learning produced.

Therefore, it is important to continue to improve the quality and competence of oneself so that they can adapt to the times, and not become stagnant educators, but can become contextual educators who can adapt. This is because informationand communication technology is developing so rapidly in the community that the term technology failure (gaptek) will no longer appear for educators.

Learners

Students are individuals who are developing their potential through the learning process on certain paths, levels, and types of education. They are the main subjects in the educational process who have the right to obtain educational services according to their talents, interests, and abilities. Students are a vital component in the education system that has unique and diverse characteristics. A deep understanding of learners is essential to create an effective and meaningful learning process. With the right support and a conducive learning environment, every learner has the opportunity to develop optimally according to their potential. The process of growth and development in students requires the fulfillment of needs to be able to continue to develop until they reach the peak of their physical and psychological maturity. The needs of students that must be met, especially by educators, are physical needs, social needs, and intellectual needs.[12]

The results of the analysis conducted by the author found that the student factor as a determinant of the quality of Islamic education in the digital era showed a significant variation in the level of digital literacy. Data reveals that in the digital era, students are quite able to keep up with technological developments even though they are not evenly distributed, which is due to several factors such as the economy, and geographical location. However, this gap is more striking when viewed from the socio-economic aspect, where students from families with middle and upper economic status have better levels of digital literacy than students from underprivileged families. This condition reflects the existence of a digital divide which is still a serious challenge in the education system in the digital era.

The aspect of student readiness and adaptability in facing digital learning is also an important finding in this study. Although today's generation is often referred to as digital

[11] Abuddin Nata, *Capita of Islamic Education Selecta*, *Contemporary Issues on Islamic Education* (Jakarta: Rajawali Pers, 2013), pp. 299-300.
[12] Nurqadriani Nurqadriani and Baso Syafaruddin, 'Determinants in Education: Teachers as Professional Educators', *Al Asma : Journal of Islamic Education*, 3.1 (2021), 64 <https://doi.org/10.24252/asma.v3i1.21120>.

natives, the data shows that the ability to use technology for entertainment is not always directly proportional to the ability to utilize technology for effective learning. So that time is wasted without the intake of knowledge and learning.

Furthermore, the intellectual needs of students are characterized by the need to acquire knowledge. Every student has characteristics and levels of desire to acquire knowledge, ranging from a strong desire, to no desire. Or there are also those who want to take one of the subjects. This desire of students is a desire that cannot be changed by educators but can be optimized by providing comfort to students in learning. Therefore, students are a very important position in the success of education. The adaptation process of each student has potential from within himself that must be developed through the educational process. The development of students' potential can be achieved by fulfilling the needs of students, namely physical, social and intellectual needs. These needs are met by the establishment of a good relationship between all components in the education system.[13]

Thus, the authors note that learners who engage in active virtual learning communities and receive adequate social-emotional support show higher levels of resilience. This group was able to better address the challenges of digital learning and showed significant improvement in adaptability over time.

Educational Objectives

The purpose of education is the change that is desired or wanted to be realized through educational activities. Educational goals are the culmination of all efforts related to educational activities, because all educational components are directed to achieve the goals that have been set. The purpose of education is understood as a process to realize a good human being (al-insan al-shalih) which is certainly universal and is certainly recognized by all people and all sects regardless of their country and religion.[14]

The purpose of Islamic education is fundamentally to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Education does not only focus on the development of cognitive aspects or intellectual intelligence alone, but also includes the formation of character, social skills, and moral values that will be the foundation for a person's life in the future.

In a broader context, education aims to prepare a generation that is able to face global challenges and contribute positively to the progress of the nation. Through education, students are equipped with the knowledge, skills, and competencies necessary to compete in the modern era, as well as the ability to adapt to changes that occur in society. Education also plays a role in shaping individuals who have high competitiveness but still uphold human values and local wisdom.

More than that, the goal of Islamic education is to create a just, prosperous, and prosperous society through improving the quality of human resources. Education is a catalyst for

[13] Nurqadriani and Syafaruddin.
[14] Sitti Trinurmi, 'Its Relationship with the Purpose of Islamic Education', *Al-Irsyad Al-Nafs*, *Journal of Islamic Extension Guidance*, 2.1 (2015), 57–68 <http://journal.uin-alauddin.ac.id/index.php/Al-Irsyad_Al-Nafs/article/view/2562/2402>.

social change that allows each individual to improve their standard of living, develop their potential optimally, and ultimately contribute to national development. Through the achievement of this educational goal, it is hoped that a generation will be created that is not only academically intelligent, but also has balanced emotional, spiritual, and social intelligence, so as to be able to create a generation that has social piety that cares about others.

An analysis of educational goals as a determinant of education quality in the digital era reveals a significant transformation in learning orientation and goals. The authors found that there was a paradigm shift in educational goals, from originally focusing on conventional academic achievement to developing digital competencies and 21st century skills. The data shows that educational institutions have revised their educational goals to integrate elements of digital literacy, critical thinking, and problem-solving skills as the main components. However, the implementation of these revised goals still faces challenges, with not all institutions succeeding in aligning learning practices with the goals that have been set.

