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TEACHER CHALLENGES IN THE ERA OF DIGITALIZATION FROM AN ISLAMIC PERSPECTIVE

Abstrak

Era digitalisasi 5.0 telah mengubah lanskap pendidikan dengan meluasnya penggunaan teknologi. Dalam konteks ini, pandangan Islam mengenai pendidikan dan nilai-nilai etika mempunyai relevansi yang penting. Tantangan yang dihadapi guru dalam mengintegrasikan teknologi dengan nilai-nilai Islam menjadi fokus utama penelitian ini. Jenis pendekatannya menggunakan pendekatan kualitatif. Metode pengumpulan data menggunakan studi literatur. Metode analisisnya menggunakan analisis isi. Artikel ini bertujuan untuk menggali tantangan guru di era digitalisasi menurut pandangan Islam dan strategi yang dapat digunakan guru untuk mengatasi tantangan tersebut. Perspektif Islam terhadap pengetahuan, moral, komunikasi, dan nilai-nilai lainnya juga dianalisis dalam konteks pendidikan digital. Dengan menerapkan strategi yang tepat, pendidikan digital dapat menjadi alat yang ampuh untuk mendorong pembelajaran efektif yang didasarkan pada nilai-nilai Islam. Tantangan yang dihadapi guru di era digitalisasi secara umum berupa penguasaan teknologi, adaptasi metode pembelajaran, keterampilan digital siswa, keamanan dan etika digital, keterbatasan akses, evaluasi dan penilaian, kelebihan informasi, perubahan peran guru, kesulitan dalam mengajar, menciptakan koneksi pribadi, dan perubahan terus-menerus. Tantangan guru di era digitalisasi menurut Islam antara lain pentingnya ilmu pengetahuan dan pendidikan, kedalaman akhlak dan akhlak, kerjasama dan komunikasi yang baik, agama dalam pendidikan, keadilan dan kesetaraan, pengembangan potensi individu, pemanfaatan teknologi dalam pembelajaran, pengendalian diri dan pemantauan diri, tujuan pendidikan yang lebih besar. Strategi solusinya meliputi pelatihan teknologi mendalam, pengembangan materi pembelajaran digital, penggunaan platform pembelajaran online yang tepat, pemantauan dan evaluasi berkelanjutan, kesadaran etika digital, kolaborasi dengan orang tua dan masyarakat, mengatasi kesenjangan akses, pengembangan keterampilan penting, promosi keterampilan pribadi, koneksi, pendidikan agama terpadu, fleksibilitas dan kemampuan beradaptasi, serta pengembangan diri berkelanjutan.

Kata Kunci: Pendidikan Digital, Perspektif Islam, Tantangan Guru.

Abstract

The era of digitalization 5.0 has changed the educational landscape with the widespread use of technology. In this context, Islamic views on education and ethical values have important relevance. The challenges faced by teachers in integrating technology with Islamic values are the main focus of this study. The type of approach uses a qualitative approach. The data collection method uses a literature study. The analysis method uses content analysis. This article aims to explore the challenges of teachers in the era of digitalization according to Islamic views and the strategies that can be used by teachers to overcome these challenges. Islamic perspectives on knowledge, morals, communication, and other values are also analyzed in the context of digital education. By applying the right strategies, digital education can be a powerful tool to promote effective learning that is grounded in Islamic values. The challenges teachers face in the digitalization era are generally in the form of mastery of technology, adaptation of learning methods, students' digital skills, digital security and ethics, limited access, evaluation

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and assessment, information overload, changes in teacher roles, difficulties in creating personal connections, and constant change. The challenges of teachers in the era of digitalization according to Islam include the importance of knowledge and education, depth of morals and morality, good collaboration and communication, religion in education, justice and equality, development of individual potential, use of technology in learning, self-control and self-monitoring, greater educational goals. The solution strategies include in-depth technology training, development of digital learning materials, appropriate use of online learning platforms, continuous monitoring and evaluation, digital ethics awareness, collaboration with parents and communities, addressing inequality of access, developing critical skills, promotion of personal connections, integrated religious education, flexibility and adaptability, and continuous self-development.

Keywords: Digital Education, Islamic Perspective, Teacher Challenges.

INTRODUCTION

Education is a crucial aspect of human and societal development. Education has an important role in fostering humans to become *Insan Kamil*. *Insan Kamil* itself is the highest form of individual character that shows the noble values of God's teachings (Masturin et al., 2022). Good education is education that not only teaches knowledge but also the potential, character, morals, and faith of an individual so that it becomes harmonious for oneself, society, and the surrounding environment.

