



## Digitization of Student Management System in Madrassas as An Innovation of Islamic Identity

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### Abstract:

Digitalization in student management in madrasah is important for the development of Islamic identity, but it still requires the integration of religious values so as not to lose the spiritual essence of education. The purpose of this research is to mention the Digitalization of Student Management System in Madrasah as Islamic Identity Innovation. The object of research is the digitization of student management systems in madrasah as an innovation in Islamic identity at SMA Darussalam Blokagung. This research design uses qualitative research with a case study approach. Sources of informants in this study include the principal, teachers and students of SMA Darussalam Blokagung. Data collection techniques in this research are observation, interview, document. Data analysis in this study used Spradley's model by using four stages including domain analysis, taxonomy, compenential, and cultural themes. The results of this research Digitalization of Student Management System in Madrasah as an Innovation of Islamic Identity produced findings including the application of "Islamic Social Responsibility (ISR) tracker", dynamic curriculum based on online platform with moral assessment & Islamic knowledge, and face recognition system with personal Islamic learning recommendations.

### ARTICLE HISTORY

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## INTRODUCTION

Digitalization in student management in madrassas shows that technological transformation is important for the development of Islamic identity, but it still requires the integration of religious values so as not to lose the spiritual essence in education. Digitalization allows students to be more involved in the teaching-learning process. With digital tools, students can learn independently, collaborate, and participate in technology-based projects related to Islamic values. A study by Educause Review found that the use of technology in learning increases student engagement (Hou et al., 2024) and academic outcomes. This shows that the digital learning method can be effective in teaching religious values (Kulal et al., 2024; Tetteh et al., 2023; Withorn et al., 2021) Thus Digitalization in student management in madrassas is key to the development of Islamic identity and increased student involvement, but it must be balanced with the integration of religious values to maintain a spiritual essence in education.

Research on the digitalization of the student management system in madrasahs in the form of innovations for Islamic identity has been widely researched by several researchers. The digitalization of student management systems offers a new way of managing education in madrasahs, allowing for a more efficient and effective implementation of the system (Ristanti et al., 2023; Shohel et al., 2021; SUTARSIH et al., 2024). Research conducted to understand how this system functions and its impact on Islamic identity is indispensable. Research conducted by several universities in Indonesia, such as the State Islamic University (UIN) and the University of Muhammadiyah, has resulted in a case study on the implementation of a digital student management system in madrasahs that shows a positive impact on the development of Islamic identity. Thus, research on the digitalization of student management systems in madrasahs has shown that this innovation not only improves the efficiency of education management, but also has a positive impact on the development of Islamic identity.

The purpose of this study is to mention the Digitization of the Student Management System in Madrasah as an Islamic Identity Innovation. Digitalization increases educational accessibility for students, allowing them to be more actively involved in the teaching-learning process, which can strengthen their understanding of Islamic identity in a broader context (Angelia Dessy, 2024; Caffrey et al., 2024; Lestyaningrum et al., 2022). Islamic education conferences often discuss the importance of digitalization in maintaining Islamic identity in the modern era, signaling that this topic is recognized as important in academia and educational practice. Thus, this research shows that the digitization of the student management system in madrasahs as an innovation of Islamic identity can increase the accessibility and involvement of students in the teaching-learning process, and is recognized as important in maintaining Islamic identity in the modern era.

The digitization of the Student Management System in Madrasah as an Islamic Identity Innovation resulted in findings including the application of "Islamic social responsibility (ISR) tracker", a dynamic curriculum based on an online platform with an assessment of Islamic morals and knowledge, and a facial recognition system with personalized Islamic learning recommendations. This technological innovation not only facilitates the management of education, but also instills Islamic values through an approach that is relevant to the younger generation (Anggadwita et al., 2021; Hanifasari et al., 2024; Nahid, 2020) so that they feel more connected to their religious identity. At international Islamic education conferences, such as the International Conference on Islamic Education, innovations such as ISR trackers, dynamic curriculum, and facial recognition are recognized as modern approaches to maintaining and strengthening Islamic identity in education. Thus, the digitization of the student management system in madrasahs through innovations such as the ISR tracker application, dynamic curriculum, and facial recognition provides a modern approach that not only simplifies the management of education, but also strengthens students' Islamic identity in a relevant and effective way.

## RESEARCH METHODS

The object of the research is about the digitization of the student management system in madrasahs as an innovation of Islamic identity at SMA Darussalam Blokagung. SMA Darussalam Blokagung was chosen as the research object for the digitization of the student management system because the school has adequate digital infrastructure and

a strong Islamic culture. As an Islamic educational institution located in the Islamic boarding school, SMA Darussalam has long been committed to Islamic values and continues to strive to integrate technology in the educational process. This support makes it an ideal environment to examine how the digitalization of student management can strengthen students' Islamic identities with a more modern approach. In addition, students' attachment to the religious environment of the Islamic boarding school provides an opportunity to see how the digital system can be integrated without losing the essence of Islam that is the character of education in this school.

