








Management of Education and Education Personnel in Aligning the Digital Era with Islamic Values

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Abstract. The era of digitalization is a very real effort that will be faced by educational institutions now marked by technological advances on the side of demands for quality development that has taken place, so that the achievement of social and cultural changes in the school community is significant. So that from this problem education must be in managerial education that is able to respond to the direction of change. So that education management based on digitalization is an important effort that must be encouraged as the future strength of the institution and the adequate quality of its human resources. Immediate polishing of education management and educational staff towards digitization. Advances in technology and information are very important in the strategic aspects of digitizing learning, digitizing infrastructure, digital-based administration and changing local culture towards a useful international based on digital culture. to penetrate educational changes in a more appropriate direction in the era of the industrial revolution 4.0. Because this is a demand in the world of education today that must be considered properly and carefully. From this research, there are several things suggested in facing the digital era, namely the need for changes in the application of systems in educational institutions towards digital transformation, in addition to core competencies, teaching staff are also required to have a qualification and supporting competencies including: agility, innovation, creativity, anticipation, experimentation, openness thoughts, and networking. With this, all management of educational institutions and educational staff in this digital era can be carried out in accordance with the expectations of all parties and in harmony with Islamic religious values.

Keywords: Education Management; Digital Era; Islamic Religious Values.

1. Introduction

Education is a very important issue in human life. The progress or failure of a nation is highly dependent on the nation's education. This means that if a nation's education can produce human beings who are physically and mentally qualified. Automatically the nation will progress, peace and tranquility (Simbolon et al., 2022). Conversely, if a nation's education stagnates, the nation will be underdeveloped in all fields. In the digital and sophisticated era the need to create a quality generation with a long process and have a well-organized concept, the intention in the concept of education carried out by the government, in order to create a quality human being but it is not easy, from that there is coaching and upbringing from an early age. In Indonesia, the community carries out education is a very important role in building the value of the nation's personality including the character possessed in internalizing the value of education. In general, people see education if successful depending on the teacher or educator. One important component in educational institutions that are used as reference for determining the content of teaching,

directing the process of educational mechanisms, benchmarks measuring the success and quality of educational outcomes, is the learning curriculum. (Fiandi et al., 2023)

In Sa'ud & Syamsuddin Makmun, (2007) Planning is important and strategic elements that can provide direction for implementation education to achieve goals and cold target. (Budi & Ilmi, 2022) From Islamic teachings, something that is done neatly, correctly, orderly, and regularly. The processes must be followed properly and correctly, and should not be done carelessly. A clear direction of work and a solid foundation and transparent ways of obtaining it will make deeds that get the pleasure and guidance of Allah SWT. This is the main principle in Islamic teachings. In accordance with this principle, management in the sense of organizing everything to be done well, precisely and thoroughly is something that is prescribed in Islamic teachings.

In Indonesia, the implementation of education is the most important role in building the nation's personality and special character in internalizing the value of education. Indonesian society also sees that education will be successful depending on the teacher or educator rather than the learning methods used. Society in general, pays more attention to human resources than the technology (digital era) used. So it is appropriate that in the management process carried out there must be some kind of control and control of human resources rather than the technology used. Moreover, the role of educators (teachers) cannot be replaced by technology or the existing digital era (Mustopa & Iswanti, 2023). Education personnel management is an activity that includes determining norms, standards, procedures, appointment, coaching, management, welfare and dismissal of school education personnel in order to carry out their duties and functions in achieving school goals.

Educational personnel management or educational personnel management aims to utilize educational personnel effectively and efficiently to achieve optimal results, but still in a pleasant condition. To realize uniformity of treatment and legal certainty for primary school education personnel in carrying out their duties and functions, authorities and responsibilities in accordance with applicable statutory provisions (Alfiandrizar et al., 2023).

The concept of education management, education personnel are tasked with organizing teaching, training, researching, developing, managing, and / or providing technical services in the field of education. Human resource management is a term in the world of education called the management of teaching and education personnel is a control process based on humans.

