

Revitalization of the Islamic Education System in the Disruptive Era: Challenges and Opportunities Towards The Future

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ARTICLE INFO	ABSTRAK
Volume: 4 ISSN: 2963-5489 KEYWORDS Islamic Education, Disruptive Era, Challenges, Opportunities	This jurnal explores the revitalization of Islamic education in the disruptive era by identifying its main challenges and opportunities. Rapid technological advancement has reshaped educational systems, requiring Islamic institutions to adapt in order to stay relevant and effective. Using a qualitative library research approach, the study reviews scholarly works on Islamic education in the digital age. The findings reveal that Islamic education faces complex challenges, including digital transformation, curriculum disruption, and the need to maintain authenticity in religious knowledge amid the flood of online content. However, the disruptive era also provides opportunities for innovation, such as the use of digital platforms, wider access to knowledge, and the integration of technology with classical Islamic values. The study concludes that Islamic education must adopt adaptive and creative strategies, ensuring future generations are technologically literate while remaining firmly rooted in Islamic moral and spiritual principles.

1. Introduction

The emergence of disruptive technologies has not only transformed our daily lives but also triggered a transformative wave in the way we approach learning and knowledge acquisition. As we stand on the threshold of a new era, marked by continuous technological innovation and breakthroughs, traditional educational paradigms are being challenged, redefined, and, in some cases, rendered obsolete (Lian & Amiruddin, 2021). The digital era has brought numerous opportunities and challenges to the education sector. From Artificial Intelligence (AI) to virtual reality, these technological advancements have the potential to revolutionize the way we disseminate knowledge and develop skills. However, this wave of innovation creates an urgent need for educational institutions to adapt and evolve. The integration of technology into education is no longer an option but a necessity to remain relevant and effective in preparing students for the future.

As we navigate this era of disruption, it is crucial to understand the multifaceted impact it has had on various aspects of education. The traditional classroom model, with its structured curriculum and face-to-face interactions, now coexists with online learning platforms, remote classrooms, and interactive digital resources. This shift demands a re-evaluation of teaching methodologies, as educators strive to create dynamic and engaging learning environments that harness the power of technological tools. The democratization of information in the digital age has empowered learners to take control of their educational journey. Online resources, open-access materials, and e-learning platforms have made knowledge accessible to a global audience, breaking down geographical barriers. However, this democratization raises questions about the role of traditional educational institutions and the need for a paradigm shift in their function and relevance.

***Syaiful** is a Student of Islamic Education Management Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 4th International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2025, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

Islamic education needs to adapt to the rapid changes occurring in this era of disruption. Rapid digital developments demand that Islamic education practitioners be more creative and introduce new methods and paradigms. In this era of disruption, many changes are occurring rapidly, most prominently the increasing dominance of social media and online media, allowing information to be accessed directly without the need for intermediaries. This presents a challenge in Islamic education because religious knowledge is based on values, so accessible examples and practices are essential for success in Islamic education. The goal of Islamic education is to enable individuals to implement religious values in their daily lives. For example, in the social sphere, students are able to interact effectively; in the professional sphere, students are guided to apply their knowledge to benefit humanity; and in the moral sphere, students are able to behave with commendable morals and prioritize the divine aspect. (Andi Hidayat, dkk, 2021)

2. Literature Review

Here are several peer-reviewed journal articles used as data sources for this research:

Table 1. List of Selected Articles for Literature Review.

No	Title	Author	Year	Journal/Publisher
1	Development of Islamic Educational Institution Management in the Era of Disruption	Iswantir, Ali Mustopa Yakub Simbolon	2023	AL-QALAM: <i>Journal of Islamic Studies & Education</i>
2	Management of Islamic Educational Institutions in Facing the Digital Era	B. Susyanto	2022	Al-Madrasah: <i>Journal of Elementary Madrasah Education</i>
3	The Role of Leadership Management in the Management of Islamic Educational Institutions.	Supriani, Y., Tanjung, R., Mayasari, A., & Arifudin, O	2022	JlIP-Scientific <i>Journal of Educational Sciences</i>
4	Digital Pesantren: Revitalization of the Islamic Education System in the Disruptive Era.	Nikmatullah Cecep, dkk,	2023	Al Izzah: <i>Journal of Research Results</i>
5	The Role of Education in Creating Quality Human Resources in the Era of Disruption and the Covid-19 Pandemic.	Lian, B., & Amiruddin, A.	2021	Proceedings of the National Seminar of the Indonesian Teachers Association (PGRI) of South Sumatra Province and the Indonesian Teachers Association (PGRI) of Palembang University
6	Strategi Pendidikan Islam di Era Disrupsi	Syamsul Marlin, & Andi Hidayat, Sopyan Hadi,	2021	Misykat Al-Anwar: Jurnal Kajian Islam Dan Masyarakat
7	The Transformation Of Education In The Era Of Disruption: Challenges And Opportunities Towards The Future	Maidatus Sa'diyah	2023	Journal of Islamic Education And Pesantren
8	The Role of Technology in the Learning Process	Norpin, Lamhot Naibaho, Djoys Anneke Rantung	2024	Journal Kolaboratif Sains

