

THE STRATEGY OF ISLAMIC EDUCATION INSTITUTIONS IN IMPROVING THE QUALITY OF LEARNING IN THE DIGITAL ERA

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Abstract

Education Quality Strategy is an effort to improve the quality of learning in the digital era. In the digital era, technology is an important tool in the learning process, so it requires transformation in the way of teaching and learning. This type of research uses literature research. This article discusses efforts to transform the quality of education to improve the quality of learning in the digital era. Some of the things discussed include the development of digital curricula that are relevant to the needs and goals, training and development of human resources, the use of technology to increase student interaction and interest in learning, as well as periodic evaluation and improvement. In the digital era, education quality transformation must pay attention to aspects of data security and privacy, as well as cooperation between related parties to ensure curriculum implementation in the digital era can run well and effectively.

Keywords: Quality of education, Transformation, Digital era

Abstrak

strategi mutu pendidikan merupakan sebuah upaya untuk meningkatkan kualitas pembelajaran di era digital. Dalam era digital, teknologi menjadi alat yang penting dalam proses pembelajaran, sehingga membutuhkan transformasi dalam cara mengajar dan belajar. Jenis penelitian ini menggunakan penelitian kepustakaan. Artikel ini membahas tentang upaya transformasi mutu pendidikan untuk meningkatkan kualitas pembelajaran di era digital. Beberapa hal yang dibahas meliputi pengembangan kurikulum digital yang relevan dengan kebutuhan dan tujuan, pelatihan dan pengembangan sumber daya manusia, penggunaan teknologi untuk meningkatkan interaksi dan minat belajar siswa, serta evaluasi dan perbaikan secara berkala. Dalam era digital, transformasi mutu pendidikan harus memperhatikan aspek keamanan dan privasi data, serta kerjasama antara pihak-pihak terkait untuk memastikan implementasi kurikulum di era digital dapat berjalan dengan baik dan efektif

Kata kunci: Mutu pendidikan, transformasi, Era digital

A. INTRODUCTION

In the growing digital era, the use of information and communication technology greatly affects the way humans learn and obtain information¹. The digital age is synonymous with speed, ease, effectiveness, efficiency and change in everything. Progress in the digital era also has implications for changes in education patterns.² In this digital era, it also provides new opportunities and challenges for each country to survive in competition in a highly competitive global world. The provision of advanced and growing educational institutions must have the energy of innovation, and be able to work together. Education is a process of helping and facilitating students to develop all their potential in order to develop in accordance with their developmental tasks.³

¹ Toni Wijaya and Nurul Hidayati Murtafiah, "Implementasi Manajemen Pendidikan Islam Dalam Meningkatkan Kualitas Pembelajaran Di Era Digital," *An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan)* 2, no. 2 (2023): 47–52.

² Nanang Gesang Wahyudi, "Desain Pesan Pembelajaran Di Era Digital," *Evaluasi: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2019): 104–35.

³ Muhiyatul Huliyah, "Hakikat Pendidikan Anak Usia Dini," *As-Sibyan: Jurnal Pendidikan Anak Usia Dini* 1, no. 01 (2016): 60–71.

Education is a process of changing the behavior of students in order to become adult humans who are able to live independently as members of society in the surrounding environment where the individual is. Education is not just developing intellectually, but emphasizes more on the process of fostering the personality of students as a whole so that they can become adults and know their status and role in society.⁴ In this digital era, the learning system is expected to create learners who have skills that are able to think critically and solve problems, creative, innovative, communication skills and cooperation. In addition, the skills to find, manage and deliver data and skills in using data and technology are needed. With the hope that students can face a good future, educational development should be applicative, adaptive and anticipatory.⁵

In the world of education, digitalization will bring very rapid

⁴ Ahmad Fakhri Hutaaruk, "Digital Citizenship: Sebagai Upaya Meningkatkan Kualitas Pembelajaran Sejarah Di Era Global," *Historis: Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah* 2, no. 2 (2018): 1–6.

⁵ Muhammad Fahmi Rahmansyah, "Merdeka Belajar: Upaya Peningkatan Mutu Pembelajaran Di Sekolah/Madrasah," *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2021).

progress, namely the emergence of various learning resources and the spread of mass media, especially the internet and electronic media as sources of knowledge and educational centers. The impact is that teachers / educators are not the only source of knowledge. As a result, students can master knowledge that has not been mastered by the teacher. Therefore, it is not surprising that in this digital era, the prestige of teachers in particular and parents in general in the eyes of students has declined.⁶

Technological advances in learning can ideally be utilized by educators in increasing the potential of students, not the other way around⁷. The ability to use information technology between millennial students and the previous period is certainly different. So that with the provision of information technology can be used as an added value in supporting student learning activities in the classroom. If this approach can be prioritized properly, the cycle of teaching and

learning activities will run faster with a more varied variety of activities. Not the other way around, because of the limitations of an educator in using information technology and then limiting the movement of students in using it.

