

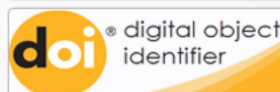
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The Role of Teachers in Improving Education For Children With Special Needs at Maulana Nadiqu Foundation Rantaupratat

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ABSTRACT

This research investigates the role of teachers in enhancing the education of children with special needs at the Maulana Nadiqu Foundation in Rantaupratat. Inclusive education has become a primary focus in efforts to ensure that every child, regardless of differences in ability or disability, can access a quality education. Although there is a new policy in Indonesia that prohibits the selection of students based on special needs at the primary level, challenges remain in effectively implementing inclusive education. The main objective of this research is to identify the role of teachers in supporting children with special needs within the context of inclusive education, as well as to explore the methods and strategies used by teachers in addressing these special needs. The research method used includes a qualitative approach with data collection techniques consisting of participatory observation and in-depth interviews with teachers, parents, and students. Data analysis is conducted using thematic techniques to identify patterns, trends, and key themes that emerge from the collected data. The theoretical framework used includes concepts from inclusive education, the role of teachers in special education, and psychological theories related to child development. The results of this research are expected to provide a deeper understanding of the challenges and strategies faced by teachers in the context of inclusive education, as well as their important contributions to improving the quality of education for children with special needs. The implications of this research can be used to inform better educational policies and improve teacher training and education to effectively meet the needs of children with special needs in inclusive educational settings.

1. INTRODUCTION

The pedagogical framework of inclusive education facilitates the participation of all pupils, regardless of their disability or other characteristics, in comprehensive classroom activities. The aim of implementing inclusive education is to attain the educational goals for all persons at the nine-year basic education level. The benefits of implementing inclusive education go beyond the simple manifestation of human rights and children's rights, including the achievement of children's overall welfare. (Tyas Martika Anggriana, dkk, 2016)

Thus far, children with different abilities (disabled) have been provided with specialist educational facilities in Special Schools (SLB) that are explicitly tailored to suit their degree and type of disabling condition. Little known to many, the SLB school system has fostered an

environment of exclusivity towards children with impairments. The current state of exclusivity has unintentionally hindered the advancement of promoting mutual understanding between children with impairments and typically developing children. Therefore, individuals with disabilities are marginalized and excluded from the social dynamics of society in their social interactions within the community. The community has become devoid of awareness regarding the realities of persons with disabilities. Furthermore, persons with disabilities themselves believe that their existence is not a necessary element of the local societal framework.

Currently, primary schools are officially forbidden from implementing selection processes to ascertain the suitability of prospective students, including differentiating between typical children and those with special needs. Hence, a significant proportion of students with special needs are seen participating in the regular educational system.

To achieve effective and efficient learning, hence achieving learning objectives well, teachers are expected to be able to provide direct support during the learning process. Dengan demikian, kesiapan dan peran guru dari pihak sekolah dasar, terutama guru untuk mengajar SBK, menjadi faktor penting dalam mengajar pendidikan bagi anak dengan kebutuhan khusus. Dalam karya tulis ini, masalah yang menjadi rumusan adalah apa itu Pendidikan Anak Berkubutuhan Khusus dan bagaimana peran guru dalam meningkatkan pendidikan anak berkubutuhan khusus. What are the challenges faced by teachers in enhancing the education of children with special needs?

Menurut rumusan masalah di atas, kita dapat mengidentifikasi tujuan penulisan sebagai berikut: (1) To ascertain the definition of Special Needs Education for Children. (2) To determine the role of teachers in enhancing the education of children with special needs. (3) To determine the specific challenges teachers have in enhancing the education of children with special needs.

2. THEORETICAL FRAMEWORK

a. Education for Children with Special Needs

The inclusive ideology is derived from an integrated education system that seeks to guarantee that students with special needs are provided with access to their education, with special children being included within the narrowest possible scope. Consistent with this execution, it is imperative for all strata of society to recognize that these exceptional children are also integral members of the community. (Dian Ayuningtyas, 2022)

The system of educational services known as inclusive education mandates that students with special needs be integrated into regular courses at surrounding schools, alongside their peers. Schools that adopt inclusive education are ones that provide inclusive learning opportunities for all students within a single classroom. This school provides a high-quality educational curriculum that is both demanding and customized to meet the individual talents and requirements of every student. Additionally, teachers offer valuable aid and support to empower children in achieving success.

The notion of inclusive education is still relatively novel in Indonesia as a whole. (Mahbub Junaidi, 2017) Inclusive education refers to a strategy aimed at transforming the education system by removing obstacles that may impede the complete participation of every student in classroom activities. The prevailing obstacles often pertain to matters of race, gender, social standing, poverty, and similar factors. Essentially, inclusive education refers to the provision of education to children with special needs, where they are taught alongside generally developing youngsters in order to maximize their academic abilities. (Deby Indriani Rahmawan, 2019) The organization of inclusive education is founded upon the principle of constructing a society that embraces inclusivity. Therefore, the proponents of inclusive education strive to establish a societal structure that values and acknowledges difference.

To simplify the inclusive philosophical framework described earlier, inclusive education is established on the core principle that every person has the capacity to acquire knowledge,

advance, progress, and cooperate with others from diverse backgrounds in educational institutions, professional environments, and society. The concept of inclusive education is a concrete expression of the dedication to offer educational opportunities to all children and adolescents, particularly those who are part of minority, marginalized, and neglected communities.

Individuals with special needs, including those facing physical, mental-intellectual, social, emotional challenges, giftedness, learning difficulties, autism, concentration disorders, and hyperactivity, among others, comprise a subset of minorities who are marginalized and have not yet received adequate attention. Additional categories of children with exceptional needs (ABK) that are often disregarded including street children and laborers, children from rural or dispersed communities, children from minority language or cultural backgrounds, and children from impoverished or marginalized groups.

Inclusive education should encompass individuals who are marginalized in order to ensure their access to high-quality classroom instruction. Inclusive education enhances the value of items that are often unnoticed, disregarded, and inadequately served, so enabling the excluded to engage. The objective of inclusive education is to guarantee the equitable distribution of rights and the provision of a high-quality education to all students. (Zaitun, 2018)

Currently, scholars are endeavoring to establish a precise and unambiguous definition of inclusive education. Inclusive education refers to the complete integration of children with mild, moderate, and severe disabilities into mainstream classrooms. Inclusive education refers to a comprehensive system of special education services that mandates the inclusion of all children with special needs in regular courses within their adjacent schools, alongside their mainstream peers. Therefore, it is stressed that schools should undergo a reorganization to transform into a community that facilitates the recognition and satisfaction of the unique requirements of every kid. This entails enhancing the resources and support provided by both teachers and students.

Inclusive education is the practice of integrating all children, including both generally developing children and children with special needs, into a single academic community. Integration of children with special needs into mainstream classrooms with generally developing children is a strategy to prevent their segregation from the mainstream community.

The aforementioned conceptual definition of inclusive education has caused a transformation in the implementation of segregated education. Educational provision for children with special needs is primarily carried out in distinct school environments, such as SLB A for visually impaired children, SLB B for children with hearing and speech impairments, SLB C for children with mental disorders, SLB D for children with physical disabilities, and so forth. Indeed, the crew members were genuinely segregated. Successful implementation of inclusive education requires several components such as policies, a comprehensive national curriculum, collaboration across sectors, environmental adaptation, economic factors, and community understanding to appreciate diversity and difference.

b. The Role of Teachers in Enhancing Education for Children with Special Needs

Teachers in the education of children with special needs have a crucial responsibility to maintain a friendly attitude. This entails recognizing that children with special needs can still make progress despite their limitations, and they should not be subjected to differential treatment compared to their typically developing peers. Subsequently, (Zulham Lubis, dkk, 2023) the teacher acknowledges that the inclusion program is also implemented with the aim of fostering children's self-assurance in their own capabilities. The instructor has the belief that the implementation of inclusive education can provide support in effectively catering to the needs of students with special needs inside the classroom. Upon seeing kids with special needs in the classroom, teachers often have a profound sense of empathy

towards their students. The teacher experiences compassion when witnessing pupils with special needs grappling with comprehending the taught topic, so occasionally the teacher endeavors to further elucidate the material to these students.

The role of the teacher is crucial in inclusive education as it serves as the fundamental basis of the learning progression. (Nurul Ani Khayati, dkk, 2020) Furthermore, educators must also solicit references for effectively managing students with special needs in the classroom. Furthermore, the guru is aware of alternative media that may be employed in the educational process for children with special needs. For instance, ice cream sticks can be used as counting instruments, and peer tutors can be employed to offer more tangible examples, therefore facilitating comprehension for children with special needs. The teacher extends an invitation to children with special needs to express their comprehension of the educational topics. Furthermore, the instructor actively involves parents in conversations regarding their child's academic advancement.

Teachers play a crucial role in offering appropriate assistance to children with special needs. This role is apparent in the teacher's expertise in offering direction and fostering individual growth, necessitating the teacher to be innovative in formulating patterns and techniques of interaction with students. Nevertheless, the educational qualifications and dedication of teachers in offering direction to children with special needs are crucial elements in the achievement of holistic development for these children. (Rani Abdah, 2019)

The successful implementation of an inclusive education system also enhances the aggregate quality of education in the nation. Furthermore, the promotion of inclusivity helps cultivate attitudes of tolerance and mutual respect among typically developing children, since students with disabilities are entitled to the same rights to life and education. The contribution of classroom teachers in promoting inclusive education within the classroom encompasses:

1. Consistently engaging in communication with families, specifically parents or guardians, regarding their children's academic development and accomplishments.
2. Engaging in community collaboration to actively engage with out-of-school youth, motivating and facilitating their enrollment in educational institutions.
3. Elucidating the advantages and goals of a congenial inclusive learning environment to the parents of children.
4. Equipping children with the necessary skills to engage in meaningful interactions with the community as an integral component of the curriculum, such as visiting museums and observing important religious and national holidays.
5. Engaging parents and community people in classroom activities.
6. Conveying the welcoming and inclusive learning environment to parents or guardians of kids, school committees, and community leaders and individuals.
7. The objective is to engage parents in collaborative efforts to serve as advocates for fostering a welcoming and inclusive learning environment within the school and community.

In order to effectively address the educational requirements of students with special needs, it is necessary that every teacher fulfills their job to the maximum extent. These accommodations are designed to ensure that students with special needs experience a sense of ease and ease throughout the educational process. The students do not experience feelings of marginalization or differentiation from their peers. As educators, it is imperative that we possess the ability to actively include and include all students, therefore fostering their acceptance of the subject matter of Special Needs Children. (Septiyani Endang Yunitasari, 2023)

c. The Challenges Teachers Face in Improving Education for Children with Special Needs

Implementing inclusive education is a complex task that cannot be simplified even by flipping your palm. There exist numerous obstacles encountered both inside and externally

to the educational institution. This difficulty will significantly impede the development of a comprehensive and equitable education system. The primary challenge arises from the instructional staff or instructors. The instructor assumes a crucial function in the realm of inclusive education. Inclusive education in Indonesia continues to encounter barriers, namely a deficiency of instructional knowledge among teachers regarding children with special needs, inadequate proficiency of teachers in managing children with special needs, and a prevailing dismissive attitude among teachers towards children with special needs.