3. Methodology

The research uses a qualitative method with a library research approach that focuses its analysis on descriptive data in the form of visible written words, in accordance with the characteristics of the problems presented in this study in accordance with relevant reference sources (Susyanto, 2022). To review research on the development of Islamic educational institution management in the disruptive era, the author uses a qualitative methodology. more concentrated on library research, namely reading, analyzing, and reviewing books and other written materials directly related to the topic discussed. According to Zed, library research can be said to be reading and recording research materials as part of a series of activities linked to library data collection methods, as well as processing them (Supriani et al., 2022). This research uses reference sources from books, scientific articles through Google Scholar.

4. Results and Discussion

It is undeniable that many positive changes and developments have facilitated the dissemination of knowledge, thanks to the advantages of the disruptive era. Therefore, the question we can ask is: what exactly is the disruptive era? And what are the opportunities and challenges for our education in facing it?

Uprooted from its roots is the definition of disruption in the Great Dictionary of the Indonesian Language. When applied to everyday life, disruption is a state of drastic and profound change, namely the transition from manualization to the technological (practical) era that is currently occurring in human life. Some argue that disruption is a threat, while others say it is an opportunity. Some argue that disruption is a threat.

In an essay titled "The Disruptive Innovation," Clayton M. Christensen and Joseph Bower originally used the term disruption. In his book "The Disruptive Innovation Model," Christensen describes technological advances that eventually replace more traditional technologies, disrupt or disrupt existing market structures, and create new markets and opportunities. Disruptive innovation involves developing new types of customers in new industries and lowering prices in established areas to build products or services in ways the market could not have predicted. (Ali Mustopa Yakub Simbolon & Iswantir, 2023)

The era of disruption is an innovation, replacing entire old systems with new methods. It allows for the replacement of old technology with new, efficient and effective digital systems. In other words, disruption transforms old paradigms into ones that are more practical, simple, contemporary, effective, and efficient, adapting to the developments and demands of changing times.

Simply put, disruption can be explained as the total replacement of something. If a building is replaced or repaired, that is not a disruption but a renovation. Disruption means that all parts of the building, from the foundation to the top, are destroyed, and a new building is constructed that is certainly different from the previous one. This is what disruption is, the total replacement of something.

4.1 Challenges and Opportunities for Islamic Educational Institutions in the Era of Disruption

The emergence of this disruptive era has shaken Islamic educational institutions, while some have been able to face it calmly. The governance and services of Islamic educational institutions have shifted from manual to digital, from traditional to modern. This is done to make Islamic educational institutions more adaptive, innovative, and transparent. Therefore, there are unique challenges and opportunities for these institutions.

The disruptive Industrial Revolution is a challenge and opportunity for the current generation. This is seen as an opportunity because advances in information technology provide the greatest opportunity for everyone to have instant access to information. Advances in science, economics, and education have all benefited greatly from this. This development has

advantages and disadvantages. Therefore, knowledge of information technology alone is not enough; a high moral attitude is needed for the common good (Siti Fitriana, 2019)

4.1.1 Challenges of Islamic Educational Institutions in the Era of Disruption

In today's era, there is a need and necessity for educational institutions to implement digital systems used to provide services to teachers, academic staff, and students in all areas, such as e-campus, e-learning, e-budgeting, e-reporting, e-controlling systems, and others. The purpose of the digital system is to improve technology and communication while upholding the values of accountability and transparency to maximize productivity.

Furthermore, the era of disruption not only impacts social aspects but also education. It is undeniable that there have been many changes and developments that facilitate the distribution of knowledge thanks to the advantages of this disruptive era, such as online lectures, the digitization of libraries or e-libraries, and the availability of mobile smartphone-based educational applications.

The disruption occurring in the world of education will render systems established over many years irrelevant. There are five disruptions occurring in the world of education: millennial disruption, technological disruption, competency disruption, curriculum disruption, and learning and assessment disruption. All of these are fundamental parts of education, including Islamic education. The development of technology in Islamic education is also a crucial aspect in facing this era of disruption. Islamic education must be able to adapt to current developments, particularly the current digital transformation. Both educators and students must be able to adapt to develop their potential.

