

Reformulation Of Islamic Educational Leadership In The Era Of Disruption

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This study discusses the urgent need for Islamic educational institutions to adapt to the rapid technological and societal changes that characterize the Era of Disruption. Traditional leadership practices in Islamic education must be re-evaluated to remain relevant and practical. This emphasizes the importance of integrating technology into educational practices while ensuring that these innovations are aligned with Islamic values. This article outlines several key strategies for reshaping Islamic educational leadership, including cultivating a disruptive mindset among leaders. A disruptive mindset, in this context, refers to a proactive and innovative approach to problem-solving, where leaders are encouraged to challenge the status quo and embrace change. This mindset is crucial in navigating the complexities of the digital era while upholding Islamic values. Other strategies include promoting self-driven initiatives and reshaping educational paradigms to meet contemporary needs. The research method used is a qualitative approach with a literature study. The results obtained are the importance of digital literacy and the ethical use of technology in preparing educators and students to face the challenges of the digital era. Developing professional training programs that equip educators with the skills necessary to utilize digital tools effectively while upholding Islamic principles is recommended. This article also emphasizes the importance of character education, encouraging institutions to foster moral and ethical values in addition to academic achievement, and, ultimately, the need for a comprehensive approach to leadership in Islamic education that balances technological advancement with preserving core Islamic teachings. By embracing innovation and cultivating a culture of continuous improvement, Islamic educational leaders can ensure that their institutions thrive in the Age of Disruption,

producing knowledgeable and morally grounded individuals. This reformulation is essential to meet the needs of an evolving society and fulfill the mission of Islamic education in a rapidly changing world.

Introduction

Human life is currently experiencing swift and profound changes, resulting in a complete shift towards a new and often unexpected reality. This phenomenon, referred to as disruption, stems from advancements in information and communication technologies. As a result, significant transformations are evident in various areas of life, including education (Wessel et al. 2021). These rapid developments are driving society into a new era where the old ways of thinking and operating are being challenged. The disruption is pushing us to rethink how we approach everyday activities, forcing adaptations that many find both remarkable and challenging.

The influence of this disruption extends across numerous fields, reshaping industries, economies, and even social interactions. In the realm of education, these changes are particularly noticeable as traditional methods of teaching and learning are being transformed by digital innovations. The pace of change has accelerated, making it necessary for individuals and institutions to adapt quickly to remain relevant (Halpern et al. 2019). Education, as a cornerstone of society, is at the forefront of this transformation, requiring a shift in how knowledge is delivered and received.

In this new landscape, the ability to navigate and leverage these technological advancements is crucial. As disruption continues to redefine various aspects of life, education must evolve to meet the demands of a rapidly changing world. Millennials, who are none other than the students, now prefer information based on social media rather than through narratives and texts, which educators have traditionally used in the learning process (Grau, Kleiser, and Bright 2019). Students are more skilled at surfing and exploring the virtual world than passively trapped in conventional libraries filled with bookshelves.

This change in behavior and preference among millennials is an inevitable reality as a result of technological and informational development. On one hand, this development has provided many conveniences and benefits, but it has also brought about substantial negative impacts on millennials, especially those unable to resist the negative aspects of information technology (Dwivedi and Lewis 2021). This is the challenge for the educational world, particularly Islamic education, in the Disruption Era regarding the morals and religiosity of our students. To counteract the negative effects behind these technological advances, strengthening students' character through mental and spiritual reinforcement is necessary so they can stay within positive boundaries while utilizing technological advancements.

Millennials in the Disruption Era are characterized by a strong preference for speed and efficiency in all aspects of life, including eating, drinking, traveling, shopping, and learning (Hamid et al. 2022). They value practicality and quick results, which drives their approach to daily tasks and interactions. This generation is known for their creativity, innovation, and critical thinking skills. They are adept at generating ideas and finding solutions to the challenges they encounter. Their ability to think outside the box and approach problems from unique

perspectives sets them apart.

As a generation deeply immersed in the digital world, millennials are accustomed to online interactions and expect everything to be accessible and fast. This shift toward digital immediacy is a significant change that the education sector must recognize and adapt to in order to remain relevant. The onset of the Disruption Era has brought profound changes across various sectors, including the economy, workforce, social structures, politics, culture, and education. These changes have reshaped the way people live and work, demanding new approaches and strategies. Education experts use the term "Disruption Era" to describe the integration of current information and communication technologies into learning processes. This era emphasizes the need to blend both physical and digital learning experiences, adapting to the evolving technological landscape and the expectations of the millennial generation (Ivanov and Dolgui 2021).

