

MANAJEMEN PENDIDIKAN ISLAM: MEMBANGUN GENERASI RABBANI DI ERA DIGITAL

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Abstrak

Penelitian ini bertujuan untuk memahami dan mendeskripsikan manajemen pendidikan Islam di SDIT Samawa Qur'ani, dengan fokus pada upaya membangun generasi Rabbani di era digital. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Teknik pengumpulan data yang digunakan adalah wawancara mendalam dengan guru, staf, siswa, dan orang tua siswa, observasi partisipan di kelas dan kegiatan keagamaan, serta studi dokumen yang berkaitan dengan kurikulum, program pembelajaran, dan laporan kegiatan SDIT Samawa Qur'ani. Teknik analisis data yang digunakan adalah analisis tematik. Hasil penelitian menunjukkan bahwa SDIT Samawa Qur'ani menerapkan manajemen pendidikan Islam yang komprehensif, dengan fokus pada penanaman nilai-nilai keislaman dan pengembangan karakter siswa. Upaya membangun generasi Rabbani di era digital dilakukan melalui berbagai program dan kegiatan, seperti integrasi teknologi dalam pembelajaran, pengembangan karakter berbasis nilai Islam, dan pendampingan spiritual siswa. Penelitian ini memberikan kontribusi dalam memahami dan meningkatkan efektivitas manajemen pendidikan Islam di SDIT Samawa Qur'ani, dengan fokus pada upaya membangun generasi Rabbani di era digital.

Kata Kunci: Manajemen Pendidikan, Generasi Rabbani, Era Digital, SDIT Samawa Qur'ani, Fenomenologi

PENDAHULUAN

Pendidikan Islam, dengan akar sejarahnya yang kaya dan prinsip-prinsipnya yang mendalam, memang memiliki peran penting dalam membentuk karakter dan pengetahuan generasi masa depan (Minarti, 2022). Di tengah pesatnya kemajuan era digital, lembaga pendidikan Islam dihadapkan pada tantangan untuk mengintegrasikan nilai-nilai tradisional dengan inovasi teknologi (Faizin et al., 2024). Proses adaptasi ini

tidak hanya penting untuk menjaga relevansi di dunia yang terus berubah, tetapi juga untuk memastikan bahwa pendidikan yang diberikan mampu memenuhi kebutuhan spiritual dan intelektual siswa (Ginting & Hutaauruk, 2023).

Manajemen pendidikan Islam yang efektif membutuhkan pemahaman yang mendalam tentang prinsip-prinsip pendidikan yang berasal dari ajaran Islam, serta keahlian dalam menerapkan strategi pendidikan modern (Hamid & Muadin, 2024). Hal ini mencakup perencanaan kurikulum yang komprehensif, pengembangan sumber daya pendidikan, pemanfaatan teknologi dalam pengajaran, dan membina hubungan yang kuat antara guru, siswa, dan masyarakat. Dengan pendekatan yang terstruktur dan sistematis, manajemen pendidikan Islam dapat menciptakan lingkungan belajar yang kondusif (Fithriyyah, 2023). Di mana para siswa tidak hanya mendapatkan ilmu pengetahuan tetapi juga mengembangkan iman dan moral.

Tujuan utama pendidikan Islam adalah menciptakan insan kamil - individu yang sempurna dalam iman, ilmu, dan akhlak. Hal ini mencakup pengembangan kecerdasan spiritual, emosional, dan intelektual, yang memungkinkan siswa untuk berkontribusi secara positif bagi masyarakat dan kemanusiaan (Iqbal et al., 2024). Dalam mencapai tujuan ini, pendidikan Islam harus terus berinovasi dan beradaptasi, memastikan bahwa siswa tidak hanya siap untuk menghadapi tantangan di masa depan, tetapi juga tetap berpegang teguh pada nilai-nilai yang menjadi fondasi kehidupan mereka (Juariah, 2023). Dengan demikian, pendidikan Islam tidak hanya berperan dalam pembentukan individu yang berpengetahuan dan bermoral, tetapi juga dalam mempersiapkan mereka menjadi pemimpin yang bertanggung jawab dan peduli terhadap lingkungan global mereka (Rahma et al., 2024).

Teknologi memainkan peran penting dalam pendidikan Islam, terutama di era digital saat ini (Gusli et al., 2024). Dengan kemajuan teknologi informasi dan komunikasi, lembaga pendidikan Islam memiliki kesempatan untuk meningkatkan kualitas pengajaran dan pembelajaran (Yusuf & Sodik, 2023). Teknologi dapat digunakan untuk mengembangkan materi pembelajaran interaktif, memperluas akses ke sumber daya pendidikan, dan memfasilitasi komunikasi antara guru dan siswa. Selain itu, teknologi juga memungkinkan integrasi metode pembelajaran yang inovatif,

seperti pembelajaran jarak jauh dan ruang kelas virtual, yang dapat menjangkau siswa di lokasi terpencil.

Pemanfaatan *platform online* untuk kursus dan seminar memperkaya pengalaman belajar dengan menyediakan akses ke berbagai pandangan dan interpretasi dari seluruh dunia, memperkuat pemahaman siswa tentang Islam dalam konteks global. Teknologi juga membantu dalam pengelolaan administrasi lembaga pendidikan, memfasilitasi proses pendaftaran, penilaian, dan pelaporan (Salam, 2024). Dengan demikian, teknologi tidak hanya mendukung proses belajar mengajar, tetapi juga manajemen lembaga pendidikan Islam secara keseluruhan.

