THE APPROACH OF ISLAMIC EDUCATION MANAGEMENT IN FACING GLOBAL CHALLENGES

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Abstrak

Penelitian ini bertujuan untuk menganalisis strategi organisasi pendidikan islam yang tepat dalam menghadapi tantangan global. Globalisasi pendidikan telah membawa perubahan signifikan dalam sistem pendidikan di seluruh dunia, perkembangan teknologi, tantangan multikulturalisme, dan persaingan global adalah beberapa isu utama yang dihadapi organisasi pendidikan Islam dalam menghadapi globalisasi pendidikan. Oleh karena itu, manajemen organisasi pendidikan Islam harus mampu mengatasi tantangan tersebut dan mempertahankan kualitas pendidikan Islam yang tinggi. Penelitian ini menggunakan metode penelitian kepustakaan (library research). Peneliti mempelajari literatur, tulisan dan sumber yang memiliki hubungan erat dengan masalah yang diteliti. Pengumpulan data dengan mencari sumber dari berbagai sumber seperti buku, jurnal, dan penelitian yang ada. Data yang diperoleh dari studi literatur dianalisis dengan menggunakan model kualitatif interaktif. Model analisis data ini terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Dari penelitian ini dapat ditarik kesimpulan bahwa strategi yang tepat untuk menghadapi tantangan global dengan cara peningkatan kualitas, inovasi, kolaborasi, memahami tantangan multikulturalisme, dan peningkatan kapasitas sumber daya manusia sehingga membantu manajemen organisasi pendidikan Islam mempertahankan pendidikan yang berkualitas dan relevan dalam menghadapi tantangan globalisasi pendidikan.
Kata kunci*: Inovasi, Pendidikan Islam, Global, Multikulturalisme*

Abstract

This research aims to explore appropriate strategies for Islamic education organizations in facing global challenges. The globalization of education has brought major changes in education systems throughout the world, while technological advances, the challenges of multiculturalism, and global competition are some of the key issues faced by Islamic education organizations in facing the dynamics of educational globalization. Therefore, the management of Islamic education organizations must have the skills to face these challenges and maintain high quality in Islamic education. This research utilized a library research approach. Researchers conducted a literature review, observing writings and sources related to the research issue. Data collection was carried out by searching for sources from various media such as books, journals, and related research. Data obtained from literature observations were analyzed using an interactive qualitative approach. The data analysis process includes steps such as data collection, data reduction, data presentation, and conclusion. The conclusion that can be drawn from this research is that an effective approach to facing global challenges involves improving quality, innovation, cooperation, understanding the challenges of multiculturalism, and increasing human resource capacity. These steps are expected to help the management of Islamic education organizations maintain the quality and relevance of education in the face of changes in the globalization of education.
Keywords: Innovation, Islamic Education, Global, Multiculturalism

INTRODUCTION

The history of Islamic education in Indonesia and a long period began before Islam spread in Indonesia. Over the years, Islamic education has developed and become an integral part of the national education system. However, in the current era of globalization, Islamic education needs to have the ability to adapt quickly to changes and challenges that arise. The impact of globalization on education has resulted in important transformations in education systems globally. Technological advances, the challenges of multiculturalism, and global competition are some of the main problems faced by Islamic educational organizations in facing the phenomenon of globalization of education[1]. Therefore, managers of Islamic education organizations must have the skills and abilities to overcome these challenges and ensure the sustainability and high quality of Islamic education.

As an educational entity, the management of Islamic educational organizations needs to design effective strategies and steps to face the challenges that arise due to the globalization of education[2]. Improving quality, implementing innovation, establishing collaboration, understanding the challenges of multiculturalism, and increasing human resource capacity are several strategies that can be implemented by managers of Islamic education organizations to maintain the quality of Islamic education. Therefore, research and discussion regarding the management of Islamic educational organizations in facing the impact of globalization of education is very important Research and discussion regarding the management of Islamic educational organizations in facing the globalization of education is expected to make a significant contribution to the development of Islamic education in Indonesia. This article focuses on exploring strategies and steps that can be implemented by the management of Islamic education organizations to overcome the challenges that arise due to the globalization of education.

The impact of globalization of education on Islamic education in Indonesia boils down to positive and negative impacts. Positive aspects include increasing the use of information and communication technology, expanding educational coverage, and improving the quality of education[3]. However, along with this there are negative impacts, such as the challenges of multiculturalism, global competition, and concerns about the loss of Islamic values in the educational context[4].

The management of Islamic education organizations needs to have the capacity to face these challenges and maintain the quality standards of Islamic education[5]. Efforts

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[2] Muh Ibnu Sholeh, Ahmad Tanzeh, and Imam Fuadi, "Kepemimpinan Profetik (Study Proses Peningkatan Lembaga Pendidikan Islam di Indonesia)," *JMPI Jurnal Manajemen, Pendidikan, dan Pemikiran Islam* 1, no. 1 (2023).

[3] Ferry Budiman, "The Influence of Transactional Leadership on Job Stress and Work Motivation and Its Impact on Performance," *Perspective* (Bali Education Network Foundation, 2021), https://doi.org/10.53947/perspekt.v1i1.56.

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to improve the quality of education include preparing relevant and innovative curricula, improving the quality of teaching staff and staff, as well as optimizing the use of information and communication technology. All of this is considered a crucial strategy in dealing with the impact of globalization in the education sector.