In the Disruption Era, learning is no longer confined to specific times or places; instead, it can occur anytime and anywhere, making education more flexible and accessible. Moreover, education is becoming increasingly personalized, allowing each student to learn in a way that best suits their individual needs and preferences. Students are also gaining more autonomy in choosing how they want to approach their learning process, which empowers them to take control of their education. Additionally, the emphasis on project-based learning is growing, providing students with opportunities to engage in practical, hands-on experiences, such as internships, mentoring, and collaborative projects, that prepare them for real-world challenges. Furthermore, the focus on data interpretation is becoming crucial, as students are required to apply their theoretical knowledge to analyze data, draw logical conclusions, and solve problems, leading to new forms of assessment that may render traditional evaluation methods obsolete (Galanakis et al. 2021).

Students' factual understanding can be evaluated throughout the learning process, ensuring they grasp the necessary information. Meanwhile, their ability to apply this knowledge is better tested when they engage in real-world projects and practical fieldwork. An important shift in modern education is that students' perspectives will play a significant role in the development and revision of curricula. This change recognizes the value of student input, making education more relevant and tailored to their needs. As a result of these changes, students will gradually take more responsibility for their own learning journeys. This shift towards greater independence requires educators to adapt by transitioning from traditional roles to those of facilitators (Sinacori 2020).

Instead of simply delivering content, teachers will guide students in navigating their learning experiences. This new role involves supporting students in finding resources, developing skills, and fostering critical thinking. Ultimately, the relationship between teachers and students will evolve, emphasizing collaboration and mentorship in the learning process. The challenge now is determining how Islamic education can confront the demands of the Disruption Era, a time dominated by virtual realities, rapid advancements, and reliance on information technology. In contrast, the prevailing approach in Islamic education, particularly in Indonesia, still heavily depends on conventional teaching and learning methods. This presents a unique obstacle for Islamic educational leadership, which must evolve to align with these technological advancements.

To ensure that Islamic education remains relevant and effective, there is a pressing need for leadership that not only prioritizes intellectual achievement but also emphasizes the cultivation of noble character. Traditional methods alone are insufficient in this new era, where the pace of change is accelerating, and education systems must be more dynamic and responsive. As the digital age progresses, the gap between traditional educational practices and the demands of modern society continues to widen. Islamic education must bridge this gap by embracing new tools and techniques that enhance learning experiences while still adhering to core Islamic values. Leadership within Islamic education must play a proactive role in this transformation, guiding institutions to adopt innovative approaches that are compatible with both technological advances and Islamic principles. This involves rethinking old paradigms and being open to integrating contemporary methodologies that can better prepare students for the challenges of the future (Oskar Hutagaluh 2020).

Moreover, the goal of Islamic education should extend beyond academic success to include the moral and spiritual development of students (Sheikh and Ali 2019). Leaders must ensure that educational practices are holistic, fostering a balance between intellectual growth and the nurturing of ethical and religious virtues. Adapting to the Disruption Era requires a comprehensive strategy that includes modernizing curricula, adopting new educational technologies, and reshaping leadership practices. Islamic educational leaders must be forward-thinking, capable of anticipating changes, and ready to implement necessary reforms.

The urgency of this adaptation cannot be overstated, as the rapid pace of technological advancement leaves little room for complacency. Islamic education must evolve to remain effective in fulfilling its mission in this new context, ensuring that it continues to produce individuals who are both knowledgeable and morally grounded. Finally, the formulation of an Islamic educational leadership model that is attuned to the times is crucial. This leadership must be visionary, capable of steering educational institutions through the complexities of the Disruption Era while staying true to the essence of Islamic teachings.

Research Methods

Researcher employs a library research method for this article, focusing on gathering data and information from a variety of library resources such as journals, books, and other relevant materials. This approach is centered on accessing pre-existing data rather than collecting new, field-based information or eyewitness accounts. The library resources used are primarily secondary sources, which provide previously gathered and analyzed information rather than firsthand data. This research methodology involves a comprehensive examination of existing literature, specifically targeting works related to Islamic educational leadership. By consulting these sources, the author aims to gain a deep understanding of the subject matter, focusing on how Islamic educational leadership can evolve in response to contemporary challenges. (Sudarmanto et al. 2022).

