



FACTORS INFLUENCING THE MADRASAH WORKING GROUP PROGRAM IN UTILIZING INFORMATION TECHNOLOGY TO SUPPORT GREAT MADRASAS

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Abstract:

The purpose of this study was to analyze how the Implementation of the Madrasah Working Group Program in Utilizing Information Technology to Support Great Madrasas, Dignified Madrasas at Prabumulih State Aliyah 1 Madrasah. This research is qualitative research. In data collection, researchers used several collection techniques, namely: (1) in-depth interviews, (2) observation, (3) documentation study. The data analysis technique uses the analytical method using the Miles and Huberman Model which consists of three stages, namely: data reduction, data display, and drawing conclusions or verification. The results in this study are the factors that influence the implementation of the Madrasah Working Group Program in Utilizing Information Technology to Support Great Madrasas, Dignified Madrasas at Prabumulih State Aliyah 1 Madrasah. The supporting factors; First, the availability of supporting infrastructure, second, human resources. Third, there is a supportive policy. Fourth, content and applications help. The inhibiting factors that influence are as follows; First, difficulty understanding the technical language of Information Technology. Second, feeling old age. Third, the number of outside routines. Fourth, the lack of information technology facilities or media. Fifth, Funds are still minimal. Sixth, unequal opportunity to attend training.

Keywords: *Implementation, Madrasah Working Group, Technology, Great Madrasah Information, Dignified Madrasah*

INTRODUCTION

A madrasah leader, madrasah head, in carrying out his functions and responsibilities has a very important and strategic role in improving the quality of madrasas, teachers and educational staff in madrasas. Therefore, madrasah heads need to strive to increase their professionalism and competence so that the quality of madrasas, teachers and educational staff in madrasas can continue to improve so that madrasas are always an educational unit that is of interest to the community. mutually reinforcing and sharing information on madrasah development.

To achieve the educational goals, madrasah heads are members of the Madrasah Working Group, which is a forum for Madrasah Heads at the levels of Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah at the sub-district level, sub-district groups, district/city, district/city and provincial groups.

The Madrasah Working Group is a forum for madrasah heads with the purpose to improve the quality of madrasas as emphasized in Regulation of the Minister of Religion Number 90 of 2013 article 47 paragraph 4, namely: increasing the competence of madrasa heads and coordinating and synergizing madrasah quality improvement programs. The competencies of madrasa heads as intended are personality, managerial, entrepreneurial, supervision, social and professional competencies. With these

competencies the madrasah head can carry out his duties and functions and responsibilities in improving the quality of the madrasa he leads.

The purpose of the Technical Guidelines for Organizing Madrasah Working Groups is intended as a reference for policymakers at the Ministry of Religion to support the improvement of the competence of madrasah heads through Madrasah Working Groups and Managers of Madrasah Working Groups so that they can carry out activities independently, with quality and direction.

In implementing the current Madrasah Working Group Program, it is necessary to utilize information technology, because, with the development of the current rapid flow of globalization, we must keep abreast of developments in order to achieve a desired goal.

The development of science and technology and culture today is more dominated by and is still in the hands of scientists, technologists and humanists who come from Western countries, even though if we look at history, Islam has known technology from Ibn Sina, Ibn Battuta, and Abbas bin Firnas and many other Islamic figures.

Utilization of Information Technology is a must and must be supported by all existing stakeholders. The low quality of Islamic education will have an impact on the low quality of Human Resources (HR) who are able to compete in a global world, and at the same time will also have an impact on low productivity (including science and technology productivity) and the income of its citizens.

However, in practice, the madrasa head still has difficulties and a diversity of management patterns so that there is a quality gap between one madrasa and another madrasa so that the main goal of advancing madrasas together cannot run effectively, especially in the field of utilizing information technology. To realize this, an effective forum for madrasa heads is needed.