The design of this research uses a qualitative research type with a case study approach. The design of this research uses a type of qualitative research with a case study approach, where the researcher will explore in depth the process and impact of the digitization of the student management system at SMA Darussalam Blokagung as an innovation of Islamic identity. Data was collected through direct observation, interviews with teachers, students, and school staff, and analysis of related documents. This research aims to understand the experiences, perceptions, and challenges faced by schools in implementing digital technology that is oriented towards Islamic values. With a case study approach, this study is expected to provide a comprehensive picture of the influence of digitalization on the formation of Islamic identity in the school environment.

The sources of informants in this study include school principals, teachers and students of Darussalam Blokagung High School. The sources of informants in this study include the principal of Darussalam Blokagung High School, who provides a perspective on the policies and goals of digitizing the student management system; teachers, who play a role in the implementation and assessment of Islamic morals and knowledge through digital platforms; and students, who are the main users of the system and provide views on the influence of digitalization on the understanding and application of Islamic values in daily life. The selection of this informant is expected to provide comprehensive data from various perspectives regarding the implementation and impact of digital systems in the school.

The data collection techniques in this study are observation, interviews, documents. Data collection techniques in this study include observation, interviews, and document analysis. Observations were made to see firsthand the implementation of the digitalization of the student management system at Darussalam Blokagung High School, including the interaction of students and teachers in the use of technology. In-depth interviews were conducted with principals, teachers, and students to gain an understanding of their perceptions and experiences of the digital system. In addition, document analysis was carried out by examining reports, school policies, and moral assessment data and Islamic knowledge related to the implementation of digital management systems, so as to provide a complete picture of the process and impact of digitalization in the context of Islamic education in the school.

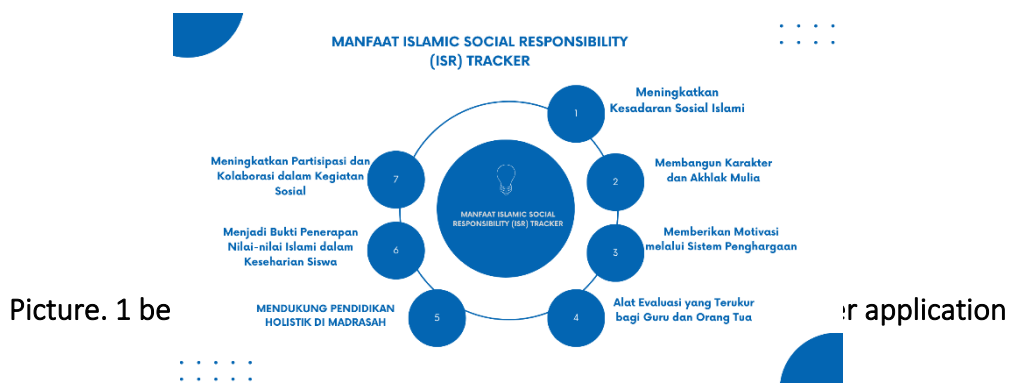
The data analysis in this study uses the Spradley model using four stages including domain analysis, taxonomy, component, and cultural themes. The data analysis in this study uses the Spradley model, which consists of four stages: domain analysis, taxonomy, component, and cultural theme. The domain analysis stage is carried out to identify common categories or domains that emerge from the data, such as the use of technology, the application of Islamic values, and student engagement. The taxonomy stage then further groups the data within each domain to understand specific sub-categories, such as features in the digital system that support Islamic values. A

componential analysis is carried out to see the differences and similarities between categories, for example between teachers' and students' perceptions of the digital system. Finally, the cultural theme stage aims to find a key theme that reflects the deep meaning of digitalization as an innovation of Islamic identity, which can illustrate how technology is accepted and applied in the culture of Islamic education at SMA Darussalam Blokagung.