The primary objective of this approach is to analyze and synthesize information to develop insights into how Islamic educational leadership can adapt to the Disruption Era. This era is marked by significant technological and societal changes that necessitate a reevaluation and reformulation of leadership practices

within Islamic education. The findings from this analysis will contribute to identifying effective strategies for reformulating Islamic educational leadership. The goal is to ensure that leadership practices in Islamic education remain relevant and effective amidst the rapid changes characteristic of the Disruption Era. Ultimately, the author seeks to provide recommendations for adapting Islamic educational leadership to current and future challenges. The emphasis is on aligning leadership practices with the evolving needs of the Disruption Era, ensuring that Islamic education continues to thrive and meet contemporary demands. (Zakariah, Afriani, and Zakariah 2020).

Discussion

The Nature and Purpose of Islamic Education

In Islam, the pursuit of knowledge, closely related to education, is an absolute obligation for every individual. To emphasize the importance of education, Allah commands humans to engage in it from birth until they return to their original state when entering the grave. Islamic education is known by several terms, such as Tarbiyah and Ta'lim. Tarbiyah implies improvement, mastery of affairs, guidance, protection, and preservation. Meanwhile, Ta'lim means the effort to gain knowledge (Ilham 2020).

Imam al-Ghazali stated that knowledge is a virtue, and the attainment of knowledge is the goal of education. In terms of teaching and education, Imam al-Ghazali directed them towards two objectives: the perfection of humanity through closeness to Allah and the attainment of happiness in this world and the hereafter. Thus, Islamic education is: a certain process, as it originates from Allah's attributes as the Educator who created humans with the innate desire for continuous progress; a constant process, as it stems from Allah and follows the divine laws without deviation; an objective process, as it applies to all humankind regardless of their social status (Tolchah and Mu'ammam 2019).

Islamic education is also a concept of teaching something unknown to humans, implying that Allah continuously imparts new knowledge. Therefore, humans are required to learn throughout their lives and engage with the changing times. Furthermore, the concept of knowledge in Islam should be relevant to the environment and societal needs and be applicable. This can be traced back to the diverse knowledge granted by Allah to various Prophets and their communities. Although diverse, all knowledge shares the same value, directed towards recognizing Allah's greatness, thus encouraging a devout life and avoiding sin and wrongdoing.

Every effort has a goal to be achieved, and the goal of Islamic education is to develop individuals into devout servants of Allah in all aspects of life, including actions, thoughts, and feelings. Another general goal is to shape a personality that serves as Allah's vicegerent or at least prepares individuals to walk the path leading to their ultimate purpose. The ultimate goal of Allah's vicegerency is to believe in Allah and submit entirely to Him.

Ideal Islamic Educational Leadership

Islamic educational leadership plays a strategic role in achieving the desired

objectives, greatly influenced by the leader's character. Several criteria define an ideal leader in Islam: Just, meaning placing everything in proportion, orderly, and disciplined; Trustworthy, meaning honest and responsible, without betraying the people's trust; Intelligent, meaning possessing intelligence; Transparent, meaning conveying everything truthfully, with openness to suggestions or criticism from subordinates; Truthful, meaning honesty as a hallmark of just leadership; Content, meaning accepting things as they are, without greed, and being grateful to God; Strategic, meaning skillful in formulating strategies for the community's benefit; Patient, meaning managing emotions effectively and channeling energy and thoughts optimally (Diana, Azani, and M 2024).

Leadership is a special position because leaders in any organization are expected to possess various advantages in knowledge, behavior, attitude, and skills compared to others. Although people generally have specific strengths, they also have weaknesses. An ideal leader is highly anticipated by society as they become the best example in all speech, actions, and habits, including dress. In the context of Islamic education, a leader must possess more comprehensive excellence. The philosophical basis is that Islamic education strives to build the community not only in intellectual intelligence but also in social piety and spiritual stability (El-Mubarak and Hassan 2021).

Reformulating Islamic Educational Leadership in the Disruption Era

Islam is a superior religion that cannot be surpassed by others. This phrase emphasizes Islam's greatness, but what about Muslims, particularly Islamic education? Syamsul Ma'arif notes that Islamic education today is still far behind the West, due to several factors: First. The orientation of Islamic education needs clarification towards its proper direction in line with Islamic orientation. Currently, Islamic education only focuses on transferring religious knowledge. Second, Islamic education practices still preserve old legacies, studying classical knowledge while neglecting modern knowledge. Third, Muslims are still engrossed in the romanticism of the past, with the greatness of Muslims in the past influencing the current mindset. They are proud of past glories but unaware that this pride contributes to their backwardness. Fourth, Islamic education's teaching model still emphasizes intellectual verbalism and neglects educational interaction and humanistic communication between educators and students (Ilmi 2023).