Based on the results of an initial interview with the Head of Madrasah Aliyah Negeri 1 Prabumulih that, the Madrasah Working Group carried out aims to support the improvement of the competence of madrasah heads through the Madrasah Working Group, it also aims to improve the performance and competence of madrasah heads, Become the best place to share information and experience practice) regarding madrasah management, facilitating the implementation of achievement development for madrasa heads, teachers, education staff, and students according to their respective levels, as well as being a forum for increasing the function and role of madrasa heads in madrasah development. And in reality, some madrasah heads have not been directly involved in Madrasah Working Group activities or forums. The madrasa head working group has not functioned optimally, due to several obstacles, including: a) Not all members have awareness of the importance of attending every meeting held by the Madrasah Working Group organization, b) Funding for organizational activities is still fully borne by the contributions of the madrasah heads. members, c) Most of the members of the Madrasa Working Group are private madrasa heads, not their status as civil servants who are still busy with other activities outside of their duties as madrasa heads, d) Madrasa heads as members of the Madrasa Working Group do not yet have sufficient experience in managing professional organization, e) not all madrasa heads are aware of efforts to develop information technology in madrasas, for example in the teaching and learning process. Based on the description that has been explained above, the authors analyze the factors that influence the Implementation of the Madrasa Working Group Program in Utilizing Information Technology to Support Great Madrasas, Dignified Madrasas at Prabumulih State Aliyah Madrasah.

RESEARCH METHODS

In this research, the researcher uses the research method used is through a qualitative method with a descriptive approach which includes the problem of a pure description of the program and/or the experiences of people in the research environment. The purpose of this description is to help the reader find out what is happening in the environment under observation, what are the views of the participants

in the research setting, and what events or activities occur in the research setting as well as to find out facts and information.

In conducting this research, the researchers carried out three techniques in data collection, namely: interview techniques, documentation and observation regarding the use of information technology to support the Great Madrasah, a Dignified Madrasah at Madrasa Aliyah Negeri 1 Prabumulih.

Data analysis begins with raw data processing. Managing data means making summary data based on raw data from data collection. According to Sopyan in Saipul Annur's book, data analysis is the process of simplifying words into a form that is easier to read and interpret (Annur, 2018).

RESULTS AND DISCUSSION

The factors that influence the implementation of the Madrasa Working Group Program in Utilizing Information Technology to Support Great Madrasahs, and Dignified Madrasahs namely;

A. Supporting factors

The existence of infrastructure that supports Information Technology can be used to assist administrative work (Word processor & Basic Level Compulsory Requirements, Spreadsheets). Second, Information Technology can be used to help package teaching materials (Multimedia). Third, Information Technology can be used to assist the learning management process. Fourth, Information Technology can be used for technical support and increasing knowledge in order to realize self-running creation. The supporting factors for the implementation of the Madrasa Working Group Program in Utilizing Information Technology to Support Great Madrasahs, and Dignified Madrasahs are;

B. Infrastructure

Educational facilities are all facilities that directly support and support the educational process, especially the teaching and learning process, both mobile and immovable so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently. What is meant by educational infrastructure is facilities that indirectly support the course of the educational or teaching process, such as courtyards, gardens, school gardens, and roads to schools, but are used directly for the teaching and learning process (Sopian, 2019). Educational infrastructure is a facility that directly or indirectly supports the course of the educational or teaching process.

C. Human Resources

Education is the main pillar in the progress of a country. In addition, education is very important to improve the quality of human resources (Nugraha, 2019). In the era of the industrial revolution 4.0, education is needed that can form a creative, innovative and competitive generation. (Rasyida, 2022). This is done by changing learning methods in the existing world of education, as part of an integration with information technology networks in educational institutions which will create various facilities, both in academic administration, non-academic, and teaching and learning processes, which lead to improving the quality of education.

D. Policy

Madrasah policymakers must think about how the application of system development and information technology-based learning models is carried out, for example by conducting an assessment of all elements and aspects of using information technology for learning so that guidance can be obtained as material for decision-making in the development of information technology-based learning systems (Lubis, 2016). To achieve the objectives of the Great Madrasah program, Madrasah Dignified Madrasah leaders provide support for the activities of the Great Madrasah, Dignified Madrasah by creating language laboratories and computer laboratories that can be used by students and teachers in the teaching and learning process

E. Content and Applications

The use of technology allows students to increase their knowledge and skills and even attitudes towards the learning environment. This technology is not just a tool but also a means to build knowledge, skills and attitudes of students (Lubis, 2016). With the content and applications used, it can help and simplify administration and teaching and learning processes, for example using sympathetic applications, EMIS, e-RKAM, e-learning, e-books, PowerPoint and Kahoot.

inhibiting factors

Lack of understanding of Information Technology technical language

By mastering English, we will certainly know very well how to operate technology such as computers, smartphones, the internet, software and other technologies. The benefit of learning English in the current era of globalization is that it helps us to understand existing technologies.