A prominent obstacle encountered by educators in the present day is the shift from prior educational environments, wherein teachers were required to instruct children with special needs in inclusive classes. The implementation of inclusive education in normal classrooms has transformatively altered the understanding of human rights, particularly the right to education, in educational practice. This difficulty emerges from the ongoing revolutionary transformation in education for children with exceptional needs. (Imam Kusmaryono, 2023)

Teacher attitude towards inclusive education refers to the inclination of teachers to engage intellectually, emotionally, and conscientiously with inclusive education, (Imam Setiawan, dkk, 2022) even if their status is not yet accompanied by sufficient teacher competence. There is a prevailing perception that special education teachers are not sufficiently sensitive and proactive in addressing the challenges encountered by children with special needs. Teachers lack explicit regulations elucidating their specific roles, tasks, and obligations. The execution of tasks lacks consistent deliberations, the presence of collaborative models as reference and sufficient financial backing.

In addition to educators, the successful execution of inclusive education necessitates well-equipped facilities and infrastructure. Nevertheless, in actuality, these facilities and infrastructure remain constrained. Undoubtedly, the successful execution of inclusive education necessitates a substantial amount of resources and infrastructure. This is because schools must accommodate the many requirements of children with special needs, including hearing aids, tactile books, and other equipment that must be specifically designed to suit the limitations of these children. This constraint directly impacts the insufficient provision of services for children with special needs in schools. The primary concern regarding the insufficiency of facilities and infrastructure is the dimension of cost.

The little knowledge among parents and the community about the rights of children with special needs presents a difficulty for instructors when implementing inclusive education. (Jamilah Candra Pratiwi, 2015) The attitudes and behaviors exhibited by parents exert a significant impact on the behaviors exhibited by their children, therefore subsequently shaping their future lives. This hypothesis posits that parents who lack support for inclusive education can have a detrimental impact on the development of their children's attitudes and behaviors. Consistent and comprehensive parental assistance for a kid with special needs significantly enhances the probability of the child achieving their highest level of development. A mother's support can elicit a feeling of value in a child, while a father's support can cultivate the youngster's competence.

Furthermore, apart from parents, the involvement of the community is critical in meeting the requirements of children with special needs. The immediate environment that significantly influences the situation is comprised of parents and the community. The disposition of parents and society to acknowledge and endorse a child's deficiencies can motivate the child to enhance their developmental capabilities. In the absence of acceptance and support from parents and society, the advancement of children with special needs will be substantially impeded. Typically, children with special needs have feelings of shyness and anxiety when it comes to the task.

Regrettably, in the present circumstances, parents remain reluctant and even apprehensive about enrolling their children in conventional educational institutions. The causes encompass concerns about the child's potential incompetence, apprehension of prejudice, and various other factors. In addition, society is less cognizant of the existence of children with special needs and tends to distinguish between typically developing children

and those with exceptional needs. (Rizka Norsy Ramadhana, 2020) Enhancing education for Children with Special Needs poses a significant challenge for education professionals.

3. RESEARCH METHOD

"The Role of Teachers in Enhancing Education for Children with Special Needs at the Maulana Nadiqu Foundation in Rantauprapat" is a research study that utilises a literature review approach. Sarwono (2006) defines literature study as a method of gathering data by examining different reference books and prior research findings pertinent to the research topic. This approach is valuable for developing a theoretical basis for the subject under investigation. Moreover, Nazir (2003) defined literature study as a method of gathering data by examining books, literature, notes, and other reports pertaining to the subject one intends to address. Sugiyono (2012) defines literature study as a theoretical analysis, evaluation, and reference of scientific literature pertaining to the culture, values, and norms that emerge in the social context under investigation. Researchers engage in investigations pertaining to theories important to the research subject, consolidating as much information as feasible from appropriate literature. The literary sources for this study were acquired from books, periodicals, and research outputs. Therefore, this study encompasses fundamental procedures such as methodically identifying hypotheses, doing literature search, and analyzing documents that offer information pertaining to the research objective.

4. RESULTS AND DISCUSSION

Research Results

Inclusive education refers to a comprehensive system of educational services that mandates the inclusion of students with special needs in regular classrooms within surrounding schools, alongside their mainstream peers. The objective of this is to guarantee that every student, without any exclusions, has equal access to education. Inclusionary philosophy underscores the notion that every person has the capacity to acquire knowledge, develop, and cooperate with people who possess diverse backgrounds. Inclusionary education aims to remove any hurdles that could impede the complete engagement of all students, including ethnicity, gender, socioeconomic status, and other impediments. In addition to gifted persons, those with learning difficulties, autism, attention deficit and hyperactivity disorders, and other minority groups, inclusive education include those with physical, mental-intellectual, social, and emotional impairments. The notion of inclusive education in Indonesia is largely unestablished and continues to encounter several obstacles in its execution. Inclusive schools establish an appropriate and demanding educational curriculum that is customized to the individual capabilities and requirements of every student, complemented by the guidance and support offered by the teachers.

The function of educators in augmenting the educational experience for children with special needs: Teachers have a vital function in the implementation of inclusive education. They ought to exhibit amicability and refrain from showing any form of prejudice against children with special needs in comparison to their peers. Furthermore, teachers must possess the ability to elucidate the subject matter to pupils with special needs in the event that they face challenges. Teachers must demonstrate ingenuity in identifying efficient techniques and mediums for instructing students with special needs, such as employing ice cream sticks as visual aids for counting or engaging in peer tutoring. Teachers ought to engage in informed communication with parents regarding their child's academic advancement. Effective cooperation among educators, parents, and the community is crucial to promote inclusive education. Teachers must possess the ability to cultivate innovative patterns and methodologies of approach in order to offer comprehensive guidance and support to students with special needs.

One of the main obstacles that teachers encounter in enhancing education for children with special needs is their limited understanding of these children and their inadequate abilities in

effectively managing them. The prevailing attitude that yet holds crew members in low regard is also a substantial hindrance. The insufficient availability of equipment and infrastructure required for inclusive education, such as hearing aids and braille books, impedes the provision of high-quality educational services for children with disabilities. The primary concern regarding the insufficiency of facilities and infrastructure is the financial expense. The limited knowledge of the rights of children with special needs among parents and the society presents a substantial obstacle. Many parents are reluctant or apprehensive about enrolling their children in mainstream schools because of worries about discrimination or their child's insufficient skills. Furthermore, the apathy of society is exacerbating this predicament. This study underscores the significance of inclusive education as a crucial endeavor to ensure equitable learning opportunities for all children, including those with special needs. The contribution of teachers is crucial in guaranteeing the achievement of objectives in inclusive education. Nevertheless, persisting obstacles include a deficiency in instructors' expertise and abilities, inadequate facilities and infrastructure, and insufficient awareness among parents and the community.

Discussion

Inclusive education is the comprehensive integration of children with special needs, regardless of their severity, into mainstream classrooms. Inclusive education refers to an educational service paradigm that mandates the inclusion of all students with special needs in regular classrooms within surrounding schools, alongside their peers. Hence, it is imperative to reorganize schools in order to transform them into cohesive communities that facilitate the realization of the unique requirements of every student. Consequently, it is imperative to enhance the quality of materials and support provided by both teachers and students. This definition demonstrates that inclusive education unifies all children, including both generally developing children and children with special needs, into a single inclusive community. Integration of children with special needs into mainstream classrooms with generally developing children is a strategy to prevent their segregation from the mainstream community. The theoretical understanding of inclusive education has fundamentally transformed the approach to segregated education. The education of children with special needs has primarily taken place in distinct educational environments, such as SLB A for children with visual impairments, SLB B for children with hearing and speech impairments, SLB C for children with mental disorders, SLB D for children with physical disabilities, and so forth. Indeed, the crew members were genuinely segregated. The successful implementation of inclusive education requires many components, including legislation, national curriculum, cross-sectoral cooperation, environmental adaptability, economic considerations, and community awareness in recognizing diversity and heterogeneity.

The contribution of teachers in improving the education of children with special needs extends beyond academic dimensions to encompass the social and emotional well-being of the kid. In addition to being an educator, a teacher also serves as an advocate and a catalyst in establishing a constructive inclusive atmosphere. The primary barriers to the successful implementation of inclusive education are the deficiency of knowledge and skills among instructors, together with inadequate assistance in terms of facilities and infrastructure. The significance of augmenting teachers' expertise and abilities in managing children with special needs through rigorous training and professional growth. It is imperative to allocate more resources towards the development of educational facilities and infrastructure that cater to the specific requirements of children with special needs. Establishing robust collaborations among educational institutions, parents, and the community to promote inclusive education, therefore fostering a climate of greater support for children with special needs. To optimize the efficacy of inclusive education in schools, it is imperative to establish a collaborative model among instructors and adopt a complete integrated approach. By tackling these obstacles, it is anticipated that inclusive education can enhance its efficacy and foster inclusivity for all

students, including those with special needs, therefore enabling them to achieve their maximum capabilities within a constructive and nurturing educational setting.

Undoubtedly, inclusive education encounters intricate and multifaceted obstacles. Key areas of discussion include: The imperative for increased allocation of resources towards education and training to augment the expertise and competencies of educators in providing assistance to children with special needs. Teachers require robust and unwavering backing from the school system through the implementation of supporting policies, assurances of clear roles and duties, and sufficient financial allocation to furnish the essential facilities and infrastructure. The successful implementation of inclusive education is contingent upon the active involvement of parents and the community, in addition to the obligations of schools and instructors. Greater efforts are required to increase public knowledge and combat the negative perception associated with children with special needs. To guarantee that children with special needs feel accepted and encouraged in realizing their potential, it is crucial to establish an inclusive environment in schools and communities. In order to enhance the effectiveness of inclusive education in promoting the growth and achievement of children with special needs within a more inclusive and supportive educational setting, it is expected that these issues would be systematically and comprehensively addressed.

5. CONCLUSION AND SUGGESTIONS

Furthermore, children with exceptional needs are entitled to the same rights as typically developing children. Per Law Number 20 of 2003, Article 5, Paragraph 1, every citizen is entitled to equal access to high-quality education. The entitlement of children with special needs to obtain a sufficient education without any form of discrimination is imperative. Inclusionary education serves as a catalyst for ensuring equal rights to get the same education for all members of society. To get a high-quality education, children with special needs can be integrated into mainstream classrooms alongside typically developing children.

