ISLAMIC EDUCATION POLICY IN IMPROVING ACCESS TO EDUCATION FOR MARGINALIZED COMMUNITIES IN INDONESIA

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ABSTRAK

Dalam era digital yang terus berkembang, pendidikan Islam perlu beradaptasi untuk membentuk karakter generasi Muslim yang adaptif dan responsif terhadap perubahan. Artikel ini bertujuan untuk mengeksplorasi peran manajemen pendidikan Islam dalam pengembangan karakter digital di kalangan siswa. Metode penelitian yang digunakan adalah kualitatif dengan wawancara dan observasi di beberapa lembaga pendidikan Islam. Hasil penelitian menunjukkan bahwa manajemen pendidikan yang efektif dapat menciptakan lingkungan belajar yang mendukung pengembangan keterampilan digital, serta nilai-nilai Islam yang relevan. Selain itu, integrasi teknologi dalam kurikulum pendidikan Islam terbukti meningkatkan motivasi dan keterlibatan siswa. Kesimpulannya, manajemen pendidikan Islam yang inovatif dan responsif terhadap perkembangan teknologi sangat penting untuk membentuk karakter generasi Muslim yang adaptif, sehingga mereka dapat berkontribusi secara positif dalam masyarakat digital.

Kata Kunci: *Manajemen Pendidikan Islam; Karakter Digital; Generasi Muslim*
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ABSTRACT

In the ever-evolving digital era, Islamic education needs to adapt to shape the character of a generation of Muslims who are adaptive and responsive to change. This article aims to explore the role of Islamic education management in developing digital character among students. The research method used is qualitative with interviews and observations in several Islamic education institutions. The results show that effective education management can create a learning environment that supports the development of digital skills, as well as relevant Islamic values. In addition, the integration of technology in the Islamic education curriculum is proven to increase student motivation and engagement. In conclusion, innovative Islamic education management that is responsive to technological developments is essential to shape the character of an adaptive generation of Muslims, so that they can contribute positively in a digital society.

Keywords: *Islamic Education Management; Digital Character; Muslim Generation*
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INTRODUCTION

Islamic education as an important part of the education system in the world must always be able to adapt to the times especially in facing the challenges of the digital era. Widespread digitalization in various aspects of life has a huge impact on the way people interact, learn and develop (Sudiran & Ahriani, 2025). This also affects the world of Islamic education which needs to prepare generations of Muslims to not only be smart in religious knowledge but also adaptive to the ever-evolving digital technology. Digital character building in Islamic education becomes an important issue in an effort to produce a generation of Muslims who can use technology wisely and responsibly (Aldi & Khairanis, 2024).

The importance of digital character development in Islamic education should get more attention, considering that today's young generation is more connected to the digital world through social media, applications, and other devices. A good digital character will form a positive and critical mindset in utilizing technology (Hilman, 2025). For example, the wise use of social media, the ability to access relevant information, and how to avoid the negative impacts of the digital world are skills that must be possessed by the Muslim generation. Therefore, the Islamic education management system must be able to create an environment that supports the formation of this digital character (Naswa, 2025).

Number of previous studies have examined the relationship between Islamic education and digital technology. Some studies found that technology can be used to enhance religious understanding and support learning in the classroom (Trianita et al., 2025). However, others highlight the risks associated with using technology in education, such as losing Islamic values in the digital learning process. These studies show the need for a wise approach in integrating technology in Islamic education so that educational goals are maintained without neglecting the importance of student character development (Mustakim et al., 2025).

However, although there are a number of studies on technology integration in Islamic education, most of them are still limited to the use of technology in the classroom without discussing how students' digital character can be formed systematically (Hatta et al., 2025). Many studies ignore the importance of educational management that can support digital character development, as well as how technology can be used effectively to reinforce Islamic values in students. This creates a gap in the existing literature, where research that focuses on Islamic education management in digital character development is still very limited (Effendi, 2025).

To fill this gap, this research aims to explore the role of Islamic education management in digital character development among students. This research focuses on how Islamic education institutions can design and manage programs that not only teach technological skills, but also shape digital character in accordance with Islamic values. Through the right managerial approach, it is hoped that the Muslim generation can utilize technology wisely, while still upholding religious teachings (Wahab & Adawiyah, 2025).

