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Application of Islamic Education Management Based on Nature and Technology

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Abstract: This article provides ideas on the application of technology and nature in Islamic education through the concept of management of educational institutions with library study methods (literature review), which refers to various theoretical views to form new ideas as solutions to educational problems. Development of Islamic Early Childhood Education and Islamic Education services is facing various challenges in order to able to adapt to the times and needs of the community. To achieve the goals of Islamic education, it is necessary to develop integrated management that uses natural potential and technology as resources managed by people who play a role in the world of education. Forms of management development that can be done include innovating Educational Game Tools, Learning Modules, developing agricultural resources, directed education laboratories, natural schools and entrepreneurship. The direction of management development helps Islamic education achieve targets that are in accordance with Islamic values and local wisdom of Indonesia and Malaysia, both through direct service and educational product transactions, software-based on computers, as well as applications on smartphones as teaching media and modern learning to produce independent students.

1. INTRODUCTION

The discussion of the family of science, especially education, comes from philosophy as the *mater scientiarum* or parent of science. All exact sciences and social humanities originate from philosophy, although a substantial philosophy in the Islamic perspective requires proportional study and discussion so that the scientific family is in accordance with Islamic teachings. In this case, Islamic Education is one of the humanities social science groups that has a focus on the study, discussion and development that originates from Islam with material objects that are related to the components of the education world, for example the purpose of education, educators, students, educational tools (curriculum, methods, and evaluation of education), and the educational environment. Therefore it can be said that Islamic education within the scope of Philosophy of Islamic Education should give attention and incorporate Islamic values (based on sources of Islamic law) into the components of education.

this regard, according to Hidayat, B. (2017) in the *Philosophy of Islamic Education*, he states that the definition of Islamic Education is an attempt by cautious Muslim adults to consciously

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direct and guide the growth and development of the nature of students through Islamic teachings to maximum growth and development. The word *at-tarbiyah* is more appropriate to be applied in terms of education because in the term of *at-tarbiyah*, it includes all activities in the form of growing, developing, repairing, managing, leading, supervising and maintaining students. Thus, the term Islamic Education in Arabic, may use the term *at-tarbiyah al-Islamiyah* (Ahmad Falah in Hidayat, B., 2017).

According to Zakiyah Darajat (in Dakir and Sardimi, 2011), Islamic education is defined as an effort to foster and nurture students to understand the teachings of Islam as a whole. Then, students who undergo formal and non-formal education can live up to the goals that ultimately can practice and make Islam as a view of life.

To achieve comprehensive Islamic Education, the goal of Islamic Education and good management is needed. The Purpose of Islamic Education helps educators and students to be able to direct all potential to achieve these goals. Meanwhile, good management helps all elements of Islamic education in empowering existing potential, both the potential of Natural Resources, Local Wisdom, and technology-based education elements (Azhar, 2017).

Islamic education in the world of children is known as a science family or study of Early Childhood Islamic Education. Early Childhood Islamic Education is an effort of disciplines to form prospective educators to know, understand, and apply the values of Islamic education to early childhood, both in formal education and non-formal education. The study, discussion and development of science in Early Childhood Islamic Education provides broad insight into early childhood from a variety of perspectives, ranging from the Philosophy of Islamic Education as the parent of science to the perspective of developing teacher professionalism, educating children in the family, developing children's talents and creativity , neuroscience in children's learning, development of educational tools for early childhood, as well as the basics of introducing prospective educators to nature and technology as learning instruments and developing potential for early childhood as the main object of education in early childhood education. Therefore, a comprehensive study and discussion is needed to develop management ideas in Islamic education, especially early childhood Islamic education by using nature and technology as a basis for contemporary education.

The study and development are expected to provide ideas as a way out for the challenges of Islamic education and early childhood Islamic education in order to successfully adapt to the times and meet the needs of contemporary society. The ideas should be carried out by Indonesia and Malaysia as neighboring countries in ASEAN that have similarities in culture and local wisdom. The similarity of local wisdom between Indonesia and Malaysia, for example, makes it easy to improve management and development of management in the world of Islamic education, especially Early Childhood Islamic education. By the existence of cooperation in various forms of theoretical and praxis studies, it will elevate local wisdom in the two countries as potential and resources that will be known to the world. The hope, these ideas and ideas will improve the quality of Islamic education and early childhood education based on Islam into the international arena.