## RESULTS AND DISCUSSION

### "Islamic Social Responsibility (ISR) Tracker" Application for Islamic Character Development

The Islamic Social Responsibility (ISR) Tracker application records students' contributions in social activities, such as charitable activities or Islamic social services. Through the ISR Tracker app, students' contributions to social activities can be rewarded or points, so they are more motivated to engage in social-based activities. This point system encourages students to increase their contributions on an ongoing basis, creating a competitive yet positive environment. The implementation of applications such as ISR Tracker has been successful in various educational institutions in recording student activities. With a measurable digital track record, madrasahs can integrate these ISR reports in student assessments, providing evidence that the student is not only academically outstanding but also in the practice of Islamic social values. The benefits of the Islamic Social Responsibility (ISR) Tracker application are presented in the following figure:



Based on the image above, the benefits of the Islamic Social Responsibility (ISR) Tracker application include, increasing Islamic social awareness, building noble character and morals, providing motivation through an award system, measurable evaluation tools for teachers and parents, supporting holistic education in madrasahs, being evidence of the application of Islamic values in students' daily lives, increasing participation and collaboration in social activities. Thus the Islamic Social Responsibility (ISR) Tracker application is effective in motivating students to participate in Islamic social activities through a points-based reward system, providing a measurable track record that can be integrated in assessment, thus supporting the formation of sustainable Islamic character

in madrasas. This is corroborated by ; Demonstrated that a points-based reward system is effective in increasing students' motivation to engage in social activities and character development(Bedford et al., 2023; Malik et al., 2024; Ögel Aydın & Argan, 2021). They found that the points system not only motivates students but also creates healthy competition that supports the formation of positive characters, such as honesty and cooperation, which is particularly relevant in the development of Islamic character in madrasas.

### Dynamic Curriculum Based on Online Platform

An online platform that provides a dynamic Islamic curriculum with moral assessment and religious understanding features. With the development of the times, the understanding of religion and morals needs to be updated to be relevant to the current social context. The dynamic curriculum allows for the updating of materials that are appropriate to current challenges and issues, so that learners can better understand their religion in a modern context. A study from the Pew Research Center shows that young generations are looking for an education that is not only based on academic knowledge, but also moral and ethical values. This supports the importance of a curriculum that includes morals in the context of Islamic education. Some of the dynamic curriculum based on Online Platforms with Islamic Moral and Knowledge Assessment is presented in the following figure:



Picture. 2 On

c Knowledge

Based on the image above, several dynamic curriculums based on Online Platforms with Islamic Moral and Knowledge Assessment include, Islamic online university (IOU), al qur'an academy, edreak, quranic, and tafsir al qur'an. Thus, online platforms that offer a dynamic Islamic curriculum with moral assessments and religious understanding are essential to meet the needs of the younger generation for education that is relevant and based on moral and ethical values in the modern era. This is strengthened by: exploring the benefits of adaptive learning platforms in Islamic religious education, where the curriculum can be changed according to the development of students' religious understanding(Caffrey et al., 2022; Mariyono, 2024; Mohamed et al., 2022) They stated that the dynamic curriculum encourages students to better

understand and apply religious teachings in their daily lives, which has a positive impact on their discipline and morals.

### **Facial Recognition System with Personal Islamic Learning Recommendations**

Facial recognition technology that also provides recommendations for Islamic materials according to student behavior. If students have discipline issues, the system can provide relevant learning recommendations or Islamic advice. Facial recognition technology combined with recommendations for Islamic materials provides a more personalized and targeted approach in fostering students' character. The system is able to identify students who have disciplinary issues, and automatically offers relevant Islamic materials, such as advice, moral learning videos, or quotes from the Qur'an and Hadith.

Studies by show that facial recognition technology connected to student behavior data can improve the effectiveness of supervision and handling of discipline issues in schools. In the context of madrasas, this feature can be adapted to provide recommendations based on Islamic values as an automatic response to student behavior that needs improvement. Facial Recognition System with Personal Islamic Learning Recommendations includes, Personal Approach in Moral Development, Efficiency of Supervision and Coaching, Deeper Understanding of Religion, Continuous Strengthening of Islamic Values, Motivation to Improve Positive Behavior,

Data Support for Student Character Evaluation, Helping to Establish an Islamic Learning Environment. Thus, facial recognition technology that is integrated with Islamic material recommendations provides a personalized approach in fostering students' character, effectively identifying and responding to disciplinary problems through relevant Islamic advice, thereby strengthening the formation of sustainable morals in madrasas. This suggests that facial recognition technology can be used to identify students' moral behavior patterns (Caffrey et al., 2022; Ding & Goldfarb, 2023; Wang, 2021). This technology can be integrated with Islamic learning materials that provide recommendations on religious values, such as Islamic manners and morals, so that this technology not only monitors but also enriches the learning of Islamic characters.

### **CONCLUSION**

This discussion shows that the digitization of the education system through applications such as Islamic Social Responsibility (ISR) Tracker and facial recognition technology can make a significant contribution in strengthening Islamic identity in students. ISR Tracker, for example, encourages students to actively contribute to Islamic social activities, thereby instilling the value of social responsibility and strengthening their Islamic character. Facial recognition technology that provides recommendations for Islamic materials based on student behavior introduces a more personalized approach to moral formation. If students have discipline issues, the system can recommend relevant Islamic learning or advice, helping them develop discipline through the principles of religion taught in a targeted manner.

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