

Implementations of The Digital Madrasah: Case Study on MTSN 1 Makassar

Muh. Yamin^{1*}, Dian Sanuri²

Abstract

The demands of the times demand the world of education to be able to adapt and use technological developments in an effort to improve the quality of learning. The current development of information technology provides its own challenges in the world of education especially madrasah. Basically, the madrasah is an important Islamic educational institution in Indonesia, where its existence has proven to have marked a generation of nations with deep religious insights and the soul of nationalism. Therefore, the educational institutions of the Madrasah must be able to adapt to such massive technological developments. The madrasahs must be capable of utilizing and integrating technology in teaching activities so that it becomes relevant and contextual with the development of the times. The aim of this research is to take stock of the efforts made by MTsN 1 Makassar in transforming into a digital madrasah, to find out the supporting factors and obstacles in implementing the digital madrasah policy. This type of research is qualitative descriptive. The results of the research describe the efforts made at MTsN 1 Makassar in transforming into a digital madrasah starting from the planning stage of both activity planning and budget planning, strengthening the quality of SDM by forming the learning revolution team 4. Supporting factors are the large number of digital platforms that are open access, the support of the parents of the students and the factors that hinder are the price of relatively expensive digital devices, large electricity bills and a less stable internet network.

Keywords: digital madrasah, utilizing and integrating technology

History:

Received : 20 Oct 2023

Revised : 05 Feb 2024

Accepted : 15 March 2024

Published : 11 June 2024

¹²Iain Palopo

*Author Correspondent: muhammadyamin@iainpalopo.ac.id

Publishers: LPM IAIN Shaykh Abdurrahman Siddik Bangka Belitung, Indonesia

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Introduction

Information and Communications Technology (ICT) is developing very rapidly and the digital transformation leap has a very significant impact on all lines of life including in the field of education. The demands of the times demand the world of education to be able to adapt and use technological developments in an effort to improve the quality of learning. The development of digital technology in the world of education can cut the gap between teachers and pupils (Syarifudin, 2020), the learning process is no longer limited only to the classrooms but can be implemented anywhere and anytime in a more interesting way. Technological developments in the world of education have given rise to the innovation of cyber teaching or virtual teaching, in which the teaching process can be carried out through Internet media and also the learning process may be realized through more interactive learning modules that are of interest to learners, e.g. the use of flash media, audio media and applications that can enhance the active participation of learners in teaching learning process. (Suci, 2020)

The current development of information technology provides its own challenges in the world of Education (Akbar & Noviani, 2019) so that educational institutions are required to be able to keep up with the latest technological developments. Basically, the madrasah is an important Islamic educational institution in Indonesia whose existence has proven to have marked a generation of nations with deep religious insights and the soul of nationalism. (Islam & Modern, n.d.). One of the advantages of a madrasah is that it is able to integrate between general teaching and religious sciences. Therefore, the educational institutions of madrasahs must be able to adapt

to technological developments that are so massive, the Madrasah must be capable of utilizing and integrating technology in teaching learning activities so that it becomes relevant and contextual with the development of the times. (Agama et al., 2021).

The results of the research conducted by the Jakarta Religious Research and Development Hall show that the obstacles in the use of ICTs in the madrasah include several things, among them the teacher's ability to use ICTs is still not maximized (Religious and Religious Education Research Team Jakarta, 2019), the restrictions of ICT infrastructure, the budget restrictions for ICT development and the absence of a written policy as a form of support for ICT utilization by the head of the Madrasah. (Saimroh, 2018). In solving the problem, the government in this case the Ministry of Religion continues to take the best measures to improve the quality of the madrasah one of them by launching the digital Madrasah program (Moh. Isom, 2022).

However, the implementation of the concept of digital madrasah is not as easy as turning hands, there are several stages and processes to be done ranging from preparing a budget for the fulfilment of supporting infrastructure, preparing human resources that have digital competence and the most important is that the party must have a mature strategy and planning in the creation of a digital-based madrasah.

MTsN 1 Makassar is one of the madrasahs who succeeded in becoming a pilot of the digital madrasah project, for it is important to carry out research related to the policies issued by the leadership of the Madrasah, what efforts are made as well as what obstacles are faced with the MTsN1 Makassar so that it is able to be a false salad of the madrasah that became a prototype of the use of digital madrasah in South Sulawesi, where the results of such research will be a clue and reference for the other madrasahs in an effort to realize the digital transformation of the madrasah.

Method

This research is a case study study using a qualitative approach. The data collection was conducted with interviews, observations and documentation. Observations are carried out to see in person the condition and situation of maintenance of learning and also to see directly facilities and facilities supporting. While the documentation is used to gather documents written documents such as archives, printing and reports that support research. Data analysis techniques in this study are carried out in three stages namely data reduction, data display and data verification.

Results and Discussion

Digital madrasah model in MTsN 1 Makassar

The Ministry of Religion has encouraged the madrasah education institution to transform into a digital technology-based educational institution. Digital Madrasah is an educational service in its digital-based management; integrating technology into lessons, local and extracurricular loads; using strategies and educational media based on digital technology and also assessment processes using digital applications (Tim Peneliti Pendidikan Agama dan Keagamaan Jakarta 2019). The concept of digital devices is not a goal, but a tool to foster efficiency and efficiency. Not only in terms of teaching learning that adopts a digital system but comprehensively all aspects in the management of the madrasah ranging from academic services, learning, information systems and administration must be digital based.