2. THEORY REVIEW
2.1 The Objectives of Islamic Education

The Purpose of Islamic Education according to Hidayat, B. (2017) in the *Philosophy of Islamic Education* is to form a Muslim person who has a noble character *(al-khuluq al-syarif)*, namely a noble person who is substantially and essential, not temporal and accidental glory and embodies good, perfect and happy person. Islamic education also aims to build the character of strong students facing various trials in life and painstaking, patient, and intelligent in solving life problems faced in everyday life.

In addition, Hidayat, B. (2017) continues that the goal of Islamic education is to achieve the overall balance of human personality growth (learners) which is done through mental training, mind (intellectual), human self that is rational with potential feelings and senses. Therefore, Islamic education should include the development of all aspects of the nature of students, spiritual, intellectual, imagination, physical, scientific and language aspects, both individually and collectively, and encourage all these aspects to develop towards goodness and perfection. The ultimate goal of Islamic education lies in the realization of perfect submission to God, both in person, community, and all human beings. In summary, the objectives of Islamic Education can be arranged into the following three main forms.

1. The purpose of studying science is solely for science itself as a form of worship to Allah.
2. The main purpose of Islamic education is the establishment of the Akhlaq al-karimah.
3. The purpose of Islamic education is to deliver students to achieve happiness in the world and the hereafter.

Through these three objectives, it is expected that education programmed in educational institutions can deliver students to the closeness to God. Through Islamic teachings, it is then manifested into the basic foundations of the world of education which has other educational components, such as educators, students, educational tools (curriculum, methods, and evaluation of education), and the educational environment. After that, the goal of Islamic education must be managed cooperatively and collaboratively by fellow Muslim scientists who are in a country, as well as neighboring countries who share similar religions and beliefs, local wisdom, similarities in natural potential, and technological developments. With the directed management-oriented development to achieve the goals of Islamic education, Muslim scientists are the catalyst for accelerating the development and achievement of moral formation, Muslim personality and Muslim mastery in the world of education on an international scale. Therefore, a full understanding is needed in implementing the development of Islamic education management, especially Early Childhood Islamic education which aims to fit the values and teachings of Islam that are intact *(kaffah)* so that educational products become superior and quality Muslims.

2.2 Management in Islamic Education

Zulkifli Rusby in a book entitled *Manajemen Sumber Daya Manusia* or Human Resource Management (Rusby, Z., 2017) explained that various existing resources must be managed properly. Based on the Quran surah al-Jatsiyah verse 13, Allah SWT confirms the basic Islamic command in managing various potentials and resources is as follows.

And He has subjected to you everything in the heavens and everything on earth, (as a mercy) than Him. Verily in that there are truly signs (powers of God) for those who think (Surah Al-Jatsiyah, 4:13).

Zulkifli Rusby added that the explanation for getting good management of science is needed to sustain empowerment and optimize the benefits of resources in our environment. Good management based on management's knowledge of human resources, other potential around humans, and various products of human thought, requires management so that the increase in these resources can be achieved by individuals and organizations. Adawiyah, S.R. (2017) also explains similar thoughts based on the Sura Al-Quran verses 14, which is as follows.

"And He is, Allah has subdued the sea (for you), so that you can eat from it fresh meat (fish), and you take out the sea of jewelry that you use; and you see the ark sailing at it, and that you may seek (profit) from His gift, and that you may be grateful. "(Surah Al-Nahl, 16:14).

The above verse invites people to be able to utilize marine products, as well as various natural resources, to be managed and utilized optimally. The purpose of this utilization is to seek grace from Allah Almighty to be a media so we have that gratitude. Therefore, management of humans and natural resources around us shows Muslim indicators that are grateful to Allah Almighty. With good management and implementing Islamic orders managing various potentials and natural resources, it increases the potential of Muslim scientists who contribute to Islamic Education, especially the development of management of Early Childhood Islamic Education.

To carry out management development in Islamic Education and Early Childhood Islamic Education, one of the basic views that can be used in the practical (applied) dimension starts from the principles of the principal functions of management. The main functions of management, in general, include Planning, Organizing (Organizing and management), Staffing (Preparation and Job Placement), Leading (Leadership, supervision, and direction), and Controlling (Supervision). If the five main functions of management are carried out to utilize technology-based Human Resources and Natural Resources, the dynamics of the development of Islamic Education and Early Childhood will achieve the goal of maximum Islamic education.