Namun, penting untuk memastikan bahwa penggunaan teknologi dalam pendidikan Islam selaras dengan nilai-nilai Islam (Istiqomah et al., 2023). Namun, penting untuk memastikan bahwa penggunaan teknologi dalam pendidikan Islam selaras dengan nilai-nilai Islam

Dalam konteks ini, para pendidik harus dibekali dengan pelatihan yang memadai untuk mengintegrasikan teknologi ke dalam kurikulum dan metode pengajaran mereka (Alifuddin, 2024). Dalam konteks ini, para pendidik harus dibekali dengan pelatihan yang memadai untuk mengintegrasikan teknologi ke dalam kurikulum dan metode pengajaran mereka

Teknologi telah menjadi alat yang sangat berharga dalam pengajaran Al Qur'an dan Hadis, menyediakan berbagai cara inovatif untuk meningkatkan proses pembelajaran. Penggunaan aplikasi multimedia, misalnya, memungkinkan visualisasi ayat-ayat Al Qur'an dan Hadis, yang dapat membantu siswa untuk lebih memahami konteks dan interpretasi teks-teks tersebut (Wibowo, 2024). Aplikasi pembelajaran interaktif dan *platform online* menawarkan akses ke berbagai sumber daya, termasuk penerjemahan dan penerjemahan, yang dapat diakses oleh siswa dari mana saja, sehingga memberikan fleksibilitas dalam pembelajaran (Sholeh & Efendi, 2023). Selain itu, teknologi memungkinkan pengajaran Al-Quran dan Hadis melalui kelas virtual, sehingga memperluas jangkauan pendidikan ini ke masyarakat yang lebih luas, termasuk mereka yang tinggal di daerah terpencil atau memiliki akses terbatas ke lembaga pendidikan tradisional.

Penggunaan teknologi dalam pengajaran Al Qur'an dan Hadits juga mencakup pengembangan materi pembelajaran digital, seperti e-book dan aplikasi mobile yang dapat digunakan untuk menghafal dan mempelajari ayat-ayat Al Qur'an dan Hadits dengan metode yang lebih menarik dan interaktif (Yafi et al., 2023). Teknologi seperti *Virtual Reality* (VR) dan *augmented reality* (AR) dapat digunakan untuk menciptakan simulasi lingkungan yang mendekatkan siswa pada sejarah dan konteks pewahyuan Al Qur'an dan Hadis, memberikan pengalaman belajar yang lebih mendalam dan berkesan. Selain itu, platform media sosial dan grup diskusi online memungkinkan pertukaran ide dan diskusi antara siswa dan guru, sehingga memperkaya proses pembelajaran dengan perspektif dan pemahaman yang beragam.

Namun, penting untuk diingat bahwa penggunaan teknologi dalam pengajaran Al Qur'an dan Hadis harus dilakukan dengan mempertimbangkan aspek etika dan moral. Teknologi harus digunakan untuk mendukung dan meningkatkan pengajaran tradisional, bukan untuk menggantikannya. Hal ini berarti memilih konten yang sesuai dengan nilai-nilai Islam dan memastikan bahwa interaksi manusia yang penting dalam proses pembelajaran tidak hilang. Para pendidik harus dilatih untuk mengintegrasikan teknologi ini ke dalam kurikulum dan metode pengajaran mereka secara efektif, memastikan bahwa teknologi digunakan sebagai alat untuk memperkaya pengalaman belajar, bukan sebagai pengganti pengajaran tatap muka yang berharga.

Dengan pendekatan yang tepat, teknologi dapat memainkan peran penting dalam memperkuat pengajaran Al Qur'an dan Hadits, membantu membentuk nilai-nilai moral dan etika yang positif di antara para siswa, serta mempersiapkan mereka untuk menjadi individu yang berpengetahuan luas dan bermoral di tengah masyarakat modern. Penggunaan aplikasi khusus, multimedia, dan platform online dalam pengajaran Al Qur'an dan Hadits menunjukkan potensi yang besar untuk meningkatkan kualitas dan jangkauan pendidikan Islam di era digital ini.

Dalam mempelajari Al Qur'an dan Hadits, terdapat berbagai aplikasi yang dapat membantu proses belajar secara lebih efektif dan interaktif. Aplikasi seperti Hadits Soft menawarkan kumpulan hadits dari para imam terkemuka dan memungkinkan pengguna untuk belajar di mana saja dan kapan saja, dengan fitur yang mendukung

pembelajaran dalam bahasa Indonesia dan Arab. Selain itu, aplikasi Qur'an dan Hadits di Google Play menyediakan Qur'an kata per kata, Hadits Bukhari dan Muslim dalam satu platform, disertai dengan catatan kaki yang bersumber dari Terjemahan Al Qur'an Kementerian Agama Republik Indonesia, yang memudahkan dalam memahami Al Qur'an.

Aplikasi belajar Al Qur'an lainnya seperti Quran.com tersedia untuk perangkat Android dan iOS, menampilkan terjemahan Al Qur'an dalam berbagai bahasa, tafsir, pembacaan Al Qur'an secara audio, dan fitur pencarian kata yang memudahkan pengguna untuk mempelajari dan menghafalkan ayat-ayat Al Qur'an. Untuk belajar tafsir, aplikasi yang dikembangkan oleh tim dari Tafsir.Net ini bisa menjadi pilihan, dengan menawarkan berbagai sumber belajar Al Qur'an dan tafsir yang dapat diakses melalui website maupun aplikasi.