Apart from that, collaborating with other educational institutions, both at home and abroad, can be an encouragement for managers of Islamic educational organizations to expand the scope of education and improve educational quality standards. Understanding the challenges of multiculturalism is also a crucial aspect in facing the phenomenon of globalization of education, with the aim that students can understand and appreciate cultural and religious differences. Efforts to increase human resource capacity involving appropriate training and development, expansion of professional networks, as well as efforts to maintain and improve the quality of teaching staff and staff are fundamental strategies in facing the impact of globalization in the education sector.

By implementing an appropriate approach, the management of Islamic education organizations can successfully overcome the challenges of the phenomenon of educational globalization. Improving quality, innovation, cooperation, understanding the challenges of multiculturalism, and increasing human resource capacity can contribute to helping the management of Islamic education organizations to maintain high and relevant educational standards in facing changes resulting from the globalization of education.

METHOD

This research uses the library research method, which is a research approach that focuses on analyzing literature as a research object[6]. In this method, researchers examine literature, writings and sources that are relevant to the problem being researched[7]. Data collection was carried out by searching for information from various sources, such as books, journals and previous research. The process of reading and extracting information from these sources is then carried out, and findings, concepts, theories, or arguments relevant to the research topic are noted. After data collection, the researcher enters the data reduction stage, which involves organizing, abstracting, and coding the data to facilitate further analysis.

Data obtained from the literature review was then analyzed using an interactive qualitative approach[8]. At the data presentation stage, researchers detail relevant findings or information through creating tables, diagrams or graphs. In addition, summaries or narratives are prepared to make it easier to read and understand the data. Finally, in the conclusion drawing stage, researchers investigate the data thoroughly, looking for patterns, trends, or relationships between variables or concepts. The main findings are identified and research questions are answered based on the data analysis that has been carried out. This process also involves comparing the results with previously identified literature, ensuring the alignment of the findings with existing knowledge. At each

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[6] Kadir Sawarjuwono, T. A. P, "Intellectual Capital: Perlakuan, Pengukuran Dan Pelaporan (Sebuah Library Research)," *Jurnal Akuntansi Dan Keuangan,* 5(1) (2004): 35–57.

[7] Lexy J Moleong, "Metodologi Penelitian Kualitatif" (Bandung: Remaja Rosdakarya, 2007), 320.

[8] Miles M. B. A., Huberman M., Saldaña J., "Qualitative Data Analysis: A Methods Sourcebook.," Third Edition (California: SAGE Publications, Inc., 2014).

stage, personal reflection and interaction with research colleagues or related field experts can enrich data interpretation. The data analysis model applied consists of the stages of data collection, data reduction, data presentation, and drawing conclusions. Qualitative data analysis activities are carried out interactively and continue continuously until completion, so that the data becomes saturated.

RESULTS AND DISCUSSION

Islamic education in Indonesia has a historical heritage that covers a long and varied period. However, in the current era of globalization, Islamic education needs to have the ability to adapt quickly to changes and challenges that arise. The impact of globalization of education has been felt significantly in education systems throughout the world, including in Indonesia[9]. Increased global connectivity, technological developments and the rapid flow of information have profoundly changed the educational landscape. Therefore, the management of Islamic education organizations is required to be able to overcome this challenge. They must be able to implement the changes necessary to maintain the relevance of Islamic education in a global context. These changes can include updating the curriculum to include global elements, integrating technology in the learning process, and improving the quality of human resources, such as teachers who have a deep understanding of global issues and skills in using technology[10]. In addition, the management of Islamic education organizations must maintain the sustainability of Islamic education by ensuring that religious values, identity and teachings remain strong and integrated in a diverse educational environment. This can be done through teaching strategies that reflect Islamic values, inclusive policies, and efforts to strengthen partnerships with educational institutions and the global community. In the context of globalization of education, several main issues faced by Islamic educational organizations include:

Technology

Technological developments have brought major transformations in the educational arena[11]. These advances make online and distance education possible, and provide broad access to global educational resources. Nevertheless, managers of Islamic educational organizations are faced with the task of being wise in utilizing technology, with the aim of ensuring that students continue to experience a holistic and quality educational experience[12]. It is important to remember that Islamic education involves more than just understanding subject matter. Social, moral and spiritual aspects also play an important role in the educational experience[13]. Therefore, the management of Islamic education organizations must have wisdom in utilizing technology, while

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[9]   Sigit Priatmoko, "Memperkuat Eksistensi Pendidikan Islam Di Era 4.0," *TA"LIM : Jurnal Studi Pendidikan Islam* Vol.1 No.2 Juli 2018 (2018).

[10] Sofyan Tsauri, "MANAJEMEN KINERJA" (Jember: STAIN Jember Press, 2014), 2.

[11] Dasim Budimansyah, "Peningkatan Mutu Pendidikan Melalui Penguatan Partisipasi Masyarakat," *Educationist* 2, no. 1 (2008).

[12] Unik Hanifah Salsabila, Putri Fauziatul Fitrah, and Astuti Nursangadah, "Eksistensi teknologi pendidikan dalam kemajuan pendidikan islam abad 21," *JURNAL EDUSCIENCE* 7, no. 2 (December 28, 2020): 68–77, https://doi.org/10.36987/jes.v7i2.1913.

[13] Waston Waston and Miftahudin Rois, "Pendidikan anak dalam perspektif psikologi islam (studi pemikiran prof. Dr. Zakiyah daradjat)," *Profetika: Jurnal Studi Islam* 18, no. 1 (June 6, 2017): 27–35, https://doi.org/10.23917/profetika.v18i1.6298.

ensuring that students continue to experience a comprehensive educational experience. The challenge that arises in the use of technology in Islamic education is ensuring that technology does not disrupt the student's overall educational experience. Too much focus on technology can lead to neglect of other important aspects in the context of Islamic education[14]. Therefore, the management of Islamic educational organizations must ensure that the use of technology supports student's educational experiences, and is not a substitute for actual educational experiences.