2.3 Management Development Based on Principal Function of Management

Management discussion deals with four components, namely, planning, organizing, actuating (implementation) and controlling (supervision). The four management components above are known as abbreviation POAC, it is explained by Hidayat, B (2005) that the development which is in Applied Psychology of Industrial and Organizational Psychology to be the main function of management consisting of Planning, Organizing and Staffing (Work Arrangement and Placement), Leading (Leadership, supervision, and direction), and Controlling (Supervision). With the basic functions of management, Islamic education and Islamic education for Early Childhood can be developed according to contemporary needs and problems.

Planning is related to the process of making decisions to determine the activities of organizations, institutions, and each department (the parts contained therein), including tasks, work procedures, time, and people who are responsible for the work. Organizing is related to the process of determining activities in an effort to achieve goals, classify the activities of each work unit or department and delegation of tasks to a manager to lead, delegate authority, establish coordination of activities and horizontal and vertical communication. Staffing is related to filling in positions, and maintaining workers (employees) to remain in a predetermined position, including the order of positions of tasks that must be done, assessment and selection of prospective employees, and training (training) in the effort to develop HR. Leading (leadership, supervision, and direction) is about the process of influencing and directing workers or employees to strive and be happy to achieve organizational goals (institutions). The Leading function is also related to the assessment and correction of the activities of members to ensure compliance with the implementation of the work with the plan and correction if an error occurs. This function is related to employee performance appraisal.

In relation to the main management functions above, the Qur'an also mandates to pay attention to the implementation of the principal functions of management. Among the verses of the Qur'an related to the main functions of management are as follows.

> O you who believe, fear Allah, and let every one pay attention to what he has done for tomorrow

(hereafter); and fear Allah, surely Allah knows what you do. (QS. Al Hasyr, 59: 18).

> And those who take as allies other than Him – Allah is [yet] Guardian over them; and you, [O Muhammad], are not over them a manager. (QS. As-Syuura, 42: 6).

Imam Al Bukhari (Shahih Bukhari, the Book of Adhan, hadith 859) narrated from Ibn Abbas r.a., he said as follows.

> "One night I stayed at my aunt's house, Maimunah. After a few nights passed, the Prophet got up to pray. He performed ablution very lightly (with little water) and then prayed. So, I woke up and performed ablution 'like ablution'. I approached him and stood to his left. He turned me to his right and continued his prayer according to what Allah wanted. "

Based on the hadith above, an attempt was made to monitor the Prophet Muhammad towards Ibn Abbas who made a mistake for standing on the left side of the Prophet when becoming a makmum in prayer with Rasulullah saw. Rasulullah saw did not let Ibn Abbas do the mistake, but he corrected and supervised by transferring Ibn Abbas's position to the right side of the Prophet. This is an example of the supervisory function in the management of prayer services taught by the Prophet to his people.

Ali bin Thalib r.a. also once said, "The truth that is not well organized can be defeated by organized falsehood." Sayidina Ali emphasized the need for management of institutions with good management by human resources in educational institutions, as well as in collaboration with other institutions.

Organizing in Islamic education is a continuous process of determining the organizational structure, activities, interactions, coordination, structural design, authority, duties transparently, and clearly (transparency) in Islamic educational institutions, both individual and institutional. An organization in the management of Islamic education runs smoothly and in accordance with its objectives if the institution is consistent with the main principles of management. If the main function of management is applied consistently and

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collaborates continuously, Islamic education institutions, especially Islamic education for Early Childhood will achieve the goal of substantial Islamic education, namely the realization of perfect submission to God, both personally, community, and all humans by forming personality, morals, and management that are directed at developing quality management.