2. Methods

Research using library research methods with a transformative framework paradigm is a research approach that relies on library sources as the main basis for answering research questions and achieving research objectives (Sumarni et al., 2023). This transformative framework paradigm emphasizes the importance of transforming thoughts and views that can bring positive changes in a context. The general steps in the literature research method with the transformative framework paradigm include the identification and formulation of research questions relevant to the field of study to be researched. Next, literature sources related to the research question are collected through literature searches through academic databases, libraries, scientific journals, books, and other relevant

sources. From the collected sources, the most relevant and high-quality literature sources were selected for use in the analysis. After that, a thorough reading and understanding of the selected literature sources was conducted with the aim of identifying patterns, themes and ideas relevant to the research questions. Next, a content analysis of the selected literature sources was conducted, which involved identifying, classifying and interpreting the data found in the literature. The results of the analysis were then used to compile research findings and conduct discussions related to the research questions. Finally, based on the research findings, conclusions and suggestions are drawn based on the implications that arise in the context of the research.

3. Results and Discussion

3.1 Education and Education Personnel Management in the Digital Era

Education is the key for a nation to maintain its existence where increasing skills and abilities is believed to be a factor in being able to prepare a future that is ready to compete with other nations. In addition, education also has a central role for human resource development efforts, where improving the quality of human resources is an absolute prerequisite for achieving the vision of the realization of the national education system. While one of the government's efforts to improve the quality of education is the implementation of educational autonomy, autonomy is given so that schools can freely manage resources by allocating them according to priority needs and so that schools are more responsive to the needs of the local environment (Harma & Afriasyah, 2019). Components are part of a system that has a role in the ongoing learning process. What is very important in education management is the components of management. According to Mustopa & Iswantir, (2023) there are 7 (seven) management components that must be managed properly and correctly, including curriculum and teaching program management, education personnel management (school personnel / employees), student management, financial management and financing, educational facilities and infrastructure, school cooperation management and community management, as well as special services for educational institutions (Komariyah et al., 2021).

Based on Permendikbud Number 16 of 2007, an educator must master 4 competencies, namely the first professional competence, the second pedagogical competence, the third social competence, the last personality competence. In this standard, besides educators are required to master the characteristics of students in terms of moral, physical and master learning theory based on the existing curriculum, teachers are also required to utilize information technology as said by Karwati & Priansi (2014) professional educators (teachers) are teachers who have the ability to master learning materials broadly and deeply which allows the integration of learning content with the use of Information and Communication Technology (ICT) and guide students to meet established competency standards. From several statements about the world of education at this time, the author is interested in knowing the principal's strategy in improving the professional competence of educators in the era of the industrial revolution 4.0 in order to be able to realize the goals of education, namely making education better and not left behind by the times (Dewi, 2021).

Management skills are needed by everyone in order to manage their own personality. If every individual is required to have management skills for himself, let alone a teacher who has an obligation to educate his students, of course, having management skills is even

more demanded, because it is with management that a person can organize everything that becomes his profession. In the world of education there are several important elements that can support the creation of a comfortable situation, in order to achieve the goals that each component in it wants to achieve. The skills of an educator can influence the achievement of these goals. However, to achieve the intended skills an educator is required to be able to have great management skills to support his performance in managing and running the education system he carries.

The digital era characterized by free competition based on advances in science and technology, especially information technology, on the one hand is a challenge for future life, but on the other hand it is also a hope and a threat for all nations that are not ready to face it. In order to survive in this era, the absolute prerequisite that must be met is the ability to compete with the provision of competitive advantage. Efforts to improve human resources then become an urgent discourse to be realized (Sunhaji, 2008).