Managers of Islamic education organizations must also pay attention to students' mental health in the context of using technology in education. Too much time spent in front of a computer screen can have a negative impact on students' mental health, including an increased risk of anxiety and depression. Therefore, managers of Islamic educational organizations need to ensure that students have sufficient rest time and are directed to other activities outside of using technology. Apart from that, it needs to be emphasized that managers of Islamic education organizations must ensure that the use of technology is carried out ethically and responsibly. The risks associated with the use of technology in education, such as privacy and data security, must be managed carefully[15]. Therefore, it is important for managers of Islamic education organizations to ensure that the application of technology is carried out by paying attention to ethical and security principles. Not only that, aspects of justice also need to be considered in the application of technology in education. The unequal availability of technology access for each student can create inequities in educational experiences[16]. Therefore, managers of Islamic education organizations must ensure that the use of technology is carried out by prioritizing the principle of equity, so that every student has the same opportunity to gain a quality educational experience.

The use of technology in Islamic education can also open up opportunities for collaboration and joint learning between students from various countries[17]. This provides a valuable opportunity for students to expand the use of technology in educational contexts and allows them to access global educational resources. If in the past access to these resources was limited to books and journals in libraries, now with the presence of the internet, students can access information from all over the world through online platforms such as MOOCs (Massive Open Online Courses), digital journals and e-books[18]. This provides wider access to information and diversity of thought, which can help students broaden their horizons and knowledge.

Managers of Islamic education organizations need to ensure that the use of technology does not replace the educational experience that students gain directly in the

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[14] Norhayati Norhayati, "Kompensasi, Stres Kerja, Kepuasan Kerja Dan Komitmen Organisasi," *Jurnal Manajemen Bisnis* (Universitas Pendidikan Nasional, 2021), https://doi.org/10.38043/jmb.v18i2.2935.

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[17] Hasan Zainuddin, Y. S. S., "Collaborative Online Learning in Islamic Education: A Systematic Review," *Journal of Educational Technology & Society,* 24(1), (2021): 166-181.

[18] Alzahrani Zugaide, H. A A. I., "The Use of Electronic Resources in Teaching and Learning among Students of Higher Education in Saudi Arabia.," *Journal of Education and Learning,* 9(4), (2020): 231-242.

classroom[19]. Although technology can help students gain new knowledge, skills and experiences, direct interactions with teachers and classmates also have great value[20]. Therefore, managers of Islamic education organizations must ensure that the use of technology is carried out in a balanced manner, and that students remain directly involved in educational activities in the classroom.

Managers of Islamic education organizations need to ensure that the use of technology in education does not harm student's mental health. Interacting too long with a computer screen or gadget can result in sleep disorders, anxiety and depression. Therefore, managers of Islamic education organizations must ensure that students do not experience fatigue due to the use of technology in education and set appropriate time limits. In facing technological advances and the globalization of education, managers of Islamic educational organizations must have the ability to adapt and innovate. They must be able to manage the use of technology wisely and ensure that students still receive a comprehensive educational experience. This can be achieved through increasing digital competence and improving the quality of education through training and development programs for teachers and educational staff.

Management of Islamic education organizations also needs to pay special attention to the quality of educational infrastructure. This involves aspects of hardware, software, internet connectivity, and the presence of quality human resources. Good quality educational infrastructure can provide significant support to students' educational experience, as well as providing adequate access to the latest technology[21]. In the future, technological developments will continue to influence the way students receive an education. Therefore, the management of Islamic education organizations must continue to adapt and innovate[22]. They need to ensure that technology is used wisely and that students' educational experiences remain holistic and meet their needs. In this way, managers of Islamic education organizations can ensure that every student, including those who face learning difficulties or have special needs, can be accommodated. However, there are several challenges that need to be overcome in the use of technology in education. One of them is the issue of student data security[23]. In the digital era, student's personal data can be vulnerable to security threats such as hacking and unauthorized use of data. Therefore, the leadership of Islamic education organizations must ensure that the security and privacy systems of student data are maintained properly.

The use of technology in education also brings new challenges related to student's social interactions and emotional aspects. Students participating in online learning may face a lack of social interaction and support from classmates and teachers. Therefore,

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[19] Hamdani Hamdani, Hadi Sunaryo, and Pardiman Pardiman, "Analisis Dampak Work from Home Terhadap Stres Kerja, Adaptive Performance Dan Kinerja Pegawai," *IQTISHODUNA* (Maulana Malik Ibrahim State Islamic University, 2022), https://doi.org/10.18860/iq.v18i1.13004.

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leadership of Islamic educational organizations must consider strategies to increase social interaction and provide social support in online learning environments[24]. Additionally, the use of technology in education can lead to gaps in technology access and skills among students. Students who come from families with low levels of education and income may not have access to the devices and internet necessary for online learning[25]. Therefore, the management of Islamic education organizations must ensure that all students have adequate access to technology and provide special support to students who need help in developing their technology skills.

Management of Islamic education organizations needs to ensure that the use of technology in education does not replace the values and characteristics of value-based learning. Learning values and character is an inseparable part of Islamic education, and the use of technology must be integrated by paying attention to Islamic values and characteristics that support balanced and comprehensive learning[26]. To overcome this challenge and gain the benefits of technology in education, administrators of Islamic education organizations can take several steps. First, management of Islamic education organizations must ensure that teaching staff have adequate skills and knowledge in the use of technology, as well as organize additional training to improve their technology skills. Second, leaders of Islamic education organizations can formulate clear policies and procedures regarding the use of technology, including conducting regular data security and privacy audits. Third, the management of Islamic education organizations must ensure that the use of technology in education does not replace the important values and distinctive characteristics of Islamic education.