3. FOCCUS OF DISCUSSION

In this paper, the focus of the discussion will be on developing management of Islamic education and Early Childhood Islamic Education based on Literature Review analysis. The development of management of Islamic education institutions, especially Early Childhood Islamic Education which is oriented on the components of education, developed based on the main functions of management by utilizing nature and technology as resources and potentials utilized by Islamic education-based components with literature review analysis. Through the development of management of Islamic education institutions, especially Early Childhood Islamic education, based on the flow of ideas, Islamic education institutions will achieve the goal of Islamic education to the fullest, namely for knowledge as a form of worship to Allah, the formation of morality, and delivering students achieve happiness of the world and the hereafter. With the achievement of the goals of Islamic education, the closeness of servants and Allah is increasingly manifested in the dimensions of Islamic education, especially Islamic education for Early Childhood.

Management development based on the principal functions of management in Islamic education institutions and Islamic education Early Childhood pay attention to the function of Planning, that is, every component of education should include sources of Islamic law in the implementation of planning including tasks, work procedures, time, and people responsible for the work. Organizing, meaning the determination of activities in each component of education which trying to achieve goals, classify the activities of each work unit or department and delegation of tasks to a manager to lead, delegate authority, establish coordination of activities and horizontal and vertical communication based on sources of Islamic law. Staffing, it is related to filling in positions and maintaining workers (employees) in order to remain in a predetermined position, including the sequence of

positions to be performed, assessment and selection of prospective employees also based on Islamic legal values. Leading (leadership, supervision, and direction) means the process of influencing and directing workers or employees to strive and be happy to achieve organizational goals (institutions) should also be developed based on Islam. All the principal functions of management are empowering nature and technology as instruments of learning in Early Childhood Islamic education and Islamic Education institutions. In the end, the goal of Islamic education is maximally achieved. To understand the development of management, the following is the flow or scheme of the Development of Islamic Education and Islamic Education for Early Childhood Management.
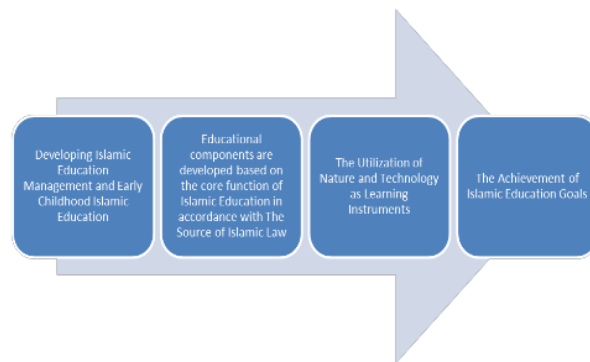

Figure 1: Management Development in Islamic Education and Islamic Education for Early Childhood.

Based on the initial ideas above, the explanation of the flow of ideas for the Development of Islamic Education and Islamic Education for Early Childhood Specifically can be seen in the following flow.
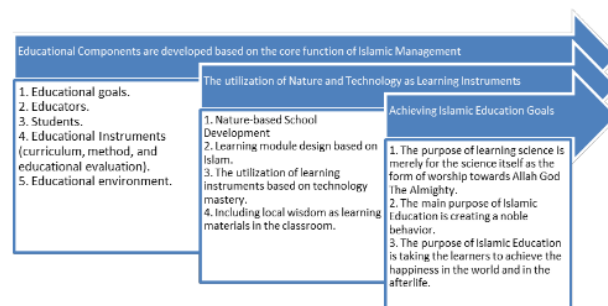
Through the focus of the discussion above, the idea of developing specific management of Islamic education and Islamic education for early childhood can be directed systematically to achieve the goals of Islamic education. The implementation of these ideas in the form of the development of Nature-Based Schools, Preparation of Islamic-Based Learning Modules, Utilization of Learning Instruments Based on Technology Mastery, and Incorporating Local Wisdom as Learning Materials into Classrooms will result in the acceleration of achieving Islamic education goals. By using this learning method, the flow of Islamic education institutions will be succeed in creating students who are independent and able to adapt (adapt) to changing times and the needs of society, based on Islamic values.

4. DISCUSSION

In the discussion section, this paper describes the implementation of previous ideas in the form of development of Natural Based Schools, Preparation of Islamic-Based Learning Modules, Utilization of Learning Instruments Based on Technology Mastery, and Incorporating Local Wisdom Materials as Learning Materials into Classrooms. The implementation of these ideas can be applied by Indonesia and Malaysia which have the same culture and local wisdom in forming Islamic education institutions that are directed towards the goal of Islamic education.