The paradigm underlying the concept of curriculum and syllabus, teaching resources, environment and educational evaluation has also changed, and all must be based on the state of society. If teachers have been accustomed to carrying out their professional work with an educational paradigm based on agrarian and industrial society, then at this time, teachers must carry out their professional work with a digital information-based educational paradigm. Changing the paradigm from agrarian to industrial, and from industry to information, is not an easy job because in addition to requiring changes in mental attitude, mindset, paradigm, it also requires infrastructure, costs and so on. In this context, teachers must be ready to venture out of old habits. By paying attention to and considering several objective conditions and innovative and accelerative ideas in the field of education services based on digital technology, inevitably a professional teacher must master the digital technology and use it in learning activities.

The digital era that relies on the internet also has several benefits, including:

3.1.1 Optimization

Optimizing production is a major advantage for the digital age. Intelligent factories that can optimize production on their own will lead to near-zero production time. This is especially important for the digital age that uses expensive manufacturing equipment such as the semi-conductor industry. Being able to utilize production constantly and consistently will benefit the company. For educational institutions, machine optimization can help the community in distributing positive content. For example, the author developed an Information Technology website with the domain www.tahutech.me, which can be utilized for the community to learn technological information, or for prospective educators, prospective education personnel can get additional information (Suryana & dkk, 2020).

3.1.2 Customization.

Creating a customer-oriented flexible market will help people's needs quickly and smoothly. It will also dissolve the boundaries between manufacturers and customers, between teachers and students. Communication will take place between the two directly. This speeds up the production and delivery process, in a precise and efficient manner and accelerates the positive learning process (Primasari & Zulela, 2021).

3.1.3 Boosting Education and Research.

The application of technology in the digital age will drive various fields such as IT and will improve education in particular. The new digital age will require a new set of skills.

Consequently, education and training will take on new forms that provide such industries with the required workforce.

Here are some things that are other challenges of the digital age revolution, namely (Waluya & Asikin, 2019):

- 3.1.3.1 Security The most challenging aspect of the digital age is the IT security risk to industrial systems, including educational institutions. This online integration will give room for security breaches, data leakage and even cyber theft including negative websites should also be considered. Hence, research in security is essential.
- 3.1.3.2 Negative Content Providers An equally challenging aspect of the digital era is the availability of negative content services such as pornography and information containing hoaxes, radicalism, anti-diversity and so on. This requires intelligence, creativity and wisdom in dealing with it.
- 3.1.3.3 Capitalization One of the important principles in such a transformation is that it requires large investments in new technologies. The risks must also be calculated and taken seriously.
- 3.1.3.4 Educators and Education Personnel While it is too early to speculate on the state of educators and education personnel with the global adoption of Industry 4.0, it is safe to say that teachers and employees will need to acquire different or all-new skills.
- 3.1.3.5 Privacy This is not only a concern for the community as learning citizens, but also for teachers and institutional managers. In an interconnected industry, managers need to collect and analyze data. To the public, this may seem like a threat to their privacy. Small and large educational institutions that have not shared their data in the past should work their way towards a more transparent environment. Bridging the gap between "consumers" and "producers" will be a big challenge for both sides.

There is a genealogy of thought popular among Muslims that is still firmly held today. The genealogy is "keeping the good old and taking the better new". As mentioned above, the digital era is an era where speed and convenience are the demands of humans. This certainly requires massive adjustments. So there are two logical choices for Islamic education to face this era, namely reshape or create. Reshape in the genealogy above means maintaining the good old ones. However, in the digital era maintaining is not enough, it must be sharpened. Old ways and systems that are still good and relevant need to be modified in accordance with the changes and developments of the times. For example, at the level of management and professionalism of human resources, it is necessary to strengthen and improve their competence and capacity. This can be done through training, seminars and workshops (Mangkunegara & SDM, 2009).

