

Innovation in Islamic Education Management: Enhancing Teacher's Professionalism and Techno-Pedagogical Skills

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ABSTRACT

*This study explores the integration of technology in Islamic education management and its impact on enhancing teacher professionalism, particularly techno-pedagogical competence, in the digital era. **Objective:** The research aims to examine innovative strategies for improving the management of Islamic education and fostering teacher professionalism to meet the challenges of the digital age. **Methods:** A literature review approach was employed, synthesizing findings from various academic sources to highlight key developments, challenges, and opportunities in Islamic education management and teacher development. **Results:** The findings reveal that effective integration of technology enhances educational efficiency, quality, and access to resources while fostering innovative teaching methods and collaborative environments. Teacher professionalism is critical for achieving educational goals and is supported by strategies such as training, digital literacy programs, and professional development initiatives tailored to align with Islamic principles. The role of school administrators and government in facilitating these advancements is also significant. **Novelty:** This study contributes to the discourse on Islamic education by emphasizing the dual role of technology in administrative management and pedagogical enhancement. It underscores the necessity for holistic strategies to prepare educators for a digitally driven educational landscape, ensuring that Islamic educational institutions remain relevant, innovative, and aligned with their religious and moral values.*

INTRODUCTION

The advancement of technology in the digital age has brought significant changes in the learning process. This transition entails greater access to information, more dynamic interactions among persons, and changes in teaching and learning approaches [1]. Teacher professionalism has become increasingly important in this era due to increased competition in numerous areas [2]. This era also emphasizes the importance of teachers to enhance their quality, competency and give more contribution in a competitive educational environment.

Teachers have critical role in establishing optimal educational quality by offering effective instruction in schools [3]. Teachers are more than just educators; they are also mentors, motivators, and role models for students. Teachers are expected to implement various positive innovations to improve the quality of education. Innovation not only in the curriculum, but includes the use of technology in teaching and learning process [4]. The capacity of teachers to effectively use technology in the classroom is known as techno pedagogical competence [5].

Techno-pedagogical abilities have become increasingly crucial for educators in the teaching and learning process, as they enable more effective learning and teaching [6]. According to Lee (2015) in [6] techno-pedagogy requires teachers to use a variety of

technologies or online guiding tools, including software-based lesson plans, web guides, intelligence mapping and recording organization, realistic information visualization, collaborative learning, and video podcasting. Furthermore, teachers must use readily available digital technology to increase the efficacy and efficiency of the teaching and learning process, [7], including researching information on the most recent teaching approaches that can boost learning effectiveness.

Human resources, including teachers, educational staff, and educational institution leaders, play an essential role in the development of innovation in Islamic educational institutions; hence, it needs some efforts to increase human resource quality [8]. Good management may improve teacher professionalism, make the best use of resources, and help students develop holistically in accordance with Islamic education's goals. To improve teacher professionalism through effective educational management, both the government and educational administrators must take numerous steps to achieve educational objectives [9].

Teacher professionalism has a substantial impact on performance; thus, it is important to enhance teacher professionalism, ensuring that teachers have autonomy and support needed to provide the highest quality education [2]. Meanwhile, in the digital era, the use of technology in teaching and educational management has the potential to broaden the area of learning, provide access to variety of educational resources, and facilitate more teacher collaboration. The purpose of this article to examine numerous developments in the management of Islamic education in the digital age, as well as methods for fostering teacher professionalism, with a focus on improving teachers' techno-pedagogy. The findings of this study will significantly contribute to both the professional development of educators in the digital age and the development of Islamic education management.

RESEARCH METHOD

This study utilize a literature review to synthetize research findings and highlight areas requiring further investigation, which is essential for developing theoretical frameworks and conceptual models [10]. The researcher collected various resources including articles and journals from prior studies. Subsequently, the findings were synthesized, addressing current issues, and summarizing the state of existing research.

RESULTS AND DISCUSSION

Innovation in Islamic Education Management in the Digital Era

The core concept of education management lies in the processes of planning, organizing, managing, and evaluating within an educational system based on Islamic teachings [11]. This idea serves as the foundation for the management and administration of Islamic education, emphasizing religious objectives, morality, knowledge development, and the development of good character of students. It guarantees that Islamic education management incorporates religious principles and Islamic values in every aspect. In the digital age, Islamic education aims to develop knowledgeable and capable Muslim generations enable them to lead moral, secure, prosperous, and peaceful lives [12]. Islamic education is intended to teach and develop each Muslim person to be knowledgeable about Islam and how to use it in their daily lives [13]. This phrase

describes the creation of educational programs, instructional strategies, and curricula that are organized according to the tenets of Islamic beliefs [13].

