

From Mimbar to Mouse: Adapting Islamic Education to the Digital Age

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Abstract:

The transformation of traditional Islamic education in the digital age marks a significant shift in teaching methods influenced by technological advancements. This study explores how Islamic education adapts to modern technology, emphasizing the integration of digital tools into curricula and instructional practices. The primary objective is to examine the impact of this transformation on students' learning experiences, teachers' roles, and institutional dynamics within Islamic education. Using qualitative research methods, including in-depth interviews, digital content analysis, and participant observation, this study seeks to provide a comprehensive understanding of both the challenges and opportunities presented by digital adaptation. The findings aim to offer valuable insights for educators, policymakers, and institutional leaders in Islamic education, helping them develop effective strategies to ensure that digital integration enhances rather than compromises the essence of Islamic learning. By bridging traditional teachings with technological advancements, this research contributes to shaping a more accessible, engaging, and sustainable Islamic education system in the digital era.

Keywords: Adapting, Education, Digital Age, Transformasi Pendidikan, Autentisitas Nilai-Nilai Islam.

Introduction

In the face of rapid technological advancements in the digital era, the education sector, including Islamic education, has become a stage for profound transformation. Moving beyond the traditional “Mimbar,” Islamic education now confronts a paradigm shift incorporating digital elements, where the mouse replaces the “Mimbar” as a symbol of the transition toward more advanced and up-to-date learning. This transformation is not merely an adjustment to technological developments but also an effort to enrich and expand the accessibility of Islamic education in response to the challenges of the times (Suradi, 2022a).

In this context, this article will delve deeply into adapting Islamic education from the traditional model often associated with the “Mimbar” to a more modern and digital approach, where technology, such as using a mouse on a computer device, plays a central role. These steps reflect a response to global dynamics and the urgent need to remain relevant and practical amid the rapidly evolving digital information flow ((Ansyah, 2022).

Through this exploration, we analyze how these changes influence both the substance and methods of Islamic education. From digital classrooms to interactive online discussions, technology has reshaped how religious teachings are delivered and understood. This adaptation aims to provide a strong foundation for students and educators to navigate the complexities of modern society while preserving the core values of Islamic teachings (Alim & Azani, 2024).

Moreover, this transformation impacts not only the delivery of knowledge but also the engagement and development of learners. Digital technology offers new opportunities for personalized learning, interactive experiences, and global connectivity. However, it also raises questions about authenticity, credibility, and the preservation of traditional Islamic scholarship. Balancing these aspects is essential to ensuring that technological advancements enhance rather than dilute the essence of Islamic education.

In the article titled "Teaching and Learning in the Digital Era" by Nur Afif, based on the observations from this study, the author contends that teaching and learning in the digital era bring innovative opportunities accompanied by shared challenges. Pabbajah et al. (2021) highlight challenges such as resistance to change, the need for teacher training, and data security. Assa'idi (2021) notes challenges in crafting digital content that maintains the integrity of Islamic teachings. Therefore, creating a collaborative environment between Islamic educational institutions and technology is vital to optimizing the learning potential in the digital era (Haya et al., 2023).

As we trace the journey "from the **mimbar** to the mouse," it becomes evident that Islamic education must embrace digitalization while maintaining its spiritual and ethical foundations. The challenge lies in leveraging technology to create a more inclusive, effective, and meaningful learning experience that respects tradition while meeting the demands of the digital age (Bin Muhammad Yusoff, 2023).

Ultimately, this discussion underscores the need for a strategic and thoughtful approach in integrating digital tools into Islamic education. By doing so, Islamic scholars, educators, and institutions can ensure that technology serves as a bridge between traditional knowledge and contemporary realities, fostering a learning environment that is both spiritually enriching and technologically advanced (Shohib et al., 2024).