Feeling old age

An individual who has confidence in the implementation of the new information system will strive to use information systems to support its performance. Conversely, individuals who already have a sense of scepticism about the new information system will feel inhibited to prove its performance. The age factor is also often believed to have a two-way impact on the application of information systems to achieve performance (Wirjono, 2010).

Intrinsic factors within the individual will influence the formation of self-confidence (self-efficacy) in using new information systems so that if one is not confident it will make a person unwilling or afraid to use information technology.

The number of outside routines

To help teachers get to know ICT, they are stuck in the middle of the road, the causes are; 1) fear of making a mistake that could result in damage to the media; 2) feel that they are old so that it is not useful for them; 3) do not understand IT technical language (English); 4) many routines outside of ICT lessons (Chodzirin, 2016).

Because there are too many activities for school principals, sometimes they don't understand the details of using existing applications, but the use of these applications has been mandated for madrasa operators to operate them.
computer facilities or information technology media

To be able to take advantage of Information Technology In To improve the quality of Islamic education, there are three things that must be realized, namely: 1) students and teachers must have access to digital technology and the internet in classrooms, schools and teacher education institutions; 2) there must be quality material, meaningful, and cultural support for students and teachers, and; 3) teachers must have knowledge and skills in using digital tools and resources to help students achieve academic standards (Nugroho, 2014).

Your views on computer facilities or information technology media in schools in supporting dignified madrasa great madrasa programs.

The computer and internet network facilities in Prabumulih 1 Public Madrasah Aliyah are still lacking in number for the provision of computers, and internet networks need to be increased in capacity and points, then it is necessary to hold more training related to the use of information technology.

Funds

The implementation of information technology at the school/madrasah level is not without challenges and obstacles, namely funds are often an obstacle in the use of information technology because it requires a very large investment (Lubis, 2016). Funds for procurement and training in the field of technology at Madrasah Aliyah Negeri 1 Prabumulih are considered insufficient and funds need to be allocated to procure the tools needed to facilitate teaching and learning and administration at madrasahs, then it is necessary to increase the budget to increase the ability of educators and education staff through training.

Opportunity to attend training

Principals as education leaders are responsible for improving and developing teacher professionalism. In developing teacher professionalism, school principals can carry out several activities, including: providing opportunities for teachers to attend training or training, enrolling teachers in certification programs, providing opportunities for teachers to continue their studies, implementing collaborations with other institutions/agencies, and implementing visits to other schools (Ariyani, 2017). Teachers at Madrasah Aliyah Negeri 1 Prabumulih have not all received the opportunity for skills training related to technology and information equally, they should capitalize on the results of the training they have attended, they are ready and able to utilize Information Technology in a well-planned, integrated and organized manner in their learning activities so as to provide added value (positive impact) on improving student learning outcomes. On the other hand, if every teacher does not have the same opportunity to access technology, it will have a negative impact on students.

CONCLUSION

Factors that influence the implementation of the Madrasah Working Group Program in Utilizing Information Technology to Support Great Madrasahs, Dignified Madrasahs at Prabumulih State Aliyah 1 Madrasah. The supporting factors; First, the existence of infrastructure that supports Information Technology can be used to assist administrative work and teaching and learning. Second, Human Resources can utilize information technology in a positive direction. Third, some policies support the achievement of the Great Madrasah program, Dignified Madrasah. Fourth, the existence of content and applications helps and facilitates administration and teaching and learning processes. The inhibiting factors that influence are as follows; First, there are difficulties in understanding the technical language of Information Technology. Second, your view is that they feel that they are old, so they are not useful for them and consider conventional methods to be sufficient in the teaching and learning process/management of educational institutions. Third, there are lots of routines outside of learning Information Technology, so they don't want to learn Information Technology. Fourth, the number of computer facilities or information technology media in madrasahs supporting the dignified madrasa great madrasa program is considered to be lacking. Fifth, funds are still minimal for the procurement or training of Information Technology in madrasahs. Sixth, unequal opportunity to attend training.

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