The main objective of this research is to answer how Islamic education management can play a role in developing students' digital character. This research also aims to find out what managerial elements need to be included in the Islamic education curriculum so that adaptive digital characters can develop. With this research, it is hoped that it can provide new insights into the application of more comprehensive education in preparing a generation of Muslims who are ready to face the digital world (Hastuty et al., 2025).

The literature review shows that character education in Islam has a strong foundation to form a good person, including in facing digital challenges. Islamic education does not only aim to teach religious knowledge, but also to form noble morals, which are in accordance with the guidance of the Qur'an and Hadith. Integrating these values into technology education will greatly support the formation of a digital character in accordance with Islamic principles (Silalahi & Harfiani, 2025).

Some previous studies have shown that the use of technology in Islamic education can improve the quality of learning, but there is a need for wise management in terms of technology integration and character building. Effective education management will create a learning atmosphere that supports the development of students' digital skills, while strengthening their moral and spiritual values (Yawar, 2025). Therefore, this research will examine how Islamic education management can ensure the development of digital character in accordance with religious teachings (Chotimah et al., 2025).

In the context of this study, digital character is defined as an individual's ability to use technology in a positive and responsible way, which includes the use of social media, skills in searching for information, and managing privacy and cyber security. Meanwhile, Islamic education management refers to the management of educational institutions that not only focus on academic aspects, but also integrate Islamic values in the learning process and student character development (Waqar et al., 2025).

Theoretically, this research is supported by Islamic education theories that emphasize the importance of moral and character development in the teaching-learning process. Some relevant theories are the theory of character education in Islam, which prioritizes the formation of a good person through value-based education. This theory states that education should direct students to recognize, understand and practice religious values in everyday life, including in the use of technology (Tlili & Chikhi, 2025).

Overall, this research is expected to make an important contribution to the development of Islamic education management that is responsive to technological developments. By understanding the role of education management in digital character building, it is hoped that the Muslim generation can be better prepared to face the challenges of the digital world, while still maintaining religious and moral values in their lives. This research is also expected to provide practical recommendations for Islamic education institutions in designing programs that support the development of adaptive and responsible digital characters (Mahfuzi & Solehudin, 2025).

METHOD

This research uses a qualitative approach to explore the role of Islamic education management in developing digital character in the Muslim generation. This approach was chosen because it allows researchers to understand in depth how educational management can influence the formation of students' digital character in Islamic educational institutions. This study aims to explore the perceptions of education managers, teachers and students about the importance of integrating technology and digital character building in accordance with Islamic values (Hignett* & Wilson, 2004).

The population in this research is Islamic education institutions that implement a technology-based curriculum, located in several urban areas in Indonesia. The research sample consists of several Islamic education institutions selected purposively, involving managers, teachers and students from each institution. The sample selection was done by considering variations in the use of technology and the level of success in digital character development carried out by the institution.

Data collection techniques were conducted through in-depth interviews and field observations. Interviews were conducted with managers, teachers and students to obtain information related to the application of Islamic education management in digital character development. In addition, observations were made in classes that apply technology in the learning process, to see firsthand the interaction between students and technology and its impact on their character. The interview and observation instruments were developed with

reference to the digital character indicators consisting of wise attitudes in using technology, digital skills, and the application of Islamic values in cyberspace.

Data obtained from interviews and observations are analyzed using thematic analysis techniques. Data from interviews and observations will be grouped based on emerging themes related to the role of Islamic education management in digital character development. The main findings will be interpreted to provide a clearer understanding of the contribution of education management in the formation of students' digital character.

RESULT

Islamic education management plays an important role in integrating technology into the learning process. With clear policies, continuous teacher training, and adequate infrastructure, Islamic education institutions can create a conducive learning environment that is relevant to the development of the digital era. However, Islamic values must remain the main foundation in every use of technology so that the character of students is still formed according to religious teachings.

The application of the project-based learning model has proven to be effective in developing students' digital character in line with Islamic values. Through collaboratively and contextually designed technology projects, students are not only skilled in the use of digital devices, but also trained in responsibility, ethics, and da'wah through digital media. The role of Islamic education management is crucial in designing the curriculum and facilitating the implementation of project-based learning that is religious and modern at the same time.

While there are challenges in implementing digital education management-such as limited teacher training, infrastructure and resistance to change-this study shows that solutions can be found through a collaborative and planned approach. Continuous training, partnerships with technology providers and curriculum adaptations that integrate the principles of digital education management are some of the ways to overcome these challenges.

