Strategic Management of Islamic Education: Revealing The Challenges of Professionalism

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Abstract:

This study aims to identify and analyze the application of strategic management in revealing the challenges of professionalism in the Digitalization Era. This study used a qualitative method with a case study design. Data were collected through interviews, observations, and documentation. The data were tested for validity and analyzed by data reduction, presentation, and conclusion. This study showed that the strategic management of Islamic education in revealing the challenges of professionalism in the Digitalization Era at Madrasah Ibtidaiyah Negeri 1 Sambas changed in terms of the culture of the teaching and learning process and teacher performance based on intense digitalization. In terms of management, the principal at MIN 1 Sambas has implemented a Madrasa-Based Management Strategy in the Digital Era and carried out Online Training Program for the teachers.

Keywords: *Strategic Management, Islamic Education, Challenges of Professionalism*

Abstrak:

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis penerapan manajemen strategis dalam mengungkap tantangan profesionalisme Era Digitalisasi. Metode penelitian kualitatif dengan pendekatan studi kasus. Untuk memperoleh data, penulis melakukan wawancara, observasi, dokumentasi dan uji keabsahan data. Data yang terkumpul dianalisis dengan prosedur reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa manajemen strategis pendidikan Islam dalam mengungkap tantangan profesionalisme Era Digitalisasi di MIN 1 Sambas telah mengalami perubahan budaya proses belajar mengajar dan kinerja guru dengan berbasis digitalisasi yang intens artinya manajemen pengelolaan kepala sekolah di MIN 1 Sambas menerapkan Strategik Manajemen Berbasis Madrasah di Era Digital dan mengadakan Pelatihan Terprogram Secara Online Bagi Guru MIN 1 Sambas

Kata Kunci: *anajemen Strategis, Pendidikan Islam, Tantangan Profesionalisme*

INTRODUCTION

In the world of education, the development of information technology extensively provides a positive impact and significant changes. Although the world of education has developed well from time to time, this progress is not supported by the development of Human Resources (HR) to follow the changes (Ali, 2021). In this digital era, teachers are expected to make positive innovations for the progress of schools and education. The innovation is not limited to infrastructure and curriculum but uses technology in the teaching and learning process. The use of technology in teaching and learning has changed conventional learning into modern ones (Budiana, 2021).

Moreover, Ismail (2021) states that in the industrial revolution 4.0 era, the role of the teacher is irreplaceable. However, professional teachers who can take advantage of the rapid advances in information technology are highly needed. Teachers have to use technology to improve the quality of each academic unit's teaching and learning process to prepare superior human resources with global competence. The demand for teacher competency development is based on Law Number 14 of 2005. Teacher competencies cover pedagogic competence, personality competence, social competence, and professional competence. Competence is performance (ability to do) motivated by mastery of knowledge, attitudes, and skills (Notanubun, 2019).

According to George B. Terry in Manullan (2015), management is a distinct process consisting of POAC, namely planning, organizing, actuating, controlling, utilizing science and art, and following to accomplish predetermined objectives (Zakiatul & Hasan, 2019). Strategic management, knowledge management, and digital transformation can be seen as two aspects of the same reality that aim to equip organizations with an ever-increasing capacity to define, create and deliver value to stakeholders (Venkitachalam & Schiuma, 2022).

Flavel and Williams (2012) define strategic management as the whole management system containing formulation, implementation, and evaluation to achieve realistic and objective results. Akdon (2002) further explains that referring to various definitions of strategic management, in essence, strategic management contains two essential things, namely; 1) strategic management consists of three kinds of management processes strategy making, strategy implementation, and strategy evaluation; 2) Strategic management focuses on the integration or integration aspects of marketing, research and development, finance/accounting and production/operations of the business (As-Shodiq, 2020).

Strategic management is a series of activities for primary and comprehensive decision-making. It is accompanied by a determination of its application by the leadership and is carried out by all parties involved in a company to achieve the expected goals (Toha, 2003). Strategic management and strategic planning at school is not an accident but can also be viewed as an effort or process. This management requires strategic planning for a comprehensive school daily performance (Yaakob et al., 2019).