Penggunaan aplikasi-aplikasi ini dapat memperkaya pengalaman belajar dengan menyediakan akses ke berbagai sumber dan penafsiran, serta memungkinkan interaksi dengan komunitas pelajar yang lebih luas. Dengan demikian, aplikasi-aplikasi ini tidak hanya mendukung proses belajar mengajar, tetapi juga memperluas jangkauan dan kualitas pendidikan Islam di era digital. Penggunaan teknologi dalam pendidikan agama harus selalu dilakukan dengan bijak, memastikan bahwa nilai-nilai Islam tetap terjaga dan proses pembelajaran tetap mengedepankan interaksi antar manusia yang merupakan hal penting dalam pendidikan.

Memang ada beberapa aplikasi yang secara khusus dirancang untuk membantu menghafal Al-Qur'an. Aplikasi-aplikasi ini menawarkan berbagai fitur yang mendukung proses menghafal, seperti audio murottal yang dapat diulang-ulang, tampilan ayat per ayat, dan sistem penandaan untuk melacak kemajuan hafalan. Beberapa aplikasi bahkan menyediakan fitur murojaah yang memungkinkan pengguna untuk mengulang hafalan mereka secara teratur, serta kuis dan permainan untuk memperkuat hafalan. Aplikasi seperti Mushaf Al Imam menawarkan fitur-fitur tersebut dengan tambahan panduan tajwid berwarna dan video pembelajaran yang dapat membantu pengguna menghafal Al Qur'an dengan benar dan efisien.

Selain itu, aplikasi seperti Quran Best menyediakan fitur statistik hafalan pribadi yang mencatat jumlah lembar hafalan dan pengingat khatam harian, yang sangat berguna untuk memotivasi pengguna dalam menghafal Al Quran secara konsisten. Aplikasi lainnya, seperti yang disebutkan dalam video YouTube, menawarkan menu muroja'ah, terjemahan, dan fitur-fitur lain yang mendukung proses menghafal Al Qur'an ayat demi ayat.

Penting untuk memilih aplikasi yang sesuai dengan kebutuhan individu, karena setiap orang mungkin memiliki preferensi yang berbeda dalam hal metode menghafal. Beberapa orang mungkin lebih menyukai aplikasi yang memiliki fitur audio yang kuat, sementara yang lain mungkin mencari aplikasi dengan fitur visual yang lebih interaktif. Apapun pilihannya, aplikasi-aplikasi ini dapat menjadi alat yang sangat berharga dalam membantu mempelajari dan menghafal Al-Qur'an, yang memungkinkan pengguna untuk memanfaatkan teknologi dalam meningkatkan ibadah dan pengetahuan mereka.

METODE PENELITIAN

Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Di mana, peneliti mengumpulkan data secara deskriptif dan mendalam mengenai manajemen pendidikan Islam di SDIT Samawa Qur'ani, dengan fokus pada upaya membangun generasi Rabbani di era digital. Kemudian, peneliti berupaya memahami dan mengungkap makna dan pengalaman subjek penelitian (guru, staf, siswa, dan orang tua siswa) terkait manajemen pendidikan Islam di SDIT Samawa Qur'ani.

Teknik pengambilan sampel dalam penelitian ini, peneliti menggunakan *purposive sampling*. Dimana, peneliti memilih sampel yang informatif dan representatif, dengan pertimbangan pertama; aspek peran baik guru, staf, siswa, dan orang tua. Kedua, dari aspek pengalaman, berbagai tingkat pengalaman dalam pendidikan Islam di SDIT Samawa Qur'ani. Terakhir, aspek ketersediaan, kesediaan dan kemampuan untuk berpartisipasi dalam penelitian.

The data collection technique in this study uses in-depth interviews in an open and structured manner with research subjects to obtain in-depth information about their experiences and perspectives. In addition to the technique, the researcher also observed

the participants by directly observing the teaching and learning process, religious activities, and interactions between teachers, staff, students, and parents at SDIT Samawa Qur'ani. To complete the available data, the researcher also conducted a document study by collecting and analysing documents related to Islamic education management at SDIT Samawa Qur'ani, such as curriculum, learning programs, and activity reports. As for data analysis techniques, the researcher uses thematic analysis, where the researcher seeks to identify, categorize, and analyse the themes that arise from the collected data. The research instrument in this study, the researcher made an interview guide format. Which, the researcher compiled the guidelines in a structured and semi-structured manner to ensure focus and consistency in data collection. Then, the observation sheet. The researcher prepared an observation sheet to record the details of the observations during the participant's observation. Finally, the format of the document study. The researcher developed a format to record and analyse information from the collected documents.

PEMBAHASAN

Vision and Mission

SDIT Samawa Qur'ani, with a clear vision and mission, is committed to building a generation of Rabbani who adapt to the digital era. This vision reflects a desire to create an educational environment that focuses not only on teaching spiritual and moral values, but also on mastery of technology. The school's mission is to integrate Qur'anic values in every aspect of learning, while ensuring that students have the necessary skills to succeed in an increasingly connected and digitized world.

In an era where information technology plays a crucial role in almost all areas of life, SDIT Samawa Qur'ani recognizes the importance of preparing its students with the necessary digital knowledge and skills. This includes an understanding of how to use digital tools effectively, as well as the ability to think critically about the information they encounter online. Thus, the school strives to create a generation that is not only spiritually obedient but also competent and innovative in using technology.

Curriculum and Learning Programs

Education at SDIT Samawa Qur'ani is designed to install love and respect for Qur'ani values, while also encouraging curiosity and desire to learn about the digital world. The curriculum includes lessons designed to strengthen students' faith and character, as well as modules that teach basic computer skills and programming. This allows students to develop a solid understanding of Islamic principles along with the ability to navigate and contribute to the digital society.