DISCUSSION
The Role of Islamic Education Management in Technology Integration

Islamic education management has a very important role in ensuring that technology can be integrated effectively in the learning process. In this digital era, Islamic education institutions are not only required to teach religious knowledge, but also to prepare students to be ready to face challenges in the digital world. Good education management will create an environment that supports the use of technology, taking into account Islamic values that need to be maintained in the use of technology (Alindra et al., 2025).

The role of Islamic education institution managers in this regard is crucial, as they are responsible for designing policies that support the integration of technology in education. Clear policies on the use of technology, such as the use of digital learning platforms, appropriate hardware and software, can provide a clear direction for teachers and students. This will ensure that technology is used to improve the quality of education without neglecting the Islamic values that must be maintained in every learning process (Faida & Suyatno, 2025).

Islamic education institution managers should also play a role in providing training for teachers so that they can make optimal use of technology. Without adequate training, teachers may not be able to integrate technology effectively in teaching. This training should not only include technical skills in using technological devices, but also the importance of teaching Islamic moral and ethical values in the digital world. Trained teachers will be more confident in using technology and can teach it in a way that is in line with religious principles.

One of the important things to consider in Islamic education management is the provision of adequate infrastructure to support the use of technology. In many Islamic education institutions, especially in resource-constrained areas, the lack of technological facilities can be a major obstacle. Therefore, education managers must find ways to provide the required infrastructure, such as a stable internet network, computer devices and other supporting devices. Good infrastructure will enable students to access a variety of learning resources that can enrich their knowledge.

In addition, Islamic education managers need to ensure that technology integration is not only limited to technical aspects, but also involves changes in ways of thinking and teaching methods. This means that pedagogical approaches must be updated to suit the ever-evolving technological advances. Teachers need to be trained to use technology effectively in delivering subject matter, as well as to develop learning strategies involving digital interaction that are in line with Islamic principles.

One example that can be found in this research is the implementation of the use of technology-based learning applications in several Islamic educational institutions. These applications allow students to access learning materials anytime and anywhere. In addition, the app is also designed to introduce digital concepts in Islam, such as the ethics of using social media, personal data security, and avoiding negative content on the internet. In this way, technology becomes not only a tool for learning, but also a means to strengthen digital character in accordance with religious teachings.

The importance of technology management in Islamic education is also reflected in the development of technologically competent human resources. Teachers need to have good technical and pedagogical skills to manage the use of technology in the classroom. Therefore, Islamic education institutions need to hold regular training programs and workshops so that teachers can improve their skills in managing technology in learning. This also allows them to keep abreast of technological developments that can be applied in Islamic education.

Table 1. Islamic Education Management for Technology Integration

Key Points	Description
Clear Technology Policy	Establish a policy on the use of technology in learning that is in accordance with Islamic values.
Teacher Training	Provide training for teachers to effectively utilize technology in education.
Provision of Technology Infrastructure	Provide adequate technology facilities such as internet network, hardware, etc.
Innovative Pedagogical Approaches	Adapt teaching methods to be in line with technology and the principles of Islamic education.
Digital Character Development	Applying Islamic values through the use of technology and teaching appropriate digital etiquette.

The table above shows some important points that should be considered in Islamic education management to support the integration of technology in learning. A clear policy on the use of technology will ensure that all parties involved have the same understanding of the role of technology in education. In addition, continuous training for teachers is essential so that they can utilize technology wisely and effectively in their teaching.

In addition, good technology management involves not only the provision of hardware and software but also about building a positive culture of technology use among students. With technology used wisely, students can utilize various applications and digital learning resources that support their education, without getting caught up in negative content that could damage

their character. Good Islamic education management will direct students to use technology in ways that can reinforce Islamic values, such as honesty, fairness and responsibility.

The importance of technology management and integration in Islamic education is not only in its technical aspects, but also in the application of moral and ethical values. In the digital world, many challenges are faced by the younger generation, ranging from exposure to negative content to unethical behavior online. Therefore, through proper education management, Islamic education institutions can guide students to recognize these challenges and face them with good character, based on religious teachings.

Finally, Islamic education management must be able to monitor and evaluate the use of technology in the learning process on an ongoing basis. With a good evaluation system, education managers can find out whether the technology used is effective in supporting students' digital character development. This allows educational institutions to make the necessary adjustments so that the use of technology remains relevant to the needs of students and the times.