Research Method

The research methodology will employ a comprehensive qualitative approach to explore the adaptation of Islamic education in the digital era. In-depth interviews will be conducted with teachers, students, and administrators of Islamic educational institutions to gain insights into their experiences, challenges, and strategies in integrating digital technology into Islamic learning. These interviews will uncover perceptions, teaching adjustments, and institutional policies that influence the digital transformation process. Content analysis will be utilized to examine digital curricula, e-learning platforms, and online teaching materials, identifying the embedded Islamic values, theological principles, and pedagogical frameworks that shape digital Islamic education. Additionally, participant observation will be carried out in classrooms and virtual learning environments to analyze students' interactions with technology, engagement levels, and the effectiveness of digital tools in delivering Islamic teachings. This multi-faceted qualitative methodology will provide a holistic understanding of both the challenges—such as resistance to change, digital literacy gaps, and maintaining religious authenticity—and the opportunities, including increased accessibility, interactive learning, and innovation in religious education. By integrating these approaches, the study aims to offer practical recommendations for optimizing digital adaptation while preserving the integrity of Islamic education. (Rahman & Ahmar, 2020).

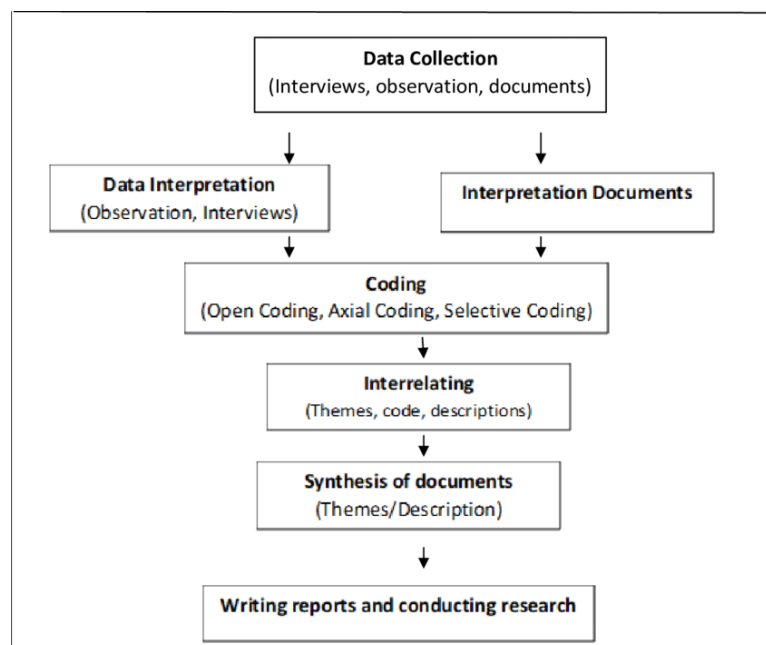


Figure 1. Research Workflow

Result and Discussion

Traditional Education to Digital

Current education demonstrates a shift from traditional teaching methods, such as lecturing from the “Mimbar,” toward a more sophisticated and modern approach involving the use of digital technology (Haddade et al., 2023a) (Bensaid & Ladjal, 2019).

Characteristics of Traditional Education:

1. Teacher as the Ultimate Authority:

As the ultimate authority, the teacher reflects the teacher's central role in providing students with knowledge, guidance, and direction. In traditional education, the teacher is considered an authoritative figure with expertise and wisdom to lead the learning process. Students rely on the teacher as the primary source of knowledge, and decision-making in learning tends to be centralized, reflecting the hierarchical relationship between the teacher and students (Suradi, 2022b) (Abu-Nimer & Nasser, 2017).

2. Teacher-Centered Classroom:

A teacher-centered classroom is a learning environment where the teacher plays a central and dominant role. In this context, the teacher becomes the primary authority delivering information, guiding the learning process, and leading in class decision-making. Students are often recipients of knowledge rather than active participants in managing their learning. This model is often characterized by a hierarchical class structure, where the teacher has complete control over the direction and dynamics of the learning process (Rahman & Ahmar, 2020).

3. Face-to-Face Learning:

Face-to-face learning is a teaching method where direct interaction between teachers and students occurs in a physical space, such as a classroom or learning location. The primary focus is on the teacher delivering content directly to students while allowing for questions, discussions, and

immediate feedback. This approach involves two-way communication, enabling an interpersonal and direct learning experience between learners and educators (Alkouatli, 2018).

4. Text-Based Education Material:

Text-based education material refers to information presented in written or document form. Its main characteristic is using text or words as the primary medium for conveying knowledge. This includes textbooks, papers, articles, and other written materials used as sources of information in the learning process. Text-based education emphasizes literacy, reading comprehension, and analysis of information conveyed through words (Ansyah, 2022b).