In addition, SDIT Samawa Qur'ani promotes the use of technology in teaching and learning. Classrooms are equipped with the latest devices, and teachers are encouraged to integrate digital tools in their lessons. It not only helps students understand the subject matter better but also prepares them for a future where technology will be an integral part of almost every job.

SDIT Samawa Qur'ani's commitment to building the Rabbani generation in the digital era is also reflected in the extracurricular activities offered. The robotics, programming, and graphic design clubs are a few examples of how the school introduces students to important STEM (Science, Technology, Engineering, and Mathematics) concepts, while maintaining a focus on character development and spirituality.

Through this holistic approach, SDIT Samawa Qur'ani not only prepares its students to become ethical and responsible future leaders but also ensures that they are ready to take on the challenges and take advantage of the opportunities offered by the digital age. As such, the school contributes to the formation of a balanced generation, which values their heritage while embracing innovation and technological advancements.

SDIT Samawa Qur'ani integrates Qur'ani values in daily learning through a variety of methods designed to enrich the overall educational experience of students. Each day begins with prayer and reflection, which instills gratitude and spiritual awareness early on. Religious lessons are not only taught as separate subjects but are also integrated into other subjects, such as mathematics and science, to show how Qur'anic principles can be applied in a broader context.

Learning Methods

Teachers at SDIT Samawa Qur'ani are trained to teach in a way that reflects Qur'anic values, such as justice, honesty, and kindness. They use examples from everyday life and the history of Islam to illustrate this lesson, making it relevant and easy for students to understand. In addition, the school encourages class discussions about ethics and morality, which allows students to understand and apply these values in their own lives.

Extracurricular activities also play an important role in integrating Qur'anic values. Clubs such as Qur'an study clubs and social work clubs give students the opportunity to apply what they have learned in a more relaxed and interactive setting. This helps reinforce concepts such as cooperation, empathy, and social responsibility.

The use of technology in learning is also adjusted to Qur'anic values. For example, when using the internet or social media, students are taught about the importance of maintaining manners and ethics in communication, as well as how to identify and avoid incorrect or harmful information. It teaches them to be responsible and critical media consumers.

In addition, SDIT Samawa Qur'ani holds special events that celebrate and learn about Islamic culture, such as the commemoration of Islamic holidays and Ramadan activities. These events not only increase students' knowledge of their religion but also strengthen a sense of community and shared identity.

This holistic approach ensures that Qur'anic values are not only taught but also experienced and lived on by students on a daily basis. It creates a supportive environment where students can grow intellectually, spiritually, and emotionally, while preparing them to become ethical and responsible citizens of the world in the digital age.

SDIT Samawa Qur'ani teaches ethics and morality in the classroom through an integrated and interactive approach, ensuring that these values are not only understood but also internalized by students. Teachers at this school use stories from the Qur'an and Hadith as case studies to address ethical and moral dilemmas, giving students the opportunity to analyze and reflect on the right actions in various situations. Teacher-led

class discussions allow students to participate in in-depth dialogue on topics such as honesty, integrity, and fairness, encouraging them to develop critical thinking and ethical decision-making abilities.

In daily lessons, teachers often associate subject matter with Qur'anic values, such as linking mathematical concepts with justice in economic transactions or scientific principles with human responsibility to nature. It helps students see the relevance of these values in real life and apply them in their academic and personal contexts. Class projects and group assignments are designed to instill cooperation and respect for the opinions of others; while role-playing and simulation activities provide students with the opportunity to practice ethical behavior in a controlled setting.

In addition, SDIT Samawa Qur'ani emphasizes the importance of self-reflection and character development. Students are encouraged to practice introspection and evaluate their own actions, learn from mistakes, and strive to improve. Individual mentoring and mentoring programs allow teachers to work directly with students, helping them understand the concepts of ethics and morality in their personal context and fostering sustainable moral growth.

Character Development

Character education at SDIT Samawa Qur'ani is not only limited to theory, but also applied through the practice of worship and Islamic ethics emphasized in daily activities. It helps students internalize those values and apply them in real life, forming individuals who are not only intellectually intelligent, but also spiritually and morally rich. The learning program designed at SDIT Samawa Qur'ani also pays attention to the individual needs of students, by providing a variety of extracurricular activities and innovative learning approaches, such as the Wafa method in learning the Qur'an that maximizes a comprehensive, easy, and fun right-brain approach.

In addition, SDIT Samawa Qur'ani also adopts the Independent Curriculum, which provides opportunities for students to explore concepts and strengthen competencies through projects that support the achievement of the Pancasila Student Profile. This

demonstrates the school's commitment to developing a young generation that not only possesses academic intelligence, but also the social competencies and life skills necessary to become good and productive citizens.

As such, SDIT Samawa Qur'ani is at the forefront of education that integrates important aspects of students' lives, creating an environment that supports their growth as well-rounded individuals. It is an example of how education can be adapted to meet the challenges of the times, while still maintaining traditional values that have been proven to form strong character and integrity. Further development of this curriculum and learning program will continue to improve the quality of education and prepare students to face the ever-changing world with the confidence and abilities needed to succeed.

SDIT Samawa Qur'ani applies various methods to measure the success of students' character development, which reflects their commitment to holistic education. One way used is through continuous evaluation of student behavior, both inside and outside the classroom, to ensure that values such as honesty, responsibility, and discipline are not only taught but also practiced. Direct observation by teachers and school staff plays an important role in this process, allowing for a more personalized and in-depth assessment of students' character development.

In addition, SDIT Samawa Qur'ani also implements the Tahfidz Al-Qur'an program, which not only focuses on memorization but also on understanding and applying the values contained in the Qur'an into students' daily lives. Success in the program is measured not only by the number of verses memorized, but also on how students integrate those values in their social interactions and responses to various situations. This creates an environment where students can develop and demonstrate Qur'anic characters in a real way.