The practice of running Islamic educational institutions using digital technology to improve the efficacy, efficiency, and quality of instruction is known as Islamic education management in the digital age. According to Amir et al, in [14] innovation in education encompasses not only the use of technology but also the implementation of new pedagogical and educational administration strategies. Innovation in Islamic education management refers to initiatives to update, expand, and improve upon existing materials or to generate something entirely new in order to address issues or satisfy customer demands. The management techniques employed up until the implementation phase are included in this invention [15]. Innovation in educational management encompasses more than just creating new concepts, tools, or instructional strategies; it also involves enhancing school administration. (Suprpto, et al, 2024). According to [15] in educational institutions, guiding entails overseeing and supplying technology like Wi-Fi, the internet, and digital attendance. In this context, preparation entails that educational institution must develop high quality human resources through a transparent and fair recruitment process, whether conducted online or offline. In order to facilitate learning activities, educational institutions must provide representative infrastructure and facilities, such as labs, place of worship, and VR-based sports facilities, establishing workshops, seminars, or teacher competitions to develop competency training for staff members and educators. Using social media and official websites to advertise Islamic educational institutions through information technology.

One significant factor in making positive contributions to Islamic education is the use of technology [17]. In the utilization of technology, efforts are needed to train and enhance digital skills, such as a good understanding of software operation, the use of e-learning platforms, and basic skills in managing digital information. The overall effectiveness and quality of Islamic education are greatly impacted by the use of information technology in its administration [18]. The use of technology can improve the effectiveness of Islamic education management by allowing for rapid and easy access to educational resources, sophisticated evaluation systems, and numerous innovative learning methodologies [11]. Opportunities to create more dynamic, creative, and captivating teaching strategies in Islamic education are made possible by the use of digital technology [19]. By giving students access to schedules, information, instructor attendance, and learning resources, mobile applications and websites help to adapt education to the needs of a global society [20]. An effective management system can control the use of existing resources and administration, from the delivery and receipt of student information, teaching and learning activities, to after students complete their education. All of this data can be effectively managed using a technology-based management system and kept digitally [21]. Effective use of digital technology can help Islamic education advance and have a beneficial influence [19]. It can drive progress in Islamic education and create positive impact by improving access to educational material, promoting interactive and engaging teaching approaches, and optimizing administrative operation.

Effective and efficient educational management is crucial to the growth of Islamic education [22]. Effective and efficient educational management ensures that all parts of education, from planning, organizing, implementing, and evaluating, are carried out

correctly, allowing institutions to provide quality education that is relevant to the times and consistent with Islamic values. To address the problems and changes in the world of education, Islamic educational management concepts, models, and strategies must be continuously created and utilized [23]. In addition, digitization in Islamic educational institutions is critical for adjusting to rapid technological advances [21]. Digitalization has shifted the paradigm of educational institutions in terms of learning, data management, communication, and interaction with all stakeholders. As a result, Islamic educational institutions must implement performance management techniques for educational staff that are in line with the expectations of the digital age in order to remain relevant, efficient, and competitive.

Development of Teacher Professionalism and Techno-pedagogy in Islamic Educational Institutions

Teacher professionalism is a critical component in ensuring educational achievement [24]. In the era of the 4.0 industrial revolution, a teacher is deemed professional if they fully accomplish their duties while possessing four basic skills: pedagogical, personal, professional, and competencies acquired through professional education [25]. A professional teacher not only has a thorough understanding of their field of study and teaching materials, as well as a mastery of effective teaching methods, but they can also motivate students, demonstrate superior skills, and have a broad perspective on educational developments [26]. Several fundamental features distinguish professional teachers in the twenty-first century are [27], First, they have a mature attitude, capable of problem solving, patient, can manage their emotions without overreacting. Second, teachers have a strong understanding of science and technology, allowing them to provide more diverse learning experiences. Third, they are competent at identifying and developing kids' interests and talents. Fourth, they continue to improve their professionalism. Teachers must adapt their competencies to the changing times, plan to improve their abilities, create digital-based learning materials, and educate students how to use technology in everyday life.