Challenges of Multiculturalism

The globalization of education has brought students from various backgrounds to study in the same environment. Therefore, the management of Islamic education organizations must ensure that students are able to understand and respect cultural and religious diversity. In the context of globalization of education, students from various backgrounds can meet and interact in one learning environment[27]. The diversity of students' backgrounds brings cultural and religious differences as a natural thing. However, these differences can cause conflict or misunderstanding if they are not managed well by the management of Islamic education organizations[28]. Therefore, administrators of Islamic educational organizations need to ensure that students can understand and respect cultural and religious differences. This can be realized through implementing an inclusive and tolerant education approach. In this way, students are

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[28] Hargreaves, A, "Globalization and Education: From Colonization to Neoliberalism and Beyond. ," *Globalizations* 15(1), (2018): 1-16.

taught to understand and appreciate diversity, it is hoped that they will be able to form attitudes of tolerance and cooperation between students who have diverse backgrounds.

Inclusive education also plays a role in encouraging mutual understanding and cooperation between students from different backgrounds[29]. In an inclusive learning environment, students are taught to accept differences and not judge or demean other students who have cultural or religious differences. Instead, they are taught to look for similarities and find common ground between differences. Management of Islamic education organizations can also ensure that students understand and appreciate cultural and religious differences through the development of inclusive curricula[30]. An inclusive curriculum includes material that respects cultural and religious differences, so that students can understand and appreciate these differences.

Managers of Islamic education organizations can hold events or activities aimed at encouraging cooperation and tolerance among students with different backgrounds[31]. These activities can include discussions or seminars regarding cultural and religious differences, cultural exhibitions, or joint social activities. In addition, the use of technology can help expand students' access to information about culture and religion from various countries[32]. In a global learning environment, technology can be a tool to enrich the student experience by providing access to global educational resources. By ensuring students can understand and respect cultural and religious differences, administrators of Islamic education organizations can create an inclusive and tolerant learning environment[33]. In a learning environment like this, students can grow into individuals who are tolerant and open to differences, values that have significance in Islam. Management of Islamic educational organizations needs to ensure that these values are included in relevant teaching and activities. In addition, amidst the challenges of globalization of education, administrators of Islamic educational organizations must ensure that the quality of education they offer remains relevant and high quality[34]. This can be achieved by improving the competency and quality of teaching staff, updating the curriculum with the latest technology, and providing adequate facilities to improve student learning experiences.

The greater challenge for managers of Islamic educational organizations is maintaining Islamic identity and values in an increasingly secular and materialistic environment[35]. Management of Islamic education organizations must have the ability to

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29 Kozleski Dessemontet, R. S. E. B., Mainzer, H., "Inclusive Education in the Global South: New Directions for Research and Practice.," *International Journal of Inclusive Education,* 22(3), (2018): 255-269.

30 "Al-Quran. Terjemahan Oleh Abdullah Yusuf Ali. Jakarta: Pustaka Amani, 2010.," n.d.

31 Nurhayati, N, "Partisipasi Aktif Alumni Dalam Program Pengembangan Karir Di Perguruan Tinggi," *Jurnal Pengabdian Masyarakat* 6(1) (2021): 33–41.

32 Abdullah, N., "Developing an Inclusive Curriculum: The Case of International Islamic University Malaysia.," *International Journal of Islamic Education,* 1(1), (2019): 1-15.

33 Musawah, S, "Inclusivity in Islamic Education Curriculum.," *International Journal of Islamic Thought,* 20 (2021): 41-56.

34 Yulistira Sadela, "The Mediating Role of Work Stress on the Effect of Dual Roles on Employee Performance (Research Study on Employees of PT. Bank Negara Indonesia Pontianak Branch, West Kalimantan)," *Equator Journal of Management and Entrepreneurship (EJME)* (Tanjungpura University, 2019), https: http://doi.org/10.26418/ejme.v7i4.31872.

35 Al-Maamari, F. A., "Globalization and Its Effects on Islamic Education: An Analytical Study.," *Journal of Education and Practice,* 12(20), (2021): 48-57.

maintain a balance between Islamic values and the impact of globalization of education. They need to ensure that students remain connected to Islamic values and local culture while remaining open and connected to the global world. Therefore, administrators of Islamic educational organizations need to have a clear vision and appropriate strategies in facing the challenges of globalization of education. This strategy must ensure that Islamic education remains relevant and provides benefits for students and society at large. These strategic steps can include developing technology-based education programs, improving teacher quality, building partnerships with international educational institutions, and preparing curricula that suit local and global needs.

Managers of Islamic education organizations need to strengthen collaboration with the community and government to improve the quality of Islamic education, both at the national and international levels. These steps include establishing a strong and sustainable Islamic education network, developing quality and affordable Islamic education programs for the community, as well as strengthening cooperation with the government to obtain the necessary support and resources. Overall, the globalization of education brings significant changes in the education system, which poses challenges for the management of Islamic education organizations. However, by implementing the right strategies, administrators of Islamic education organizations can utilize technology wisely and ensure that students receive a comprehensive educational experience. All of this can be achieved while maintaining identity and Islamic values. As a result, this effort will provide great benefits for students and society at large, as well as creating quality and relevant Islamic education in an increasingly complex global environment.