The use of student portfolios is also part of the character assessment system at SDIT Samawa Qur'ani. The portfolio covers various aspects of student learning and development, including academic achievement, participation in extracurricular activities, and personal reflection on their moral and spiritual growth. Through the

portfolio, students can demonstrate their progress in internalizing Islamic values and applying them in their lives.

Another approach used is through feedback from parents and the community. SDIT Samawa Qur'ani encourages parental involvement in the educational process, and often asks for their input on the changes in behavior and attitudes they observe in their children. This not only helps schools in assessing the effectiveness of character learning programs but also strengthens the relationship between schools and families.

SDIT Samawa Qur'ani also holds events and activities designed to challenge and test the character of students in a wider setting. This includes social activities, community projects, and leadership initiatives that provide students with the opportunity to apply the values they have learned in real-life situations. The success of students in these activities provides a strong indication of the level of their character development.

Through a combination of these methods, SDIT Samawa Qur'ani strives to provide a comprehensive and multifaceted assessment of students' character development, which includes cognitive, emotional, social, and spiritual aspects. This allows schools to identify areas of strength and need for improvement, and to tailor their educational approach to fit each student's individual needs. Thus, the measurement of success in the character development of students at SDIT Samawa Qur'ani is a dynamic and sustainable process, which reflects the school's commitment to educating a younger generation who are not only academically intelligent but also morally and spiritually strong.

Concierge Assistance

SDIT Samawa Qur'ani has taken an important step in supporting the spiritual and moral development of students through spiritual mentoring. Research shows that this approach has a significant positive impact on students' emotional and mental well-being. By integrating spiritual values sourced from the teachings of the Qur'an, the program helps students develop deeper spiritual intelligence, which not only strengthens their religious identity but also enhances their ability to interact with diverse

societies more effectively and empathetically. Spiritual assistance at SDIT Samawa Qur'ani covers various aspects, ranging from understanding sacred texts, the application of values in daily life, to the development of personal character and ethics.

This holistic approach reflects the understanding that education is not only about academic knowledge, but also about the formation of good character and values. In the context of modern education, where academic pressure and social challenges often cause stress in students, spiritual mentoring has become very relevant. It provides students with tools to manage stress and anxiety, as well as increase their resilience to life's challenges. In addition, spiritual mentoring also supports the development of social and emotional skills, which are essential for students' future success, both in their careers and in their personal lives.

Spiritual mentoring at SDIT Samawa Qur'ani also emphasizes the importance of community service and social responsibility. Students are taught to not only focus on their personal growth but also to contribute to the well-being of the wider community. This is in accordance with the principles of the Qur'an which teach concern for others and the environment. Through activities such as community service projects, students learn to apply the values they learn in a broader context, strengthening their understanding of social responsibility and deepening their sense of empathy for others.

Overall, the spiritual assistance provided by SDIT Samawa Qur'ani is an example of how education can be enriched with spiritual and moral dimensions. It not only helps students in their personal development but also prepares them to become responsible and caring citizens. With an approach rooted in Islamic spiritual traditions, SDIT Samawa Qur'ani offers a comprehensive educational model that can be adapted by other educational institutions to support the holistic development of students.

Parents have an important role to play in their children's spiritual education, and their responses to spiritual mentoring programs such as those offered by SDIT Samawa Qur'ani often reflect their own understanding and values. According to research published by the Yaqeen Institute for Islamic Research, there is a correlation between parents' behavior consistent with their religious beliefs and its influence on their children's religious beliefs. In this context, the spiritual assistance provided by

educational institutions can be seen as an extension of the education and guidance provided at home.

Parents who understand the importance of strong spiritual and moral formation are likely to support programs like this because they see it as an investment in the formation of their children's character and religious identity. A theoretical study published in [mdpi-res.com](https://www.mdpi-res.com) explores Islamic insights into spiritual upbringing, showing that Muslim parents seek to find ways to cultivate their children's spirituality, strengthen their moral resilience, and shape their identity as effective members of society. This suggests that spiritual mentoring in schools can be a valuable source of support for parents in their efforts to raise children of character and faith.

However, parents' responses can also be influenced by a variety of other factors, including their personal experiences, understanding of religious education, and their expectations for their children's educational outcomes. Some parents may have concerns or questions about how spiritual mentoring is integrated with the academic curriculum and how it affects their children's academic performance. They may also be interested in understanding how this spiritual mentorship prepares their children for the challenges of the modern increasingly global and pluralistic world.

In many cases, parents appreciate the holistic approach taken by SDIT Samawa Qur'ani, which focuses not only on intellectual development but also on spiritual and moral growth. They recognize that a well-rounded education involves more than just book knowledge, but also the formation of values and skills that will help their children throughout their lives. As such, spiritual mentoring is often well received by parents who want a well-rounded and meaningful education for their children.

In addition, parents also appreciate that spiritual mentoring at SDIT Samawa Qur'ani emphasizes the importance of community service and social responsibility, which is in line with Islamic teachings about caring for others and the environment. It helps children develop a greater sense of empathy and responsibility, which are important qualities in forming good and caring citizens.

Overall, parents' responses to spiritual mentoring at SDIT Samawa Qur'ani tend to be positive, especially when they see the immediate benefits of the program in their children's development. However, it is important for educational institutions to continue to communicate with parents and involve them in the educational process, so that they can fully understand the purpose and benefits of spiritual mentorship, as well as provide the necessary input and support to ensure that the program meets their needs and expectations.

