CRITICAL REVIEW OF THE ROLE OF ARTIFICIAL INTELLIGENCE IN ISLAMIC EDUCATION MANAGEMENT IN MADRASAH

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Abstract:
Research in Artificial Intelligence (AI) assesses its impact on educational management, focusing on Madrasah Head roles. This qualitative approach employs library studies as its research design, effectively achieving its goals. AI encompasses human-like intelligence, including cognitive abilities, learning, adaptability, and decision-making. However, not all AI can fulfill Madrasah Head responsibilities, such as managing, educating, administrating, leading, innovating, motivating, and mediating, as it can't encompass humanism and exemplarity. Although AI is widely adopted in various fields, it initially took the form of computers and evolved into web-based educational systems, humanoid robots, and chatbots for instructor tasks. While these platforms enhance administrative functions and teaching quality, they lack consideration for human challenges in Madrasah. They operate based on programmed settings and can't foster creativity, which is essential in education. The spirit of educational management is rooted in communication, interaction, and a persuasive approach among Madrasah Heads, teachers, and staff, particularly in Islamic institutions where exemplary leadership is paramount. Despite rapid technological advancements, the irreplaceable role of Madrasah Heads remains essential, as they embody values and qualities that technology or AI cannot replicate.

Keywords: *technology, head, role, management*

INTRODUCTION

The development of the digital era continues to move quickly and cannot be stopped by humans. Because in fact we ourselves are the ones who demand and ask for things to be more efficient and more practical. But can technology replace everything? .Like the managerial head of the madrasah. Madrasah is a system or social institution that monitors the output of local human resources (HR), after which the community's educational needs are met. Schools are institutions that require the participation of the environment and society in order to advance education and achieve certain goals (Nurfajriah, 2021).

The Madrasah Principal has the task of planning, managing, leading and controlling the programs and components of education implementation at the Madrasah based on National Education Standards. Madrasah heads must have managerial competence, by carrying out 4 (four) management functions, namely planning, organizing, actuating and controlling. The head of the Madrasah at Madrasah Tsanawiyah Al-Islah Citrodiwangsan Lumajang applies:

First, planning. The Madrasah Head carries out the planning process, both short, medium and long term planning. Planning is carried out based on the vision and mission of the madrasah which has been determined and the vision and mission of each madrasah is different.

Second, organizing. The head of the madrasah uses and makes the best use of the available resources by utilizing the resources he has as initial capital in carrying out work.

Technology can be used only as a tool.

Third, actuating, the Madrasah Head builds operational procedures for educational institutions, provides examples of how to work, builds motivation and cooperation, and always coordinates with various elements.

Fourth, controlling (supervision). A Madrasah Head must be able to carry out supervisory and control tasks. The head of the Madrasah must be able to carry out supervisory and control tasks.

The role of artificial intelligence in the management of Islamic education at MA Al Ishlah Citrodiwangsan has indeed been felt to be beneficial in helping madrasa heads to carry out their duties as managers. There are several tasks of madrasah heads that can be carried out by technology, including the RKAM application, EDM, digital attendance, PKG application, and others. However, in implementing the use of these applications there are still areas that cannot be assessed or resolved by technology.

No matter how sophisticated technology is, it cannot replace the role of the madrasa head in the managerial process, because the madrasa head not only carries out planning, organizing and supervision, but also the exemplary aspects and figures that a madrasa head must have and that cannot be replaced by technology. Technology is not a spirit. management, even though technology can double productivity, the spirit of madrasa head management is a figure and an example.

So even though times have changed greatly in the era of the Industrial Revolution 4.0 and the era of disruption marked by the rapid development of science and technology, there are several things in the role of the madrasa head that cannot be replaced in the world of education.