Global Competition

The globalization of education opens up opportunities and challenges for Islamic educational organizations. One of the main challenges is global competition in the international education market. Management of Islamic educational organizations must be able to compete with other educational institutions to attract the attention of students and maintain a good reputation[36]. In facing global competition, management of Islamic educational organizations need to develop effective marketing strategies to promote their institutions and offer quality educational programs. In addition, access to global educational resources requires that the educational programs offered comply with international standards. This is the key to obtaining international accreditation and increasing the institution's reputation at the global level. With increasing reputation, Islamic educational institutions can become an attractive option for students from various parts of the world who are looking for a high-quality educational experience[37]. Therefore, the management of Islamic education organizations must be proactive in overcoming the challenges of this global competition to ensure the sustainability and growth of their institutions.

Competition in the global education market is not only challenging, but also brings opportunities to drive innovation in education. Management of Islamic education organizations need to have the ability to develop educational programs that are

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[36] Setiawan Hadi, M. S A., "Competitive Advantage Strategies for Islamic Education Institutions in Indonesia.," *Dinasti International Journal of Digital Business Management,* 2(3), (2021): 468-478.

[37] Adeeb Siddiqui, S. M. A, "Internationalization of Islamic Higher Education: Exploring the Challenges and Opportunities.," *Journal of Education and Practice,* 10(26), (2019): 116-121.

innovative and responsive to the needs of students and keep up with developments in the job market that continues to grow[38]. In this way, Islamic educational institutions can attract the interest of students who are looking for an educational experience that is modern and relevant to current developments. Although competition in the global education market can be a driver of innovation, it can also pose challenges and risks for Islamic education institutions. Management of Islamic educational organizations must have effective skills and strategies to face these challenges[39]. Some of the challenges that may be faced include improving the quality of teaching, student safety, financial issues, and developing effective marketing strategies to promote the institution globally. By overcoming these challenges, Islamic educational institutions can position themselves as leaders in providing quality and innovative education at the global level.

It is important for administrators of Islamic educational organizations to ensure that they meet the needs and expectations of students who come from various cultural and religious backgrounds[40]. In the context of global education, students have diverse origins, and therefore, administrators of Islamic educational organizations must have a deep understanding of these differences. They need to create an inclusive and friendly learning environment, understanding and respecting students' cultural and religious diversity. When competing in the global education market, it is important for administrators of Islamic education organizations to maintain the Islamic values and principles on which their institutions are based. This not only plays a role in maintaining the identity of the institution, but also ensures that the educational experience provided remains in line with Islamic religious and ethical values. In this way, Islamic educational institutions can maintain their positive reputation and attract students from various backgrounds to participate in education that is in accordance with Islamic values.

Managers of Islamic educational institutions need to design effective strategies to overcome the challenges that arise along with the phenomenon of globalization of education. Here are some strategic steps that can be taken:

Quality Improvement

Managers of Islamic education organizations need to ensure that the quality of education remains at a high level and meets international standards. Quality improvement can be achieved by developing high-quality academic programs, utilizing technology effectively, and improving the learning process[41]. In the context of globalization of education, students have a variety of educational institution options throughout the world. If Islamic educational institutions do not provide adequate

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[40] Muh Ibnu Sholeh, Prim Masrokan Mutohar, and Agus Eko Sujianto, "Development of Entrepreneurial-Oriented Transformative Islamic Educational Institutions: A Global Perspective," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* Vol. 9, No. 01, (2023).

[41] Yasin Harun, H. R. M, "Enhancing Students' 21st-Century Skills through the Implementation of STEM Education.," *Journal of Turkish Science Education,* 16(2), (2019): 1-13.

educational standards, it is likely that students will choose other educational institutions that offer better quality. Therefore, administrators of Islamic educational organizations need to ensure that the quality of their education remains competitive in the global education market.

Implementation of international education standards is a necessity to ensure equal quality of education throughout the world[42]. To gain international recognition and maintain a good reputation, managers of Islamic educational organizations must ensure that the quality of education they offer is in line with international standards. This step will increase the attractiveness of Islamic educational institutions for students from various countries. Developing high-quality academic programs is also key in ensuring quality education. A good academic program can help students achieve optimal learning outcomes and prepare them for success in the world of work[43]. Therefore, the management of Islamic education organizations must pay attention to aspects such as curriculum, teaching materials, and teaching methods applied in their academic programs.

Technology has a very important role in improving the quality of education[44]. Wise use of technology in the learning process can help students gain knowledge and skills more effectively. Facing constant changes in the educational environment, managers of Islamic education organizations must integrate technology appropriately to facilitate student learning[45]. Improving the quality of the teaching and learning process is an important key that must be considered by the management of Islamic education organizations. Students will be more responsive to effective and interesting teaching methods, so that this can contribute to improving the overall quality of education. Therefore, administrators of Islamic educational organizations need to pay special attention to improving the quality of the learning process in their institutions.

Managers of Islamic educational organizations must ensure that the quality of education remains high and meets international standards. To achieve this, they can develop quality academic programs, utilize technology wisely, and improve the quality of the teaching and learning process[46]. In the current era of global education, maintaining reputation and attracting students from various parts of the world is a must. An example of the implementation of this concept occurred when an Islamic educational institution in Indonesia improved the quality of its academic program. They added English and information technology subjects, adopted interactive learning methods using multimedia and e-learning platforms. The institute also ensures that teachers receive adequate training and continue to develop their teaching skills. All of

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[42] Al-Omari, A. A, "The Importance of International Accreditation in Higher Education Institutions.," *European Scientific Journal,* 11(9), (2015): 111-123.

[43] Kuo Chen, H. C. Y. L., "The Impact of Curriculum Quality on Students' Academic Achievement in Vocational High Schools.," *Journal of Education and Learning,* 7(3), (2018): 70-81.