The field of inclusive education has several obstacles that impede its successful execution. The insufficiency of skills and attitudes among instructors in effectively managing Children with Special Needs, despite their crucial role in education. Furthermore, the insufficient financial resources lead to a scarcity of physical equipment and infrastructure in conventional educational institutions. Insufficient knowledge among parents and society about the rights of children with special needs leads to profound feelings of shame and fear among these youngsters in realising their full potential. The enhancement of teachers' competencies and pedagogical approaches is vital to provide inclusive education. Comprehensive training on inclusive education for teachers is a crucial determinant that can shape attitudes towards inclusive education.

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Analysis of The Implementation of The Project Based Learning Model on Students' Learning Motivation in The Use of Technology

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ABSTRACT

Keyword:
PBL Learning
Model, Learning
Motivation,
Technology

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This research explores the effectiveness of the Problem-Based Learning (PBL) model integrated with technology in enhancing student learning motivation. PBL is an instructional approach that places students at the center of the learning process, where they are confronted with real problems that require solutions. In this study, qualitative methods were used to analyze descriptive data in the form of oral and written information as well as observed behavior. The research results show that the integration of technology in PBL provides various significant benefits. Technology enables broad and rapid access to information, making learning more interactive and engaging, as well as facilitating effective collaboration and communication. Additionally, technology allows for quick and personalized feedback, self-directed learning, and individual adjustments according to students' pace and learning styles. The use of gamification elements in learning has also been proven to enhance students' intrinsic motivation. Overall, the integration of technology in Project-Based Learning (PBL) has a positive impact on students' learning motivation, as well as improving critical, creative, and collaborative thinking skills. This research emphasizes that the effectiveness of technology as a supportive tool greatly depends on its use in the appropriate and directed learning context. This finding highlights the importance of implementing PBL integrated with technology to enhance the quality of education in the digital age, as well as to prepare students with the 21st-century skills needed to face global challenges.

1. INTRODUCTION

The learning approach known as Problem-Based Learning (PBL) positions students as the focal point of the learning process, wherein they are presented with authentic challenges that necessitate resolutions. In contrast to conventional methods that prioritize the teacher's transmission of material, this model places greater emphasis on the students' own process of inquiry and problem-solving.

Within the framework of contemporary education, Problem-Based Learning (PBL) is regarded as having the potential to improve students' critical thinking ability, creativity, and collaboration skills. (Trianto, 2010) defines PBL as a learning paradigm that is grounded on a multitude of problems that necessitate investigation and the development of practical solutions. This viewpoint is consistent with the assertion made by (Surya, 2017) that Problem-Based

Learning (PBL) serves as a foundation for students to learn and gain knowledge, as well as fundamental principles of learning, by presenting genuine issues.

The PBL method comprises a series of systematic stages, specifically: guiding students towards the problem, arranging learning activities, fostering autonomous and group learning, consolidating and presenting work outcomes, and assessing and appraising the problem-solving process (H.E. Mulyasa, 2017). Not only do these procedures direct students' attention to the problem, but they also enhance their skills in questioning, conducting experiments, and integrating information from many sources to overcome the obstacles they encounter. An analysis of the implementation of the PBL paradigm in boosting student learning motivation, specifically in the use of technology, is conducted in this study using a qualitative approach. The qualitative approach was selected due to its ability to generate descriptive data manifested as vocal or written material, as well as observed actions. This study seeks to comprehend the impact of incorporating technology into Project-Based Learning (PBL) on students' motivation to learn, and to pinpoint the elements that contribute to the efficacy of this learning approach.

In the current age of globalization and swift technological progress, the ability to quickly and widely access knowledge, engage in more interactive learning, and collaborate effectively have become crucial elements in modern education. In addition to facilitating independent and self-paced learning, technology also offers prompt and individualized feedback, as well as the use of gamification to boost students' intrinsic motivation. Therefore, the incorporation of Problem-Based Learning (PBL) together with technology is anticipated to yield a favorable influence on students' willingness to learn, equip them with the relevant abilities required to confront worldwide issues in the 21st century, and establish a more vibrant and engaging learning atmosphere. This study aims to investigate the efficacy of the Problem-Based Learning (PBL) learning paradigm in this particular setting and offer suggestions for enhancing its application in the future.

2. THEORETICAL FRAMEWORK

Problem-based learning (Trianto, 2010) is an educational approach that relies on the exploration of multiple relevant problems. Indeed, it is genuine research that necessitates practical resolutions to tangible challenges. This viewpoint is consistent with the problem-based learning approach proposed by (Surya, 2017), which entails challenging students with genuine problems as the first stage in acquiring knowledge or fundamental concepts from prior learning. Students have a novel stimulus to actively participate in.

According to (H.E. Mulyasa, 2017), problem-based learning can be executed by following the subsequent procedures:

1. Facilitating pupils' orientation towards the problem. This phase is implemented to direct the attention of pupils towards the educational challenge that serves as the subject of study.
2. Coordinating educational activities. Organisation of learning is a task in which pupils pose several questions pertaining to the given problems.
3. Engaging in self-directed and collaborative learning in person. At this point, students engage in systematic experiments to gather data in order to address or resolve the topic under investigation.
4. Consolidating and delivering the findings of their research. Students integrate quantitative data acquired from experiments with diverse information collected from many sources (communication).
5. Examining and assessing the process of problem-solving. Following the acquisition of solutions to the given issues, students proceed to analyze and assess them. Penalaran.

The aforementioned problem-based learning model processes can be summarized based on the conclusions drawn from several expert viewpoints. Orienting students to the problem, organizing students for learning, leading individual and group research, producing and presenting work outcomes, and analyzing and evaluating the problem-solving process are the steps of the problem-based learning approach.

3. RESEARCH METHOD

This study use a Qualitative Method to provide descriptive data in the form of spoken or written material, as well as closely observed behavior. Furthermore. In this study, Moleong (Kristina Pasaribu, 2016) serves as the primary informant. The data collected is secondary, derived from existing material obtained through literature investigations. An analysis of the implementation of the Project Based Learning model on students' learning motivation in the usage of technology is the objective of this research. Using many data gathering techniques presented in the form of accessible articles and news.

4. RESULTS AND DISCUSSION

The choice of a suitable learning model greatly influences students' willingness to learn, as, if the teacher successfully implements the learning model, the learning process will occur efficiently. The impact of problem-based learning models on student motivation is assessed by evaluating the educational achievements of students who have successfully finished a certain educational curriculum. The instructor continues to employ conventional pedagogical approaches, resulting in pupils experiencing ennui and a sense of being manipulated by the teacher. The majority of passive learners often remain seated, engage in note-taking, and passively absorb the teacher's instructions, with little inquiries. An innovative educational approach is necessary to successfully inspire students to engage in learning and attain favorable outcomes by implementing a problem-based learning (PBL) model that can augment students' motivation to learn. The findings suggest that the problem-based learning approach significantly influences students' motivation to learn. Motivation to learn is considered a prevailing condition in an individual, marked by the inclination to engage in an activity with the aim of attaining a specific objective. (Sardiman A.M, 2016) In general, learning motivation serves as the main catalyst for students. Collaborative learning activities characterised by a harmonious atmosphere and a well-structured learning process aimed at achieving the students' intended objectives.

Leveraging Technology to Enhance Learning Motivation in Problem-Based Learning (PBL) Models: Problem-Based Learning (PBL) is an educational approach that prioritizes the systematic resolution of problems in order to improve students' abilities in critical and creative thinking. Technology can exert a substantial impact on students' learning motivation within this particular setting. The following are specific effects of technology implementation on learning motivation in the Problem-Based Learning design:

1. Broad and Rapid Information Access: Technology enables swift and comprehensive access to diverse sources of information. This enables students to actively seek and locate pertinent knowledge within the context of the problems they are resolving, therefore augmenting their inquisitiveness and drive.
2. Enhanced Interactivity and Engagement in Learning: The incorporation of technology, such as simulations, interactive movies, and learning software, can augment the learning process by making it more captivating and pleasurable. Students exhibit higher levels of motivation when they engage in interactive and pleasurable learning activities.
3. Efficient Collaboration and Communication: Technology facilitates seamless cooperation among stakeholders, both at a national and global level. Collaborative web applications such as Google Docs, Slack, or Microsoft Teams enable students to collaborate on completing projects, exchanging ideas, and responding to suggestions from each other. This might strengthen their desire to attain unity and group assistance.
4. Accelerated and Customized Feedback: Technology empowers educators to deliver prompt and precise feedback to students. Provision of timely and constructive criticism can facilitate students' comprehension of their areas of proficiency and areas for improvement, while also providing motivation to persist in their learning and self-improvement.

5. Self-Directed Learning and Individual Adjustment: Technology enables students to acquire knowledge at their preferred speed and in accordance with their own learning preferences. Adaptive learning programs and e-learning platforms enable the tailoring of information to suit individual requirements, therefore augmenting motivation by providing a more personalized and pertinent learning experience.
6. Gamification: In the realm of education, the incorporation of gamification components such as points, badges, and leaderboard rankings has the potential to augment students' inherent drive. The implementation of gamification promotes a heightened level of competitiveness and involvement, therefore motivating students to pursue more significant accomplishments in their educational endeavors.

In general, the incorporation of technology in the Problem-Based Learning (PBL) learning approach can offer several advantages that favorably influence students' willingness to study. Nevertheless, it is crucial to bear in mind that technology is strictly a supplementary instrument, and its efficacy is heavily contingent upon its utilization within the appropriate and focused educational environment.

The present period of technology can be characterized as a human-centric civilization reliant on technology, wherein individuals are required to effectively manage and excel in technology, and thereafter cooperate to establish a community that will uphold the information we possess. With the advent of technological globalization, society is now faced with technology that enables access to a virtual environment that closely resembles a physical one.

Education in the current technological age. These competencies in the 21st century, as defined by (Trilling and Fadel, 2009), encompass three primary categories of abilities:

- (1) life and career skills,
- (2) learning and innovation skills, and
- (3) information media and technology skills.

The 21st-century skills advocated by the Director General of Basic Education and Secondary Education of the (Ministry, 2017) of Education and Culture encompass four distinct categories: a) analytical reasoning and problem-solving abilities, b) effective communication abilities, c) ingenuity and originality, d) collaborative abilities. Collaboration.

The acquisition of 21st-century skills is necessary for students in educational institutions to effectively confront the obstacles and requirements of the contemporary technology age. The acquisition of these 21st-century abilities can be facilitated by the utilization of a constructivist learning paradigm that prioritizes student-centered and experimental approaches. Examples of such models include inquiry training, inquiry jurisprudence, group investigation, and project-based learning.

Problem-Based Learning (PBL) is an educational approach in which students are presented with authentic health problems, which serve as catalysts for academic learning. PBL is regarded as more efficacious in comparison to traditional curricula that depend exclusively on lectures and practical sessions. The learning activities in this Problem-Based Learning (PBL) program encompass expert lectures, small group discussions, laboratory practicals, and clinical skills practice. Considering the ideal nature of the notion supported by this method, it is expected that students will attain satisfactory learning results through this activity.

