



The Islamic Education and Management in The Era of Disruption

Darul Ilmi^{1*} 

¹*Islamic Education Management Study Programme, Sjech M. Djamil Djambek State Islamic University, Bukittinggi, Indonesia.*

Abstract. The era of disruption is the occurrence of massive changes due to innovations that change systems and governance, including governance and education systems amid competition on a local, national and global scale. The existence of disruption in the world of education will encourage massive and structured digitization of the education system in such a short period of time. As a result, many educational institutions must make changes as soon as possible to be relevant to the existing changing trends. Disruption arises because of a shift that occurs in the way of life which is characterized by different patterns of interaction and communication in society than before, if in the past there was a term "the world is not as wide as a moringa leaf", today the term has changed radically "The world is only as wide as a moringa leaf", because in the past to find out our relatives outside the city took three days or even up to one week by sending a letter, But now it has cut miles of steps by directly knowing right away and even talking to each other and face to face (Video call), used to eat need to go to the market to prepare dishes to go to the restaurant, now just take Hanphone to click on the purchase service application and deliver food, as well as traveling there is online taxi and online shopping, in various fields there is a touch of information technology e-commerce, e-banking, e-government, e-mail and so on.

Keywords: Islamic Education, Management

1. Introduction

Disruption is an innovative disruption as explained by Christensen in Fitri Rahmawati (2022). Innovation disruption can also be said to be an innovation that disrupts and threatens the existence of an institution that has existed before. Disruption is also interpreted as extraordinary innovation because the conditions faced force individuals or organizations to have new ideas and creativity in order to compete or glance at the market to exist. Disruption of innovation is a major change experienced by certain organizations or institutions due to new ideas that are different from before.

Christensen in Fitri Ramhmawati (2022) states that there are three types of innovations that will affect the market, First, there are innovations that create markets by changing complicated and expensive products into cheaper alternatives that can be reached by the public so as to create new markets that threaten old players (incumbent), second, maintaining innovation by making good products even better, usually the winner is incumbent and new players find it difficult to compete, third, creating efficient innovations by doing a lot of innovation with low costs and resources.

Disruption is synonymous with Industrial Revolution 4.0, opening the way for the birth of various innovations that lead to changes in various aspects of life. The storm of change is felt in the economic sector, many large malls have to go out of business, company brands

such as Siemen, Nokia are now just stories. The post office, which is struggling to exist amid the rise of fast, efficient and cheap communication tools such as whatshap, email, bbm and other communication sophistication so that the loss of certain professions in other sectors also needs to be watched out for. Disruptive innovation is a big threat to consumers who are used to existing products. Including in the field of education, the birth of the millennial generation that has been connected to technology since birth is a complement to the changing times.

The new world that is present is able to shift the established paradigm. Starting from the traditional to the world of digital automatic technology, such as in the field of education, there is a paradigm shift in education. In the past, education was intended to educate so that good morals grew in students as an investment in human character. Switching to education that is oriented towards increasing intelligence and competitive achievement. With the development of technology, it is necessary to change methods and approaches in learning, are there still schools that experience stagnation and apathy with change and innovation. How the era of disruption affects education, starting with the emergence of the warehouse of knowledge. Google is able to shift the position of the library as a source of reference searches and switch to digital libraries. The rise of homeschooling as an alternative to learning for students and universities that have implemented distance learning by using online media as one of the media for learning in addition to modules and non-print media such as videos.

Brian Stauffer illustrates disruption as a theory of change over panic, anxiety and evidence that will be used as an alternative in the world of education. The problem that will be revealed is how trends and strategies in the management of education including Islamic religious education in the era of disruption. Furthermore, Christensen identifies two types of innovation that affect organizations and businesses, namely sustaining and disruptive, sustainable innovation and destructive innovation. Sustaining innovation is closely related to improving existing systems, while disruptive tends to open new markets by lowering prices or designing different products.

In Indonesia, in the business sector, the presence of Bukalapak, Tokopedia, Gojek, Grab and many others as alternative marketplaces that make it easier for consumers and producers to transact, in the field of information, the presence of YouTube, local guides adds to the long line of new marketplaces and becomes a phenomenon that can open our eyes to the presence of a new era. In the socio-cultural field, the expectation of tourism that is rampant in various regions is able to displace the profession of fishermen replaced by sturdy buildings adorning the beach. In this millennial era, the boundaries of administrative, socio-cultural areas are getting thinner. In the educational dimension, there is a change in the scope of the area from open sources or teaching materials to open educational practices" This shift is characterized by changes in activities and concepts that are effective for innovating in learning, the shift in the management of education and learning in the era of disruption is a reality that must be realized and must be able to face that reality by making a shift in its management, this short paper tries to see the changes that occur by making changes in its management.