Parents who seek to support their children's spiritual mentoring at SDIT Samawa Qur'ani may face various challenges. One of the main challenges is finding a balance between daily responsibilities and a commitment to consistent spiritual mentorship. Parents should provide time and energy to help their children in spiritual activities, which can be difficult in the midst of busy work and other responsibilities. Additionally, other challenges include ensuring that spiritual mentoring at home is aligned with what is being taught in school, so that children receive a consistent and coordinated message.

The involvement of parents in the process of religious education of their children can also be hampered by a lack of knowledge or confidence in teaching spiritual material. Some parents may feel that they do not understand enough religious teachings or effective teaching methods, which can reduce the effectiveness of their mentoring. In addition, there are challenges in dealing with generational differences, where children may have different views or interests about spirituality, which requires a sensitive and adaptive approach from parents.

Another challenge that often arises is limited access to resources or supporting materials that can help parents in the mentoring process. While SDIT Samawa Qur'ani may provide some materials, parents may need to find additional resources or create their own materials to support learning at home. This can be an additional burden, especially for parents who have limited time or financial resources.

In addition, parents may also face challenges in overcoming external influences that conflict with the values they are trying to inculcate. In an increasingly global and connected society, children are exposed to a wide range of views and values through the media and peers, which can contradict the spiritual teachings given at home and at

school. Parents must navigate this environment wisely and provide guidance that allows children to make choices that align with their values.

Spiritual mentoring also requires long-term commitment and patience, as spiritual formation is an ongoing process. Parents must remain consistent and patient in dealing with possible changes in their children's behaviour or attitudes over time. They must be prepared to support and guide their children through the different phases of their spiritual development, which may involve questioning, doubt, and exploration.

An equally important challenge is to ensure that spiritual mentoring does not become a burden or a source of stress for children. Parents should strive to make mentoring a positive and enriching experience, not something that is perceived as a task or obligation. They must find ways to integrate spirituality into their daily lives in a fun and meaningful way, so that children can develop a personal and authentic connection with their spirituality.

Addressing these challenges requires a thoughtful, reflective, and proactive approach from parents. By working closely with SDIT Samawa Qur'ani and utilizing the resources available, parents can develop effective strategies to support their children's spiritual mentoring and help them grow into spiritually and morally strong individuals.

Roles of Teachers and Staff

The role of teachers and staff at SDIT Samawa Qur'ani in shaping the Rabbani generation cannot be underestimated. They are the main pillars in the educational process that not only teach general science, but also spiritual and moral values that are in accordance with the teachings of Islam. The Rabbani generation, which means a generation that draws closer to Allah and has a character that is in accordance with His teachings, is the goal of education at SDIT Samawa Qur'ani. Teachers there strive to integrate these values in their daily curriculum and activities, so that students are not only intellectually intelligent, but also spiritually and morally strong.

Rabbani education is not limited to religious knowledge alone, but also includes the development of life skills and emotional intelligence. This is important so that students

can apply the values they learn in their daily lives, as well as become responsible and beneficial individuals for society. Teachers and staff at SDIT Samawa Qur'ani play a key role in this process, by setting a good example and providing appropriate guidance. They also play a role in creating a conducive learning environment, where students can grow and develop in a supportive atmosphere.

The holistic educational approach at SDIT Samawa Qur'ani helps students to develop a deeper understanding of their identity as Muslims. This includes understanding and appreciating the cultural and historical heritage of Islam, as well as developing respect and love for Allah and His creation. Thus, education at SDIT Samawa Qur'ani not only prepares students for success in this world, but also for life in the hereafter.

Research related to religious activities and character development at SDIT Samawa Qur'ani shows that religious activities have an important role in shaping students' character. These activities not only strengthen religious knowledge and practices, but also promote values such as discipline, responsibility, and cooperation. Through the habituation of various religious practices, such as congregational prayers, reading the Qur'an, and participating in Islamic studies, students can internalize moral principles that are the basis for the formation of good character. In addition, extracurricular activities such as religious competitions, social activities, and other personality development programs provide opportunities for students to apply these values in a broader context.

Character development at SDIT Samawa Qur'ani is also supported by a curriculum that is integrated with Islamic religious education, which includes subjects such as Akidah Akhlak, Fiqh, and Islamic Cultural History, all of which contribute to the formation of holistic student character. This approach allows students to not only thrive academically through general subjects such as Mathematics and Natural Sciences, but also spiritually and morally. A conducive school environment, often designed to create an atmosphere that supports spiritual and intellectual growth, also plays an important role in this process.

Effective character education at SDIT Samawa Qur'ani is inseparable from the participation of teachers and parents. These teachers at SDIT not only act as educators, but also as mentors who provide examples of good behavior and support students in facing various moral challenges they may encounter. Parents are also expected to actively participate in their children's character education, both at home and in involvement with school activities.

The results of the study showed that students who were active in religious activities tended to have more positive attitudes and behaviors compared to those who were less involved in these activities. This emphasizes the importance of religious activities in the formation of students' character, and shows that SDIT Samawa Qur'ani has succeeded in implementing an effective character education program. Thus, SDIT Samawa Qur'ani can be used as a model for other schools that want to develop similar programs to improve the quality of student character education.