Education of the younger generation certainly cannot be done immediately without obstacles and obstacles. Many problems must be faced such as child psychology, the material presented, methods, and strategies in education. According to the context of digital education, teachers also have other duties besides fostering character and knowledge. That task is to integrate technology with Islamic values and ethics in the education process (Zaim, 2020). teachers must be able to make students proficient in using technology in the sense that it is not just knowledge but character and morals in surfing the internet.

The issue of technology utilization is now at the center of attention in the era of digitalization 5.0. Technological advances, such as artificial intelligence, the Internet of Things, automation, and mobile connectivity, have changed the learning paradigm and pose complex challenges for teachers in this digitalization era (Kanda et al., 2021). the weakness and low ability of a person in technology is not only seen in his ability to write in programming languages but also in how a person avoids violating norms such as cybercrime, data piracy, internet fraud, and online gambling.

Islam provides a rich view of knowledge, morals, communication, and ethical values, which have significant relevance in the current era of digitalization. Research on Islam and its younger generation is at least increasingly intense in various fields including education (Duraesa & Ahyar, 2021). deepening the education of the younger generation of Islam, especially in Indonesia, is very important. apart from being one of the countries with the largest Islamic population, the maturity of a nation's generation also has a major effect on the progress of a country.

Educational perspectives in Islam and the West are very relevant in dealing with these changes. Therefore, this research aims to explore the role of Islam in responding to educational challenges in the era of digitalization (Ilham, 2020). Examining the enormous influence of technology on education today, this research will focus on the challenges faced by teachers in trying to integrate technology with Islamic values. Through this research, we hope to provide deeper insights into how Islamic values and principles can help teachers overcome challenges in the context of digital education. We will also explore the efforts that teachers can make to maximize the potential of technology in supporting learning based on Islamic values.

METHOD

This research adopted a qualitative approach and data collection methods involving literature study. A qualitative approach was chosen as it is more suitable for understanding complex views and concepts in Islamic and Western educational philosophy (Rani, 2023). This research focuses on analyzing literature relevant to the research topic. The data collection method is

conducted through a literature study, which allows researchers to access various literature sources, such as books, journal articles, seminar papers, theses, and other documents relevant to the research topic. Data from this literature became the main basis for developing an understanding of the concept of education from Islamic and Western perspectives and for identifying the challenges faced by teachers in the era of digitalization.

In the context of this research, data collection involves analyzing literature from historical, theoretical, and empirical perspectives to understand how education has evolved in these two perspectives. This will enrich the understanding of how Islam and the West view the role of teachers and educational values in facing challenges in the digital era (Setiawan et al., 2023). With this qualitative approach and literature study method, this research aims to provide a deeper understanding of how Islam and the West can respond to changes in education and guide teachers in facing the challenges of the times. It will also identify the differences, similarities, and potential synergies between the two perspectives in the context of digital education, and investigate solutions and strategies that teachers can use to address these challenges. The method of analysis uses content analysis. The purpose of this study is to explore the challenges of teachers in the digitalization era according to the Islamic view and the strategies that can be used by teachers to overcome these challenges.

RESULT AND DISCUSSION

Result

Teachers face several challenges in integrating technology into education in the digitalization era. These challenges include mastery of technology, adaptation of learning methods, students' digital skills, digital security and ethics, access limitations, evaluation and assessment, information overload, changing teacher roles, difficulties in creating personal connections, and constant changes in technology. The Islamic perspective has values and principles that are relevant in the context of digital education. Islam encourages the importance of knowledge and education as a form of worship, high morals and morality, collaboration, religious education, justice and equality, development of individual potential, the wise use of technology, self-control, and self-monitoring, and the greater goal of education to achieve success in the hereafter.

To overcome these challenges, teachers can use strategies such as in-depth technology training, development of digital learning materials that are in line with the curriculum and Islamic values, selection of appropriate online learning platforms, continuous monitoring, and evaluation, digital ethics awareness, collaboration with parents and communities, addressing access inequalities, critical skills development, promotion of personal connections, integrated religious education, flexibility, and continuous self-development.

Discussion

The era of digitalization is changing the way students learn. Teachers are now faced with demands to adapt to more independent and technology-based learning. This requires a change in traditional, more linear teaching methods (Daud et al., 2019). The era of digitalization has brought profound changes in the world of education (Noor, 2019). Teachers, as the main agents in the learning process, are faced with unique challenges in dealing with these changes.

Teacher Challenges in the Digitalization Era

Teachers must understand and master the various educational technology tools and platforms available. This challenge includes learning to use new hardware and software, as well as understanding their potential and limitations (Juwairiah et al., 2023). Teachers are no longer just conveyors of information, but also facilitators of learning, assessors, and organizers of educational resources. This changes the role of the teacher from authoritarian to more collaborative (Dananjaya, 2023). Here are some of the main challenges faced by teachers in the digitalization era:

1. **Mastery of Technology:** Teachers must understand and master educational technology, including hardware and software used in the learning process. The main challenge is learning to use new tools and rapidly changing technology (Chodzirin, 2016).