Therefore, two fundamental reasons necessitate modernizing Islamic education: First, Concept and Practice where Islamic education has been too narrow, emphasizing the afterlife's importance, resulting in a dichotomy of knowledge passed down through generations. This leads to an inability to balance religion and science, creating a paradigm that makes science profane and neglects faith. Second, Content and Teaching Methods where The content and teaching methods of Islamic education have generally been focused solely on transferring religious values and duties, leading to the interpretation that religion is nothing more than fulfilling spiritual needs. This is contradictory because, on the one hand, religion is seen as a guide, but on the other hand, it doesn't change humans (Lundeto 2023).

To overcome the issues and backwardness, the ideal Islamic educational leadership must be capable of initiating and carrying out various changes to position Islamic education at its proper place. Several efforts are needed to reformulate Islamic educational leadership in the Disruption Era: First, Disruptive

Mindset where This mindset helps leaders anticipate future changes, become open to new ways, and realize that innovation is key. A disruptive mindset aims to avoid being trapped in old, conventional ways, which could hinder adapting to new dynamics.

Second, Self-Driving where Islamic educational leaders must have an independent spirit, capable of moving and generating energy without relying solely on external factors. Leaders with a self-driving spirit can motivate their teams to stay engaged and proactive, making decisions swiftly and effectively to keep up with the Disruption Era's pace. Third, Reshape and Create where Leaders should not only be capable of reformulating existing approaches but also able to reshape and create new educational paradigms that suit current needs. This approach aligns with Islam's principle of Ijtihad, where continuous effort is made to find the best solutions in new contexts. To realize these efforts, Islamic educational leadership in the Disruption Era must be supported by strengthening users, strategies, and information and communication technologies. However, these must be based on Islamic values to maintain the uniqueness and authenticity of Islamic education. Only through this approach can Islamic education meet the society's expectations and needs in this rapidly changing era.

Adaptation to Technological Advancements

The integration of technology into Islamic education represents both an opportunity and a challenge. Islamic educational leadership must embrace technological advancements to enhance learning experiences while ensuring that these innovations align with Islamic values. By leveraging digital tools, educators can create more dynamic and interactive learning environments that cater to diverse learning styles and needs, ultimately improving educational outcomes. However, this integration must be handled thoughtfully to preserve the integrity of Islamic teachings (Appio, Lima, and Paroutis 2019).

Choosing the right digital tools is crucial for aligning educational technology with Islamic principles. Islamic educational leaders should prioritize tools and platforms that support ethical learning and respect privacy. For instance, selecting educational software that fosters collaboration and critical thinking while avoiding platforms with questionable content is essential. These tools should enhance the learning process without compromising the ethical standards set by Islamic teachings. Online learning platforms have become a fundamental component of modern education. Islamic educational institutions should develop or adopt platforms that facilitate the delivery of content in a manner consistent with Islamic values. This includes incorporating features that promote respectful communication, ethical interactions, and the avoidance of harmful content. By designing or choosing platforms that reflect these values, institutions can ensure that their online education offerings are both effective and aligned with Islamic principles (Buhalis et al. 2019).

Maintaining the relevance and integrity of educational content is crucial when integrating technology into Islamic education. Educational leaders must oversee the development and curation of digital resources to ensure they are accurate, respectful, and aligned with Islamic teachings. This includes reviewing digital textbooks, multimedia content, and online resources to prevent the dissemination of incorrect or culturally insensitive information. For technology

integration to be effective, educators must be equipped with the skills and knowledge to use digital tools effectively. Islamic educational leadership should invest in professional development programs that focus on digital literacy and the ethical use of technology. These programs should also emphasize how to incorporate Islamic values into digital teaching methods, ensuring that educators can use technology to enhance learning while upholding ethical standards (Balogun et al. 2020).

The concept of digital citizenship is vital in the era of technological disruption. Islamic educational institutions should promote responsible digital behavior among students, including respect for others online, the ethical use of information, and the protection of personal privacy. Educators should integrate lessons on digital ethics into the curriculum, helping students understand how to navigate the digital world in a manner that is consistent with Islamic values. Technology can facilitate collaboration and community building, which are essential aspects of Islamic education. Online tools can be used to create virtual study groups, collaborative projects, and interactive discussions that enhance the learning experience. Islamic educational leaders should encourage the use of technology to foster a sense of community among students, promoting teamwork and mutual support while adhering to Islamic principles.