The implementation of these ideas should involve the main functions of management, especially educators who meet Islamic management criteria. Educators, such as teachers, and education personnel, such as administrative staff, are the main functions of management that are actively involved in the implementation of the above ideas. In particular, decision makers, especially the government, school and college owners, compilers of curriculum, learning evaluation, and other stakeholders in the main functions of management should be involved in implementing these ideas comprehensively in accordance with their respective roles and main tasks. Therefore, people involved in the main functions of management can be referred to as *Islamic Education Institutions Manager.*

Implementation of ideas in the form of development of Natural Based Schools, Preparation of Islamic-Based Learning Modules, Utilization of Learning Instruments Based on Technology Mastery, and Incorporating Local Wisdom as Learning Materials into Classrooms are based on the following practical techniques.

4.1 Nature Based School

Natural Based Schools in Islamic education institutions, especially Early Childhood Islamic Education need to be developed in the world of education. Children are educated to play and learn in the open (out door) with the educational environment in the form of beautiful flora and fauna. Children can play and learn in a natural educational environment, develop psychomotor functions by moving actively, getting to know the types of trees, animals, and developing natural health in nature. Children who play and learn in the open, will form their love for the environment and direct them to know and get closer to God Almighty as the creator of the universe through natural education laboratories. Practically, school suggestions based on nature can be applied in the following form.

4.1.1 Managers of Islamic Educational Institutions Determine Certain Areas that are natural and beautiful

4.1.2 Managers of Islamic Education Institutions Direct Early Childhood (students) to recognize the flora and fauna in the beautiful region.

4.1.3 Managers of Islamic Educational Institutions Provide opportunities for students to move (play, learn, and interact) in learning freely.

4.1.4 Managers of Islamic Educational Institutions Introduce the names of flora and fauna in the beautiful area.

4.1.5 Management of Islamic Education Institutions directs students to introduce the concept of Allah SWT as the creator of the universe with various variations of His creation.

4.1.6 Managers of Islamic Education Institutions Applying Learning Concepts that Apply Introduction to agriculture and livestock, starting from the process of maintenance, harvesting, to buying and selling transactions and the concept of payment of infaq, alms, and zakat to students after harvesting agricultural and livestock products to participants student.

4.1.7 Managers of Islamic Education Institutions involve the active role of parents of students in the Natural Based School program to form the complete attachment of students to their educational environment.

4.2 Preparation of Islamic-Based Learning Modules

Preparation of Islamic-Based Learning Modules is an effective learning method. Compilation of Modules and the application of Islamic values into the Islamic Economic family has been applied by Zulkifli Rusby, for example in the form of Marketing Analysis at Pawnshop Shari'a Pekanbaru Riau, Indonesia (2017), Competency Relationship of Islamic Economics Graduate with the Working World: Experiences from the Islamic University of Riau (2016), The Effect of Career Development and Organizational Culture on Teacher Satisfaction Performance at National School in Pinang Island Garden (2016), and Analysis of the Problems of Baitul Maal Wat Tamwil (BMT) Through Analytical Network Process (ANP) Approach (2016). Zulkifli Rusby's scientific work is a form of implementation of Islamic values from the family of Islamic economics and management.

Meanwhile, the development of the Islamic Education Module which includes Islamic values into the science of Islamic Education and Early Childhood Islamic Education, needs to be developed thoroughly by Islamic Education Institutions, both in Indonesia and Malaysia in laboratories or classrooms in schools. The Islamic-Based Learning Module should contain goals, implementation procedures, learning tools needed, expected learning outcomes for students, and other aspects in a module based on the Koran, Hadith, and Ijma 'Ulama. By compiling Islamic-Based Learning Modules by Managers of Islamic Education Institutions in Indonesia and Malaysia based on Nature and Technology as Resources that are utilized in the learning process, the goal of Islamic education will be achieved for students, especially early childhood who play and study in Islamic education institutions.

4.3 Utilization of Technology Mastery-Based Learning Instruments

Utilization of Technology Mastery-Based Learning Instruments in Islamic Education Institutions should be part of the main functions of management by Islamic Educational Institutions Managers. Islamic Education Managers should build technology-based academic services, for example are as follows.