RESEARCH METHODS

The method used in this research is qualitative descriptive research, namely a research procedure that produces data describing the form of written or spoken words from the observed sources (Lexy J Moloeng, 2000) The type of research is descriptive qualitative. Descriptive research is research conducted to describe existing conditions or relationships, emerging opinions, ongoing processes, and ongoing consequences or developing trends (Asyrof Safi'I, 2005:21)

The aim of this research is to describe systematically, factually, the accuracy of the supporting facts and the relationships between the facts being investigated. Meanwhile, data collection was carried out using direct participant observation. Apart from that, the researcher also conducted in-depth interviews with madrasa heads and reviewed documents. The data collection technique was carried out in a combined manner, data analysis was inductive or qualitative, and the research results emphasized meaning rather than generalization. The focus is technology in madrasas related to the role of artificial intelligence in the management of Islamic education at MA Al Ishlah Citrodiwangsan. The research data obtained, whether in the form of interviews with informants from teachers and heads of madrasahs, madrasah documents, responses from related parties, as well as the results of observations during the research, were processed in relation to the role of artificial intelligent management strategy for the development of the Islamic educational institution concerned. The research data includes, among other things, madrasa programs/policies, planning, organizing and evaluating madrasas, and so on.

Having a researcher present directly at the research location is a necessity because of his role as the main or key instrument. With the presence of researchers, data collection can occur naturally. Therefore, the presence of researchers plays the role of planner, implementer, data collector, analyzer, data interpreter, and at the same time reporting research results.

The key research instrument, namely the researcher. For this reason, researchers communicate appropriately with information providers according to their focus. Based on the title, the information providers specified are leaders, representatives, teachers, educational staff, and students at the educational institution that is the object of the

research, namely MA Al Ishlah Citrodiwangsan Lumajang. During the research, the researchers tried to work together and communicate well and intensively. . This is done to establish more intimate and open communication so that various data/information from key informants can be obtained properly. However, researchers always remain careful, careful and selective with the aim that the data obtained is in accordance with the focus of the research and its authenticity and validity are guaranteed.

The research location is MA Al Ishlah Citrodiwangsan Lumajang whose address is Jalan Argopuro gg Mosque, Citrodiwangsan Lumajang sub-district. At this location, researchers hope to obtain a lot of information related to strategic management in the development of Islamic educational institutions. Researchers hope to be able to carry it out by making direct observations at these institutions regarding the role of artificial intelligence in the management of Islamic education.

Qualitative research requires data that is obtained naturally and can be accounted for. The main source of qualitative data is data obtained verbally through an interview or in written form through document analysis or survey responses. To collect data, responsible methods or techniques are needed. In this research, three techniques were used, namely observation, interviews and document study. It is described in more detail as follows.

Participatory Observation, Participatory observation technique, where researchers participate directly in madrasa activities related to activities by looking at the role of artificial intelligence in the management of Islamic education. The observations include planning, organizing, actuating and controlling activities of the madrasa head. In-depth interview (in-depth interview), this interview is intended to obtain as much and detailed data as possible by face to face researchers with informant subjects, namely from teachers and educational staff. This is done to avoid the development of information whose validity is feared. Testing activities on information from one informant to another informant are carried out so that the results obtained are correct.

RESULTS AND DISCUSSION
Understanding Artificial Intelligence

Understanding Artificial Intelligence (technology) "Our intelligence is what makes us human, and AI is an extension of that quality." (Yann LeCun) Artificial intelligence (AI) is a simulation of human intelligence that is modeled in a machine and programmed to think like humans. Meanwhile, according to Mc Leod and Schell, artificial intelligence is the activity of providing machines such as computers with the ability to display behavior that is considered as intelligent as if this ability were displayed by humans. In other words, AI is a computer system that can do jobs that generally require human power or human intelligence to complete the job.

AI itself is a technology that requires data to become knowledge, just like humans. AI needs experience and data so that its intelligence can be even better. The important points in the AI process are learning, reasoning and self-correction. AI needs to learn to enrich its knowledge. The AI learning process is not always directed by humans, but AI will learn by itself based on AI experience when used by humans. The benefits that artificial intelligence also has, such as: *first,* AI is impartial, regardless of the user. Without taking into account any factors, the judgment that has been made is correct. *Second,* AI is immutable and immutable. It can be used repeatedly. The disadvantages of adopting AI include the fact that although it will work tirelessly and continuously, the system will not be able to absorb input that deviates from what it has been programmed to do.