[44] Ahmad Budi Sakti Tambak and Yani Lubis, "Potensi Pendidikan dan Teknologi Dalam Meningkatkan Kualitas Sumber Daya Manusia Di Desa Ulumahuam," *Jural Edukasi non formal* VO. 3. NO.2 (2022).

[45] Ahmad Husaini, "Ahmad Husaini, 'Strategi Peningkatan Kualitas Pembelajaran Pada Sekolah Islam Berbasis Kurikulum 2013,'" *Al-Hikmah: Jurnal Studi Islam Dan Sosial,* 13, no. 1 (2019): : 80.

[46] Muhammad Nasir Abdul Kadir, "Pengaruh Penggunaan Teknologi Informasi Dan Komunikasi Terhadap Kualitas Pembelajaran Di Sekolah," " *Jurnal Ilmiah Pendidikan Teknologi Dan Kejuruan,* 5, no. 2 (2018): 120-121.

this aims to improve the quality of learning and teaching provided by these Islamic educational institutions.

In terms of technology use, the institution ensures that the technology used is in accordance with learning needs and objectives, and is not only used for entertainment. They also pay special attention to students' mental health and teach wise use of technology. Through these efforts, Islamic educational institutions can improve the quality of education offered and maintain a good reputation in the global education market. Their students can also gain a comprehensive and quality educational experience, helping them face increasingly fierce competition in the world of work.

Innovation

Administrators of Islamic education organizations need to adopt innovation in the teaching and learning process in order to compete in the world of global education. Innovation may involve the use of new technology, the implementation of self-paced learning programs, or the development of a more flexible curriculum[47]. Without the adoption of innovation, Islamic educational institutions risk being left behind in global educational competition and losing their appeal among students who tend to choose educational institutions that integrate technology in an advanced way. Adoption of innovation also has the potential to increase the effectiveness and efficiency of the educational experience for students. For example, by utilizing technology such as e-learning platforms, students can study anywhere and at any time, giving them the flexibility to arrange their study schedule to fit other activities[48]. The use of new technology can also enrich students' learning experiences, such as the use of learning videos and computer simulations that help students understand difficult concepts visually and interactively[49].

This approach not only makes learning more interesting, but also more effective in delivering lesson material. Self-study programs are also an important innovation in education[50]. This program allows students to take control of their own learning and helps them develop independent skills that are important for life. In a more independent environment, students can develop their own creativity and problem solving and learn in more effective and engaging ways. The development of a more flexible curriculum is also an important innovation in education[51]. A flexible curriculum allows Islamic educational institutions to adapt their curriculum quickly and respond to changing student demands or changing industry demands. It also allows students to choose programs and subjects that suit their interests and needs, thereby helping them achieve their full potential in career and life. A real example of the application of innovation in Islamic education can be seen in one of the madrasas in Indonesia. The madrasah

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[47] Fawziyah et al, "The Use of Augmented Reality Technology in Islamic Education," *International Journal of Emerging Technologies in Learning* 14, no. 5 (2019): 81–83.

[48] Azhar et al, "Pengembangan Kurikulum Berbasis Karakter Di Sekolah Menengah Kejuruan,"," *Jurnal Pendidikan Teknologi Dan Kejuruan,* 23, no. 3 (2017): 192–93.

[49] Muh Ibnu Sholeh, "Transparency and Accountability in Building a Positive Image Through Quality Education Management," *TADBIRUNA* 3, no. 1 (31 August 2023): 43–55, https://doi.org/10.51192/tadbiruna.v3i1.622.

[50] Nurhadi Yulianti, "Peningkatan Motivasi Dan Prestasi Belajar Siswa Melalui Program Belajar Mandiri,"," *Jurnal Pendidikan Indonesia,* 3, no. 1 (2014): 45–46.

[51] Muslihudin, "Pengembangan Kurikulum Berbasis Kompetensi Dalam Perspektif Pendidikan Islam," *Jurnal Edukasi Islami,* 5, no. 1 (2017): 24–25.

developed a technology-based self-study program, allowing students to study independently through online platforms and access various educational resources. Apart from that, this madrasa has also succeeded in creating a curriculum that is more flexible and suits students' needs. The use of modern technology, such as smart whiteboards, projectors and computers, also facilitates the learning process. By adopting these innovations, madrasa management succeeded in improving the quality of education, attracting student interest, and creating a more interactive learning experience.

In Malaysia, Islamic boarding school management has also adopted innovation by focusing on developing a curriculum that is contextual and relevant for students. The curriculum includes understanding religion, Arabic, English, as well as science and technology. The integration of extracurricular activities such as sports and arts is carried out to provide a more comprehensive educational experience for students. In terms of the use of technology, Islamic schools in Malaysia implement online-based learning and social networks to increase interaction between teachers and students. The adoption of this innovation has succeeded in improving the quality of education and expanding access to education for students from various backgrounds and locations. These two examples illustrate how the management of Islamic education organizations implement innovation to improve the quality of education and respond to the demands of the global education market. By adopting innovation, they can remain competitive in the global education market and ensure that the education they offer is relevant and comprehensive according to students' needs.