The learning approach known as constructivist learning is grounded in the principle of constructivism, which posits that students actively construct the knowledge they acquire in order to attain a comprehensive understanding. The dynamic interplay between an individual and their environment gives rise to comprehension; the existence of cognitive conflict serves as a catalyst for learning, and knowledge can be established through experimentation. According to (Davis & Harden, 1999) and (Dolman et al, 2005), the presence of issues, the activation of past information, and the provision of chances to expand on knowledge are key factors in facilitating constructive learning in Problem-Based Learning (PBL). Knowledge elaboration can be enhanced by engaging in discussions, taking notes, or participating in question-and-answer sessions. This process of elaboration facilitates the interchange of

knowledge among students, therefore stimulating their existing knowledge that becomes valuable in forging connections between new information and their existing understanding.

Self-directed learning refers to a learning process in which the student has complete autonomous control over their own learning process. Within Problem-Based Learning (PBL), self-directed learning is achieved by the systematic activities of planning, monitoring, and assessing the learning process.

Collaborative Learning refers to a participatory learning approach where two or more individuals engage in small groups to acquire knowledge. Collaborative learning is achieved by establishing a shared learning objective that promotes interaction among students, distributing tasks and responsibilities appropriately to enable active participation from all members, and fostering mutual interdependence among students where each student contributes information and understanding, so enhancing the learning process.

Contextual learning refers to the process of acquiring knowledge that is specifically tailored to the contexts or situations in which it will be directly applied. Obtaining or comprehending knowledge will be facilitated by its presentation in authentic circumstances and contexts. For instance, students can learn by being exposed to scenarios that they may encounter in their future careers as doctors.

Elevating the quality of a certain variable can have a positive impact on the quality of other variables, so potentially improving the overall achievement of pupils. (Schmidt and Gijsselaers, 1990). The theoretical model shown above clearly demonstrates that the instructor exerts a direct impact on group dynamics, thereby influencing the level of success achieved by the students.

Rationale and Limitations of PBL: The adoption of a pedagogical approach, such as PBL, has both merits and drawbacks. References: (Davis and Harden, 1999) and (Wood, 2003). The PBL approach offers the benefit of equipping students with knowledge that is highly applicable to the future circumstances they will encounter. This is because the curriculum is designed to address real-life clinical issues. Systematic problem-solving (PBL) enhances the effectiveness of learning by enabling the identification of essential knowledge concepts, therefore avoiding an overwhelming learning load on pupils. Project-Based Learning (PBL) contributes to the development of students' fundamental abilities in problem-solving, communication, and teamwork. Practical problem-based learning (PBL) encourages students to assume greater accountability for their learning approaches, a quality that is essential for lifelong learning. The Problem-Based Learning (PBL) approach enables the delivery of a comprehensive curriculum instead of one segregated by academic fields. Furthermore, the efficacy of PBL is in its ability to enhance student motivation by necessitating their active participation in the learning process and fostering a deeper level of learning. Moreover, students engage their existing knowledge while acquiring new information. Next, pupils construct their own interpretations that correspond to their comprehension, therefore resulting in enduring memory.

Aside from the aforementioned advantages of PBL, (Davis and Harden, 1999) have highlighted its drawbacks, such as the tendency of pupils to imitate their instructors, therefore causing them to lose role models in their learning process. The PBL approach lacks the ability to inspire instructors to impart knowledge to their students. The tutorial actions effectively restrict the chance for educators to impart their expertise, since they solely assume the role of facilitators. During problem-based learning (PBL), students participate in unstructured brainstorming, which might result in the knowledge acquired through PBL being inadequately structured. Project-Based Learning (PBL) necessitates certain abilities that are not universally possessed by educators. In PBL, the teacher assumes the role of a facilitator, but they often continue to teach in the same manner that they were conventionally taught. When opting to use the PBL model, a substantial financial investment will be necessary to accommodate the demands of a substantial number of teachers, the provision of learning resources like libraries and information technology, and the allocation of designated areas for small group discussions. Furthermore, Problem-Based Learning (PBL) necessitates students to allocate additional time

for studying, particularly as they are required to independently locate the necessary resources for learning.

5. CONCLUSION AND SUGGESTIONS

The problem-based learning (PBL) approach is a highly efficient learning paradigm that effectively enhances student motivation and skills. This study revealed that the integration of problem-based learning (PBL) with technology offers numerous notable advantages within the framework of contemporary education. Technology enables pupils to have wider and expedited access to educational resources. The ability of students to look for and locate material that is pertinent to the challenges they are resolving serves to augment their inquisitiveness and drive to acquire knowledge. Implementing technology like interactive video simulations and learning programs enhances the learning process by increasing its level of engagement and enjoyment. This fosters dynamic student engagement in the learning process, which is essential for the effectiveness of Problem-Based Learning (PBL). Technological advancements enable efficient cooperation and communication among pupils. Collaborative systems such as Google Docs and Microsoft Teams facilitate seamless collaboration among students, whether in close proximity and across the globe.

Technological tools enable educators to deliver prompt and individualized feedback to students. Timely and precise feedback enables students to evaluate their areas of proficiency and areas for improvement, while also providing motivation to persist in their learning and self-improvement. Advancements in technology facilitate self-directed learning and personal customization. The ability for students to learn at their own pace and in accordance with their unique learning styles serves to augment motivation by providing a more individualized and pertinent learning experience. Incorporating gamification features such as points, badges, and challenges into the learning process can augment students' inherent drive. Gamification promotes greater active and competitive student participation in the learning process. In general, the use of technology in the collaborative problem-based learning (PBL) approach has a substantial beneficial influence on students' motivation to learn. Problem-Based Learning (PBL) not only improves critical, creative, and collaborative thinking abilities, but also equips students with the advanced skills required to confront global issues in the 21st century. Nevertheless, the efficacy of technology as a supplementary instrument heavily relies on the careful and focused utilization of such technology within the suitable learning environment.

This study demonstrates that technology-supported problem-based learning (PBL) can establish a dynamic and interactive learning environment, therefore facilitating student attainment of improved learning results. Therefore, the successful integration of Problem-Based Learning (PBL) with technology emerges as a crucial element in improving the effectiveness of education in the current digital age.

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Analysis of The Implementation of Learning Based on Student Characteristics as An Effort to Prevent Undesirable Behavior at al Yusra Abadi Tahfiz School

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ABSTRACT

This research aims to analyze the implementation of learning about student characteristics to prevent undesirable behavior at Al Yusra Abadi Tahfiz School. The research method used is a qualitative approach with data collection techniques through literature review, observation, and interviews. The research results indicate that the application of learning methods based on the Quran and Hadith, such as memorization, talaq, and discussion, has a positive impact on students' character development. In addition, the pesantren environment and the intense interaction between students and teachers also play a crucial role in forming discipline, responsibility, and noble character. Factors that support the implementation of research include the availability of sufficient learning opportunities and the support of quality teachers. At the same time, several inhibiting factors exist, such as a lack of student motivation and challenges in consistently implementing teaching methods. In general, the effective implementation of the Al Yusra Abad Tahfiz learning can prevent negative behaviors and enhance the morals of the students, making them noble individuals who benefit society.

1. INTRODUCTION

Education is an essential means of developing the character and behavior of students. Various teaching methods are applied in the school environment to achieve that goal, including schools that focus on religious education, such as Tahfiz Al Yusra Abadi. The characteristics of students are greatly influenced by how learning occurs in school, making it essential for teachers to understand and develop effective strategies for educating students. Al Yusra Abadi Tahfiz School was established to help students memorize the Qur'an in a systematic and directed manner, as well as to build character and morals based on the teachings of the Qur'an. The aim of implementing Quran and Hadith-based learning is not only to enhance students' intellectual abilities but also to develop a noble character that aligns with Islamic values. Methods such as memorization, conversation, and teaching ethics and morals are used to instill

the values contained in the Quran and Hadith. However, the challenge of negative student behavior remains an issue that needs to be addressed. The environment of the pesantren and a holistic learning approach can positively influence the traits of discipline, responsibility, and noble character in students. Therefore, in Tahfiz Al Yusra Abadi, an analysis is conducted on the application of learning concerning the characteristics of students to avoid negative behaviors. This research aims to analyze how Tahfiz Al Yusra Abadi's teachings can influence students' characteristics and prevent undesirable behaviors. By understanding the supporting and inhibiting factors of learning, this school hopes to find effective strategies to improve the quality of teaching and shape students' character. This research is expected to contribute to developing effective learning strategies to foster good character in students and prevent negative behavior in the school environment.

2. THEORETICAL FRAMEWORK

A. Characteristics of Learners

Understanding Student Characteristics In lesson planning, teachers must understand students' characteristics and basic skills. The analysis of students' actual abilities is an activity that involves identifying students based on their needs and characteristics to determine the specifications and competencies required to change behavior, goals, and materials. The characteristics of students are defined as the individual characteristics of students, which usually include, for example. (Marzuki M and Dodo Santo Boroneo, 2023) Academic ability, age and maturity level, subject motivation, experience, skills, psychomotor skills, cooperation, and social skills. These are important in shaping student characteristics. The role of teachers in understanding students' characteristics can be optimized in conventional learning classroom learning or the world of formal education. That role diminishes even further if teachers interact less with the children. The better teachers understand the characteristics of children, the more significant the impact this will have on [1] optimizing the achievement of learning objectives, [2] helping children grow and develop, [3] assisting children in maximizing their potential, [4] facilitating diagnosis by teachers and parents or relevant parties when children have specific issues; and [5] enabling children's socialization and interaction with their environment. As educational staff members, teachers are responsible for themselves, society, and their environment. (dunia pendidikan). This responsibility must be addressed and is even mentioned in the State Education Law. That is why teachers are at the forefront of the education process in Indonesia. Whether a teacher is professional also depends on their ability to understand their students. (Delfi Eliza, 2022) The main thing that must be understood and considered in the learning process is the characteristics and learning abilities of the child.

B. Application of Learning

In simple terms, the application or implementation of learning can be understood as the application or implementation of education. Therefore, the implementation of learning is the execution or realization of a learning plan at a particular stage to achieve the desired learning objectives. Factors that support and hinder Learning Learning are at the core of all student activities in school. The success or failure of learning depends on how students perceive the learning process. The learning that students engage in is a relatively permanent change in their behavior through practice and learning experiences. (Sukma Wijayanto, 2020) Many factors can influence learning. In general, learning is influenced by two factors, namely internal factors and external factors:

a. Internal factors are physiological factors, which refer to the physiological condition of the students' bodies, and psychological factors, which include the students' intelligence, motivation, interest, attitudes, and skills.

b. External factors encompass the natural and socio-cultural environments, while non-social or instrumental factors include the curriculum, programs, learning opportunities, and teachers.