2. **Adaptation of Learning Methods:** Conventional learning models need to be adapted to technology-based learning. Teachers must design effective learning experiences by utilizing digital tools, such as online learning platforms (Hikmah & Chudzaifah, 2020).
3. **Students' Digital Skills.** Students may have varying levels of digital skills. Teachers need to address this gap and provide additional support to students who need help in using technology (Sukmawati et al., 2021).
4. **Digital Safety and Ethics.** Teachers should teach students about the safe and ethical use of technology. This includes protecting online privacy, avoiding cyberbullying, and responsible use of social media (Lestari & Kurnia, 2023).
5. **Access Limitations.** Although technology has reached many places, there are still areas where access to the internet and digital devices is limited (Batubara, 2018). Teachers need to find ways to ensure that all students can access digital educational resources.
6. **Evaluation and Assessment.** Evaluating student performance online can be challenging. Teachers must think of effective ways to measure student understanding and ensure academic integrity (Purwati & Erawati, 2021).
7. **Information Overload.** The digitalization era brings a lot of information that is easily available. Teachers must assist students in developing critical skills to select and assess the information they encounter.
8. **Changing Role of the Teacher:** Teachers are no longer the only source of knowledge; information can now be found easily online. Therefore, teachers should act more as learning facilitators rather than information deliverers (Akbar & Noviani, 2019).
9. **Difficulty in Creating Personal Connections.** Distance learning can make it difficult for teachers to build personal relationships with students. Creating a strong connection through the computer screen becomes a challenge (Karmedi et al., 2021).
10. **Constant Change:** Technology is constantly evolving, and teachers must be prepared to constantly adapt to these changes. This requires continuous learning and flexibility (Thifana et al., 2023).

These challenges create the need for educators to continuously develop skills, collaborate with peers, and seek innovative solutions to ensure effective and competitive education in the age of digitalization.

Islamic Perspective on Digital Education

Islam is a religion that contains very rich values, ethics, and outlook on life. These values are not only applicable in the context of daily life but can also be relevantly applied in the ever-evolving era of digitalization. In this discussion, we will explore how Islamic teachings on knowledge, morals, communication, and other values can guide us in understanding and dealing with the challenges and opportunities that come with digital education. Hopefully, this will provide valuable insights into how we can integrate religious values in an increasingly digitally connected world of education. Islam has a rich and deep view of education, and this view can be applied in the context of digital education. Here are some aspects of the Islamic perspective that are relevant to digital education:

1. **The Importance of Knowledge and Education:** Islam encourages its followers to seek knowledge. In digital education, this means prioritizing education and knowledge development as an act of worship. Teachers can inspire students to use technology as a tool to seek knowledge (Mansir, 2020).
2. **Depth of Morals and Morality:** Islam emphasizes the importance of high morals and morality in every aspect of life. In the context of digital education, teachers should teach students to use technology ethically, stay away from negative content, and maintain integrity in internet use (Patimah, 2020).
3. **Collaboration and Good Communication:** Islam teaches the importance of cooperation, tolerance, and good communication between individuals. Teachers can promote collaboration and positive communication in the digital environment and teach students how to speak with respect and empathy online (Kenedi & Hartati, 2022).
4. **Religious Education:** Islam views religious education as a very important element in education (Mansir, 2020). Teachers can utilize technology to facilitate more interactive and in-depth religious learning.

5. Justice and Equality: Islam promotes justice and equality in education. In digital education, teachers should ensure that all students have equal access to digital education resources, regardless of their background or status (Rahman et al., 2020).
6. Development of Individual Potential: Islam values individual uniqueness and potential. Teachers can use technology to support students' personal and academic development, identify their strengths, and help them overcome weaknesses (Sultani et al., 2023).
7. Use of Technology in Learning: Islam does not reject the use of technology; rather, it emphasizes that technology should be used for the good and progress of mankind. Teachers can teach students about the wise and productive use of technology (Moh. Huda, 2021).
8. Self-Control and Self-Monitoring: Islam teaches the importance of self-control and introspection. Teachers can assist students in developing these skills in the context of using digital technology, including healthy and balanced use (Sukma & Canggih, 2021).
9. The Greater Purpose of Education: Islam teaches that education is not only for worldly purposes but also for achieving success in the hereafter. Teachers can inspire students to see digital education as a tool to achieve their spiritual and afterlife goals (Wirian, 2017).

The importance of an Islamic perspective in digital education is to ensure that religious values, ethics, and morality remain an integral part of the educational process in the digitalization era. Thus, digital education can be a means to form individuals who have good morals, ethics, and high moral quality by Islamic teachings.