Intelligence (AI) focuses on different elements, including machine learning to create distributed intelligence and creating a balance between Web technology and intelligent agent technology, agent self-organization, learning, and adaptation among other aspects of WI and AI that allow it to adapt to its environment and perform intelligent functions, which must be utilized to drive improvements in the education sector Indeed, artificial intelligence has been adopted and penetrated various fields in

the education sector, or departments in educational institutions. The use of artificial intelligence in education has a major impact, including increased efficiency, global learning, customized/personalized learning, smarter content, and increased effectiveness and efficiency in educational administration among others. Artificial intelligence continues to develop, and new ways of applying it in education emerged.

Computer and information communications technology has continued to develop over the years, leading to the development of artificial intelligence. Artificial intelligence, according to Coppin, is the ability of machines to adapt to new situations, deal with emerging situations, solve problems, answer questions, plan devices, and perform various other functions that require a certain level of intelligence usually seen in humans. In another definition, Whitby defines artificial intelligence as the study of intelligent behavior in humans, animals, and machines and attempts to engineer that behavior into an artifact, such as computers and computer-related technology Drawing from this definition, it is clear that artificial intelligence is the culmination of computers, computer-related technology, machines, and the innovation and development of information communications technology, giving computers the ability to perform similar or human-like functions. In line with the adoption and use of new technologies in education, artificial intelligence has also been widely utilized in the education sector.

Understanding the Role of the Madrasah Head

The definition of a role is an action carried out by a person in an event. While the principal consists of two words, namely "head" and "school", the word "head" can be interpreted as "chairman" or "leader" in an organization or institution. Meanwhile, "madrasah (school)" is an institution where it is a place to receive and give lessons. The principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons (Wahyjosumidjo, 2003: 83). Meanwhile, according to Mulyasa in his book Management and Leadership of School Principals, he said that "school principals are educational leaders at the educational unit level who must have a strong leadership foundation. Leadership is an important factor that differentiates success from failure, victory or defeat, glory or lethargy among people. people organizations or nation-states. Ismail Noor said that without visionary or strategic leadership, many would not succeed or even survive. Nanus also stated that visionary leadership is crucial for top management and is also very urgent for lower management. In other words, modern organizations require visionary leadership throughout the organization. The educational leadership that is needed today is leadership that is based on the nation's true identity which originates from cultural and religious values, and is able to anticipate changes that occur in the world of education in particular, and generally based on advances achieved outside the system. School.

The role of the Madrasah Head

E. Mulyasa in his book "Becoming a Professional School Principal", states that the principal's role is as an educator, manager, administrator, supervisor, leader, innovator, figure, mediator and motivator.

Head of Madrasah as Manager

The school principal as a manager has a very decisive role in managing school management. The success or failure of the school's goals can be influenced by how the school principal carries out management functions. These management functions are planning, organizing, actuating and controlling (Abdullah Munir, 2008:16)

the school principal by carrying out the process of planning, organizing, mobilizing and coordinating. The role of the school principal, who carries out his role and function as a manager, as stated by Wahjosumidjo, is: *first,* the role of the person taking the relationship between individuals, *second,* informational role, and *third,* as a decision maker.

Of the three roles of the school principal as manager, they can be described as follows: *first,* Roles in relationships between individuals (interpersonal roles) *second,* Fingurehead, means symbol. The principal is considered the symbol of the school. Therefore, a school principal must always be able to maintain his integrity so that his

role as a symbol of the school is not enough for the good name of the school.
Third, Leadership. The principal is a leader who reflects the responsibility to mobilize all existing resources in the school, so that it can produce a high work ethic and productivity to achieve goals. *Fourth,* Liaison. The principal is the liaison between the interests of the school and the interests of the environment outside the school.

Meanwhile, internally, the principal's liaison function is to act as an intermediary tool between teachers and staff other schools, and students, to obtain information from various parties in order to achieve educational success.

School Principal as Informational roles: *first,* As a monitor. The principal always makes observations of the environment, because there may be information that has an influence on the school. *Second,* As a disseminator. The school principal is responsible for disseminating and sharing information with teachers, school staff and parents. *Third,* Spokesman. The principal conveys information to the outside environment that is deemed necessary.