Continuous monitoring and evaluation of technological integration are essential to ensure it meets educational goals and adheres to Islamic values. Islamic educational leaders should establish frameworks for assessing the effectiveness of digital tools and platforms. Regular feedback from students and educators can help identify areas for improvement and ensure that technology enhances rather than detracts from the educational experience. Finally, Islamic educational leadership must balance technological innovation with the preservation of traditional values. While embracing new technologies, institutions should remain committed to teaching core Islamic principles and fostering an environment that reflects the values of respect, integrity, and humility. By carefully managing this balance, Islamic educational leaders can ensure that technological advancements serve as tools to enhance, rather than overshadow, the foundational principles of Islamic education.

Emphasis on Digital Literacy and Skills

In the contemporary educational landscape, the emphasis on digital literacy and skills has become increasingly crucial, particularly within Islamic educational institutions. As technology continues to advance at a rapid pace, the ability to effectively use digital tools and resources has transformed from a mere advantage into a necessity. Islamic educational institutions must recognize the importance of integrating digital literacy into their curricula to ensure that students are well-prepared for the demands of the modern world. Digital literacy encompasses a range of competencies, including the ability to use technology efficiently, critically evaluate digital information, and navigate various online environments. For students, this means acquiring skills in areas such as internet research, digital communication, and cybersecurity. Educators also need to be proficient in these areas to effectively guide and support their students. By prioritizing digital literacy, Islamic educational institutions can ensure that both students and educators are equipped to thrive in a digital-centric world (Leaning 2019).

One significant aspect of digital literacy is the ability to analyze and evaluate digital information critically. In an age where information is abundant and easily accessible, the skill to discern credible sources from unreliable ones is essential. Islamic educational institutions have a role in teaching students how to assess the validity and reliability of online content, which aligns with the broader educational goal of fostering critical thinking and informed decision-making. Additionally, the effective use of technology involves more than just understanding how to operate digital tools; it also includes utilizing these tools to enhance learning and productivity. Islamic educational institutions should integrate technology into the learning process in meaningful ways, such as through interactive digital resources, online collaborative platforms, and educational software. This approach not only improves students' technical skills but also enriches their overall learning experience (Tinmaz et al. 2022).

Educators must also be well-versed in digital literacy to effectively integrate technology into their teaching practices. Professional development programs focused on digital skills can empower educators to use technology in innovative ways that support instructional goals. This might include training on digital pedagogies, the use of educational apps, and strategies for managing online classrooms. By investing in the digital skills of educators, institutions can create a more technologically adept teaching environment. Moreover, digital literacy education in Islamic institutions should be aligned with Islamic values and principles. This means fostering an understanding of the ethical use of technology and promoting responsible online behavior. Integrating discussions about digital ethics and online etiquette into the curriculum can help students navigate the digital world in a manner that is consistent with Islamic teachings (Audrin and Audrin 2022).

The integration of digital literacy into Islamic education also addresses the growing need for students to be competitive in the global job market. Proficiency in digital skills is often a prerequisite for many careers, and by equipping students with these skills, Islamic educational institutions can enhance their employability and career prospects. This preparation is essential for students to contribute effectively to society and excel in their chosen fields. Furthermore, the focus on digital literacy can help bridge the digital divide, ensuring that all students, regardless of their background, have access to the skills and resources needed to succeed in a digital world. This inclusivity is vital for promoting equity and ensuring that no student is left behind due to a lack of technological proficiency.

In conclusion, prioritizing digital literacy and skills within Islamic educational institutions is essential for preparing students and educators for the demands of the modern world. By integrating digital competencies into the curriculum, providing professional development for educators, and aligning technology use with Islamic values, these institutions can equip their communities to navigate and excel in a rapidly evolving digital landscape. This approach not only enhances educational outcomes but also ensures that students are well-prepared for future challenges and opportunities.