Strategies for Overcoming Challenges

Teachers need to undergo in-depth technology training and develop digital learning materials that are in line with the curriculum and Islamic values. Selection of the right online learning platform is also important, and teachers should monitor and evaluate students' progress on an ongoing basis. Digital ethics awareness should be taught, and collaboration with parents and addressing access inequalities should be addressed. Critical skills, personal relationship development, and integration of religious education in digital learning are also important. Finally, teachers must remain flexible and continue to develop themselves in the ever-changing world of digital education (S. Huda & Adiyono, 2023). Overcoming these challenges in digital education requires careful and planned strategies. Here are some strategies that teachers and educational institutions can use to overcome the challenges of digitalization:

1. In-depth Technology Training: Teachers should get in-depth training on educational technology. This involves a deep understanding of the hardware, software, and platforms used in digital learning (Myori et al., 2019).
2. Development of Digital Learning Materials: Teachers can work with instructional designers or experts in digital educational content development. They can design engaging and effective learning materials, in line with the curriculum and Islamic values (Anita et al., 2022).
3. Use of the Right Online Learning Platform: The selection of an online learning platform that suits the learning needs and objectives is crucial (Hakim, 2020). Teachers should ensure that the platform has features that support interaction, evaluation, and collaboration.
4. Continuous Monitoring and Evaluation: Teachers should develop continuous monitoring and evaluation methods to measure students' progress in digital learning (Wati et al., 2023). This includes the use of evaluation tools that are appropriate to the content and learning methods used.
5. Digital Ethics Awareness: Teachers should teach students about digital ethics, reminding them to behave ethically in their use of technology (Dasmo et al., 2022). This includes avoiding copyright infringement, responsible use of social media, and privacy protection.
6. Collaboration with Parents and Community: Parents and communities have an important role in supporting digital education (Annisa et al., 2020). Teachers can collaborate with parents to ensure that students have safe and healthy access to technology at home.
7. Addressing Access Inequalities: If there are students who have limited access to technology, teachers and educational institutions must find solutions to provide them with devices or internet connections so that they are not left behind in learning (Andiyanto, 2021).

8. Developing Critical Skills: Teachers should teach students critical skills to identify reliable information, assess digital resources, and understand the impact of technology on society and culture (Meyanti & Lasmawan, 2023).
9. Promotion of Personal Connections: Despite digital learning, teachers can strive to establish personal connections with students. This could be through video conference sessions, individual conversations, or small group discussions (Uruk, 2021).
10. Integrated Religious Education: Teachers can integrate religious education into digital learning content. This could include learning modules on Islamic values and relevant religious practices (Haris, 2019).
11. Flexibility and Adaptability: Teachers must remain flexible and ready to adapt to ongoing technological changes (Nurgiansah, 2020). This includes updating learning content and methods according to technological developments.
12. Continuous Self-Development: Teachers should invest in continuous self-development. This includes attending training, keeping up with developments in digital education, and continuously updating their skills (Wijaya, 2023).

Overcoming the challenges in digital education requires collaborative efforts from teachers, educational institutions, students, and communities. With the right strategies, digital education can be a powerful tool to promote effective learning that is grounded in Islamic values.

CONCLUSION

The era of digitalization 5.0 brings major changes in various aspects of life, including education. In this context, the Islamic perspective has an important relevance in guiding teachers in facing the challenges that exist in digital education. Islam contains rich values, ethics, and worldviews, which can be well integrated into digital education. The challenges faced by teachers in the digitalization era include technology mastery, adaptation of learning methods, students' digital skills, digital security and ethics, access limitations, evaluation and assessment, information overload, changing teacher roles, difficulties in creating personal connections, and constant changes in technology. To overcome these challenges, teachers need to undergo in-depth training, develop digital learning materials, choose appropriate learning platforms, and develop effective monitoring and evaluation methods. Digital ethics awareness, collaboration with parents, and addressing access inequalities are also necessary.

The Islamic perspective on digital education emphasizes the importance of knowledge and education as worship, high morals and morality, good collaboration and communication, religious education, justice and equality, development of individual potential, the wise use of technology, self-control, and self-monitoring, and the greater goal of education to achieve success in the hereafter. Strategies that teachers and educational institutions can use to overcome these challenges include in-depth technology training, development of digital learning materials, selection of appropriate online learning platforms, continuous monitoring, and evaluation, digital ethics awareness, collaboration with parents and communities, addressing access inequalities, critical skills development, promotion of personal connections, integrated religious education, flexibility, and continuous self-development. Integrating Islamic values in digital education and implementing the right strategies, digital education can be a powerful tool to promote effective learning based on Islamic values in the ever-evolving digitalization era.

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