3. RESEARCH METHOD

This research uses a Qualitative Method to produce descriptive data through oral or written information and observed behavior. Moleong (2016, in Kristina Pasaribu) is the primary informant of this research, which uses secondary data previously available through literature studies. This research aims to analyze the application of learning based on student characteristics to prevent undesirable behavior at the Al Yusra Abadi Tahfidz school by using various data collection methods in the form of available articles and news.

4. RESULTS AND DISCUSSION

1. Tahfiz Al Yusra Abadi Profile.

The Al Yusra Abadi Tahfiz House was first opened on October 27, 2020, by its founder, Drg. Hj Lindasari Harahap, Sp. Its tahfiz program has been running for almost four years now. The teaching mentor is Ustadz Taufik Sulaiman Ritonga, the founder of the NAJMUL QURAN tahfiz house in Padang Pasir, Sioldengan Village, Rantau Selatan District, Labuhanbatu, North Sumatra. The Al Yusra Abadi Tahfidz House has a branch at Jl. Torpisang Mata, No. 32, Rantauprapat, Rantau Utara District, Labuhanbatu.

The purpose of establishing the Al Yusra Abadi Tahfizh School is to assist participants in memorizing the Quran systematically and directedly. Forming participants' character and morals based on the Qur'an's teachings. Providing a deep understanding of Islamic teachings, both in terms of theory and practice. (Jihan Insyirah Qatrunnada, 2022) Developing life skills useful for participants in facing daily challenges and creating an environment conducive to spiritual and social growth based on Islamic values.

Activities at Tahfizh Al Yusra Abadi are divided into two time slots. At 3:00 PM, the activities were filled with children learning Iqro and Tahsin. At 5:30 PM, the activities were filled with children who had reached the stage of memorizing the Quran. This activity takes place from Monday to Friday. Specifically, on Saturday, there are sessions and discussions for learning Tajwid. Every Thursday evening, a lecture activity is held for all participants.

a. Learning Methods

From the research conducted, it was found that the learning method applied at Al Yusra Abadi Tahfiz School is based on the Quran and Hadith. An educational approach that emphasizes the understanding and practice of the teachings of Islam is contained in these two primary sources. (Sipuan Sipuan, 2022) This approach aims to sharpen students' intellectual abilities and cultivate noble character aligned with Islamic values. In this learning process, students are encouraged to understand the meanings of the verses of the Qur'an and hadiths in-depth, as well as to apply them in their daily lives. Through this method, students can develop an Islamic mindset, exhibit noble character, and become individuals who benefit society.

In addition, memorization methods also play an integral role in Quran and hadith-based learning. Memorization is not only aimed at enhancing students' memory skills but also at deepening their understanding of the contents of the Quran and hadith. Through memorization, students are expected to internalize the values contained in the Quran and hadith so they can be applied in daily life. This memorization process is usually carried out continuously and systematically, with guidance from competent teachers in the field.

The discussion has become a vital learning method based on the Qur'an and hadith. Through discussion, students are encouraged to think critically and analytically about various issues they

face in religion and everyday life. (Syahraini Tambak, 2015) This discussion also allows students to express their opinions and arguments and learn to appreciate others' perspectives. Thus, discussions can enhance students' communication skills, cooperation, and tolerance.

b. Learning Strategies

The learning strategies implemented by the Tahfizh Al Yusra Abadi teachers include giving advice, moral and ethical guidance, and educational rewards and punishments. Regarding the application of student characteristics, teachers need to instill the teachings of Islam in their learning, which includes the formation of morals and good character that can produce beneficial individuals, a pure soul, noble aspirations, virtuous behavior, an understanding of obligations and their implementation, the ability to respect others, especially parents, and the capacity to distinguish between what is good and what is evil.

The steps that Tahfiz teachers must take to develop students' characteristics are:

- a. Providing guidance or setting an example before moving on to the next stage of learning for the students, such as performing the Ashar prayer in congregation, reciting the Qur'an, being polite to everyone, and demonstrating how to speak well. The teacher must do this because a teacher is the best example for their students. (Afrizal Afrizal and Silvia Netri, 2021)
- b. At the end of the congregational Ashar prayer, students are accustomed to praying together first. This activity is carried out so the students become disciplined and devout to Allah. The Islamic education teacher will provide a warning or an educational punishment for students who do not participate in the congregational Friday prayer, like writing istighfar and gathering it. It is used to express regret to the students so that they do not make the same mistakes again. (Silvia Anggraini, Joko Siswanto, and Sukamto, 2019).
- c. Students are accustomed to reading the Quran together before the teaching and learning process. In the learning process, teachers must also serve as role models for students in their attitudes and speech, such as how they dress and present themselves per Islamic teachings, speak gently, and behave politely. At the end of the lesson, the teacher also encourages the students to pray together to conclude the learning session.

From the theories above, it can be concluded. Strategy is the procedure carried out by educators in implementing learning, in this case, to achieve effective learning in the classroom. It is very important to carry out the instilling of Islamic values in early childhood. Early childhood is at the fairy tale stage in their religious development. Children at that stage still use fantasy and emotions to understand spiritual concepts. This is in line with his intellectual development. Therefore, a teacher needs training and guidance in developing religious values so children can have good personalities. (C N Wali, S Rureni, and D Pranata, 2024)

C. The influence of the implementation of learning on changes in student characteristics.

The Influence of Learning Implementation on Changes in Student Characteristics at Al Yusra Abadi Tahfiz School. Like many other tahfiz schools, it strongly focuses on religious education, mainly memorizing the Quran. Applying learning methods in this school can affect student characteristics in various ways. Here are some aspects that can be considered:

- Quran Learning Methods:

Memorization and Review: Students in tahfiz schools often memorize and review their memorization. This method not only enhances memory but also instills discipline and perseverance.

Talaqqi: Learning through the talaq method, where students receive direct instruction from the teacher, can foster closeness and respect for the teacher and strengthen values of manners and ethics.

- Development of Islamic Character.

- Etiquette and Morality: Focusing on learning etiquette and morality within Islam can help students develop better character traits, such as politeness, responsibility, and honesty.

Congregational Prayer: Implementing congregational prayer at school teaches students the importance of togetherness, time discipline, and adherence to religious teachings.

- Holistic Approach:

- Balance between Academic and Spiritual: The application of balanced learning between general subjects and religious education can help students develop a comprehensive character, both intellectually and spiritually.

- Islamic Extracurricular Activities: Quran camps, memorization competitions, and social-religious events can shape students' character to become more resilient, caring towards others, and possess a healthy competitive spirit.

- The Influence of the School Environment:

Islamic Environment: A conducive and Islamic-oriented environment in tahfiz schools positively influences students' character, encouraging them to behave well and practice Islamic values daily consistently. (Herdi Setiawan and Dan Mudjiran, 2022)

- Interaction with Teachers and Peers: Intense interaction with teachers and peers with solid religious values can shape students' attitudes and behaviors through religious teachings.

Applying learning methods at Al Yusra Abadi Tahfiz School significantly impacts student characteristics. (Dedy Aditya Yusuf, 2016) Learning methods that focus on memorizing the Quran, teaching manners and ethics, and an Islamic school environment develop students' character to be more disciplined, responsible, and virtuous. Further studies and in-depth observations can provide more detailed insights into this influence and how learning methods can continue to be improved to produce outstanding student characteristics.

5. CONCLUSION AND SUGGESTION

Based on the research conducted, implementing learning at Al Yusra Abadi Tahfiz School has a significant impact on the development of student characteristics and the prevention of negative behavior. Teaching methods based on the Quran and Hadith include memorization, direct learning, and practical discussions to instill discipline, responsibility, and noble character in students. The environment of the pesantren and the intensive communication between students and teachers also play a crucial role in creating a conducive learning atmosphere that supports positive character development. The most important supporting factors in implementing this research are the availability of adequate learning opportunities and the qualifications of the teachers. However, several disincentives need to be addressed, such as the need for more student motivation and the challenges of maintaining consistency in teaching methods. Overall, implementing effective teaching methods at Tahfiz Al Yusra Abad has successfully developed better character in the students and prevented negative behavior, making them individuals of noble morals who benefit society. Further research and the development of innovative learning strategies are needed to enhance the quality of education and the character formation of students at this school.

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The Influence of Learning Facility Quality on Student Learning Motivation at Campus II UIN Sumatera Utara Medan

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ABSTRACT

Keyword:
quality of learning facilities, learning motivation, students, classrooms, libraries, laboratories, educational technology.

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This research aims to examine the influence of the quality of learning facilities on student learning motivation. The learning facilities in question include classrooms, libraries, laboratories, technology access, discussion rooms, as well as health and security support facilities. The methodology used in this research is a quantitative survey using questionnaires distributed to students at various universities. The research results show that the quality of learning facilities has a significant influence on student learning motivation. Comfortable and complete facilities, such as clean and air-conditioned classrooms, resource-rich libraries, laboratories equipped with modern equipment, and good access to technology, increase students' learning motivation. Apart from that, good campus health and security support facilities also contribute to increasing learning motivation. In conclusion, educational institutions need to improve the quality of learning facilities to create a conducive environment for the learning process and increase student learning motivation.

1. INTRODUCTION

Facilities related to fulfilling public infrastructure are usually included in companies or organizations (Santa & Murnisari, 2018). Learning facilities are all needed in the teaching and learning process, both directly and indirectly, to ensure it runs smoothly, effectively, and efficiently. Learning facilities are comprehensive learning tools both at home and at school. Learning facilities are external factors that influence learning outcomes and are used to support the learning process. The learning tools used by students to absorb lesson material and the learning tools used by educators to teach learning facilities. (Emda, 2018). Suharsimi Arikunto says, "Learning facilities are everything that can make the process easier and smoother." Adequate campus facilities have been proven to enhance students' desire to learn and influence their motivation. Campus facilities serve as additional supporting facilities and are part of the learning process. (Faujan et al., 2023).

Learning facilities are critical to and can increase the intensity of learning. However, in many cases, learning facilities can help students seek information about education; for example, more student awareness is needed to utilize the available facilities optimally (Febri, 2021). The institution is used to the fullest extent to support student achievement.

It is hoped that students' motivation to learn will increase, supported by the improvement of excellent learning facilities and students' ability to utilize them optimally. (William & Tiurniari, 2020). Students with complete learning facilities exhibit different behavior than those with incomplete learning facilities.

2. THEORETICAL FRAMEWORK

1. Definition of Facilities

The Great Dictionary of the Indonesian Language states that facilities are means to initiate implementation or means to provide convenience. Facilities are everything intentionally provided by service providers for use and enjoyment by consumers to provide maximum satisfaction. (Oceano et al., 2015).