Parent Support

Parents' support for their children's education at SDIT Samawa Qur'ani is an important pillar in shaping the Rabbani generation, which has the characteristics of being a knowledgeable individual, practicing the knowledge, and teaching it to others. The Rabbani generation, as described in Islamic literature, are those who not only study and teach the Qur'an, but also practice the values contained in it, creating a civilized society with noble character. In the context of education at SDIT Samawa Qur'ani, this means that the curriculum and teaching methods must be designed in such a way that it not only provides academic knowledge, but also strengthens religious understanding and practice. Parents who are actively involved in this educational process, both through moral and material support, make a significant contribution to the achievement of this goal. They set an example for their children, demonstrating the importance of Rabbani education and values in daily life. In addition, parental involvement in school activities, such as seminars, workshops, and social activities, strengthens the relationship between the family and the educational institution, which in turn enriches the learning experience

of students. Thus, parental support is the key in producing a generation that is not only intellectually intelligent, but also spiritually and morally strong.

Adaptive Curriculum Development

Adapting the Islamic education curriculum to the development of the times is an important step that must be taken carefully and wisely (Mukhlis et al., 2024). This not only involves updating the teaching material that is relevant to today's needs, but also ensuring that Islamic values remain a solid foundation in every aspect of learning. The integration of modern science and Islamic values can create a holistic curriculum, which not only prepares students for success in the world of work, but also as individuals who have strong faith and piety (Romlah & Rusdi, 2023).

Curriculum development can include adding material on information technology, critical thinking, and interpersonal skills, all of which are important in an ever-changing world. On the other hand, lessons on Islamic history, ethics, and morals should remain a core part of the curriculum, to ensure that students understand and can apply Islamic principles in their daily lives.

A multidisciplinary approach will help students develop thinking skills comprehensively, balancing the knowledge of the world and the hereafter.

In addition, teaching methods must be updated to place more emphasis on active and participatory learning (Sucahyo, 2023). Teachers should be trained to use methods that allow students to actively engage in the learning process, such as group discussions, research-based projects, and problem-based learning. This will help students develop the skills they need to become future leaders who can contribute positively to society.

The involvement of parents and the community is also very important in the curriculum adaptation process. They should be given a clear understanding of the goals and benefits of curriculum change, as well as given the opportunity to provide input and support. Cooperation between schools, families, and communities will create an educational environment that supports and enriches the student learning experience.

Finally, curriculum evaluations and assessments should be conducted periodically to ensure that educational goals are achieved and that students get the maximum benefit from their education. This should include not only academic assessments, but also assessments of students' character and behavior, to ensure that they grow into responsible and ethical individuals.

With a comprehensive and integrated approach, the Islamic education curriculum adapted to the times will be able to produce a generation that is not only intelligent and academically competent, but also spiritually and morally strong. It is an important investment for the future of humanity, which will bring long-term benefits to individuals and society as a whole.

The integration of technology in the Islamic education curriculum is a process that requires strategic planning and careful implementation (Muktamar et al., 2023). The first step is to identify the needs and goals of technological integration, which must be aligned with Islamic values and educational goals. Technology can be used to enrich the learning experience by providing access to extensive resources, facilitating collaboration, and increasing student engagement. For example, the use of online learning platforms can allow students to learn at their own pace and access subject matter from anywhere.

Furthermore, the development of digital content in accordance with the Islamic curriculum must be carried out by considering aspects such as the accuracy of information, suitability with Islamic teachings, and relevance to students' lives. Digital learning materials can be in the form of videos, podcasts, or simulations that can help students understand Islamic concepts more deeply. In addition, mobile apps to memorize the Qur'an or learn Arabic can be an effective tool.

Educators also play an important role in the integration of this technology. They must be trained to use technology effectively in teaching, as well as be able to integrate digital tools into their lesson plans. This training should include technical and pedagogical aspects, so that teachers can leverage technology to support active and interactive learning.

In addition, adequate technological infrastructure must be provided by educational institutions. This includes hardware such as a computer or tablet, as well as stable and fast internet access. Data security must also be considered, to protect students' personal information and ensure that the use of technology does not conflict with Islamic principles.

Measuring the impact of technology integration is also important. This can be done through assessments and surveys to find out how technology affects the teaching and learning process and student learning outcomes. Feedback from students and teachers can be used to make adjustments to technology integration strategies.

Finally, collaboration with parents and the community is also very important. They must be provided with information about the benefits and uses of technology in Islamic education, as well as be involved in the learning process. This will help create a supportive environment for students to learn and grow in an increasingly technology-dominated world.

With a structured and sustainable approach, the integration of technology in the Islamic education curriculum can improve the quality of education and help students become future leaders who are not only knowledgeable, but also have strong faith and piety. Research has shown that the use of technology in Islamic religious education must be in accordance with the goals and sharia of Islam and can be used well in learning. This confirms that technology, when used wisely, can be a powerful tool to enrich Islamic education and prepare students for future challenges.

The Urgency of Improving Teacher Competence in Islamic Religious Education Institutions in the Digital Era

Enriching teachers' digital competencies is a crucial step in the modern education era. With the rapid advancement of technology, teachers must be able to integrate digital tools into their learning strategies to create more interactive and engaging learning experiences (Lestari & Kurnia, 2023). Mastery of various online learning platforms, such as Google Classroom or Moodle, allows teachers to facilitate discussions, collaborations,

and group projects more effectively. In addition, understanding blended learning, the use of social media for collaboration, and the use of learning analytics for learning evaluation are important competencies that must be developed by teachers in this digital era.

The Covid-19 pandemic has accelerated digital transformation in education, demonstrating the importance of digital access and skills for teachers and students. In Indonesia, challenges such as the digital divide, lack of infrastructure, and limited internet connectivity in some regions, demand innovative solutions to ensure that learning can take place without a hitch. Therefore, improving teachers' digital competencies is not only about mastering technology, but also about understanding how best to apply such technology in diverse educational contexts.