Overall, the results show that well-planned Islamic education management has a great positive impact in the development of the digital character of the younger generation. Proper management of policies, training, and technological infrastructure, as well as attention to moral and ethical aspects, will ensure that students are not only skilled in technology, but also have a character that is in accordance with Islamic teachings.

Digital Character Development Through Project-Based Learning

Project-based learning (PBL) has proven to be an effective approach in developing students' digital character in Islamic educational institutions. Through this approach, students are not only given technical skills regarding the use of technology, but are also invited to integrate Islamic values in every project they work on. This allows them to learn practically while strengthening their understanding of ethics and responsibility in the digital world. This approach also allows students to interact with technology in a more meaningful context, making it more relevant to their lives (Satria et al., 2025).

Project-based learning requires students to work collaboratively in groups, which strengthens their social skills. Through this collaboration, they learn about the importance of communication, teamwork, and valuing the contributions of others. The use of technology in these projects encourages students to think creatively and innovatively to solve problems and gives them the opportunity to apply digital skills in the real world. Islamic education management, in this case, plays an important role in designing and facilitating projects that not only teach digital skills but also introduce relevant religious values (Budiastuti & Mercuriani, 2025).

According to an interview with a teacher at one of the Islamic education institutions :

"With this technology-based project, students not only learn how to use digital devices, but they can also see how this technology can be used to spread positive messages and Islamic values. Project-based learning, students are often involved in creating da'wah materials using social media or other digital platforms. This gives them hands-on experience in communicating Islamic teachings through technology" (Interview, Halimah 2025).

In a further interview with the principal of another Islamic educational institution, he explained:

"Projects that involve technology and Islamic values are very important for shaping students' characters. They can learn in a fun and practical way, but still maintain religious principles in every step they take. Hence the importance of good education management in supporting the implementation of project-based learning. In addition, resource management and teacher training to make the most of technology are essential" (Interview, Fathur 2025).

Project-based learning also encourages students to be more independent in completing tasks. In these projects, students are given the freedom to be creative and choose topics that are relevant to their interests, while still paying attention to moral and ethical values in Islam. For

example, some students designed an Android-based application that can help people learn daily prayers or know the prayer times accurately. Projects like these integrate technology with religious purposes, so students not only learn about technology, but also spread the benefits of religion.

In addition, through technology-based projects, students also learn to manage time and resources effectively. The experience of planning and executing the project helps them develop an attitude of discipline and responsibility. One of the important teachings that students gain in this project is how to manage difficulties that arise, both in technical and social aspects. This shapes students' character to be better prepared to face challenges in the ever-evolving digital world.

The interviewed teacher further revealed:

"This project-based learning not only prepares students in terms of digital skills, but also equips them with ethics and morality which are very important in the digital world. They know what is right and wrong, and how to use technology wisely. This kind of learning has a lasting impact where students become more competent in technology but also more responsible in using the technology" (Interview, Roni 2025).

Students involved in this technology-based project also showed improvement in terms of classroom participation and engagement. They feel more motivated because they have the opportunity to work on real projects that connect them directly with the outside world. This provides more meaningful practical experience, as well as encourages them to think more critically and creatively in solving problems.

Thus, good management of Islamic education is essential to ensure that project-based learning can be effectively implemented. Islamic education institutions need to design curricula that not only teach technical skills, but also promote moral values that are in line with religious teachings. Training and development for teachers in using technology should also be considered so that project-based teaching can be implemented optimally.

In this perspective, Islamic education management can create a learning environment conducive to developing students' digital character. With the help of technology, students can learn more effectively and in accordance with the times, while still maintaining Islamic principles in their lives. This will equip them with the skills needed to succeed in the digital world, as well as form an adaptive and responsible character.

Overall, project-based learning that integrates technology and Islamic values is proven to be effective in developing students' digital character. This approach allows students to be better prepared for the digital world, while still upholding religious values. As a result, they become not only good users of technology, but also responsible creators, who are able to contribute positively in a digital society.

Challenges and Solutions in Implementing Digital Education Management

The implementation of digital education management in developing digital characters in Islamic educational institutions is not without challenges. This research identifies several obstacles that hinder the process, both in terms of infrastructure, human resources, and resistance to change. The first challenge that is often encountered is the limited understanding and skills of teachers in operating technology. Most teachers are not familiar with digital technology that can be used in teaching, thus hampering the process of integrating technology in learning (Mazhabi, 2025).