This paper uses analyzing and library research . collecting data and information with the help of various materials found in library rooms such as books, magazines, records documents and other historical stories. This paper is also said to discuss secondary data data From this definition, it can be understood that the type of library research (Library Research) is a type of research that uses various kinds of materials found in library rooms

in an effort to collect data and obtain valid information. In studying library materials, there are several things that guide researchers in carrying out their research activities. Therefore, there are several classifications of library material sources. To obtain information about theories and research results, researchers can examine various sources that can be classified into several types of forms, including classification according to form and content.

The Concept of Islamic Education and Management in the Dynamics of Change

Various definitions related to management are explained by experts, but the author only takes the most relevant management concept to face changes as explained by Stoner (1992) explaining that management is the process of planning, organizing, directing, supervising the efforts of organizational members and the use of resources in order to achieve predetermined goals. Balderton (1957) management is stimulating, and directing of human effort to utilize effectively materials and facilities to attain an objective. Terry (1972) Management is getting things done through the efforts of other people. Blanchard (2001) management as working with and through individuals and groups to accomplish organizational goals.

Management as an art is reflected in the understanding put forward by the American Soceaty of mechanical engineers, management is a science and art of organizing and leading human efforts, applying supervision and control of energy and utilizing natural materials for human needs (Management is the art and science of organizing and directing human efforts appliead to control the forses utilize the materials of nature for the benefit of man).

From the above definition, it can be summarized that management is a special ability and skill possessed by a person to carry out an activity either individually or with others in an effort to achieve goals productively effectively and efficiently. In this context, management is the ability to plan, organize and supervise so that goals are achieved effectively and efficiently. When associated with the concept of education management is a management process in the implementation of educational tasks by utilizing all resources efficiently to achieve goals effectively.

To get a comprehensive understanding of the substance of education understanding delivered by Brubecker explains education "education should be trough of as process of msn reciprocal adjusman to nature (Education is a reciprocal process between individual personalities in self-adjustment to the environment), in this context education there is the concept of adjusting the personality of educators and students to the environment of course in this case a very rapid change (disruption era), thus education is a planned system to create a whole human being, achieving a whole human being in the dimension of education needs to be a management arrangement that includes planning and arrangement so that it can run effectively and efficiently.

To manage of Islamic Education in the Era of Disruption

The Education in the era of disruption is influenced by rapid and massive technological developments, disruption has changed the landscape of the education order, artificial intelligence and digital physical frameworks lead education to new patterns of interaction, the era of disruption has changed the way we live, work, and interact with each other, this is seen with the emergence of the meliniel generation which has a new way of working and interacting. Along with the Industrial Revolution 4.0 which is characterized by the dominant role of cyber technology. In education, the term "education 4.0 (Sigit Priatmoko) is a general term used by education experts to describe various ways of integrating cyber

technology both physically and non-physically into learning". This means that the starting point of education 4.0 is the use of cyber technology in learning which is expected to provide convenience and effectiveness in education management. Disruption in the realm of education is defined as a new way of shifting old ways of process that are less relevant today. This means the use of technology, perspective thinking, approach patterns, teaching processes, learning media, and the form of classrooms in education.

The Managers and leaders are looking for new strategies for organizing education in an online way, but what is still worried and has not yet received certainty in the online way is to instill habits, character and train skills, because education is a combination of cognitive, affective and psychomotor that are integrated in students. Education has taken another form in preparing graduates for future life and work that is different from the previous one, today's graduates no longer want to be ASN. Many jobs that were once handled by humans have been transformed into the activities of machines and smart robots, so in this case education is innovatively looking for opportunities for SWOT analysis (Strength, weakness, opportunity and Threat) to change into SOAR analysis (Strength, Opportunity, Aspirative, Resource) in filling jobs with a focus on educational development and skills so that future learning is more customized, hyper, smart, portable, global and virtual (Aida Aryani Shahroom, and Norhayati Hussin (2018).