Continuous professional development in digital competencies will help teachers not only to keep up with the times, but also to be pioneers in learning innovation. As such, they can make a significant contribution to improving the quality of education and preparing students with relevant skills for the future. Investing in training and resources for teachers is an investment in the future of future generations.

To enrich digital competencies, teachers can start by enriching their digital knowledge, mastering the latest educational technology, and understanding trends in digital education. Collaboration and professional networking with other teachers through online learning communities can provide new insights and valuable resources. Continuous learning through online courses, webinars, and workshops can help teachers stay updated with the latest developments in the field of educational technology.

Implementing active and creative learning methods, such as *flipped classroom* or *project-based learning*, can increase student engagement and utilize technology effectively. Regular self-evaluation and reflection will help teachers identify areas that need improvement and adapt best practices. Supporting students' creativity by utilizing digital tools for projects and research is also an important part of teachers' digital competencies.

In addition, teachers must be able to utilize technology in the learning process to answer the challenges of the times, such as using management learning platforms, collaborative tools, and other digital resources. Digital security is also important, so teachers must understand how to protect personal information and student data in a digital environment.

Joining the online community of learner teachers and taking part in training related to improving digital competencies is also an effective way to enrich digital competencies. This training can cover a wide range of skills, from basic IT to coding, all of which can support classroom learning.

It is important for teachers to recognize and adapt different learning styles of students, which can be supported by the appropriate use of technology. Thus, teachers not only improve their digital competencies but also enrich the learning experience of students, preparing them with relevant skills for the future.

Strengthening Students' Islamic Character

Character education is an important aspect in the formation of individuals with integrity and responsibility, especially in the digital era that is full of challenges and opportunities. The cultivation of Islamic values such as honesty, responsibility, and cooperation are very relevant in shaping the character of students who are not only intellectually intelligent, but also morally and spiritually strong (Khadafie et al., 2022). The integration of these values in the educational curriculum can be done through the development of teaching materials that include aspects of Islam, the effective use of digital media in teaching, and the formation of a supportive school environment (Hanifa & Ramadhan, 2023). The use of appropriate learning applications and social media can increase student interest and facilitate the delivery of contemporary Islamic values. In addition, challenges such as limited resources, different interpretations of Islamic values, and control of digital content must be faced with the right strategies so that the integration of Islamic values can improve students' understanding of Islam, strengthen their character, and help them face moral and ethical challenges in the digital age. Islamic

education in the digital era must also respond to changes in the lifestyle of students who are digital natives, by digitizing Islamic education materials and encouraging the achievement of *hasanah* in life in this world and the hereafter. Therefore, character education through Islamic religious education in the era of the digital revolution is an urgent need to form a generation that is not only adaptive to technological advances, but also has noble morals and high spiritual values.

Parent Cooperation

Parental involvement in children's education is an important aspect that supports their development and learning (Maslahah & Dirgayunita, 2024). With the development of information and communication technology, the role of parents has become increasingly crucial, especially in supervising and guiding the use of technology at home. Parents can help children understand how to use technology responsibly and effectively, ensuring that technology supports their learning process, not interferes with it (Mustika et al., 2024). In addition, parents can also collaborate with teachers to create a cohesive learning environment both at school and at home, enriching their child's educational experience with diverse and interactive learning resources (Ningsih et al., 2024). Thus, parental involvement not only strengthens the relationship between children and parents, but also builds a strong foundation for children's education in the digital age.

Application of Islamic Education Management in Educational Institutions in Indonesia

The implementation of Islamic education management in the digital era is an important step taken by Islamic educational institutions to improve the quality of learning (Yusuf & Sodik, 2023). By utilizing information technology, these institutions can optimize the learning process and ensure that good Islamic values are taught and implemented in students' daily lives. The implementation of Islamic education management involves strategic measures such as effective planning, organizing,

implementation, and evaluation. Appropriate educational technology, relevant curriculum, adequate resources, and interactive and creative learning all contribute to the creation of a safe and effective learning environment. In the era of the industrial revolution 4.0, where people are becoming increasingly dependent on gadgets and digital facilities, Islamic educational institutions must adapt to this trend to meet the needs of the millennial generation who are digital natives. Therefore, it is important for education managers to be open and innovative in management, as well as accommodating to the development of digital technology. The use of information technology in the management model can increase the effectiveness of management services to service users. An academic administration service system based on digital technology is very important to support daily activities that are increasingly digital. Thus, digital transformation in Islamic education management offers a great opportunity to improve the efficiency, effectiveness, and quality of Islamic education.

KESIMPULAN

Research conducted on SDIT Samawa Qur'ani has revealed the implementation of Islamic education management that is not only comprehensive but also effective, especially in producing a generation of Rabbani who are ready to face the challenges of the digital era. This demonstrates the importance of integrating Islamic values with modern technology in education, which can help students to stay rooted in their spiritual identity while remaining relevant in an ever-changing world. These findings provide valuable insights for other Islamic schools that are striving to improve the quality of their education.

The development of effective Islamic education management requires a deep understanding of the needs and challenges of today's young generation. This includes the introduction of digital tools in learning, which not only improves access to a wide range of learning resources but also facilitates a more interactive and engaging learning experience. In addition, a holistic approach to education, which blends intellectual, spiritual, emotional, and social aspects, can help in shaping students' well-balanced character and readiness to become responsible future leaders.

By leveraging the findings from this study, other Islamic schools can adopt best practices and adapt them to their unique contexts. This could include training teachers to integrate Islamic values with innovative teaching methods, developing a curriculum that reflects the balance between science and spirituality, and creating a learning environment that supports students' personal and academic growth.

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