5. Standardized Curriculum:

A standardized curriculum refers to the officially prescribed and regulated educational curriculum structure by educational authorities or government institutions. It includes selecting teaching materials, methods, and assessment criteria that are generally predetermined to be implemented in all schools or educational institutions under the same jurisdiction. The standardized curriculum aims to provide consistency in teaching and learning, ensuring that students acquire essential knowledge and skills by national or local education standards (Assegaf et al., 2022).

6. Focus on Values and Ethics Cultivation:

The focus on instilling values and ethics in traditional education reflects an effort to teach moral principles and behaviors considered essential in society. It emphasizes learning values such as honesty, responsibility, cooperation, and courtesy. The main goal is to shape students' character to have a solid ethical foundation and contribute positively to society. (Olcott et al., 2015) (Nurani et al., 2022).

7. Parental Involvement in Education:

Parental involvement in the educational process refers to the active participation of parents in supporting and guiding the educational development of their children. This involves collaboration between parents and schools to create a supportive learning environment at home and in educational institutions. Parental involvement includes open communication with teachers, support for children's learning activities, and a deep understanding of the educational development of their children. Parental involvement positively impacts academic achievement, learning motivation, and the emotional well-being of students (Butler, 2022).

Development of Digital Education

The development of the digital era refers to the rapid transformation and advancement in information and communication technology (ICT) that affects various aspects of human life, including communication, work, learning, and interaction. The digital era is characterized by the use of digital technology, the internet, smart devices, and other technological innovations that significantly change how information is generated, disseminated, and accessed. This involves shifting from the analog to the digital world, shaping a new social, economic, and cultural landscape ((Haddade et al., 2023).

Characteristics of Digital Education Development:

1. Technology-based Learning:

Technology-based learning is an instructional approach that utilizes technological devices and platforms to deliver, facilitate, and enhance the learning process. It involves using hardware (such as computers tablets) and software (applications, online platforms) to provide learning materials, student interaction, and assessment. This approach emphasizes adaptability, accessibility, and innovation in delivering information and interacting with students, bringing learning into the evolving digital era (Hamzah et al., 2009).

2. Advancements in Learning Technology:

Advancements in learning technology encompass the evolution and innovation in utilizing technology to enhance the learning experience and effectiveness. This includes using artificial intelligence, virtual reality, and adaptive software. Learning technology also involves online platforms, multimedia resources, and adaptive assessment methods that can be tailored to individual needs. These developments enable broader learning accessibility, curriculum personalization, and real-time monitoring and analysis of student progress data (A. Nawi et al., 2015a).

3. Multimedia and Interactive Materials:

Multimedia and interactive materials are a learning approach that utilizes various visual and audio formats to present information. Multimedia incorporates a combination of text, images, sound, video, and interactive elements. Interactive materials allow users to actively participate in the learning process, creating a more engaging and practical learning experience. This combination facilitates understanding of concepts but also enhances student engagement through a more dynamic learning experience that caters to various learning styles (A. Nawi et al., 2015b).

4. Teacher Training in Technology Development:

Teacher training in technology development is imparting skills and knowledge to educators to use and integrate technology in the teaching process. This includes understanding digital tools, applications, and technology-based teaching strategies. The training aims to enable teachers to leverage technology to enhance teaching effectiveness, personalize learning, and prepare students to meet the demands of the digital world. Teacher training also encompasses security and ethics in using technology in the classroom (M. A. M. Nawi et al., 2014).

5. Parental Involvement through Digital Platforms:

Parental involvement through digital platforms involves their participation in monitoring and communication related to their child's education using online technology. This includes parents' access to digital learning platforms that allow them to track their child's progress, communicate with teachers, and engage in their child's educational activities through various features, such as announcements, activity calendars, or online progress reports. Digital platforms facilitate parental involvement in supporting their child's learning more quickly and efficiently (Olcott et al., 2015).

Adapting Islamic Education to the Digital Era: Challenges and Opportunities

In adapting Islamic education to the digital era, several challenges and opportunities guide this transformation. Key challenges include limited access to technology, particularly in less developed regions, and the need to create digital content that is not only relevant but also aligns with Islamic values and principles. Additionally, providing adequate training for teachers to integrate

technology into Islamic education contexts is crucial. Security and data privacy issues also emerge as serious challenges, given the sensitivity of information in religious education (Ansyah, 2022b).