Teacher professionalism development is an ongoing process that aims to improve teaching quality while also growing instructors' abilities, knowledge, and attitudes [28]. The Directorate General of Basic and Secondary Education of the Ministry of National Education in [29], reports that there are numerous alternative programs for developing teacher professionalism. The alternatives include (1) academic qualification improvement programs or further studies, (2) equivalency and certification, (3) competency-based integrated training, (4) educational supervision, (5) empowerment through subject teacher working groups (MGMP), (6) participation in teacher symposiums, (7) conducting classroom action research (CAR), (8) reading and writing scientific papers, (9) attending scientific meetings, (10) conducting research, and (11) participating in internship programs, (12) staying up to date with current events through mass media, (13) active participation in professional groups, and (14) collaborating with colleagues. Furthermore, different strategies that can be adopted to promote teacher professionalism include [30]: (1) ongoing professional development, (2) through training and seminars, such as training in the use of technology in education, classroom management, and evaluation, (3) workshops and professional development programs, (4) collaboration within professional communities, (5) sharing knowledge and experiences among teachers, such as through meetings, discussions, and collaborative

projects, (6) the use of technology and the development of digital skills, including access to materials from various digital platforms, (7) online communication with other teachers, (8) regular supervisory coaching, and (9) constructive feedback. Teacher development strategies include strengthening the relationship between higher education institutions and secondary schools, recruiting prospective teachers, field practice training, improving the quality of education for prospective teachers, supervision, implementing Total Quality Management, community participation through the link and match concept, and ratifying teaching certificates through regulations [31]. The school principal has a strategic role in supporting and enabling teachers' professional development through several existing initiatives. The principal can offer assistance and foster a climate that promotes teachers' professional development.

Implementing teacher professionalism development strategies in educational management has a substantial impact and benefits on the learning process; these strategies allow for a thorough improvement in learning quality [30]. Furthermore, developing teacher professionalism contributes to improved educational quality and student learning results. Furthermore, the development of teacher professionalism within the context of educational management helps to foster a professional and forward-thinking school environment. To encourage teacher professionalism in the digital age, tangible initiatives are required in Islamic educational institutions. To develop teacher professionalism in the digital age, new initiatives are needed in Islamic educational institutions. Efforts to grow and enhance educators' skills can be carried out in numerous phases, including recruitment of teachers, managing their needs, increasing educators' professionalism, and observing the learning process by strengthening digital literacy [25]. Furthermore, efforts to develop human resources in educational institutions can be carried out through teacher and educational staff training and professional development in developing curricula and teaching methods that are relevant to current needs while adhering to Islamic teaching principles [8]. Teachers in today's digital age can participate in a variety of training and development programs by using conveniently available digital platforms, such as e-professional development platforms. Teacher training and development through digital platforms, also known as e-professional development, is a technique that uses digital technology to provide teachers with training, development, and resources with the goal of improving their competences [7].

Strategies for enhancing teacher professionalism can be accomplished through comprehensive technology development and training for teachers, which involves learning how to apply technology in teaching, classroom management, and administration [3]. Teachers must understand how to use technology as both a tool and a medium for learning [25]. Examples include developing multimedia presentations, managing online discussion, and constructing interactive learning experiences. Teachers must also be capable of instructing pupils on how to utilize technology, such as using technology ethically and wisely. It is thought that by keeping up with technological changes and upgrading teaching techniques and materials to reflect current events, the goals of Islamic education can be realized [32].

Thus, using technology into Islamic education management can increase teacher performance, administrative efficiency, enrich students' learning experiences, and enable new learning methodologies [11]. The use of digital platforms and specialized applications for Islam has increased the availability of resources, enhanced materials with

engaging content, and fostered more interactive learning. The dynamic interaction between teachers and students has also improved, facilitating in-depth discussions and more effective collaboration [1].

CONCLUSION

This study highlights the **fundamental finding** that the integration of technology in Islamic education management significantly enhances teacher professionalism and pedagogical practices, enabling institutions to effectively address the challenges of the digital era. By adopting innovative strategies such as technology-based planning, professional development, and digital literacy programs aligned with Islamic principles, Islamic education can foster intellectual, moral, and globally adaptable individuals. **Implication:** These findings underscore the importance of holistic approaches that combine administrative innovation and teacher development to ensure the relevance and effectiveness of Islamic education in a rapidly evolving digital landscape. **Limitation:** The study primarily relies on a literature review, which may not fully capture the nuanced, real-world challenges and successes experienced by Islamic educational institutions in diverse contexts. **Further research:** Future studies should explore empirical investigations, including case studies and quantitative analyses, to assess the practical outcomes of technology integration in Islamic education and identify context-specific best practices for fostering teacher professionalism and institutional innovation.

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