School Principal as a decision maker: *first,* Entrepreneur. The principal always tries to improve the appearance of the school through various new programs and conducting surveys to study various problems that arise in the school environment. *Second,* People who pay attention to disturbances (disturbance handlers). The school principal must be able to anticipate disruptions that arise by paying attention to the situation and the accuracy of the decisions taken. *Third,* The person who provides all the resources (A resource allocater) the school principal is responsible for determining and researching who will obtain or receive the resources provided and distributed. The sources in question include: human resources, funds, equipment, and various other sources of school wealth. *Fourth,* A negotiator role. The school principal must be able to hold discussions and deliberations with external parties to establish and meet needs.

The school principal as a manager has the role of managing school management and can be assisted by using the RKAM and EDM applications which can be done at the beginning of the school year and the end of the school year. Planning what work programs and priority scales will be carried out in one year can be done using application technology. However, personal relationships as a madrasa head manager cannot be replaced by application technology.

Head of Madrasah as Supervisor

Educational supervision is assistance that supervisors deliberately provide to teachers to improve and develop teaching and learning situations, including stimulating, coordinating and guiding the continuous growth of teachers more effectively in achieving educational goals. (Saiful Sagala, 2009: 117) The task of the school principal as supervisor that is, it tends towards improvements in the world of education, by carrying out supervision well, coordinating optimally so that the quality of education can develop. The main activity of education in schools in order to realize its goals is learning activities, so that all school organizational activities lead to achieving efficiency and effectiveness of learning. Therefore, one of the principal's duties is as a supervisor, namely supervising the work carried out by the principal, so he must be able to carry out various supervision and controls to improve the performance of educational staff. Supervision and control are controls so that educational activities in schools are directed towards the stated goals. Supervision and control are preventive activities to prevent educational staff from committing deviations and being more careful in carrying out their work.

Supervision application technology can be used to assist the madrasa head's duties, to evaluate and provide follow-up plans according to the evaluation results. Learning video media can also be used as a tool to help evaluate teacher learning techniques, both in terms of learning methods, learning media, or mastery of essential material. Student assessments can also be done using the RDM application which makes it very easy for teachers to provide assessments.

So the role of the madrasa head as supervisor can be replaced by application technology.

The role of the Madrasah Head as a Motivator

As a motivator, the school principal must have the right strategy to provide

motivation to education staff in carrying out their various tasks and functions. This motivation can be fostered through regulating the physical environment, regulating the work atmosphere, discipline and encouraging rewards effectively, and providing various learning resources through the development of Learning Resource Centers (PSB). First, setting the physical environment. A conducive environment will foster the motivation of educational staff in carrying out their duties. Therefore, school principals must be able to arouse the motivation of educational staff so that they can carry out their duties optimally. The arrangement of the physical environment includes, among other things, a conducive work space, study room, library room, laboratory room, workshop, as well as arranging a comfortable and pleasant school environment. Second, setting the work atmosphere. A calm and pleasant work atmosphere will also improve the performance of educational staff. For this reason, school principals must be able to create harmonious working relationships with educational staff, as well as create a safe and enjoyable school environment.

Third, Discipline. Discipline means that in increasing the professionalism of educational staff in schools, school principals must try to instill discipline in all their subordinates. Through this discipline, it is hoped that goals can be achieved effectively and efficiently, and can increase school productivity. Fourth, encouragement. The success of an organization or institution is influenced by various factors which are quite dominant and can drive other factors in terms of work effectiveness, in fact motivation is often compared to the engine and steering wheel of a car, which functions as a driver and director. Fifth, appreciation. This award is very important to increase the professionalism of educational staff. Through this award, educational staff can be stimulated to increase their work professionalism in a positive and productive manner. Giving awards can be linked to the achievements of educational staff openly, so that they have the opportunity to achieve them.

The role of the madrasa head as a motivator cannot be carried out entirely by application technology because it requires two-way communication from the head to the teacher or staff. Because in carrying out their duties, both teachers and staff will definitely experience obstacles, these obstacles can hinder the performance of teachers and staff. So the madrasa head plays an active role in providing motivation to the teachers and staff.