In today's digital era, the way students learn must be adjusted to their needs, including the desire to learn immediately. This can bridge the gap between in-school and out-of-school learning. Students today are not limited to researching and observing material only in the classroom; They are used to collecting and storing information from a variety of sources⁸. In addition, millennial students prefer to express their knowledge in real time, without prior preparation. Therefore, a new approach to education is needed to ensure students remain engaged, enthusiastic, and motivated to complete assignments in class effectively.

With the right learning strategy, it can reveal the topic more broadly. This is due to the relationship and

⁶ Nur Afif, "Pengajaran Dan Pembelajaran Di Era Digital," *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam* 2, no. 01 (2019): 117–29.

⁷ Ramli Abdullah, "Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran," *Lantanida Journal* 4, no. 1 (2017): 35–49.

⁸ Junita Ulfa Munah Wati, Qongidahtul Rikza, and Arum Dwi Rahmawati, "Pengelolaan Kelas Pembelajaran Tatap Muka Terbatas Pada Masa Pandemi Di Kelas Vii G Mts Negeri 4 Ngawi," *Indonesian Journal Of Education and Learning Mathematics* 2, no. 1 (2021): 14–26.

communication that exists between teachers as educators and students as students, where with the accuracy of the formulated model, the potential of students as students is accelerated and even penetrates into the scarce space of knowledge.⁹ With the flexibility of the learning model developed by teachers to their students, they will be able to penetrate the space of geography that previously could only be found and obtained by visiting them directly, but through this method the space of geography will be penetrated without having to go to them directly. . Again, learning models and learning models have emphasis and orientation.

The type used in this study is literature research ¹⁰. In the implementation of library research generally involves several stages, including: (1) Determination of the topic, this stage of research is carried out to determine the research topic to be researched. Research topics can be chosen based on the interests of researchers or the needs of institutions

⁹ Nurotun Mumtahanah, "Meningkatkan Kemampuan Berpikir Kritis Siswa Melalui Metode Cooperative Learning Dalam Pembelajaran PAI," *Al Hikmah: Jurnal Studi Keislaman* 3, no. 4 (2013).

¹⁰ Khatibah Khatibah, "Penelitian Kepustakaan," *Iqra': Jurnal Perpustakaan Dan Informasi* 5, no. 01 (2011): 36–39.

or institutions that require research. (2) Data collection, this activity is carried out by accessing information sources available in the library, be it in the form of books, journals, articles, or other documents. Data taken from these information sources are then recorded and analyzed to obtain information relevant to the research topic. (3) Data analysis, After the data is collected, researchers then analyze the data that has been collected to get the information needed. Data analysis can be done by reading, inferring, and comparing the data that has been collected.

B. RESULT AND DISCUSSION

1. The Role of Educational Institutions in Improving the Quality of Education in the Digital Era

At this time the ease of accessing all information is almost without any restrictions, besides that technological developments are currently entering an era of disruption ¹¹. The rapid development of information

¹¹ D Darwanto, Anggi Monica Putri, and others, "Penguatan Literasi, Numerasi, Dan Adaptasi Teknologi Pada Pembelajaran Di Sekolah:(Sebuah Upaya Menghadapi Era Digital Dan Disrupsi)," *Eksponen* 11, no. 2 (2021): 25–35.

technology in the current era of globalization cannot be avoided anymore its influence on the world of education. Global demands require the world of education to always adjust technological developments to efforts to improve the quality of education, especially the adjustment of the use of information and communication technology for the world of education, especially in the learning process¹². Educational technology plays an important role in improving the quality of education in the digital era. Here are some of the roles of educational institutions in improving the quality of education:

a. Facilitate a more interactive and fun learning process. Educational technology allows students to learn more interactively and enjoyably through the use of digital learning media, such as gamification, animation, video, and simulation. This can increase students' motivation in

learning and help them understand the material better..

- b. Develop 21st century skills for students Educational technology also allows students to develop 21st century skills, such as creativity, collaboration, critical thinking, and communication. In the digital age, students need to master these skills to compete in an increasingly complex world of work.
- c. Facilitate distance learning or blended learning Educational technology allows students to learn remotely or in a combination of face-to-face and online.¹³ This provides flexibility in choosing a time and place of study that suits the needs of students.
- d. Improve teaching efficiency and effectiveness. Educational technology can also improve teaching efficiency and effectiveness by providing teaching aids, such as learning

¹² Niar Agustian and Unik Hanifah Salsabila, "Peran Teknologi Pendidikan Dalam Pembelajaran," *Islamika* 3, no. 1 (2021): 123–33.