Expanding, particularly in the field of schooling, is vital. By understanding the significance of the most common way of working on HR, the public authority and schools keep on endeavoring to understand this command by different endeavors to foster more excellent instruction, among others, through the turn of events and improvement of educational programs and assessment frameworks, improvement instructive offices, advancement and acquirement of showing materials, as well as preparing for educators and other training staff (Setiawati, 2019). One of the procedures to work on the nature of instruction is the utilization of crucial administration. The essential explanation is that the idea of crucial administration offers schools to give better and more sufficient instruction to understudies (Endang, 2019). Kuechler and Stedham (Norris, 2022) argue that traditional management education pedagogies predicate knowledge and skill acquisition but fall short of facilitating the "cognitive restructuring" required to shift worldviews and behavioral patterns.

Schools will work ideally, assuming they are upheld by a general arranged administration framework and by qualified HR for instructors, the proper foundation, and assets or training costs (Getting, 2018). Decidedly affects educator execution by accomplishing congruity between the climate, school, and critical school designs and cycles. By taking a gander at the components of vital administration work in regards to the utilization of HR, a human gathering emerges to be specific critical administration that is connected with the use of HR in completing instructor execution for the long haul by utilizing effective and productive systems (Depdiknas, 2021). Familiarity with the standards of learning typified in educator conduct can be anticipated to expand the quality and execution of instructors it is held to discover that. Besides, Tilaar expressed that the instruction emergency confronting the Indonesian country rotates around an administration emergency, where training the board is the preparation of all instructive assets to accomplish the instructive objectives set (Tilaar, 2018). In understanding quality instruction, a proper administration is required. Excellent administration indeed alludes to the administration capacities themselves, which incorporate movements of every sort done by instructive organizations, particularly instructive units at different levels, and their assignment capacities to accomplish objectives. In this part, the conversation centers around the execution of the elements of arranging, sorting out, activating, planning, coordinating and directing, and checking (Sagala, 2019). Nasri (2020) divides human resource management functions including, Planning is a series of activities to anticipate future interests and environmental demands and provide appropriate human resources for these conditions.

This present study focuses on aspects of implementing strategic management in revealing the challenges of teacher professionalism in the Digitalization Era. Madrasah Ibtidaiyah Negeri 1 Sambas is an institution located in a border area. This school has 43 teachers with bachelor's degrees. This school has many achievements at national, local, and international levels. This school has 30 certified teachers according to the level of teacher professionalism. The facilities and infrastructure are also complete, such as

computers, In-focus, Wi-Fi, and classrooms. In terms of management, the principal has created a digitalization workshop program twice in one semester to improve teacher professionalism. This study aims to examine and investigate strategic management in revealing the challenges of teacher professionalism in the Digitalization Era.

RESEARCH METHODS

This study used a qualitative method with a case study design. Bogdan (1988) defines qualitative research as research used to uncover and understand a phenomenon in the field (Biklen, 1988). Meanwhile, Guba (1983) describes qualitative methods as instruments to study human activities, including seeing, hearing, reading, and the like. The study was conducted at MIN 1 Sambas. This school is located at Penjajap Village, Pemangkat Sub-district, Sambas Distruct, West Kalimantan. Primary data were collected from the principal, homeroom teachers, and curriculum representatives. Secondary data (supporting) were from written literature such as relevant books in education, sociology or anthropology, scientific works, journals, etc.

Technically, the data were collected by; 1) primary observation or direct observation of the activities and processes of teacher training for MIN 1 Sambas; 2) interviews and documentation related to activities in strengthening the performance of the principal of MIN 1 Sambas. Data were analyzed by data reduction, presentation, and conclusion drawing/verification. Meanwhile, the validity of the data was checked by expanding participation, triangulation, and member checks.

Utilizing the information in the field with expressive investigative techniques, namely providing a short and precise description of how the main instructions are carried out with the extraordinary skills of educators at MAN 1 Sambas. The number of informants in this study was five: the principal, curriculum representatives, two homeroom teachers, and one school committee. The details number of the informant can be seen in the following Table 1.

Table 1. Number of Informant

No	Informant	Number	Notes
1	Principal	1	MIN 1 Sambas
2	Curriculum Representative	1	MIN 1 Sambas
3	Homeroom Teacher for Class V	1	MIN 1 Sambas
4	Homeroom Teacher for Class VI	1	MIN 1 Sambas
5	School committee MIN 1 Sambas	1	MIN 1 Sambas
	Total	**5**	

In this study of strategic management of Islamic education: revealing the challenges of professionalism in the digitalization era, the data were analyzed by data reduction, and then it was continued with data presentation. The data were presented in brief descriptions, charts, relationships between categories, flowcharts, etc. At the same time, the data commonly used in qualitative research was in the form of narrative texts (Sugiyono, 2016). Presenting data concerning the strategic management of Islamic education: revealing the challenges of professionalism in the digitalization era make it easier to

understand what happened and plan further work based on what has been found. Conclusion Drawing/Verification in qualitative research are expected to be new findings that have never existed before.