Innovation in Teaching and Learning Methods: Adapting to Contemporary Trends

In the rapidly evolving landscape of education, the adoption of innovative

teaching methods is crucial for maintaining relevance and effectiveness. Traditional methods of instruction, while foundational, often fail to engage today's tech-savvy students who are accustomed to interactive and multimedia-rich environments. To address this, educators must embrace contemporary educational trends and technologies that align with the needs and preferences of modern learners. One of the most effective approaches is project-based learning (PBL), which emphasizes student-centered, hands-on experiences. PBL encourages students to tackle real-world problems or projects that require critical thinking, collaboration, and creativity. This method not only enhances engagement but also helps students develop practical skills and apply theoretical knowledge in meaningful ways. By integrating PBL into the curriculum, educators can create a more dynamic and relevant learning experience that mirrors real-world challenges (Guan, Mou, and Jiang 2020).

Personalized education is another critical innovation in teaching methods. Recognizing that each student has unique learning styles, paces, and needs, personalized education tailors instruction to individual preferences. This approach uses data and assessments to customize learning experiences, allowing students to progress at their own pace and receive targeted support where needed. Technology plays a significant role in facilitating personalized education, with tools like adaptive learning platforms and educational software that adjust to each student's learning trajectory. Interactive and multimedia resources also play a pivotal role in modern education. These resources, including videos, simulations, and interactive apps, can make learning more engaging and accessible. By incorporating multimedia elements, educators can cater to various learning styles—visual, auditory, and kinesthetic—thus making complex concepts more understandable and memorable. Interactive tools, such as educational games and virtual reality experiences, can also provide immersive learning opportunities that enhance student motivation and retention (Burbules, Fan, and Repp 2020).

Incorporating technology into teaching methods not only makes learning more engaging but also prepares students for a digital future. Tools such as learning management systems (LMS) and digital collaboration platforms facilitate communication, organization, and access to resources. These technologies enable educators to create a more interactive and collaborative learning environment, where students can work together on projects, share ideas, and receive feedback in real time. Moreover, the integration of technology in education supports differentiated instruction. Teachers can use digital tools to offer various types of content and activities that cater to different learning styles and levels of understanding. For instance, students who struggle with traditional text-based materials can benefit from visual aids or interactive simulations, while advanced learners can access more challenging resources and enrichment activities (Castro 2019).

However, the shift towards innovative teaching methods also requires careful consideration of the potential challenges. Educators must be adequately trained to use new technologies and methods effectively. Additionally, there should be a focus on ensuring that all students have access to the necessary tools and resources, to avoid exacerbating existing educational inequalities. As educational institutions adopt these innovative approaches, it is essential to continuously evaluate their effectiveness and make adjustments as needed. This

includes gathering feedback from students, analyzing performance data, and staying updated with the latest educational trends and technologies. Ongoing reflection and adaptation ensure that teaching methods remain relevant and effective in meeting the evolving needs of students (Gamage, Ayres, and Behrend 2022).

Ultimately, the goal of incorporating innovative teaching methods is to create a more engaging, personalized, and effective learning experience. By embracing project-based learning, personalized education, and multimedia resources, educators can better prepare students for the complexities of the modern world, fostering skills and knowledge that are crucial for their future success.

Developing a Disruptive Mindset in Islamic Educational Leadership

In an era marked by rapid technological advancement and societal change, cultivating a disruptive mindset among Islamic educational leaders is essential for fostering openness to change and innovation. This mindset involves a willingness to question established norms, explore new methodologies, and embrace transformative ideas. By developing such a mindset, Islamic educational leaders can effectively navigate the challenges of the modern educational landscape and ensure their institutions remain relevant and effective. A disruptive mindset encourages leaders to challenge traditional practices that may no longer serve the needs of students in a contemporary context. This involves a critical evaluation of existing educational models, curricula, and teaching methods. Leaders who adopt this approach are more likely to identify areas where change is needed, whether it be updating outdated teaching materials, incorporating technology into the classroom, or redefining assessment methods. By questioning the status quo, leaders can foster an environment of continuous improvement and innovation (Kholis 2020).

Embracing new approaches is a key component of a disruptive mindset. Islamic educational leaders need to be open to experimenting with novel educational practices and technologies. This might include integrating digital tools to enhance learning experiences, adopting flexible learning environments, or exploring interdisciplinary approaches that connect Islamic teachings with contemporary issues. Leaders who are willing to experiment and take calculated risks can drive meaningful changes that enhance educational outcomes and better prepare students for the future. Creative problem-solving is another crucial aspect of a disruptive mindset. In the face of complex educational challenges, Islamic educational leaders should encourage creativity and innovation among their staff and students. This involves fostering a culture where new ideas are valued and experimentation is encouraged. Leaders can facilitate this by providing opportunities for professional development, supporting collaborative projects, and creating spaces where innovative thinking is nurtured. By promoting creative problem-solving, leaders can address educational challenges in novel and effective ways (Bahrowi 2022).