The Education management in the era of disruption is characterized by the massive use of information technology. The new platform for educational media must be mastered by all educational actors, whether it is leaders, educators, and education personnel, a teacher's room appears that has a learning application by utilizing gadgets, there is a choice of learning applications for each subject area provided, this all requires adaptive intelligence from each educational actor.

Shawab (2017) explains that the era of disruption has fundamentally changed human life and work, this is characterized by online learning, learning from home experienced by students around the world. Artificial intelligence in the field of education that will have an impact on management policies, learning methods and techniques. This era will increasingly see a different form of education than before due to the effects of the use of technology, this era will form a learning society up to the family level.

Islamic education management borrowing Rhenald Kasali's term "can be done with three steps as follows:

1. Disruption mindset, meaning that education managers have the ability to think quickly and responsively in the flow of rapid development of science and technology, because who can respond quickly is the one who will win the competition.
2. Self Driving, meaning that Islamic Education institutions have human resources with a driver's mentality.
3. Reshape of Create, Islamic Education Institutions can maintain good and relevant old values but also at the same time develop them to be even better and in accordance with the demands of the times such as the use of technology in learning.

The shift in the learning paradigm with online learning and the emergence of the millennium generation is a separate concern in the world of education (Fitri Rahmawati: 2018) The world has shown the disruption of innovation in education delivery with the existence of Massive Open Online Courses (MOOC) which knows no national borders, students and students can take online education f Recorded in 2011, 32 percent of students from the United States took online courses totaling 6.7 million students, MOOCs offer

opportunities for students to learn through content and assessments sent online, because this educational model was originally designed as an innovative educational method by optimizing online learning. The education platform has changed radically, drastically, and forced policy makers and education actors, educational educators to jointly develop a learning schedule and carry it out online, both synchronous and asynchronous, there is learning using WAG, Quizziz, Zoom, Google Rorm and Google Classroom.

Menristekdikti (2018) explains that educational institutions must be responsive to the disruption era by making preparations, among others:

1. A more innovative learning system
2. Reconstruction of higher education institutional policies that are adaptive and responsive to the Industrial Revolution 4.0 in developing the required disciplines and study programs
3. Preparation of responsive, adaptive and reliable human resources to face the era of disruption
4. Rejuvenation of infrastructure and development of educational infrastructure 4.

In the era of disruption as explained by Fisk (2017) identified 9 trends related to education

1. Learning can be done anytime and anywhere
2. Learning will be customized for each student
3. Students have a choice in determining how they want to learn 4.
4. Students will be given more learning projects
5. Students will have more hands-on learning through field experiences, internships, mentored projects and collaborative projects 5.
6. Students will be exposed to data interoretation where they are required to apply their theoretical knowledge to numbers and to the use of skills reasoning to make inferences based on logic and trends from given data sets
7. Students will be assessed differently and conventional platforms for assessing students may not be relevant and sufficient
8. Students' opinions will be taken into consideration in designing and updating curricula
9. Students will be more independent in their learning, thus forcing teachers to play the role of facilitator.

The current educational institutions are faced with the obligation to equip human resources in it with technological literacy to adapt to the disruption era to utilize ICT in learning, provide training, mentoring, strengthening so as to realize responsive and adaptive educators, encourage educators to carry out innovative learning, so as to provide opportunities for students to be more creative, problem solving, collaborative and critical reasoning, educational institutions are obliged to establish good cooperation with the closest people to students so as to realize sustainable education and improve infrastructure facilities.

Facing the era of disruption, there are three skills that contain 12 skills possessed by students, including

1. Learning skills with dimensions of critical thinking, creativity, collaboration, and communication.
2. Literacy skills with the dimensions of information literacy, media literacy, and technology literacy.

3. Life and career skills characterized by flexibility, leadership, productivity and social skills.

The 12 skills above if possessed by learners make them able to face the wave of disruption, because the wave of disruption is predicted to be able to change several things in the field of education including, On Demand the emergence of educational services and skills, mobile and responsive educational applications, more personalized curriculum, unlimited content services, collaborative education platforms and free courses and materials online.

In the education sector, disruption occurs in line with the development of Information, and Communication Technology seen in the E-Learning learning process which is starting to be widely used, especially in universities in Indonesia, the concept of E-Learning is an effort to meet the needs of the community in obtaining learning opportunities as desired. The success of this model is influenced by technology, people, design, support and evaluation Massive Open Online Courses (MOOCs) become online learning providers, adding to the long line of continuous disruption impacts, by providing education and classes in a new paradigm without any regional and time restrictions.