RESULTS AND DISCUSSION
Madrasa-Based Strategic Management in the Digital Era

As Islamic educational institutions, Madrasah needs to keep up with the times along with the development of industrial revolution 4.0. to meet Islamic Education 4.0. Then, inevitably all the latent problems above have to be addressed. If not, it is difficult or even impossible to create a madrasa contextual to the times. Therefore, there is a need to reform and renew all aspects of madrasa education (Tahir, 2017).

The principal, Wiyono, stated that "The vision and mission built in the management of MIN 1 Sambas are by "Creating pious and outstanding individual by prioritizing morality and caring for the environment" (Amir, 2022). Moreover, the teacher Nurhasanah responded, "The principal's efforts to support changes for the better have been carried out optimally by providing digital-based training programs in completing administration and self-development for teachers to increase professionalism in teaching" (Nurhasanah, 2022).

The Ministry of Religious Affairs, Tahir (2017) stated that efforts to improve the quality of education management in madrasas regarding curriculum development, increasing teacher professionalism, fulfilling infrastructure needs, and empowering education are being and will be carried out continuously. Moreover, suppose every educational institution always tries to provide quality assurance by continuously carrying out the effort. In that case, it is expected that the quality of education in madrasas throughout Indonesia will continue to increase. Islamic education requires reliable human resources with a high commitment and work ethic, system-based management and robust infrastructure, adequate sources of funds, strong political will, and superior standards. The world of education has to be responsive to the emerging digital era with an internet-based system in its management.

Besides, Amir stated, "Digital media are often used in the learning process to transfer knowledge, especially in today's era with the trend of information literacy through electronic media today" (Amir, 2022). Digital literacy is individuals' interest in attitudes and abilities in using digital technology and communication tools to access, manage, analyze, and evaluate information, build new knowledge, and communicate with others to participate effectively in society (Asari et al., 2019). According to Diputra et al. (2020), digital literacy is the ability to understand and use information from various digital sources. In other words, it is the ability to read, write, and relate to information using the existing technology. The transformation of education in the digital era proves that learning activities do not constantly occur in a room with a blackboard and are blocked by walls on each side where teachers and students are in the same room at the same time. The learning process can be carried out anytime and anywhere where teachers and students do not have to

be in the same room. Media and learning resources may vary in which students can access various learning resources (Kholid, 2020).

The strategic management at MIN 1 Sambas needs to be transformed digitally to get maximum results in improving the quality of education in the millennial era Wiyono (2022). This is in line with Haryana (2018). To help schools achieve their goals effectively and efficiently, the principal needs to be a manager and carry out managerial functions; planning, organizing, directing, motivating, implementing, organizing control, evaluation, and innovation. A good principal is expected to form an exemplary learning implementation as well. If learning t schools are good, the achievement of both teachers and students will also be good.

Based on the results of an interview with the principal, the aspect of human resources, especially teachers, needs more up-to-date information which can be addressed by attending online seminars to upgrade their knowledge" (Wiyono, 2022). A previous study by Utami et al. (2021) revealed that teachers experienced increased understanding after attending the online training. Previously, many teachers did not understand online learning media, but most of them understood it after training. It is in line with Mashar (2019) that as a leader, the principal plays a vital role in setting the educational foundation for managing and developing human resources in educational institutions. Thus, the principal needs to equip themselves with high leadership, innovation, competence, skills, and creativity to catch up with the rapid development.

The role of human capital or teachers in creating quality education is highly determined by their intellectual capital and ability to transfer knowledge. Law Number 14 of 2005 concerning Teachers and Lecturers, particularly Chapter IV article 8, states, "Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and the ability to realize national education goals" (Jusriadi & Tiara, 2021).