Educators are also required to have a qualification and supporting competencies which include: agility, innovation, creativity, anticipation, experimentation, open-mindedness, and networking:

First, in terms of agility, educators are required to continuously transform and experiment so that they can produce new learning ideas. Second, in terms of innovation, educators are required to have the capacity to translate their ideas or findings into a valuable creative force. These innovations can be in the form of new products or services for student learning patterns, current learning processes, or innovations that produce new competitive advantages. Third, educators are required to have creativity, so that they can turn an idea or imagination into something new. In this case, educators are expected to be able to see things in a new way, find interesting and new patterns, or connect old and new things so as to bring up a better product.

Fourth, educators should be able to anticipate the turmoil of change in this digital industry era. So educators are expected to have the capacity to anticipate and act quickly in any condition. With this ability to anticipate, educators can quickly respond, adapt, and make opportunities to win the turbulent changes in the digital industrial world. Fifth, in this industrial era 4.0, educators are required to be able to experiment or have the willingness to look for and try something new related to advances in digital technology and always prioritize enthusiasm in responding to developments in digital technology.

Sixth, educators should have an open mind so that they have the capacity to open up and accept all the possibilities offered by advances in digital technology, because the first step of a digital transformation is awareness and an attitude of opening up to the various potentials, threats, and opportunities that arise due to advances in digital technology. (Nur et al., 2020). Seventh, educators in this industrial era should have an extensive network to support their performance and competence. So an educator should have a relationship and be able to work together with all stakeholders (Manurung, 2020).

The rapid development of the times makes everything have to follow the changes quickly. Increasing the professional competence of educators is very necessary in this case. In professional competence, teachers must be able to master and utilize information technology as a learning medium and must be able to have high creativity to develop learning.

Improving the quality of educators (teachers) cannot be separated from school principals who develop strategies to deal with this problem. The strategy prepared by the principal is guided by Law No. 16 of 2007 concerning Professional Competency Standards for Educators. The strategy formed by the principal to improve the professional competence of teaching and education personnel is divided into 2 methods of training or training and non-training methods.

The first method of training or training is carried out with various activities, namely:

- a. Developing existing ICT in schools.
- b. Conducting guidance and coaching for teachers who cannot and do not understand technology.
- c. Conducting evaluations so that they know the shortcomings of the results of the coaching of teaching and education personnel.

The second, using non-training methods. The activities carried out are in the form of comparative studies and further studies conducted among educators to add insight so as to improve the expected competencies. To implement the strategies that have been made, of course, a habit is needed that can be used to improve the professional competence of

teaching and education personnel. This habituation can be done by applying it in daily learning activities. (E. & Priansi, 2014).

3.2 Management of Education and Education Personnel in Islam

The term management comes from the English language "managament" in terms of anti the word management means management (Qomar & Et, 2003). The term management has been interpreted by various parties with different perspectives, such as management, coaching, management, management, leadership, leadership, management, administration and so on (Fauzi, 2012). The term management also refers to the process of carrying out activities that are organized efficiently with and through the use of other people (Marno & Supriyatno, 2008). If we consider the two definitions of management above, it can be concluded that management is a process of utilizing all resources through the help of others and working with them, so that common goals can be achieved effectively, efficiently, and productively.

Management in the Islamic concept is a description of an activity that will come with a certain time, method in accordance with the words of the Prophet SAW, namely: "Verily Allah loves people very much if they do something work, done precisely, directed, clear and complete" (H.R Thabrani).

Whatever a human being does, he must take responsibility for it. Religion teaches its people to make careful planning and itqan, therefore any work will produce good results so that it will be favored by Allah. Management (planning) is an initial activity in a job in the form of thinking about matters related to work, in order to get optimal results (Hafifuddin, 2000).

Management must pay attention to the three periods that have passed, namely the past, the present, and the prediction of the future. In planning for the future, it is necessary to study the present and make the past as a very valuable evaluation material. Meanwhile, the future is called futuristic science where the importance of management is because it is an important part of success (Arep, 2022).