4.3.1 Academic services on the internet that can be accessed by students and the educational environment

4.3.2 Applications that can be used on smartphones and computers that help process and evaluate learning are created by Muslim Information Technology experts to help educators, students, and other educational environments

4.3.3 Learning aids (Educational Learning Tools for Early Childhood) use multi-media and audio-visual learning media.

4.3.4 Communication channels between Islamic Education Institution Managers and users with contemporary technology networks.

4.3.5 Management of Islamic Education Institutions provides technological facilities to educators and education personnel to support the smooth use of technology-based learning instruments.

4.4 Local Wisdom Materials as Learning Materials into the Classroom

In a scientific article entitled Learning the Qur'an in Early Childhood, according to the Psychology of Religion and Neuroscience (Hidayat, B., 2017) explains that academics, researchers, and early childhood scientists should develop research related to the function of the Koran on early childhood development. In macro terms, various interesting philosophical ideas from the Koran which contain Islamic teachings, science, morality, and human safety in the world and the hereafter can be investigated by scientists. In micro terms, the philosophical idea of memorizing the Quran which can boost the potential of the left brain, reading Arabic letters from right to left can activate the potential of the right brain (creativity, imagination, social sensitivity), the introduction of unique Quranic letters with various variations can activate verbal abilities (for example Broca's Area in the left brain), are interesting hypotheses in the discovery of the functions and roles of the Quran to boost intelligence of early childhood, both intellectual, emotional, spiritual, intuitive, or personality endurance intelligence (Adversity Intelligent).

After the research was conducted, the results of the study were formulated into early childhood classes by incorporating entrenched local wisdom in Indonesia and Malaysia. Local wisdom that contains Islamic historical values, kings, sultans, and state leaders, introduction and preservation of traditional games of the archipelago (for example, the game of the archipelago of Gasing) that have contributed to science, Islam and culture, become learning material in the classroom early childhood. Local wisdom

material will shape the motivation of early childhood in the next phase of development so that they emulate the predecessors who apply leadership management values and struggle based on Islam. In addition, local wisdom will realize the meaning of Malay literature in Islamic education institutions because one of the essence of education and educators is the nation's literature.

In the classroom, several Alat Permainan Edukatif (APE) or Educational Game Tools is used as learning props contain the letters of the Koran to stimulate brain function in early childhood. Not only in the form of APE which is in the form of paper, books, or sheets, but also in the form of blocks, puzzles, or other learning media that contain nuances and themes of the Koran and stories of previous leaders will develop the potential of the left brain and right brain early childhood. At home, children play with their parents, after they together read the Koran, parents tell stories in the Koran to children through Story-telling, and rejoice together to improve stickiness, strength, and developing the potential of family spirituality. Thus, the Islamic learning process in early childhood that contains the local wisdom of culture and Islam in Indonesia and Malaysia will foster early childhood as a whole on the Islamic and scientific pathway towards independence in the next phase of development.

5. CONCLUSIONS

The development of contemporary Early Childhood Islamic Education and Islamic Education service management services faces various challenges in order to be able to adapt to the times and needs of society. Islamic Education Institution Managers, namely decision makers, especially governments, school and college owners, compilers of curriculum, evaluation of learning, teachers and education staff, must be able to adapt to changes and needs of contemporary society.

In order to achieve the goal of Islamic education that forms Akhlak al-Karimah and closeness to Allah SWT, it is necessary to develop integrated management that uses natural and technological potential as resources managed by people who play a role in the world of education. Management development was applied based on the main function of management to achieve the goals of Islamic education Institutions, especially Early Childhood Islamic Education.

Therefore, Islamic Education and Early Childhood in Indonesia and Malaysia should

develop and establish various managerial collaborations on the main functions of management to develop the concepts of planning, management, work placement, leadership, and supervision in the world of formal and non-formal education according to their expertise and the main tasks of each element of education. The direction of management development helps Islamic education achieve the achievement of Islamic education goals that are in line with Indonesian and Malaysian local wisdom, both through face-to-face transaction services and educational products, based on software on computers, multi-media and audio-visual , as well as applications on smartphones (smart phones) as a medium of modern teaching and learning to produce independent students. The ideas above were realized if Islamic Education Institution Managers worked together to implement actively and sustainably through extensive collaboration, particularly cooperation between Indonesia and Malaysia that has similarities in local wisdom to create independent and Islamic students in each phase of the development of students, from the phase of the development of early age to old age.

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