Online Teacher Training Program at MIN 1 Sambas

Data from the Bureau of Cooperation and General Secretariat of Culture (2020) shows the difficulty of teachers carrying out online or distance learning: "A total of 53.55% of teachers have difficulty managing online learning, and 49.24% of teachers are late in carrying out the assessments. It is also difficult for teachers (48.45%) to use technology during online learning." The cost of digital communication also becomes a burden for teachers. On average, teachers spend Rp 190,000 for internet access and phone credit. However, 89.1% of parents are involved in assisting their children in implementing learn from home activities.

Based on the results of an interview with Amir, "the Covid-19 pandemic requires teachers to use technology so that proficiency in using online teaching media is needed. Thank God, as a homeroom teacher, I learn gradually to use online technology in which the online teacher training program makes teachers more enthusiastic in teaching." The principal, Wiyono stated that the existence of an online teacher training program could improve the teacher's professionalism.

According to Supradono & Hanum (2011), effective learning is learning that optimally utilizes information and communication technology. Besides, Syahroni (2020) defines learning media as everything that can be used to channel the sender's message to the recipient so that they can stimulate the thoughts, feelings, attention, and interest of students to learn. Appropriate learning media will result in an effective and efficient learning process. Therefore, exciting and interactive learning media are needed to optimize the learning process as they can foster student interest and motivation to learn. Besides according Jones and Donald (2014), the critical role of quality public school principals is management and planning, job analysis, recruitment, selection, placement, inauguration and training, awards and career development, salaries and benefits, tenure, retirement, collective negotiations, employment contract management, and support staff.

Meanwhile, Aryani et al. (2021) state that school management needs to work together with teachers to make the learning process possible by utilizing technology, information, and communication to conduct online learning activities (use of the internet network). A previous study by Hallman et al. (2022) showed that digital literacy is always related to social and cultural factors. The new interest in the relationship between literacy and social and cultural factors and the requirement for pre-service teachers to apply an equitable and culturally relevant literacy pedagogy both within the school context and outside of school continues to push teacher literacy forward. It is clarified by Korhonen (Ilomäki & Lakkala, 2018) that the advancement of educational innovation depends on the use of digital technology with an innovative school community model covering the learning environment, student learning, teacher professionalism, leadership, and partnerships, as the center of educational innovation progress. Meanwhile, (Sarea et al., 2021) states that online teachers' self-efficacy is one of the most critical factors in influencing the instructor's success in the educational process it functions to face the inevitable challenges in the online teaching and learning environment.

Based on the results of the study, online training at MIN 1 Sambas was carried out twice in one semester. All teachers of this school attended the online training, and it involved instructors from the district and provincial levels. This training aims to encourage teachers to improve their skills in using science and technology.

Figure 1. Online Teacher Training of Teaching Administration

Based on the results of this study, digital technology dramatically affects all areas of public life, such as business, communication, health, travel, and education. Digital technology can change human resources to increase the country's productivity (Ronzhina et al., 2021). Strohmeier (2020) describe the importance of mastering digitalization in which digitization is a general organizational phenomenon, relevant not only for human resources but for all organizational domains. Thus, it is appropriate to conceptualize digital human resources According to the general digitalization of organizations. Moreover, there is an interdependence between the digitalization of organizations and the digitalization of human resources.

The principal's strategies in facing the challenges of the digitalization era in Islamic educational institutions need to innovate and adapt to the world of work by providing training and assistance in carrying out teaching administration and performance administration. The system created by the principal uses a parallel system for training professional online teachers. Besides, this school also collaborates with digital-based educational institutions to increase the professionalism of teachers from outside the region. A previous study by Hashim et al., (2022) showed that introducing open-source technology has increased the attractiveness of virtual learning, which aims to reduce the fixed costs of investing in virtual technologies to stimulate or enhance virtual learning mechanisms. Virtual learning does not only allow transnational students to access education but also overcomes students' disabilities without limiting physical movement and facilitating engagement.

CONCLUSION

The principal's strategic management of Islamic education has to be adjusted to the challenges and era. Considering that digital-based teachers have to address the challenges of today's teacher professionalism, this study presents the introduction of the idea of strategic management of the principal with the use of digital technology (digital HR strategy) and the further development of the concept of digital transformation of future teachers. Besides, the integration of digitalization in Islamic educational institutions is a step forward. Thus, digital-based teachers are a further evolutionary step in conceptualizing technology-based schools. Along with the acceleration of teacher digitalization, the need for appropriate research increases. This article provides a conceptual basis for the research and supports future study steps on technology-based teacher professionalism.

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