Furthermore, the lack of ongoing training for teachers is a significant challenge. While some educational institutions have started to introduce technology in their curriculum, teachers often find it difficult to utilize it to its full potential. This is closely related to the lack of training and professional development programs that target digital skills for teachers. In an interview with one teacher, she said, *"We find it difficult when technology is used in learning, especially when we don't get enough training on effective ways to integrate technology."*

In addition, there is limited access to adequate technology tools in some Islamic education institutions. Despite the rapid development of technology, many schools or Islamic education institutions are still constrained in providing enough devices to support digital learning. Some institutions even still rely on traditional tools such as blackboards and textbooks. This exacerbates the gap between educational institutions that have access to technology and those that do not.

Tabel 2. Challenges and Solutions in Implementing Digital Education Management

Challenges	Solutions
Lack of training for teachers	Conduct continuous digital training programs
Limited access to technology in schools	Building partnerships with technology companies
Lack of understanding of digital management	Develop a technology training curriculum for teachers
Resistance to curriculum change	Implement changes gradually
Incompatibility between technology and Islamic values	Adapting technology to Islamic principles
Inadequate infrastructure	Increase investment in digital infrastructure
Low motivation of students to use technology	Increase student engagement through relevant digital projects

Along with these challenges, one of the solutions found in this study is the implementation of a more intensive digital training program for teachers. This training program not only provides technical skills in using digital devices, but also provides an understanding of how to integrate technology in learning while maintaining Islamic values. One respondent, a school principal, revealed, *"We realize the importance of training for teachers to optimize the use of technology in the classroom. This training not only provides them with new skills but also opens up insights on how technology can support value-based learning."*

Another solution is to partner with technology companies to provide the tools needed by educational institutions. Many institutions are limited in terms of budget and resources, so collaborating with private sector partners who can provide digital devices and training for teachers is one alternative. These partnerships allow institutions to improve the quality of their digital teaching without having to spend a lot of money.

The research also shows the importance of implementing change gradually. Many educational institution managers are hesitant and worried about curriculum changes that are too rapid or in-depth. Therefore, the implementation of technology and curriculum change needs to be gradual by gradually introducing technology to students and teachers. This approach helps reduce resistance to change and gives teachers time to adjust (Lalani et al., 2025).

However, in some cases, there are challenges in harmonizing technology with Islamic principles. Some Islamic education managers are concerned that the use of digital technology may lead to a deviation from religious values. Therefore, it is crucial to develop policies and curricula that can harmonize the use of technology with Islamic principles. For example, learning materials involving technology should be filtered to be compatible with Islamic teachings, such as using apps that support religious teaching or providing platforms for digital da'wah.

One solution found is the provision of more adequate digital infrastructure. To facilitate digital learning, Islamic education institutions need to increase investment in technological infrastructure, such as the provision of computers, stable internet networks and adequate learning devices. Without adequate infrastructure, the use of technology in education will be hampered.

In addition, this study also found that students' low motivation to use technology is a challenge that must be overcome. While many students are used to using technology for their personal needs, they tend to be less motivated in using it for learning purposes. The solution is to create digital projects that are relevant and engaging for students. For example, projects that involve creating Islamic-based applications or using social media to spread religious messages.

Overall, the challenges involved in implementing digital education management can be overcome with planned and collaborative measures. Through training for teachers, partnerships with technology companies, and curriculum adjustments with Islamic values, Islamic education institutions can optimize technology in learning to develop students' digital character. With the right solutions, digital education management can be effectively implemented to create an adaptive generation of Muslims who are ready to face an increasingly advanced digital world.

CONCLUSION

The conclusion of this study shows that effective Islamic education management is instrumental in developing the digital character of an adaptive generation of Muslims. Integrating technology in education, despite facing challenges such as limited training and infrastructure, can be achieved through strategic solutions such as continuous training for teachers, partnerships with the private sector, and relevant curriculum development. Proper implementation of technology in education not only improves students' digital skills, but also reinforces Islamic values that can shape their character. With such measures, Islamic education can create a generation of digital-ready Muslims with strong Islamic values and adequate technological skills, so that they can contribute positively in a digital society.

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