MTsN 1 Makassar has a number of digital-based services, so not only is digitization done in the learning process or in the classroom alone but it is comprehensive in various aspects ranging from integrated digital services, digital learning, digital counselling, digital laboratories, digital libraries and digital educational cafes. Where all these services have gone well. In an attempt to transform into a digital madrasah of course every madrasah has a variety of capabilities, then there are several stages of the implementation of a digital madrasah that are adapted to its capability. UNESCO offers 4 approaches to ICT development in schools where all four approaches have different and sustainable levels that start from simple to complex stages, the four such approaches

are emerging approach, applying approach, integrating approach, and transforming approach (UNESCO et al., 2015).

MTsN 1 Makassar has been at the applying level where administrative processes have been using digital services such as digital printing, digital guest books, digital registration, digital information systems and also the learning process has also been digital based using a variety of digital applications, but the services are not fully integrated.

Efforts in implementing a digital madrasah

In order to transform into a digital-based madrasah there are a number of things that need to be prepared ranging from planning, budgets, supportive press facilities, human resources with adequate digital literacy or literacy to rules that support the implementation of digital technology in schools.

The most basic step taken in MTsN 1 Makassar is planning both in terms of programmes and budgets. In terms of program planning, what was done was to elaborate a vision of the Madrasah mission which emerged the concept of the digital madrasah. Then it was continued with the preparation of the Middle-term Work Plan (RKJM) as well as the Annual Plan of Work (RKT) stated in the Plan of Activities and Budget of Madrasah (RKAM) which is definitely guided by the vision of that mission itself.

In terms of budget, this is becoming crucial considering that in an effort to transform into digital services requires a considerable budget for the procurement of facilities and premises. Then from that the budget planning in MTsN 1 Makassar is structured on the basis of proportionality to the needs of means of support in transforming into a digital madrasah with the consequences of some budget posts which it allocates is not relevant to the digitization step of madrasahs undergoing reduction. As for the funds used, the school's optional aid fund and the madrasah committee fund. The next step is to prepare supporting facilities such as smart tvs, computers, webcams, and the internet. The procurement process is gradually adjusted to the available budget.

The next attempt is to improve the quality of human resources, the process transformed into a digital madrasah where services will be oriented to devices and digital systems impossible to do if the Madrasah does not have the human resources that speak in digital terms, to respond to that problem the leader of the madrasah then formed the learning revolution team 4.0. The team has 45 teachers who are skilled in the field of IT mastery where previously the head of the madrasah has performed assessment and mapping of the teacher's ability in the digital field. This is the Learning Revolution Team 4.0 who then has an important role in the effort of digital transformation, there are several tasks of this team that first develop services and digital administration the second is to accompany the teachers in compiling teaching materials in digital format and the third enhance digital skills by providing training to educators and educational energy on a regular basis. To guarantee and control the improvement of the quality of the head of the madrasah also formed the Madrasah quality guarantor team, one of its tasks is to regulate the scheduling of the teacher training carried out by the 4.0 revolution of the MADRASAH team.

The next effort in implementing the digital mattress system is to create a number of policies aimed at supporting the digitalization of the services available in the school; (1) paperless, which is a policy aimed to reduce the use of paper significantly and switch to the usage of digital technology to save costs and improve efficiency. The head of the MTsN 1 Madrasah Makassar issued a policy to maximize the process of digitization by requiring school documents, whether it is internal stamping, invitations, modules, RPP packaged in digital format, this policy must be very relevant in the realization of digital based services. (2) digital teaching materials, where each teacher is obliged to compile the teaching material in digital format (3) requires the pupil to have a digital device in the form of a tablet with a RAM of at least 2 gigabytes, such a device is used in the learning process in the classroom.

Supportive and inhibitor factors in the implementation of digital madrasah efforts

In an effort to become a digital master Makassar of course there are factors that support the process among them: (1) many digital flatforms are open source where the process of digitalization of teaching materials carried out by teachers of course require flatform or digital applications such as, canva, quizizz, google site, powtoon, prezi, the appeal of various applications are open-source or free, of course it supports teachers in creating digital learning media without having to spend. (2) Parental support of pupils, one of the rules set out in MTsN 1 Makassar is that every pupil is required to have a digital device such as a laptop and a tablet which is used in the learning process where this is fully supported by the pupil's parents. (3) The Covid 19 pandemic, which spread some time ago, has indirectly introduced digital-based learning, which has made educators, learners, and learners understand the importance of the use of technology in the world of Education.

As for the factors that are hindering the implementation of the digital madrasah, among them are: (1) the price of expensive digital devices, the acquisition of smart TVs and laptops that are the main components of digital learning in MTsN 1 Makassar is gradually adjusted to the amount of budget available (2) large electricity bills, the use of large quantities of digital devices has an impact on the increase of monthly electrical bills. (3) Internet networks are not stable. The internet bandweight at MTsN 1 Makassar is quite large and has reached all class areas but simultaneous usage times make the Internet network sometimes less stable.

Conclusion

The digital madrasa is the management of the educational institutions of the madrasah which in its art has utilized digital devices in a comprehensive way but in the concept of digital devices is not a purpose but a tool to efficiency and efficiency. With regard to the efforts made in MTsN 1 Makassar in transforming into a digital madrasah, starting from the planning stage of both activity planning and budget planning, preparing support facilities and facilities gradually, improving the quality of SDM by forming the learning revolution 4.0 team, forming a quality assurance team and the latter drawing up policies and rules that support the implementation of the digital mandrasah process, while the supporting factors are the numerous digital flatforms that are open access, the support of the parents of the pupils and the factors that are the impediments are the price of relatively expensive digital devices, large electricity clearance and unstable internet network if used simultaneously.

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