¹³ Puput Widodo and Agus Najibuzzamzam, "Perbandingan Model Pembelajaran Daring Dan Tatap Muka Penjaskes Mts Darussa'adah Pada Masa Pandemi Tahun Ajaran 2019/2020," *JUMORA: Jurnal Moderasi Olahraga* 1, no. 01 (2021): 1–9.

management software, evaluation software, and reporting software. This can help teachers organize and evaluate the learning process more efficiently.

- e. Educational technology can also improve educational accessibility, especially for students who live in remote areas or have physical limitations.¹⁴ Educational technology allows students to access learning materials from anywhere, anytime, using devices such as computers or smartphones.

By utilizing educational technology effectively, educational institutions can improve the quality of education and prepare students to face future challenges. However, it is important for educational institutions to maintain the quality and credibility of digital learning materials and ensure that students continue to develop the necessary skills in the digital era.

¹⁴ Yosi Intan Pandini Gunawan and Asep Amaludin, "Pemanfaatan Teknologi Pembelajaran Dalam Jaringan Di Masa Pandemi Covid-19," *Madaniyah* 11, no. 2 (2021): 133–50.

2. Readiness of educational institutions in facing challenges in the digital era

Changes that occur in education caused by new trends in Industry 4.0 and Society 5.0 must be addressed wisely by educational institutions. Educational institutions must pay serious attention to how the educational services provided can answer the new challenges caused by current changes.¹⁵ One of the changes in education in the era of 4.0 and society 5.0 is the digitization of the learning process. Digitalization Learning is packaged in a network that does not longer require the presence of educators and participants who are more flexible to take advantage of the potential of space, time and cost.¹⁶

Educational institutions must be well prepared to face challenges in the digital age such as

¹⁵ Niko Sudibjo, Lusiana Idawati, and HG Retno Harsanti, "Characteristics of Learning in the Era of Industry 4.0 and Society 5.0," *International Conference on Education Technology* 372, no. ICoET (2019): 276–79, <http://staffnew.uny.ac.id/upload/130682770/penelitian/ba-32kur-masa-depansemnas-untirta16-2->.

¹⁶ Titis Angga Rini and Puri Selfi Cholifah, "Electronic Module with Project Based Learning: Innovation of Digital Learning Product on 4.0 Era," *Teknologi Pendidikan* 5, no. 2 (2020): 155–61.

cybersecurity and student data privacy. Here are some steps educational institutions can take to ensure their readiness to face these challenges:

a. Raising awareness about cybersecurity and data privacy

Educational institutions should educate staff and students about cybersecurity and data privacy to increase their awareness of possible threats and how to avoid them. This awareness can be generated through ongoing training and relevant education on cybersecurity and data privacy.¹⁷

b. Implement cybersecurity and data privacy policies

Educational institutions must have clear and documented policies and procedures to manage student data and other important information.¹⁸ This policy

should include prevention, detection, and response measures.

c. Ensure system and network security

Educational institutions must ensure that systems and networks used for online learning and student data management are protected from cyberattacks. This can be done by implementing appropriate security technologies, such as antivirus, firewalls, and multiple authentication systems.

d. Ensure proper and proper use of student data

Educational institutions must ensure that student data is only used for the correct purpose and in accordance with applicable law. This can be done by limiting access to student data to authorized persons only and updating privacy agreements regularly.

e. Establish partnerships with cybersecurity experts

¹⁷ Muhammad Sulthon Alif and Ahmad R Pratama, "Analisis Kesadaran Keamanan Di Kalangan Pengguna E-Wallet Di Indonesia," *Automata* 2, no. 1 (2021): 1–7.

¹⁸ Chokri Kooli, "Governing and Managing Higher Education Institutions: The

Quality Audit Contributions," *Evaluation and Program Planning* 77 (2019): 101713.

Educational institutions can establish partnerships with cybersecurity experts and other organizations concerned about cybersecurity and data privacy. These partnerships can provide access to resources and support that can help educational institutions ensure cybersecurity and student data privacy.

By taking these steps, educational institutions can ensure that they are prepared for the challenges of the digital age and protect student privacy and data.

3. Implementation of digital curriculum to develop skills for students in the Digital Age

Curriculum implementation in the digital age involves the use of technology to facilitate learning.¹⁹ In this case, technology becomes a tool that helps teachers and students in carrying out the learning process. In the digital age, digital curriculum can help in preparing students to face future challenges. Here are some ways to implement digital

curriculum to develop skills for students in the digital era:

a. Implement Project-Based Learning (PBL)

PBL is a learning method that allows students to develop skills such as problem-solving, collaboration, and creativity skills. In PBL, students work in groups to complete tasks related to real-world projects or problems. PBL implementation can be done using digital learning platforms such as Google Classroom or Moodle

b. Use interactive online learning

Today's developing technological developments are changing face-to-face learning to online learning. On the other hand, online learning has a positive or negative influence.²⁰ Interactive online learning such as learning videos and simulations can help students develop 21st

¹⁹ Dindin Alawi et al., "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pasca Pandemi Covid-19," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5863–73.