Nevertheless, adapting Islamic education to the digital era brings forth significant opportunities. Global access to religious knowledge increases, allowing individuals worldwide to deepen their understanding of Islam. Interactive and dynamic education through applications and digital content allows for better comprehension among students. Collaboration and exchange among global Islamic communities become more feasible through digital platforms. Advances in learning methods, such as artificial intelligence or augmented reality, offer innovative potential to enhance the effectiveness of Islamic teaching. Distance education allows individuals in remote areas or outside formal class hours to access religious knowledge. The increased involvement of parents in their children's education through digital platforms shows positive potential in building strong collaboration between home and school. Utilizing technology to preserve and disseminate the cultural heritage of Islam, including traditions and religious literature, is also a significant opportunity that supports the preservation of Islamic values in the digital era. Understanding these challenges as a call for innovative engagement in Islamic education in the digital era can benefit the global Muslim community (Ansyah, 2022b).

Role of Teachers in Digital Learning

The role of teachers is crucial in orchestrating educational transformation. Teachers are not merely information facilitators but also designers of learning experiences relevant to the digital era. Teachers must adapt their traditional teaching methods to digital formats, carefully integrating technology without compromising Islamic values. Their role involves training and enhancing skills in using digital tools, creating learning content in line with religious teachings, and maintaining interaction among students in the virtual world. Furthermore, teachers play a vital role in preserving the authenticity of Islamic education amid technological changes, ensuring that Islamic values are preserved and accessible through digital platforms. Thus, teachers become vital agents in adapting Islamic education to the digital age, guiding students to profoundly understand religious values through technologically advanced learning experiences (Ansyah, 2022b).

Strengths and Weaknesses of Traditional Learning and Digital Learning

Traditional learning and digital learning are two approaches that characterize the evolution of the education system. Each has unique advantages that shape students' understanding and learning experiences differently. In an era where technology continues to advance, these approaches have become a major focus in discussions about educational transformation.

Traditional learning, with direct interaction between teachers and students in the classroom, has advantages in providing a structured environment and supporting face-to-face communication. Teachers can provide feedback directly, and students can interact with each other in person (Assa'idi, 2021).

On the other hand, digital learning provides advantages in terms of accessibility and flexibility in time and place. Students can access materials from anywhere with an internet connection, and many digital resources present information engaging and interactive ways (Hanna, 2019).

While traditional and digital learning methodologies offer unique advantages, they have shortcomings. Both approaches have distinctive limitations that necessitate careful consideration in the educational landscape. The shortcomings of traditional learning include limitations in

accessibility and flexibility, as well as a lack of utilization of technology that can enhance the learning experience. The drawbacks of digital learning encompass a lack of direct interaction, limited direct supervision by teachers, and potential technical challenges faced by students or educational institutions (Tahiiev, 2023a).

In this comparison, traditional learning provides direct social interaction and more personalized teacher engagement, while digital learning allows easier access and flexibility. A combination or hybrid approach may be the best solution, leveraging the strengths of both methods to deliver a balanced and effective learning experience (Tahiiev, 2023b).

Conclusion

The transition from Mimbar to Mouse in Islamic education marks a fundamental shift in teaching and learning approaches, balancing technological advancements with the preservation of religious values. While challenges such as data security and resistance to change persist, collaboration between Islamic educational institutions and technology offers significant opportunities to enhance the quality and accessibility of religious knowledge. This adaptation not only reshapes teaching methods but also ensures the continued relevance of Islamic education in the digital era. A comparative analysis of traditional and digital learning highlights distinct strengths and weaknesses—traditional learning fosters direct social interaction and intensive teacher involvement but is limited in accessibility and flexibility, while digital learning offers greater accessibility and flexibility but may lack direct interaction and supervision. Therefore, an integrated approach that combines the best aspects of both methods is essential to creating an effective and balanced learning environment. Ultimately, teachers play a crucial role as leaders of change, ensuring that Islamic values remain intact while embracing the opportunities of the digital age.

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