Collaboration

Management of Islamic educational organizations must develop cooperative relationships with other educational institutions and related industries[52]. This will help improve the quality of education and expand the reach of educational institutions. In an increasingly connected and complex educational environment, collaboration with educational institutions and related industries can help improve the quality of education and expand the reach of educational institutions. *First*, collaboration with other educational institutions can help Islamic educational institutions in exchanging experiences and knowledge[53]. For example, Islamic educational institutions can establish partnerships with educational institutions based in other countries to learn new ways of learning and teaching. Apart from that, Islamic educational institutions can also take advantage of international networks owned by other educational institutions. By participating in international activities such as seminars, conferences or student exchange programs, Islamic educational institutions can gain access to global educational resources. *Second,* collaboration with related industries can help Islamic educational institutions to adapt their curriculum to the needs of the job market[54]. By establishing good relationships with industry, Islamic educational institutions can obtain information about what industry needs and adapt their curriculum according to the needs of the job market. This will help students gain skills and knowledge relevant to

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[52] Nur Rohim Yunus, "Application of Islamic Sharia to Regional Regulations in the Indonesian National Legal System," *Hunafa:JurnalStudiaIslamika* 12, no. 2 (2015).

[53] Zainal Nurhayati, ", 'Kerjasama Antara Perguruan Tinggi Dalam Penyelenggaraan Program Sertifikasi,'" *Jurnal Pendidikan Teknik Elektro,* 10, no. 2 (2021): 90.

[54] Ismail, "Kerjasama Industri-Perguruan Tinggi Dalam Menyiapkan Lulusan Yang Siap Kerja," *Jurnal Pendidikan Ekonomi Dan Bisnis,* 4, no. 1 (2016): 45-46.

the world of work. *Third*, collaboration with educational institutions and related industries can help Islamic educational institutions to improve the quality of education[55]. For example, Islamic educational institutions can establish partnerships with technology companies to gain access to the latest technological resources. By integrating technology in the teaching and learning process, Islamic education institutions can increase the effectiveness and efficiency of the learning process. *Fourth*, collaboration with other educational institutions and related industries can help Islamic educational institutions to expand their reach[56]. For example, Islamic educational institutions can collaborate with online educational institutions or with networks of other educational institutions abroad. This will help Islamic educational institutions to expand their reach and increase students' access to quality education.

In building collaborative relationships, administrators of Islamic educational organizations must ensure that the collaboration brings mutual benefits and is in line with the vision and mission of Islamic educational institutions. In addition, the ability to manage risks related to collaboration, such as legal or financial issues, is also an important skill that must be possessed by the management of Islamic educational organizations. In this regard, it is necessary to continuously monitor and evaluate collaborative relationships in order to ensure long-term success.

As a concrete example of collaboration between Islamic educational institutions and other educational institutions and related industries, the Indonesian Islamic University has established partnerships with several technology companies in Indonesia. Through this collaboration, information technology students collaborate with these companies to develop technology solutions and business applications that provide benefits to companies and society. Apart from that, collaboration between Islamic educational institutions in Indonesia and educational institutions abroad has also become a reality. For example, the Syarif Hidayatullah State Islamic University Jakarta has a partnership with Oxford University in England. Through this program, students have the opportunity to take courses and engage in research together with Oxford University students. Collaboration between Islamic educational institutions and related industries is realized in internship programs and cooperation in providing training and certification to students. The Islamic University of Indonesia, for example, offers internship programs involving leading companies in Indonesia in various sectors, such as technology, manufacturing and finance. This program provides students with the opportunity to gain valuable work experience and build a network with professionals in related industries.

This collaboration also contributes to the development of better curriculum and academic programs. Syarif Hidayatullah State Islamic University Jakarta, for example, collaborates with universities in the United States and England to develop study and research programs in the fields of Islamic studies and social humanities. Through these collaborative efforts, Islamic educational institutions can expand the scope and improve the quality of education offered. Students can also gain broader learning experiences and develop skills and knowledge that are relevant to the needs of industry and society.

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[55] Siswanto, "Peningkatan Kualitas Pendidikan Melalui Kerjasama Antar Lembaga Pendidikan," *Jurnal Ilmiah Pendidikan Kewarganegaraan,* 5, no. 2 (2018): 21-22.

[56] A. M. Khair, "The Importance of Collaboration Between Islamic and Western Educational Institutions, *Journal of Education and Learning,* 5, no. 3, (2016): 110–19

Understanding the Challenges of Multiculturalism

Administrators of Islamic educational organizations must ensure that students have the ability to understand and respect cultural and religious differences[57]. To achieve this, it is necessary to develop programs that aim to increase understanding and respect for diversity, while introducing students to diverse cultures and religions. As an educational institution that educates students from various backgrounds, the management of Islamic educational organizations must make understanding and respect for differences a top priority. This is not only important to create an inclusive and harmonious learning environment, but also to prepare students to face the complexity of an increasingly global and multicultural world. To achieve this goal, the management of Islamic education organizations can design programs such as intercultural training, cross-cultural and religious activities, as well as learning the history and culture of various countries. In addition, introducing students to various cultures and religions can be done through activities such as visits to places of worship, meetings with cultural communities, and other events that encourage student participation in diversity experiences[58]. In this way, students can build an attitude of mutual respect and tolerance in dealing with cultural and religious differences in their environment.

By ensuring students are able to understand and appreciate cultural and religious differences, administrators of Islamic education organizations can create an inclusive and harmonious learning environment, as well as prepare students to face the challenges of multiculturalism in everyday life[59]. students may come from a variety of different cultural and religious backgrounds. Therefore, administrators of Islamic education organizations must ensure that students are able to understand and respect these differences in order to live harmoniously in a multicultural society. One way to achieve this is by developing programs that increase understanding and respect for these differences [60]. In this way, students will have the opportunity to learn about cultural and religious differences and how to respect these differences. administrators of Islamic education organizations can develop programs that involve students in social and community activities. Activities like this can help students understand the problems faced by other communities and provide opportunities to help them solve these problems. This will help students understand and respect differences and help them become more empathetic and caring citizens in a multicultural society.