Developing a disruptive mindset also requires leaders to be resilient and adaptable. The process of implementing change and innovation can be met with resistance and obstacles. Leaders must be prepared to handle setbacks and remain committed to their vision of progress. This resilience involves maintaining a positive attitude, continuously seeking feedback, and making necessary

adjustments to strategies and approaches. By demonstrating adaptability, leaders can effectively guide their institutions through periods of transformation. In addition to fostering a disruptive mindset within themselves, Islamic educational leaders should work to instill this mindset in their teams. This involves creating an organizational culture that supports and values innovation. Leaders can achieve this by encouraging open communication, recognizing and rewarding innovative contributions, and involving staff in decision-making processes. By building a collaborative and supportive environment, leaders can empower their teams to embrace change and contribute to the institution's growth (Lundeto, Talibo, and Nento 2021).

Professional development and continuous learning are integral to developing a disruptive mindset. Islamic educational leaders should engage in ongoing learning opportunities to stay abreast of emerging trends, technologies, and best practices in education. This might include attending conferences, participating in workshops, or engaging with professional networks. By prioritizing their own growth and learning, leaders can model the importance of adaptability and innovation for their teams. Furthermore, a disruptive mindset involves a commitment to ethical considerations and values. Islamic educational leaders must ensure that innovations and changes align with core Islamic principles and contribute positively to students' moral and spiritual development. This balance ensures that while embracing new approaches, the integrity of Islamic education is maintained. Leaders should carefully evaluate how new practices and technologies impact the values and teachings of Islam (Noviani et al. 2024).

Finally, cultivating a disruptive mindset in Islamic educational leadership requires a vision for the future. Leaders must articulate a clear and compelling vision for how change and innovation will enhance the educational experience and outcomes for students. This vision should be communicated effectively to all stakeholders, including educators, students, and parents. By providing a clear direction and inspiring commitment to the vision, leaders can mobilize their institutions toward meaningful and impactful change.

Balancing Tradition with Modernization: Finding Harmony in Islamic Educational Leadership

In the context of Islamic education, balancing tradition with modernization is a nuanced and critical endeavor. As educational institutions navigate the rapidly evolving landscape of the 21st century, they face the challenge of integrating modern practices while remaining rooted in traditional Islamic values. This balance is essential to ensure that the educational experience remains relevant and effective without compromising the core tenets of Islam. One primary consideration is the preservation of Islamic teachings and values within the framework of modern education. Islamic education has always emphasized moral and ethical development, spiritual growth, and adherence to Islamic jurisprudence. As educational methods evolve, it is crucial to ensure that these foundational elements continue to be emphasized. This might involve adapting traditional curricula to include modern subjects while ensuring that Islamic principles guide the educational content and approach (Aripin and Nurdiansyah 2022).

Modernization often brings with it innovative teaching methods and technologies that can significantly enhance the learning experience. For instance,

digital tools and online resources offer opportunities for interactive and personalized learning, which can be particularly beneficial in reaching diverse student populations. However, integrating these tools must be done thoughtfully to ensure that they align with Islamic values and do not lead students away from their religious teachings. Curriculum development is another area where the balance between tradition and modernization must be carefully managed. Islamic educational institutions can incorporate contemporary subjects and pedagogical approaches, such as critical thinking and problem-solving skills, while maintaining a strong emphasis on Islamic studies. This ensures that students are well-rounded, equipped with modern knowledge and skills, yet firmly grounded in their religious identity (Samier and Hammad 2021).

Teacher training and professional development are crucial in this process. Educators must be well-versed in both traditional Islamic knowledge and modern teaching methodologies. This dual expertise enables them to effectively convey Islamic values while utilizing innovative teaching techniques. Professional development programs should therefore include training on integrating technology with Islamic pedagogy and maintaining a balance between the two. Student engagement and motivation also play a significant role in this balance. Modern educational practices that are engaging and relevant can enhance students' learning experiences and foster a positive attitude towards education. However, it is important that these practices do not overshadow the religious aspects of education. Schools should strive to create an environment where students find value in both modern learning and Islamic teachings, fostering a holistic approach to education (Nilawati et al. 2024).