Learning facilities are equipment and consumables that are directly used in the educational process, particularly in the teaching and learning process, as well as supporting the educational process, such as buildings, classrooms, books, libraries, laboratories, tables, chairs, educational tools, and media. Facilities are everything that can facilitate the progress of an endeavor and are the means and infrastructure necessary to carry out or facilitate activities. The requirements and use of learning facilities must refer to the assessment of learning objectives, methods, student interests, and instructor capabilities. (Santa & Murnisari, 2018). The utilization of learning facilities is carried out effectively and efficiently by referring to the teaching and learning process at the university. The appropriate learning facilities are tailored to your needs to support your learning activities. *Learning outcomes* are the results students achieve after a learning process over a certain period to reach their goals. (Daulay et al., 2022).

2. Service Quality

Service quality is an essential business strategy and specification that produces goods and services that enable customers to quickly meet their needs and interests with good, fast, complete, and accurate service, creating customer satisfaction. (Nofriavani et al., 2022). Customers always prioritize comfort when using a service; service quality is their primary consideration before becoming a permanent company client.

Facilities such as comfort are important for enhancing customer satisfaction (William & Tiurniari, 2020). *Service quality* is defined as students' assessment of excellence or specialization across all educational services. (Publikasi & Pattiwaellapia, 2020). The products offered to consumers are the most important part of service marketing because they greatly need supporting facilities to help deliver them.

Facilities are physical forms that enhance the product or service's value. 1. This facility is one of the service measurement tools that affects customer satisfaction because it can help customers in their activities and feel comfortable (Fakhrudin, 2021).

Quality is the key to competition across various fields. One of them is university education. The quality of this service is one of our efforts to meet the various needs and demands of our customers, who here mean students. The quality of service measures the success of the institutional services provided to consumers. (Larasati et al., 2022).

So far, customer satisfaction (students) can be considered a business investment. This means that students are valuable assets for the university, serving as a good measure of whether the university can achieve its goals. Therefore, there is a continuous need to improve service quality to meet the needs and expectations of students. *Service quality* is the essential business strategy and specification that produces goods and services that allow

customers to meet their needs and interests quickly. Satisfaction is created with good, fast, complete, and accurate service (Nofriavani et al., 2022). Customers always prioritize comfort when using a service; service quality is their primary consideration before becoming a permanent company client.

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1. Theory of Learning Motivation

According to (Anas & Aryani, 2014), the term motivation comes from the Latin word "motivus," which means cause, basic reason, fundamental thought, inner drive, or main idea that always has a significant impact on human behavior.

The role of motivation in the learning process: student learning motivation can be likened to fuel for driving the learning motivation engine, encouraging students to act positively to perform better in class. However, if the motivation is too strong, the theory of motivation can be applied in daily life, especially in education. Because it takes time to absorb, internalize, and implement how to use it, this can hurt the effectiveness of students' learning efforts. Motivation embodies the integrated interaction between intrinsic motivation and the observed situation. It can be defined as the realization of the individual's inner strength that can activate and enable direct action, which can help achieve the individual's expected goals, occurring in a dynamic process. Therefore, when motivation (in this case, feelings of helplessness and despair) is removed, the energy flow in our bodies can return. Motivation is a psychological manifestation of an inner urge that consciously arises within a person to take action with a specific goal. Motivation is the ability of an individual or a group to be motivated to do something because they want to achieve a desired goal or feel satisfied with their actions. (Widayat Prihartanta, 2015).

Learning motivation is a condition within a person that has the drive to do something to achieve a specific goal. (Emda, 2018). The willingness to learn is all the driving forces that encourage students to study seriously. (Anas & Aryani, 2014).

Adequate learning facilities encourage the spirit of learning and increase student motivation, while a lack of adequate facilities decreases student learning motivation. Therefore, adequate facilities have a significant impact on motivation for learning activities. Students who study without motivation (or with little motivation) will not succeed optimally. (Durrotunnisa & Nur, 2020).

The types of motivation explained by Suwanto, as cited from the journal by Widayat Prihartanta, are as follows: a. Intrinsic motivation, intrinsic motivation means that within each individual, there is already an urge to do something, so the motivation to be active or function must be externally stimulated. For example, someone who enjoys reading does not need anyone to tell or encourage them, but they eagerly seek out books to read. Then, from the perspective of the goals of the activities they engage in (e.g., learning activities), what

is meant by this essential motivation is to achieve the goals contained in the laws of learning themselves. b. Extrinsic motivation: this motivation is active and functions due to external stimuli. For example, knowing that he will take an exam tomorrow morning with the hope of getting a good grade, he will be admired by his close ones and friends because he is studying. So, what's important is not to know what studying is but to get good grades or receive a reward. Therefore, from the perspective of the purpose of the activities he undertakes, it is not directly related to the essence of what he is doing. Therefore, extrinsic motives can also be a form of motivation in which learning activities are initiated and continued based on external encouragement that is not directly related to the learning activity. (Widayat Prihartanta, 2015).

The role of motivation in the learning process, student learning motivation is to drive the learning motivation engine, encouraging students to work better and be more active in the classroom. (Rike Andriani, 2019).

2. The Influence of Learning Facility Quality on Learning Motivation

Learning facilities include all furniture, media, books, materials, and other equipment for student activities. Elements that are either movable or immovable intentionally provided to students to support their learning activities and help them achieve the desired results are referred to as learning facilities. According to Government Regulation Article 19 Article 42 of 2005 and the indicators of learning facilities based on field conditions, namely:

- 1) Lecture rooms,
- 2) Library rooms,
- 3) Laboratories,
- 4) Learning equipment and supplies,
- 5) Internet access, and
- 6) Books and other learning resources.

The existing learning facilities are resources that can be used to facilitate the tutoring and literacy process and create a productive literacy environment. Adequate and effective facilities result in better student performance or achievements. Campus facilities must truly be collaborative and meet all the needs of students, both in academic fields and in developing their interests and talents. Campus facilities generally include libraries, laboratories, sports facilities, arts, Wi-Fi networks, and other amenities. (Sanjun,Teguh dkk, 2022).

Campus facilities can support practical learning activities. Adequate campus facilities can increase students' desire to engage in the learning process. Learning facilities also enable effective, efficient, and orderly learning activities. Campus facilities have been proven to affect student motivation. Facilities on campus serve as supporting facilities, including parking and the learning process. Even the quality of parking, especially for motorcycles, can affect learning motivation. Good quality parking can at least protect students' vehicles from rain and heat. This can reduce stress when students are studying. In this way, students are more focused on learning and more motivated to study. In addition to the quality of campus facilities and parking spaces, the willingness to learn can also be influenced by social support. High social support allows students to interact in diverse environments to access information that can enhance their interest in learning. In addition, associating with individuals with a strong learning spirit helps students have higher motivation to learn than other students. (Meutia Dewi,2015)

Providing adequate services and facilities in the library is key to improving student performance. Thorough planning and complete infrastructure must be prioritized to create a comfortable student environment. The close relationship between services, institutions, and student achievements cannot be denied. Good services and facilities can attract students to visit the library, where they can enhance their learning by reading various reference books. This allows library managers to identify the needs and desires of students, enabling them to

improve services and user satisfaction. The availability of library facilities is essential for the smooth operation of library activities and optimizing its functions.

Learning motivation is a driving force for individuals who are not intelligent and is related to their mental factors. In line with this opinion, every individual may have motivational factors, including the motivation to engage in activities, namely learning with specific hopes and goals. (Nuril Islamiyah, 2019).

3. RESEARCH METHOD

The methodology used by the researchers in this study can be described as qualitative. This research uses a qualitative research design with descriptive methods. Research that interprets events, conditions, phenomena, objects, and everything related to the subject of the study is known as descriptive research. (Fitrah, 2018) explains that qualitative descriptive research is a segment that describes an object, phenomenon, or social environment, as explained in narrative writing, and that data and facts are collected in words and images. Therefore, when writing a qualitative research report, include quotes of data or facts revealed in the field to support what is being researched. In this study, the researcher creates a detailed description of the problem being investigated from a comprehensive and holistic perspective. Qualitative research aims to understand and provide an overview of the issues, symptoms, and phenomena that arise in society. In addition, according to the type of research, this study is divided into:

1. Types of research based on objectives, namely descriptive
2. Types of research based on benefits
3. Types of research based on time

4. RESULTS AND DISCUSSION

1. Research Results

Based on interviews conducted by the author with UINSU students regarding the impact of the quality of learning facilities on students' learning motivation, the author found a positive and significant influence between the quality of learning facilities and students' learning motivation. Students who receive good quality and well-provided facilities feel more motivated to study. This is in line with what was conveyed by UINSU students as sources in this research: "When using high-quality learning facilities, it certainly becomes one of our motivations to study better." I feel this is the dream of every student pursuing education in every educational institution. Why? Yes, because with good facilities, students become more comfortable and do not lack the tools or infrastructure needed during teaching and learning. This also aligns with another source: "Of course, even with minimal facilities, we must continue to learn and seek knowledge, especially with high-quality facilities, we are definitely more motivated to always study and eager to come to campus." A comfortable environment and adequate equipment make me more focused and ready to learn. To use high-quality facilities, students will also greatly appreciate the campus for providing the best possible services that will be used.

So, the quality of adequate facilities incredibly positively impacts the motivation of students to learn. Conversely, inadequate facilities will hurt students. As the students themselves said:

"Of course, inadequate learning facilities can lower the enthusiasm for studying, for example, an uncomfortable classroom or one lacking necessary equipment like an air-conditioned room, will make it difficult to concentrate and motivation to study can decrease."

This is also in line with what another source mentioned:

"Insufficient learning facilities can certainly lower the enthusiasm for learning, as they can become distractions or obstacles during the teaching and learning process."

Then another source also agreed that:

"Insufficient learning facilities can lower the enthusiasm for studying?" I think so, yes. Because it's not interesting. Every lecturer's explanation feels like a fairy tale. If there are good facilities like speakers or projectors, they might attract students' interest in learning and make the class more active and lively.

Next, the improvement or enhancement of learning facilities on campus can also have a positive impact on students' motivation to learn. This aligns with the informant's statement: "The improvement or enhancement of learning facilities on campus will make me more motivated to study." I will feel happier and more ready to learn when the facilities are better, such as more comfortable classrooms or complete equipment. This is because I find concentrating and feeling better in a supportive environment easier. So, when the learning facilities are improved, my motivation to study will increase because I will feel better and more prepared to face the tasks at hand."

This is also in line with what another source mentioned:

"The improvement or enhancement of learning facilities on campus can positively impact my study motivation because adequate and conducive facilities can provide a better learning environment, thereby increasing interest and enthusiasm in absorbing information and achieving our academic goals. Because inadequate or insufficient facilities can affect the level of motivation." Therefore, the campus authorities need to improve and meet the needs of every student and provide adequate facilities to motivate their students. Thus, complete and comfortable learning facilities should encourage students' learning motivation. Adequate facilities help facilitate the learning process and acquire knowledge on campus. A relaxed learning environment and proper facilities can also reduce academic stress, support learning, and thus increase students' motivation to learn. Conversely, if the learning environment is unsafe, uncomfortable, and does not support learning, it will decrease students' motivation to learn.