In this case, administrators of Islamic educational organizations can also collaborate with educational institutions and other organizations that have experience in dealing with multiculturalism issues. By building collaborative relationships, they can learn from each other and support each other to increase understanding and respect for cultural and religious differences.

One example of a program that prioritizes understanding and respect for cultural

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[57] S. Suryani, "Promoting Respect for Cultural Diversity in Islamic Education," *Journal of Education and Practice,* 8, no. 19, (2017): 108–13.

[58] M. Abdul-Jabbar, "Islamic Education and Interfaith Understanding: The Need for a Comprehensive Approach," *Islam and Civilisational Renewal,* 5, no. 2, (2014): 304–19.

[59] Imroatul Ajizah, "The Urgency of Educational Technology: Analysis of the Advantages and Disadvantages of Educational Technology in the Era of Industrial Revolution 4.0," *ISTIGHNA* 4, no. 1 (2021).

[60] Najib, A. K., "Pendidikan Multikultural Di Lembaga Pendidikan Islam.," *Al-Intaj: Jurnal Pendidikan Dan Pengajaran Islam,* 3(1), (2019): 37-49.

and religious differences is the student exchange program between countries. This program allows students to study in another country and experience a different culture, values, and norms. Additionally, this program also allows students to establish relationships with students from different backgrounds and build a better understanding of cultural and religious differences. Other examples are the introduction of different religious and cultural subjects into the curriculum, as well as field experience learning programs that invite students to visit sacred or historical sites representing different religions and cultures.

Increasing Human Resources Capacity

Administrators of Islamic educational organizations need to ensure that their human resources have adequate capacity to face the challenges of globalization of education. One strategy that can be adopted is through providing appropriate training and development, expanding professional networks, and maintaining and improving the quality of teachers and staff[61]. Training and development can be implemented in various forms, such as educational technology training, management training, teaching skills training, and language training. This initiative helps increase the competency and knowledge of human resources in facing changes and developments in the world of education. In addition, expanding professional networks is important to enrich experiences and support the exchange of information between faculty and staff. By establishing solid relationships within the education industry, human resources can gain additional support and knowledge.

Efforts to maintain and improve the quality of teaching and staff are also the main focus. This can be achieved through updating knowledge and skills through relevant courses and seminars[62]. Recognition and rewards for good performance can also be an encouragement for human resources to continue to provide their best contribution. By implementing this strategy, Islamic education organizations can ensure that their human resources are ready to face the dynamics of globalization of education.

Management of Islamic education organizations can consider implementing work experience programs abroad as a strategy to increase human resource capacity. By involving faculty and staff in work experiences abroad, they will be able to engage with a variety of different cultures and educational systems, resulting in valuable experiences that can enrich their knowledge and insight. It is important for managers of Islamic education organizations to ensure the placement of the right human resources in the right place within the organization. This can be achieved by considering the suitability between the skills and interests of teaching staff and staff with the positions or positions available in the organization[63]. In this way, human resource management can be optimized, making a positive contribution to the overall development of the organization.

Increasing the capacity of human resources in Islamic education organizations is

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[61] Al-Zoubi, M. S., "Teacher Professional Development Programs and Their Impact on Teacher Efficacy: An Empirical Study from Jordan.," *International Journal of Instruction,* 12(2), (2019): 71-86.

[62] Hammond, "Teacher Education around the World: What Can We Learn from International Practice?.," *European Journal of Teacher Education* 40(3), (2017): 291-309.

[63] Hendri Wiyono, B. H., Rofaida, Y., "Evaluasi Program Pengalaman Kerja Di Luar Negeri.," *Jurnal Pendidikan Ekonomi,* 13(1) (2020): 59-68.

the main key to ensuring the quality of education is relevant and ready to face the challenges of globalization of education. By providing appropriate training and development, expanding professional networks, and paying attention to improving the quality of teachers and staff, Islamic education organizations can ensure that their human resources have adequate competence to face future dynamics. Concrete examples in Indonesia include teacher training and development programs managed by the Ministry of Education and Culture (Kemendikbud). This program aims to improve teacher competency by introducing innovative teaching methods and modern educational technology. In addition, the Syarif Hidayatullah State Islamic University (UIN) Jakarta also runs an academic staff development program which includes training and seminars on topics such as educational technology, academic management and research.

Other Islamic education institutions, such as the Al Hikmah Surabaya Integrated Islamic School (STAI), have introduced innovative learning programs such as project-based learning and independent learning. For example, the "Learning by Doing" program at STAI Al Hikmah teaches students to solve everyday problems through projects they design and carry out themselves. All of these examples reflect the concrete efforts of administrators of Islamic education organizations in Indonesia to increase the capacity of their human resources, adapting to developments in the globalization of education. By continuing to develop innovative programs, collaborating with educational institutions and related industries, and expanding professional networks, it is hoped that Islamic educational institutions in Indonesia can continue to contribute to forming a generation that is competitive and ready to face global challenges well.

CONCLUSION

In facing the challenges of globalization of education, managers of Islamic education organizations can implement a number of effective strategies. Improving the quality of education is the main basis, where focus is given to developing high-quality academic programs and implementing innovative teaching and learning processes. Appropriate use of technology is also key, ensuring that these tools support effective learning. Apart from that, collaboration is an important aspect, both locally and internationally, in order to expand educational networks and improve quality standards. Understanding the challenges of multiculturalism is no less vital, with an inclusive approach to creating a tolerant learning environment. Lastly, increasing human resource capacity, through continuous training and development, provides a strong foundation to ensure sustainability and overall quality improvement. By combining these strategies, the management of Islamic education organizations can form a solid foundation, ensuring quality and relevant education amidst the dynamics of globalization of education.

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