In Islamic education, management should be the first step that is really considered by principals and managers of Islamic education, because management is the main part of a success, errors in determining the planning of Islamic education will be fatal to the sustainability of Islamic education. When associated with the education system in an educational organization, then educational management can be defined as the use of a rational and systematic analysis of the educational development process that aims to create educational programs to be more effective and efficient in responding to the needs and goals of students and the needs of society (Vembriarto, 1988).

Educators are people who bear the responsibility to educate. Educators are different from teachers, because teachers only convey subject matter to students. While educators are not only responsible for conveying subject matter to students, but also shaping the personality of a student. Moreover, religious educators (Islam), he has a greater responsibility than educators in general, because in addition to being responsible for the formation of children's personalities in accordance with Islamic teachings, he is also responsible to Allah SWT.

The success of the management of teaching staff is largely determined by the success of its leaders in managing the educational staff available in schools. In this case, increasing productivity and work performance can be done by improving human behavior in the

workplace through the application of modern personnel management concepts and techniques. Educational personnel management or educational personnel management aims to utilize educational personnel effectively and efficiently to achieve optimal results, but still in a pleasant condition. In connection with that, the personnel functions that must be carried out by the leadership are attracting, developing, paying, and motivating personnel to achieve system goals, helping members achieve standard positions of behavior, maximizing the career development of education personnel with Islamic religious values, and aligning individual and organizational goals (Fathurrohman, 2012).

Educators and education personnel in the education process play a very strategic role, namely in efforts to shape the character and behavior of the nation's generation through the development of the desired personality and Islamic religious values. Viewed from the educational dimension, the role of educators in Indonesian society remains dominant even though technology in the digital era that can be utilized in the learning process is developing very quickly. Likewise, education personnel are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in educational units.

Management of teaching and education personnel is an activity that must be carried out starting from the teaching and education personnel entering the educational organization until it finally stops through the process of human resource planning, selection, placement, compensation, reward, education and training / development and dismissal. The objectives of teaching and education personnel management are different from human resource management in the business context, in the world of education the objectives of human resource management are more directed towards the development of quality education, forming reliable, productive, creative, and accomplished human resources.

Teaching and education personnel management activities are:

- 3.2.1 Planning the needs of teaching staff.
- 3.2.2 Selecting prospective educators.
- 3.2.3 Placement in accordance with the formation.
- 3.2.4 Stimulating work passion by creating good working conditions or atmosphere.
- 3.2.5 Maintaining the welfare of educators or providing compensation.
- 3.2.6 Improve the quality of educators either through coaching.
- 3.2.7 Conducting an assessment of the work performance of educators to obtain data in order to increase employee rank.
- 3.2.8 Organizing the termination of employment with teaching staff.

According to Abduh, the purpose of education in the Quran is to foster human beings individually and in groups so that they are able to carry out their functions as servants of Allah and His caliphs in order to build this world in accordance with the concept established by Allah. The successful implementation of education in accordance with the objectives depends on the managerial process contained therein. Management as a scientific discipline was first introduced by Frederick W. Taylor with his book *The Principle of Scientific Management* (1914) and Henry Fayol in *General and Industrial Management* (1945). But long before both of them, the teachings of the Qur'an and Hadith have first explained the principles of management which, when compared with the management theories of today's

experts, are no less weighty, because the teachings are also the principles and basics of management, although with other terms.

There are four foundations for developing management according to Islamic views, namely: truth, honesty, openness, and expertise. A manager must have these four main traits so that the management he carries out gets maximum results. The most important thing in management based on Islamic views is that there must be a spirit of leadership. Leadership according to Islam is a major factor in the concept of management. Management according to Islamic views is fair management. The limit of fairness is that the leader does not mistreat and subordinates do not harm the leader or the company, educational institution or other institution that is not fair. nor the company of educational institutions or other institutions occupied.

The intended form of persecution is to reduce or not give subordinates rights and force subordinates to work beyond the provisions. Work agreements are made for the mutual benefit of leaders and subordinates. If a manager requires his subordinates to work beyond the specified working time, then in fact the manager has wronged his subordinates and this is very contrary to the teachings of Islam (Fathurrohman, 2012). Meanwhile, in the context of Islamic education, management provides a very comprehensive view in this globalization and digital era.