The role of the Madrasah Head as an Educator

The job of the madrasah head is as an educator. The Madrasah Head must have the right strategy to increase the professionalism of the education staff in his madrasah. Creating a conducive climate in madrasas, providing advice to madrasa residents, providing encouragement to all educational staff, and implementing interesting learning models, such as team teaching, moving classes, and holding acceleration programs for students who are intelligent above normal. The Madrasah Head also always strives to improve the quality of learning carried out by each teacher. In this case, the experience factor will greatly influence professionalism, especially in supporting the formation of education staff's understanding of the implementation of their duties.

And the job of the madrasa head as an educator cannot all be done by technology even though there are applications that can be used to help improve teacher quality such as e-learning, e-books,

As a madrasah head educator, you can provide services in the form of infrastructure, both physical and online media, for learning resources and increasing the competence of teachers and staff, for example through the WiFi network available at the madrasah so that teachers and staff can access the material or guidance they need. Providing a blog for each teacher to explore the teacher's abilities in teaching or other educational work. So the head's role as an educator can be carried out by application technology.

The role of the Madrasah Head as Administrator

The Madrasah Head as administrator has a very close relationship with various administrative management activities in the nature of recording, compiling and documenting all madrasah programs. To support his abilities in administration, the

Madrasah Head must have the ability to manage the curriculum, administer students, manage personnel administration, administration of facilities and infrastructure, administration of archives, and manage financial administration. As a professional Madrasah Head, the above administrative activities need to be carried out effectively and efficiently to support madrasah productivity.

Madrasah heads as administrators can use application technology, for example new student registration websites, digital textbooks, EMIS, Simpatika. All of which can be used optimally. Administrative needs can be completed through this application. So the head's role as administrator can be assisted by technology and applications.

The role of the Madrasah Head as a Leader

The job of the Madrasah Head as a leader must be to be able to provide guidance and supervision, improve the abilities of educational staff, open two-way communication, and delegate tasks. The head of the Madrasah as a leader can be analyzed based on his personality, knowledge of educational staff, vision and mission of the madrasah, ability to make decisions, and communication skills.

With his function as a leader, the Madrasah Head can be analyzed based on the leadership characteristics, namely democratic, authoritarian and laissez faire. These three traits are often possessed simultaneously by a leader. Therefore, a Madrasah Head is required to be able to use leadership strategies according to the situation in the madrasah. The use of appropriate strategies is in accordance with the maturity level of educational staff, and the appropriate combination of task behavior and relationship behavior. The role of the Madrasah Head as a leader cannot be replaced by technology, because there is communication that must be carried out in two directions between the head and teachers or staff.

As a leader, the head must be sensitive to the situation and conditions that exist in the madrasah. Problems that often arise that can distract from the goals and vision and mission of the madrasah must be quickly addressed and resolved wisely and wisely. So this skill of becoming a leader cannot be done by technology.

The role of the Madrasah Head as an Innovator

As an innovator, the Madrasah Head must have a good strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all madrasah education staff, and develop innovative learning models. The head of the Madrasah as an innovator is reflected in the ways in which his work is carried out constructively, creatively, delegatively, integratively, rationally and objectively, pragmatically, exemplary, disciplined, adaptable and flexible. Good, polite and directed communication will make it easier for the madrasa head to provide direction and input to teachers and students. This is something that application technology cannot do.

As an innovator, the Madrasah Head must play an active role in providing direction, guidance and example to teachers and students. Maintaining a conducive madrasa environment, resolving problems that arise between teachers and staff. This cannot be done by application technology.

The role of the Madrasah Head as a Figure

The head of the Madrasah as a figure is a function that is closely related to the role model as a leader in the Madrasah. It is hoped that the Head of the Madrasah will have a figure who can be an example and role model for education staff and students. With a good figure, the Madrasah Head will have the authority to lead the Madrasah. Because it is closely related to the behavior, morals, actions and words of a madrasa head, the head's role as a figure must be carried out well. The example of a leader will have an impact on the performance of teachers and staff. If the madrasa head is able to set a good example, both in terms of time discipline, work discipline, discipline towards applicable rules, then the madrasa head can be a role model for the teachers and staff he leads. Application technology cannot follow the example of a madrasa head.