Community involvement is another important factor. Parents, religious leaders, and community members should be actively engaged in discussions about how modernization is being implemented in educational institutions. Their perspectives can provide valuable insights into how well the balance between tradition and modernization is being achieved and whether any adjustments are necessary. Moreover, evaluating the impact of modernization on students' religious identity is essential. Regular assessments and feedback mechanisms should be established to monitor how well students are integrating modern knowledge with their understanding of Islamic teachings. This evaluation can help educational leaders make informed decisions about how to adjust curricula and teaching methods to better align with both traditional and modern educational goals (Khulaisie et al. 2019).

Ultimately, the goal is to create an educational environment where students can thrive both academically and spiritually. By carefully balancing traditional Islamic values with modern educational practices, Islamic educational institutions can provide a comprehensive and enriching experience that prepares students for the challenges of the contemporary world while keeping them connected to their religious heritage.

Strengthening Character and Ethics in a Digital World

In today's digital era, where technology permeates every aspect of life, the challenge of maintaining and promoting strong moral and ethical values is more significant than ever. The omnipresence of digital platforms can lead to the erosion of traditional ethical boundaries and the normalization of behaviors that

might undermine core values. As such, integrating character education and ethical principles into the curriculum is crucial for ensuring that students develop a balanced, virtuous character amidst these technological influences. The rapid evolution of technology offers numerous benefits, but it also presents new ethical dilemmas. Issues such as cyberbullying, digital privacy breaches, and the spread of misinformation have become prevalent in the online space. Addressing these issues requires a deliberate focus on character education that emphasizes not only the awareness of ethical implications but also the cultivation of empathy, respect, and integrity. Educational institutions must adapt their curricula to include discussions about these modern challenges and the ethical considerations they entail (Transformation model for character education of students 2020).

Character education in the digital age should be designed to help students navigate the complexities of online interactions and digital citizenship. This involves teaching them about the responsible use of technology, understanding the consequences of their online actions, and developing the ability to discern credible information from misinformation. By embedding these topics into the curriculum, schools can prepare students to make ethical decisions in their digital interactions and foster a culture of respect and responsibility. Moreover, character education must go beyond theoretical discussions and incorporate practical applications. This means creating opportunities for students to engage in projects and activities that require ethical decision-making and reflection. For instance, role-playing exercises, digital simulations, and collaborative projects can help students practice and internalize ethical principles in real-world contexts. Such experiential learning methods can bridge the gap between theoretical knowledge and practical application (Taufik 2020).

Educators play a pivotal role in modeling and reinforcing ethical behavior. Teachers and school leaders should embody the values they wish to instill in their students, demonstrating integrity, honesty, and respect in their interactions. By modeling ethical behavior and engaging in open discussions about moral dilemmas, educators can provide students with a framework for understanding and practicing ethical conduct both online and offline. Parents and guardians also have a crucial role in supporting character education. Schools and families should work together to promote a consistent message about values and ethics. This partnership can involve discussions about digital behavior, the importance of online privacy, and the impact of digital footprints. By reinforcing these messages at home and in school, students receive a unified and supportive approach to developing strong character (Hanafiah, Mawati, and Arifudin 2022).

In addition to formal education, extracurricular activities and community involvement offer valuable opportunities for character development. Programs that focus on service learning, leadership, and social responsibility can complement classroom instruction and provide students with practical experiences that reinforce ethical values. Participation in such activities helps students understand the broader impact of their actions and fosters a sense of civic responsibility. Assessment of character education should also be a key component of educational reform. Developing tools to measure the effectiveness of character education programs can help educators identify areas for improvement and ensure that ethical principles are being effectively integrated into the curriculum. Assessments can include surveys, reflective essays, and evaluations of students' ethical

decision-making in various contexts (Huda 2019).

Finally, addressing the challenge of maintaining strong moral and ethical values in the digital world requires ongoing dialogue and adaptation. As technology continues to evolve, new ethical issues will arise, and educational approaches must be flexible and responsive to these changes. By continually updating curricula, engaging in reflective practice, and fostering a culture of ethical awareness, educational institutions can ensure that students are well-equipped to navigate the complexities of the digital age with integrity and virtue.

Conclusion

Islamic educational leadership must adapt to the dynamics of the Disruption Era by reformulating its approaches. This includes adopting a disruptive mindset, fostering self-driving capabilities, and being willing to reshape and create new paradigms while remaining anchored in Islamic values. By doing so, Islamic education can keep up with technological advancements, ensuring it remains relevant and continues to fulfill its mission of nurturing devout, well-rounded individuals.

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