3.3 Alignment of Digital Era Education and Education Personnel Management with Islamic Values

In such a situation, education management and education personnel in Islamic values must play a cultural role and function, namely an effort to preserve, develop, and pass on the ideals of the community it supports. In this ideal function, an Islamic educational institution is also tasked with controlling and directing the development of society. So that the orientation of educators and education personnel who are often still in the digital era, should be changed by harmonizing the digital era with Islamic values simultaneously.

This orientation requires a clear formulation of educational goals because the learning program must be projected into the future rather than the present or past. Although the past and present remain a treasure trove of empirical wealth that is very valuable for stepping stones to the future. To answer the challenges of the globalization era (digital), education management and education personnel need to make significant changes, especially with regard to their vision and orientation and are required to apply new approaches and orientations that are relevant to the demands of the times but do not eliminate Islamic religious values.

This means that the management of education and education personnel in the era of globalization (digital) as it is today, must still be able to guide humans to remain human beings who have human values based on high Islamic religion in line with the teachings contained in the Koran and the hadiths of the prophet Muhammad. So that education in the context of the era of globalization like this, the value of education will never lose its direction and purpose, this can be done when the management of education and education personnel can really be implemented properly and in accordance with the laws and provisions of Islam (Adnan, 2019).

Today is the digital era and technology has become the foundation of human life. With the development of the internet and digital technology, everything has become borderless.

This digital era affects every aspect of life, including business, politics, culture, defense, art and education. In this context, people as recipients of information must be able to think critically to sort and select credible information. The ability to critically question information is not innate and must be taught from an early age.

Learning in the digital era requires teachers as educators who can keep up with the rapid development of science and technology to foster critical thinking in students. Teachers should look for issues related to the surrounding technology and students' needs, as well as issues of daily life. Students can use relevant concepts to solve problems independently or creatively under the guidance of a teacher.

A brief understanding of education management is one of the fields of social science that basically studies human behavior whose activities are subject and object. Philosophically, human behavior consists of interactions between humans, organizational climate (organizational context) and systems. These three interactions, both individually and collectively, also interact with the external environment.

Education management in this digital era is very important for the development of students from elementary school level to the final level and of course assisted by educators who are professional and follow the times, so that the knowledge conveyed to students is conveyed coherently and clearly and is able to make students become more qualified.

In the application of education management in the digital era now, it is certainly not easy for students and teachers, because now everything is digital and everyone must immediately know and learn the latest information that occurs in the world of education in Indonesia. as we know, that Indonesia has several curricula that have been used in the field of education.

Educators must improve their competence in facing the digitalization era. It can be said that educators are the main actors in change in society, educators are also the creators of future cadres who will fascinate human civilization. In this case, educators who face educators today are millennials who are not familiar with the digital world. Learners who are already familiar with the information and technology of this digital industry suggest that approved school products should be able to meet the challenges of the latest industry. But in reality, the speed of technology has increased as learners become more undisciplined, choosing to be irresponsible, moral decline, and increasing cases of student crime.

The presence of social media makes it easy to access information and communication which has led to crimes in the online world. This is due to the lack of educational values and the challenge for educators to strengthen the character of learners so that they do not become overwhelmed by technological advancements in the rapid digital era. Given these challenges that educators must face, educators must learn to improve their competencies and teaching quality so that they can deal with millennial learners (<https://iahttp.ac.id/2019/09/12/penguatan-manajemen-pendidikan-di-era-digital/>, n.d.).