²⁰ Fahri Karakas and Alperen Manisaligil, "Reorienting Self-Directed Learning for the Creative Digital Era," *European Journal of Training and Development* 36, no. 7 (2012): 712–31, <https://doi.org/10.1108/03090591211255557>.

century skills such as media literacy and digital literacy. Online learning can also help students to develop independent skills, including the ability to study independently and manage study time.

c. Implement online collaborative learning

Pembelajaran kolaboratif online seperti diskusi online dan proyek kolaboratif dapat membantu siswa mengembangkan keterampilan seperti keterampilan kolaborasi, komunikasi, dan pemecahan masalah. Pembelajaran kolaboratif online dapat dilakukan menggunakan platform seperti Google Docs atau Microsoft Teams.

d. Facilitate independent learning

Independent learning can help students develop skills such as the ability to study independently, manage study time, and think critically (Wayudi, Suwatno, & Santoso, 2020). The

implementation of self-directed learning can be done by providing access to digital learning resources such as learning videos, articles, and e-books.

e. Facilitate continuous learning

Continuous learning can help students develop 21st century skills such as problem-solving, creativity, and critical thinking skills. The implementation of continuous learning can be done by providing constantly updated learning resources and providing access to self-development programs and online training.

In implementing a digital curriculum, it is important to ensure that students have equal access to the resources and equipment needed, including stable internet access and devices suitable for digital learning. In addition, teachers also need to be trained to manage digital learning and facilitate student engagement in learning.

4. Strategies to improve teaching quality through training and developing teaching staff in the digital era

Along with the rapid development of Information Communication Technology (ICT), it is time for schools to use ICT as a means of service and support educational activities in their respective work areas. Schools can compile educational information systems easily and practically through internet-based computer programs.²¹ In the digital era, there are several strategies that can be done to improve the quality of learning, including:

- a. Utilization of Technology: The use of technology such as the internet, mobile applications, e-learning, and social media can help improve the quality of learning. Teachers can use this technology to facilitate online discussions, deliver study materials, and evaluate student performance..
- b. Interactive Learning Content: Interactive learning can help students be more active and participate in the learning process. Learning content such as interactive videos, simulations, educational games, and online quizzes can help students learn more effectively and enjoyably.
- c. Project-Based Learning: Project-based learning is a method of learning that engages students in challenging and meaningful projects. In this learning, students are given the task of completing a specific project, so they can learn more involved and applicable. Competency-Based Assessment: Competency-based assessment can help improve the quality of learning. In this assessment, students are evaluated based on the abilities and skills they have learned, not just based on the quantity of material that has been learned.
- d. Parent Collaboration and Involvement: Parental collaboration and involvement in the learning process can also

²¹ Verdinandus Lelu Ngongo, Taufiq Hidayat, and Wiyanto Wiyanto, "Pendidikan Di Era Digital," in *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*, 2019, 628–38.

help improve the quality of learning. Parents can help supervise and support children's learning, as well as provide input and feedback to teachers and schools.

- e. Pendidikan Karakter: Pendidikan karakter adalah pendekatan yang mengajarkan nilai-nilai moral dan sosial kepada siswa. Dengan pendekatan ini, siswa akan memperoleh pemahaman yang lebih baik tentang tanggung jawab sosial, integritas, etika, dan nilai-nilai kemanusiaan. Dengan demikian, siswa dapat belajar dengan lebih bermakna dan membangun karakter yang lebih baik.
- f. Differentiation Approach: The differentiation approach allows teachers to pay attention to the individual learning needs of students. By accommodating student learning differences, teachers can help students learn more effectively and improve the overall quality of learning

C. CONCLUSION

Strategic educational institutions are an effort to improve the quality of learning in the digital era. This strategy is carried out through the application of information and communication technology in the learning process so that learning can be more effective and efficient. The application of information and communication technology in learning can help increase student motivation and interest in learning, increase accessibility to learning resources, enrich learning methods, and increase the effectiveness of learning evaluation. In addition, the application of technology can also help improve the competence of teachers and educators in teaching.

However, to succeed in transforming the quality of education, there needs to be support from various parties, including the government, educational institutions, educators, parents, and students. This support can be provided through the provision of adequate infrastructure and technology, training and competency development of teachers and educators, and the provision of quality learning resources. Overall, transforming the quality of education is an important effort to improve the quality of learning in the

digital era. The application of information and communication technology in learning can help improve the effectiveness and efficiency of learning, but support from various parties is also needed to ensure the success of this transformation.

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