Digital transformation in education in this era of disruption also presents opportunities and challenges for the community, especially educators and students. Many factors influence the opportunities and challenges of digital transformation in education. One such factor is geography, which makes it difficult for some regions in Indonesia to keep up with the ongoing digital transformation, while others significantly benefit from it.

Therefore, the uneven distribution of digital transformation in this era of disruption presents a unique challenge for education, particularly Islamic education. To ensure the younger generation is technologically literate and adapts to developments in this era of disruption, maximizing positive impacts and minimizing negative ones, we must ensure they become smart and good citizens.

Islamic education faces various and complex challenges, including technical, ideological, social, cultural, economic and political challenges. Other challenges include professionalism, integrity and solidarity.³⁴ Rapid technological advances make the penetration of technology into the world of education inevitable. Santri are increasingly information oriented, but few of them do not fully understand the use of information technology to access information and deepen their knowledge. Technological developments in the digital and information society have begun to change the role of pesantren. In addition, there is a lot of Islamic content on social media that does not fully explain its authenticity and academic traditions. It can lead to irrational negative thinking among santri. (Cecep Nikmatullah, dkk, 2023)

Therefore, the challenges of Islamic education in the era of technological disruption or technological development are increasingly complex and require relevant efforts and efforts to address all the problems in the era of disruption, such as 1) increasing multiculturalism and pluralism in modern society, 2) increasing use of technology and information media in modern society, 3) globalization that increasingly accelerates social and cultural change, 4) challenges in implementing Islamic teachings that are relevant to social, cultural and societal conditions. Islamic education needs to present an approach that is in accordance with the development of information technology and social media, so that it can produce the nation's successors who are skilled and wise in using technology and social media but remain consistent and practice Islamic values. Islamic education that continues to develop methods and approaches relevant to the social and cultural conditions of society will help improve Muslims' understanding of Islamic teachings and their relevance in everyday life.

4.1.2 Opportunities for Islamic Educational Institutions in the Era of Disruption

The era of disruption also presents opportunities for Islamic educational institutions to access information in any form. Some have already realized that this fast-paced future is approaching. However, the amount of information Islamic educational institutions receive will be directly related to the technology they use. This is done to make Islamic educational institutions

more adaptive and innovative. Nevertheless, Islamic educational institutions must maintain classical values, as these are the primary foundation for educating the nation's future generations.

The disruptive era not only brings challenges but also opens up wide opportunities for Islamic educational institutions to innovate and improve their quality. The digital transformation enables Islamic education to expand its reach beyond geographical boundaries, allowing pesantren, madrasah, and universities to share knowledge globally through online platforms, digital libraries, and e-learning systems. This creates opportunities for collaboration between institutions at the national and international levels, fostering an exchange of ideas that enriches the academic tradition of Islamic scholarship. (Maidatus Sa'diyah, 2023).

In addition, the availability of digital tools provides flexibility in the learning process. Learning no longer depends solely on face-to-face meetings but can be supplemented with blended learning models, interactive applications, and multimedia resources. These methods allow students to learn independently and dynamically, in line with their personal learning styles. For Islamic education, this flexibility can be combined with the cultivation of spiritual and moral values, ensuring that technological progress does not separate students from the essence of religious education. (Norpin, dkk, 2024)

The disruptive era also encourages efficiency in the management of Islamic educational institutions. The application of digital systems such as e-administration, e-budgeting, and e-reporting increases transparency and accountability, which in turn strengthens public trust. Moreover, technology opens opportunities for developing new curricula that integrate Islamic values with modern skills, such as digital literacy, entrepreneurship, and global citizenship.

Finally, the rapid dissemination of information provides opportunities for da'wah and the strengthening of Islamic identity among students. By using digital media wisely, Islamic educational institutions can spread authentic Islamic knowledge, counteract hoaxes and radical content, and present Islamic values in a way that is relevant to contemporary society. Thus, the disruptive era, if managed properly, is not a threat but a golden opportunity to realize Islamic education that is adaptive, innovative, and globally competitive while still grounded in its classical foundations.

5. Conclusion

The disruptive era has brought profound changes to the world of education, including Islamic education, by shifting from traditional to digital systems. These changes present both challenges and opportunities. The challenges involve adapting to rapid technological developments, addressing uneven access to digital resources, and maintaining authenticity in the transmission of Islamic knowledge. At the same time, the opportunities include broader access to information, innovation in teaching methodologies, and the potential to develop more adaptive and transparent educational institutions. Therefore, Islamic education must adopt creative strategies that harmonize classical Islamic values with modern technological advancements. By doing so, Islamic educational institutions can play a pivotal role in preparing students who are not only competent in navigating digital transformation but also uphold strong moral and spiritual values in their daily lives.

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