This is in line with what the source said:

"Yes, of course." A comfortable learning environment and adequate facilities can reduce stress and increase learning motivation. When we feel comfortable and have everything we need to study, we will be more relaxed and able to concentrate easily, thus always motivated to achieve our learning goals.

This is also in line with several other sources: "Yes, I agree. A comfortable learning environment and good facilities can reduce stress and increase learning motivation, but it also depends on what, who, where, and how the campus manages it." For example, being provided with a place for practice. For the course on correspondence management, for example, the campus can lend printers for students to print letters related to the course. So, students can directly engage and be supervised by the course instructor.

"It is true that the learning environment and facilities can make students comfortable, thereby reducing stress. Actually, if we say that stress varies from individual to individual, right? Some people experience excessive stress because they believe that their education comes with different costs, and with poor environments and facilities provided by the campus, they become emotionally affected. This is where stress can arise. Therefore, if the environment and facilities are good, they will feel happy and motivated to learn. It's similar to the concept that we will be happy if our desires are fulfilled. Thus, students hope that their desires for the environment and facilities they expect to be available at the campus can be met."

Previously, the author explained how the quality of learning facilities affects student motivation from the student's perspective. Therefore, the author added that the quality of learning facilities affects student motivation from the perspective of lecturers, who are part of the learning facilities users at UINSU in the teaching and learning process. He said:

"I am speaking generally, meaning that when we talk about facilities, this is one of the most important parts of the learning process, especially since we are at a high level of

excellence and moving towards UIN with superior accreditation. Learning facilities are very important and must be provided by us as students and as lecturers to the maximum extent possible, whether at the faculty unit or the study program unit, or even general facilities including the library."

He also mentioned that:

"The existing learning facilities are quite adequate to support students' academic activities, because we are equipped with both online and offline resources. This means that we can use any platform for academic learning. For instance, when a lecturer cannot be present, we can use e-learning. When a lecturer wants to go to the library, we already have libraries here, both at the faculty and the university level."

Then, the relationship between the available learning facilities and the support from lecturers or teaching staff towards students' learning motivation, he said:

"The relationship is close, closely related to how lecturers should provide motivation regarding the complete learning facilities available on campus." For example, suppose the campus has a sound library with good circulation, good services, and complete books. However, the lecturers never give motivation or never invite students to look for MPI books in the library, download them through the repository, visit my research, write articles, and upload them to the UIN journal home. In that case, it doesn't have to be outside; it can be inside. So, these habits must also be conveyed by the lecturers. Learning facilities must be communicated as part of our teachers' and lecturers' efforts. They should be able to learn how to enjoy the learning facilities available in the faculty, products, and even the library. Tuntungan also has a library, so please make use of it. So you may have never been to the company, but if you go there, it must be to the library. Come to the library and enjoy it; you still have one more year at UIN, so please go there twice or thrice a month, once a day. On the first day, taking a nap and taking selfies is okay, but on the second day, it should be different, so enjoy your time in the library.

The development of campus facilities must be carried out sustainably, taking into account the needs and advancements of the times. This is so that the facilities available on campus remain relevant and can meet the needs of lecturers and students now and in the future.

2. Discussion

This study's findings align with several previous studies that show that the quality of learning facilities has a positive impact on the study motivation of students and university students. Adequate learning facilities can provide comfort, convenience, and support for students in their learning process. This, in turn, can enhance their motivation to study and achieve better academic performance.

This research also highlights the importance of universities providing quality learning facilities for their students. Good learning facilities can be one of the determining factors for students' success in their studies.

5. CONCLUSION AND SUGGESTIONS

1. Conclusion

Based on the research results the researcher has gathered, there is a positive and significant relationship between the quality of learning facilities and students' motivation. This means that the better the quality of the provided learning facilities, the higher the motivation of the students to learn. This research concludes that complete and adequate learning facilities can help students be more focused and motivated in their studies. In addition, a comfortable and conducive learning environment can also enhance students' motivation to study. The availability of easily accessible internet and information technology can assist students in their learning process. Additionally, support from the university in providing quality learning facilities is essential to enhance students' motivation to learn.

By improving the quality of learning facilities and creating a conducive learning environment, students' motivation to learn can increase, allowing them to achieve optimal performance.

2. Suggestions

Based on the conclusions of the research on the influence of the quality of learning facilities on students' learning motivation, here are some suggestions that the researchers can provide:

Suggestions for the university: Improve the quality of learning facilities available to students, such as comfortable classrooms, modern libraries, and easily accessible internet. Create a program for the regular maintenance and upkeep of learning facilities to ensure they are always in good condition. Utilize information and communication technology to support the teaching and learning process. Conduct surveys or evaluations periodically to understand students' needs and satisfaction with the available learning facilities.

Advice for students: Make the best use of the available learning facilities to support the learning process. Maintain the cleanliness and sustainability of the learning facilities together. Provide feedback and suggestions to the university regarding the quality of learning facilities. Actively participating in student activities can enhance learning motivation.

Suggestions for lecturers and teaching staff:

1. Create a comfortable and conducive learning environment for students.
2. Use innovative and engaging teaching methods to motivate students to learn more.
3. Provide guidance and direction to students in utilizing available learning facilities.
4. Evaluate the effectiveness of teaching methods and the utilization of learning facilities.

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Strategies For Improving The Quality of Education in Madrasah Through Journal Studies on Educational Management

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ABSTRACT

This study is entitled "Strategies For Improving The Quality Of Education In Madrasah Through Journal Studies On Educational Management." This research formulates the problem of how educational management methods might enhance the quality of education in madrasahs. This research examines the significance of madrasahs in developing students' character and competencies, alongside the problems encountered in enhancing the quality of education inside these institutions. This research aims to find and analyse successful educational management strategies for implementation in madrasahs. The employed research method is a literature study utilising a descriptive-analytical methodology. Data is sourced from journals, research articles, and other pertinent documents addressing educational management in madrasahs. The chosen data analysis technique is qualitative analysis, focussing on the identification of significant themes and pertinent tactics. This research employs a theoretical framework comprising educational management theories, teacher professionalism development theories, and community engagement theories in education. The research findings suggest that advancing teacher professionalism, optimising resources, and augmenting school community involvement are essential ways for enhancing the quality of education in madrasahs. Effective educational administration can foster a supportive learning environment that facilitates the attainment of educational objectives. This discovery is anticipated to offer tangible benefits for madrasah administrators and education officials in developing and executing strategies that enhance the quality of education in madrasahs.

1. INTRODUCTION

Education is a crucial pillar in the advancement of a nation. High-quality education can foster the development of exceptional and competitive human resources. (Agustini Buchari and Erni Moh Saleh, 2017) In Indonesia, madrasahs serve a pivotal function in cultivating the character and competencies of students in alignment with Islamic principles. The madrasah offers an education that prioritises both academic achievement and the moral and spiritual growth of students.

Nonetheless, the quality of education in madrasahs continues to encounter numerous obstacles. Common challenges encountered include insufficient resources, such as poor facilities. (Yuli Yani and M Z Munthe, 2020) identified the deficiency of proficient educators and insufficient assistance from the school community. The professionalism of teachers in madrasahs is frequently suboptimal, adversely impacting the quality of instruction and student learning outcomes. The engagement of the school community, encompassing parents and the local community, remains insufficient, hindering optimal support for the educational process in madrasahs.

Numerous initiatives have been undertaken to enhance the quality of education in madrasahs; nonetheless, the outcomes remain suboptimal. Consequently, a more efficient and holistic method is required to tackle these difficulties. Research indicates that effective educational management can enhance the quality of education in madrasahs. Effective educational management includes the professional development of educators, resource optimisation, and the enhancement of community involvement in schools.

This research aims to address the primary question: How can educational management practices be utilised to enhance the quality of education in madrasahs? This inquiry comprises multiple sub-questions, specifically: What are successful educational management practices for madrasahs? How can the professional development of educators enhance the quality of education in madrasahs? How can resource optimisation and the augmentation of community participation be attained within the framework of madrasahs?

2. THEORETICAL FRAMEWORK

The theoretical framework is a conceptual structure that elucidates, forecasts, and regulates the phenomena under investigation. This theoretical framework comprises a collection of definitions, concepts, and propositions methodically organised about the research variables, providing a robust foundation for the next study.

A. Strategies for Improving the Quality of Education

Enhancing the quality of education at madrasahs necessitates the implementation of several effective measures. Mulyasa asserts that strategies for strengthening educational quality encompass curriculum renewal, the augmentation of teacher competencies, the integration of technology in the learning process, and the elevation of parental and community involvement. This plan must be formulated with regard to the unique conditions and requirements of each madrasa.

Curriculum renewal is a fundamental measure for enhancing educational quality. An updated and pertinent curriculum is crucial for improving educational quality. The curriculum must be structured to include academic and non-academic elements, together with religious values. An effective curriculum emphasises not only academic success but also the cultivation of character and social competencies in students. (Wina Sanjaya, 2010) Consequently, curriculum revisions must be conducted often to guarantee that the content delivered is current and aligned with advancements in science and technology.

Enhancing teacher abilities is a crucial technique for improving educational quality. Educators are in the front of the educational process. Consequently, the augmentation of educators' competencies via training and professional development is essential. This training may consist of workshops, seminars, or continuing education programs designed to augment instructors' knowledge and skills in pedagogy. Moreover, educators must be afforded the chance to cultivate non-technical competencies, like leadership, communication, and classroom management, which are essential for facilitating an effective learning environment. The integration of technology in education is an additional method that can improve the quality

of instruction in madrasahs. Technology can serve as a highly effective instrument in the educational process. (In Supianti, 2018) Employing technology can render the learning process more interactive and engaging for students. The utilisation of technology, including computers, the internet, and instructional software, can enhance students' comprehension of the topic. Moreover, technology enables educators to deliver instructional content in a more imaginative and new manner, hence augmenting students' motivation and engagement in the learning process. (Zeni Gunawan, 2014)

The enhancement of parental and community involvement is a significant aspect in elevating the quality of education in madrasahs. Education is the duty of not only schools but also parents and the society. (Tetty Yana Ritonga and Ismi Yulizar, 2021) Consequently, enhancing parental and community involvement in the educational process can positively influence educational quality. Parental involvement may manifest as assistance in students' academic endeavours at home, whereas community engagement can encompass contributions of financial resources, labour, or ideas to bolster educational initiatives at the madrasah. The collaboration among schools, parents, and the community enhances the effectiveness and efficiency of the educational process at the madrasah.