Digital technology or any technology is essentially neutral. It is neither good nor bad by itself, but depends heavily on the humans who design and use it. If the people who design it put in systems, programs or menus that are not good, dirty, such as pictures, videos or pornographic films, or acts of violence, then the technology becomes dirty, and the people who use it will be exposed to bad influences, for example they are encouraged to do these

bad things, such as having sex parties, drinking parties, criminal acts, and so on. Conversely, if the person who designs it includes a good system, program or menu, such as a menu of reading or memorizing the Qur'an, reading prayers, taushiyah, social religious activities and images that evoke spirituality, then the person who uses it will be encouraged to do good things. With the character of digital technology as such, the use of digital technology depends on the humans who design and use it. In this regard, providing correct and comprehensive insights about digital technology, as well as a moral and ethical foundation based on religious values, culture, traditions, and local, national and international wisdom needs to be owned by everyone who uses it (Nata, 2016).

The main goal of this digital era is the stable distribution of goods and needs. The digital era allows data collection of people's needs in real time, and sends the data to producers. Thus, producers can produce the right amount as needed. Of course, economically, this can maintain price stability. Business-wise, it can expand the market. For educational institutions, data collection on community learning needs allows managers to provide content that suits the needs of the community without ignoring religious values, and is managed efficiently or capital intensive. Here are some examples of digital era opportunities for Islamic education:

- 3.2.1 Providing real-time information on religious or da'wah content that is friendly, anti-hoax, educating and inspiring to anticipate other sites that are radical, anti-diversity, and so on. Real-time information and predictive analysis will improve institutional planning and resource allocation to various levels of management.
- 3.2.2 Providing learning content can act as a substitute for real experience.
- 3.2.3 Provide study programs, majors of expertise for the community in this field (Dagong, 2019).

The problems that occur today cannot be solved in the same way as in the concept of the past. The digital era revolution cannot only be faced with technological development without involving social dynamics in it. In addition to preparing superior competitiveness, it is necessary to build public awareness and maturity in responding to the development of the world today. Especially in the age of post truth, when information flows rapidly without clarity of truth. It is necessary to formulate a national policy strategy through awareness and maturity of thinking. In addition, public education needs to be adapted to meet the needs of expertise in the digital era. Educational institutions also have a role in filling the digital era, especially in terms of Islamic values that are built, because it does not mean that the digital era is without negative access, for this anticipation the role of Islam is needed.

4. Conclusions

Management has a very urgent position in educational institutions, especially in public education. Islam itself is a religion that in its holy book provides information about the importance of management in order to succeed activities in education. It can be concluded that education management is the process of applying management principles and theories in managing activities in formal educational institutions to streamline the achievement of educational goals. The application of management in the management of education in schools, madrasah, pesantren or universities must be supported by personnel resources and other resources that are utilized to realize the

high performance of educational organizations in order to achieve the quality of reliable graduates, moving these personnel there are elements of motivating, directing and leading so that they work together well and harmoniously. It all must be done in order to answer the challenges of the times in the era of globalization as it is today. Islamic education management will not lose its function in humanizing humans because Islamic education management is the most important part of managing education in introducing humans to the values of the world and the hereafter. The existence of digital technology can partially replace or assist the role of teachers, especially in the teaching aspect which is based on the transfer of knowledge and technology and skills, but cannot replace the role of teachers as educators, who are tasked with shaping character, mentality, personality, attitudes and *tabi'at* through the cultivation of noble values, based on religion and noble cultural values carried out with love, through exemplary, guidance, training, habituation, and so on.

The problems that occur today cannot be solved in the same way as in the concept of the past. The digital era revolution cannot only be faced with technological development without involving social dynamics in it. In addition to preparing superior competitiveness, it is necessary to build public awareness and maturity in responding to the development of the world today. Especially in the age of post truth, when information flows rapidly without clarity of truth. It is necessary to formulate a national policy strategy through awareness and maturity of thinking. In addition, public education needs to be adapted to meet the needs of expertise in the digital era. Educational institutions also have a role in filling the digital era, especially in terms of Islamic religious values that are built, because it does not mean that the digital era is without negative excesses, for this anticipation the role of religion is needed.

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