In Indonesia, during the commemoration of National Awakening Day on May 20, 2021, the Ministry of Communication and Information launched a national Digitas Literacy program with the theme "Indonesia is getting digitally proficient" which was opened by the President of the Republic of Indonesia Joko Widodo and attended by hundreds of thousands of viewers from all provinces in Indonesia. The milestone that wants to be achieved with this program is to cumulatively reach 125 million digital literacy program participants by the end of 2024. The program is designed in such a way that it covers the four pillars of digital literacy, among others:

1. Digital skills
2. Digital culture
3. Digital ethics
4. Digital safety

However, the fundamental issue of this program is whether educators are preparing the next generation of students or only digital skills. When traced thoroughly, the launch of the National program "Indonesia is getting digitally proficient" is proud because it prepares generations to face the era of disruption, but it is understood that digital literacy is only one of the 21st century skills referred to as transversal competencies. The term in the realm of global education has become a trend of discussion, especially in Finlandia, it has been considered in the preparation of the curriculum since 2013/2014 (Lavonen (2020).

Transversal competencies are grouped into 7 categories including:

1. Independent, able to organize daily life
2. Multiliteracy
3. Digital competence
4. Job competency, entrepreneurship
5. Participation and engagement in building the future
6. Thinking and learning how to learn
7. Cultural competence, interact and express themselves" (Ratih D Ade Putri, 2023).

According to Lavonen (2020) the seven competencies are similar to 21st century competencies and are considered to be able to help students grow as human beings and

citizens of the world. Of the seven categories above if summarized again (Lavonen. 2020) to be mastered by students are

1. Ways of thinking; critical thinking, creative thinking, and learning how to learn.
2. Ways of working; finding out, solving problems communicating and collaborating
3. Using work tools; information literacy, media literacy, and technology utilization.
4. Behaving in the world; being a local and global citizen with cultural awareness and social responsibility 4.

The five aspects above are very important for Indonesia, which has a diversity of cultures, ethnics, races, tribes, so in this context cultural awareness is very important to instill in education management so that students are able to coexist peacefully and prosperously and survive in the future.

At the school level, disruption began to be felt in the implementation of the national exam which has used online media in its implementation, and minimized the need for educators in this exam. Such conditions force educational institutions and Islamic Education in particular to be able to equip students with moral values, personality and maturity of life amid the swift flow of information, technology and the multicircularity of this nation. The disruption in the field of Islamic education begins with the emergence of collaborative modern Islamic education institutions that become its own color in the world of education today. The presence of this institution is able to subvert government-owned educational institutions, as many public schools have gone out of business and are unable to survive in this modern era.

The Curriculum development or teaching materials that are able to provide encouragement for students to be more enthusiastic in learning using global insightful learning and approaches, improving digital technology-based infrastructure. The management of Islamic Religious Education (PAI) learning in the future must stop the lecture method, monolithic and transfer of knowledge limited to doctrinization. PAI in the disruption era with generation Z as the audience in learning requires a systematic and effective learning framework using science and technology as media and learning tools. Educators in the disruption era must master IT, learning materials and assessments are packaged in the form of online applications. The positive impact of the disruption era for Islamic Religious Education is seen in the teaching and learning process in the classroom of PAI teachers can save time, facilitate teacher presentations and facilitate understanding in students. In this era there are clear demands for educators to learn IT so that educators are able to become professional, transformer and inspirational educators. Challenges and opportunities for education management in facing the era of disruption based on smart campus need to be anticipated by doing the right planning to transform to meet the speed of technological progress. Rejuvenation of infrastructure, research, and innovation also needs to be done to support the quality of education, research, and innovation (Priatna, 2019).

Conclusion

Making peace with the era of disruption by mastering technology for education managers, educators changing the way of learning for both educators and education personnel redesigning materials to connect with students is believed by the author to make PAI survive in the future. PAI in the future must stop the lecture method, monolithic and transfer of knowledge limited to doctrinization. PAI in the disruption era with Generation Z as the audience in learning requires a systematic and effective learning framework using

science and technology as media and learning tools. Educators in the disruption era must master IT, learning materials and assessments are packaged in the form of online applications.

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