With a good figure, the Madrasah Head will have authority in leading the Madrasah. will be closely related to the behavior, morals, actions and words of a madrasa head, so the head's role as a figure must be carried out well. The example of a leader will

have an impact on the performance of teachers and staff. If the madrasa head is able to set a good example, both in terms of time discipline, work discipline, discipline towards applicable rules, then the figure of the madrasa head can be a role model and will be very effective for the discipline of teachers and staff. Application technology cannot follow the example of a madrasa head.

The role of the Madrasah Head as Mediator

The mediator in this case is mediating every policy or problem that occurs in the madrasah, whether problems between the Madrasah Head and teachers, between teachers and teachers, between teachers and students, between parents/guardians of students and teachers or madrasas or other problems related to madrasas. Apart from that, it can be a good mediator between the madrasah and the community to smooth the learning process in the madrasah. With this mediator role, it is hoped that the Madrasah Head can become a good mediator in facilitating madrasah productivity.

as a Mediator, the madrasa head is expected to have the skills to find solutions to every problem that occurs in the madrasa. Both internal madrasa problems and external madrasa problems. Able to resolve disputes between teachers and staff so that the madrasa environment becomes comfortable and harmonious. These mediating skills cannot be performed by any application technology.

CONCLUSION

Based on the results of observations and data collection, it was found that weaknesses were found in the use of technology applications used in madrasas. The role of artificial intelligence in the management of Islamic education at MA Al Ishlah Citrodiwangsan can help implement management but cannot be done entirely by technology. So it can be concluded that there are head roles that can be carried out by technology but there are also head roles that cannot be replaced by technology, as follows;

For management management, school principals can be assisted using the RKAM and EDM applications which can be done at the beginning of the school year and the end of the school year. Planning what work programs and priority scales will be carried out in one year can be done using application technology.

However, to adjust the program according to the madrasah's vision and mission, the head as a manager of the madrasah cannot be replaced. Supervision application technology can be used to assist the madrasa head's duties, to evaluate and provide follow-up plans according to the evaluation results. So the role of the madrasa head as supervisor can be replaced by application technology. As a motivator, application technology cannot be carried out completely because it requires two-way communication from the head to the teacher or staff. As a madrasah head educator, he can provide services in the form of infrastructure, both physical and online media, for learning resources and increasing the competence of teachers and staff, so that the head's role as an educator can be carried out by application technology. As an administrator, you can use application technology, for example new student registration websites, digital textbooks, EMIS, Simpatika. Administrative needs can be completed through this application. So the head's role as administrator can be assisted by technology and applications. As a leader, not everyone can be replaced by technology, because there is communication that must be carried out in two directions between the head and the teacher or staff. So the skills of being a leader cannot be done by technology. As an innovator, the Madrasah Head must play an active role in providing direction, guidance and example to teachers and students. Maintaining a conducive madrasa environment, resolving problems that arise between teachers and staff. This cannot be done by application technology.

The example of a leader will have an impact on the performance of teachers and staff. If the madrasa head is able to set a good example, both in terms of time discipline, work discipline, discipline towards applicable rules, then the madrasa head can be a role model for the teachers and staff he leads. Application technology cannot follow the

example of a madrasa head. As a good figure, the Madrasah Head is really needed in leading the Madrasah. Application technology cannot set the example of a madrasa head. With the role of mediator, it is hoped that the Madrasah Head can be a good mediator in facilitating madrasah productivity. This mediation skill cannot be done by any application technology.

Thus technology is not the soul of educational management, even though technology is able to double productivity. The spirit of educational management lies in communication, interaction and a persuasive approach between madrasa heads, teachers and staff. Especially in Islamic educational institutions based on Islamic boarding schools which must prioritize the exemplary figure that must be shown by a madrasa head. So the role of the madrasa head, even though technological developments are increasingly rapid in the future, is still needed and cannot be replaced by technology or artificial intelligence.

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