In relation to this, collaboration between the rapid development of the digital world must certainly be balanced with character strengthening in order to achieve students who are rahmatan lil alamin, as the goal of education in Islam is not solely concerned with world affairs but there is harmony between the life of the world and the life of the hereafter in the future.[15]

This statement is in line with what the author found that digital moral and ethical aspects emerge as important components in the formulation of contemporary educational goals. A search of the literature shows that educational institutions that explicitly include a digital ethics component in their learning objectives produce students with a fairly high level of digital awareness. This can be seen in the social reality that students from various institutions show a good understanding of digital privacy, online security, and social media ethics.

Educational Tools

Educational tools are everything that is used in the educational process to achieve learning goals effectively and efficiently. Educational tools are not only limited to physical objects such as books, whiteboards, or digital learning media, but also include non-physical things such as examples, commands, prohibitions, praises, reprimands, and punishments that are educational. All of these educational tools are designed and used systematically to assist students in developing their potential, both in terms of cognitive, affective, and psychomotor.

In its implementation, educational tools must be adjusted to the characteristics of students, learning objectives, and learning environment conditions. The use of the right educational tools can motivate students, create a fun learning atmosphere, and facilitate understanding of learning materials. Educators as learning facilitators are responsible for choosing and using educational tools wisely, taking into account their effectiveness, efficiency, and pedagogical impact on student development.

Another opinion says that educational tools are everything related to and related to education and are useful for maximizing the educational process. As expressed by Haidar Putra

[15] Imam Syafe'i, The Purpose of Islamic Education, *Journal of Islamic Education*, 6.November (2015), 151–66.

Daulay, educational tools are all things that are used, both material (physical), and non-material (non-physical), in order to achieve educational goals.[16]

The analysis of educational tools as a determinant of education quality in the digital era shows significant changes in the usage patterns and learning effectiveness. Research reveals that the transformation of educational tools from conventional to digital has experienced rapid acceleration. Where, the aspect of technology integration in educational tools shows an interesting pattern in terms of adaptation and implementation. Data reveals that the use of Learning Management Systems (LMS), digital collaboration applications, and online assessment tools has become a new standard in the learning process. Educational institutions must be able to facilitate and integrate educational tools as a medium to convey learning so that it is not boring and can be more relevant to the times. So that by doing so, learning can be successful because learning is no longer focused in the classroom but is more flexible.

Educational Environment

The educational environment is everything that surrounds the learning process that can affect the development and behavior of students. Broadly speaking, the educational environment is divided into three main categories known as the three centers of education, namely the family environment (informal), the school environment (formal), and the community environment (non-formal). Each of these environments has different roles and characteristics but complements each other in shaping the personality and abilities of students.

The family environment is the first and main educational environment for every individual, where basic values, character, and habits are first formed. So, whatis instilled in these times will continue to imprint on the soul and personality of the child and will not be easily lost or changed afterwards.[17] . The school environment is a place where formal education takes place that is structured and systematic, with a planned curriculum and learning program. Meanwhile, the community environment provides a variety of informal experiences and learning that enrich students' knowledge and social skills.

The quality of the educational environment greatly affects the success of the learning process. A conducive environment will support the achievement of educational goals, while a poor environment can hinder the development of students. Therefore, there needs to be cooperation and synergy between the components in the three educational environments to create an optimal educational ecosystem for student development.

Based on the results of the analysis of educational environmental factors as a determinant of the quality of Islamic education in the digital era, it reveals complex and multidimensional findings. Where according to the results of the data search, the condition of the educational environment, both physical and non-physical, has a significant influence on the effectiveness of digital learning. A positive environmental climate also has an extraordinary impact on the quality of education because it can provide a sense of comfort and happiness. Both in the family, school, and community environment.

[16] Haidar Putra Daulay, *Islamic Education in the Perspective of Philosophy* (Jakarta: Kencana, 2014). p. 121.
[17] Hasbullah Hasbullah, 'The Educational Environment in the Qur'an and Hadith', *Tarbawi: Scientific Journal of Educational Management*, 4.01 (2018), 13 <https://doi.org/10.32678/tarbawi.v4i01.1768>.

4. CONCLUSION

Based on the results of research on the analysis of determinant factors that affect the quality of Islamic education in the digital era, a new finding was found that shows that the interconnectivity between determinant factors forms a digital-based education pattern. This pattern reveals that the relationship between educators, students, educational goals, educational tools, and the educational environment is no longer linear but forms a network that reinforces each other. So that this finding breaks the conventional paradigm that has so far placed these various components as independent elements. So that the results of this research can provide a new theoretical basis in the development of strategies to improve the quality of education in the digital era that are more integrated and sustainable, especially Islamic education.

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