Ultimately, Evaluation and Continuous Development are essential for the efficient implementation of programs aimed at enhancing educational quality. Evaluation is performed to analyse the efficacy of implemented programs and to identify requisite measures for enhancement. Sustainable development necessitates that madrasahs consistently endeavour to elevate the quality of education via perpetual innovation and enhancement. Consequently, the madrasah can persist in its development and deliver high-quality, pertinent instruction to its students. (Muhammad Taali, 2024) Based on the experts' perspectives, it can be stated that effective educational management in madrasahs necessitates comprehensive planning, efficient administration (Ahmad Mukhtar et al., 2023), and ongoing oversight of all educational facets. The plan for enhancing educational quality must encompass curriculum revisions, augmentation of teacher skills, integration of technology in instruction, and heightened involvement from parents and the community. The execution of these tactics is anticipated to enhance the quality of instruction in madrasahs and yield graduates who are proficient and possess commendable character.

B. Educational Management in Madrasahs

Educational management encompasses a range of actions aimed at enhancing the quality of education inside educational institutions, including madrasahs.

Mukhtar asserts that "Educational management is a process comprising activities to plan, organise, direct, and control educational resources to attain established educational objectives." (Imam Machali Imam and Noor Hamid Noor, 2017) In this context, educational management encompasses not only the organisation of administrative functions but also curriculum development, administration of educators and personnel, and evaluation of student learning results.

In the realm of madrasahs, educational management must include curriculum development, human resource management, and performance evaluation. This corresponds with Suyanto's assertion that "Educational management in madrasahs must effectively integrate religious elements with contemporary educational components to cultivate graduates who are both competent and virtuous." (Novianti Muspiroh, 2013) Consequently, the function of educational management in madrasahs is crucial for their proper operation as comprehensive educational institutions.

Educational administration in madrasahs must take into account numerous external and internal issues that may affect the educational process. External variables encompass alterations in governmental policy, technology innovations, and society expectations. Internal determinants include the state of the madrasah's buildings and infrastructure, the presence of skilled personnel, and the motivation and work ethic of all stakeholders inside the madrasah. Consequently, an educational administrator in a madrasa must exhibit strong analytical ability to foresee and address numerous prevailing issues. (Bukhari, 2019)

Moreover, educational management in madrasahs must establish a favourable learning atmosphere for pupils. (Nur Efendi and Muh Ibnu Sholeh, 2023) An optimal learning environment entails organising pleasant classrooms, supplying sufficient educational resources, and employing efficient pedagogical strategies. The madrasa head must actively manage and oversee all operations inside the institution, while also fostering effective communication with teachers, students, and parents.

Finally, educational management in madrasahs must prioritise enhancing the quality of education via diverse development and evaluation initiatives. Development programs may encompass teacher training and seminars, curricular revisions, and the improvement of buildings and educational technologies. Simultaneously, assessments are performed to evaluate the efficacy of the established programs and to identify requisite measures for enhancement. Consequently, madrasahs can offer holistic education and be equipped to confront global concerns.

3. RESEARCH METHOD

This research will utilise a literature review strategy with a descriptive-analytical approach to accomplish this objective. The literature review will analyse several sources, including books, scholarly journals, articles, and pertinent documents pertaining to educational management in madrasahs. Qualitative analysis will be employed to discern major themes and pertinent techniques in educational management.

The research findings are anticipated to offer actionable recommendations for madrasah administrators to enhance educational quality. Through the implementation of excellent educational management practices, madrasahs are anticipated to optimise their resources, elevate teacher professionalism, and foster more engagement within the school community. Ultimately, these initiatives are anticipated to foster a supportive learning atmosphere that facilitates the attainment of educational objectives in the madrasah.

4. RESULTS AND DISCUSSION

Strategies for Enhancing Quality in Madrasahs: Research findings and discussions on school management indicate that numerous successful measures can be developed to improve the quality of education in madrasahs. These solutions address several critical facets of educational management in madrasahs. Initially, the enhancement of educator quality via training and professional development. Educators are integral to the educational process; thus, enhancing their competences and professionalism is vital. The madrasah can routinely organise training sessions and seminars to improve the pedagogical abilities and subject matter expertise of the educators. Moreover, madrasahs may combine with universities or training institutions to offer more rigorous and organised professional development programs. Secondly, the enhancement of educational infrastructure in madrasahs. Sufficient facilities will facilitate an efficient teaching and learning process. The madrasah may solicit aid and support from the government, donor organisations, or the community to enhance and furnish educational facilities, including classrooms, laboratories, libraries, and access to educational technology. The availability of sufficient facilities will foster a more favourable and engaging learning

environment for pupils. Enhancing the curriculum and pedagogical approaches. An appropriate curriculum and new pedagogical approaches will improve the educational quality of madrasahs. Madrasahs may perform regular assessments and revisions of the curriculum to maintain its alignment with advancements in science and the requirements of students. Moreover, the adoption of interactive and technology-driven pedagogical approaches can enhance students' engagement and motivation to study. The enhancement of parental and community involvement in education. Parental and community engagement is essential for fostering educational achievement in madrasahs. Madrasahs can facilitate initiatives that involve parents and the community, including regular meetings, extracurricular activities, and collaborative programs with local organisations. Enhancing parental and community involvement would fortify the madrasah's initiatives to elevate educational quality. Fifth, the establishment of a robust evaluation and control system. Consistent and methodical assessment and regulation will guarantee that the madrasah remains aligned with its educational objectives. The madrasah can establish a complete evaluation system that encompasses the assessment of student learning outcomes, the evaluation of instructor performance, and the monitoring and assessment of implemented programs. A robust evaluation system will enable the madrasah to discern strengths and deficiencies and implement requisite remedial measures. The comprehensive plan is anticipated to aid the madrasah in enhancing the quality of education. By adeptly executing these techniques, the madrasah will surmount various hurdles and attain elevated and superior educational objectives.

Madrasahs frequently exemplify the diverse problems encountered in the pursuit of enhancing educational quality. This study's observations and interviews revealed that madrasahs typically encounter four primary challenges. A primary issue is the deficiency of educational facilities. Numerous madrasahs are deficient in essential infrastructure, including suitable classrooms, labs, libraries, and access to instructional technology. This substandard environment undoubtedly impacts the teaching and learning process, along with the students' academic performance. Besides the inadequate infrastructure, the madrasah also confronts a deficiency of qualified personnel. A significant number of madrasahs are facing a deficiency of trained and proficient educators in their respective disciplines. Educators frequently undergo inadequate training and professional growth. This affects the quality of instruction and education at the madrasah. The absence of funding for teachers' professional development impedes innovation and the adoption of more effective and engaging pedagogical strategies.

The socioeconomic status of students in madrasahs also affects the quality of education. A significant number of pupils are from economically disadvantaged families, which constrains their capacity to fulfil educational requirements such as textbooks, stationery, and uniforms. The insufficient involvement of parents in their children's education constitutes a significant issue. Parents frequently exhibit diminished engagement in their children's educational journey, leading to inadequate support for their academic achievement.

The absence of support from both the community and the government becomes a significant barrier for madrasahs. Numerous madrasahs have not received sufficient attention and support from the government regarding money, facilities, and development initiatives. Community support for madrasahs is frequently inadequate, necessitating that madrasahs independently strive to enhance educational quality.

This initial condition signifies that the madrasah necessitates suitable tactics and treatments to tackle the diverse issues it encounters. Comprehending this starting circumstance enables the formulation of effective measures to enhance the quality of education in the madrasah.

School management is a crucial element in enhancing the quality of education in madrasahs. Effective management will guarantee the seamless operation of all educational facets inside the madrasah, facilitating the attainment of predetermined objectives. The findings

of a journal study on educational management indicate that good school administration encompasses several critical components: planning, organising, leading, and controlling.

Planning is a crucial first phase in school administration. Effective planning will establish the trajectory and objectives of education in the madrasa. The madrasa head, in collaboration with instructors and staff, must create a curriculum that is pertinent and connected with student requirements. Planning encompasses the formulation of an annual work plan, educational programs, and the establishment of objectives and performance standards to be attained. Comprehensive planning will enable the madrasah to attain its educational objectives.

Organisation entails the systematic arrangement of available resources within a school to attain predetermined objectives. Organisation include the structuring of the entity, allocation of duties and responsibilities, and management of human resources. The head of the madrasah must guarantee that each instructor and staff member possesses well-defined duties and responsibilities, while also offering the requisite support to execute their work efficiently. An excellent organisation will foster a supportive work atmosphere and facilitate efficient collaboration among all elements inside the madrasah.

Leadership is the act of directing and inspiring individuals to attain predetermined objectives. The madrasa leader must offer direction and inspiration to both educators and pupils. Effective guidance encompasses proficient communication, delivering constructive feedback, and fostering a supportive learning atmosphere. The madrasa leader must cultivate a pleasant educational environment that fosters the holistic development of students' competencies.

Control is the process of assessing and appraising performance to guarantee the attainment of defined objectives. Control include the assessment of student learning outcomes, evaluation of teacher performance, and the monitoring and appraisal of implemented initiatives. Efficient oversight will enable the madrasah to discern strengths and deficiencies, as well as implement requisite remedial measures. Regular and systematic assessments will guarantee that the madrasah consistently progresses towards its educational objectives.

The discourse on school management indicates that proficient and effective administration is essential for enhancing the quality of instruction in madrasahs. Through the implementation of effective management concepts, madrasahs can surmount the diverse problems they encounter and attain their educational objectives.

5. CONCLUSION AND SUGGESTIONS

This research has effectively identified and analysed diverse techniques to enhance the quality of education in madrasahs through a journal study on educational management. Based on the research findings, many principal conclusions can be derived as follows:

The initial situation of the madrasah indicates several critical obstacles, including inadequate facilities, a deficiency of skilled personnel, and minimal support from both the community and government. These problems affect the quality of education delivered at the madrasah.

Effective school administration, encompassing planning, organising, directing, and controlling, is essential for improving the quality of education in madrasahs. Effective planning establishes the trajectory for education, efficient organisation allocates resources, appropriate direction inspires and guides, and rigorous control guarantees the attainment of educational objectives.

Quality Improvement Strategies: Strategies for boosting educational quality in madrasahs encompass: Elevating teacher quality via training and professional development.

Improving educational infrastructure to foster an optimal learning atmosphere.

Enhancing the curriculum and employing novel pedagogical techniques.

Enhancing parental and community involvement in the educational process.

Establishing efficient assessment and regulatory frameworks to guarantee the attainment of educational objectives.

This research demonstrates that the implementation of efficient educational management strategies enables madrasahs to surmount numerous problems and enhance the quality of education delivered. These ideas provide pragmatic direction for madrasahs to execute essential modifications to attain improved educational results.

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The Role of Teachers in Instilling Student Character Through Digital Literacy in The Society 5.0 Era

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ABSTRACT

In the era of Society 5.0, digital technology has become an integral part of daily life, including education. This research aims to explore the role of teachers in instilling character in students through digital literacy. The research method used is a literature review employing the library research method. The research results show that teachers play a crucial role in instilling students' character through various digital literacy strategies. The teacher not only serves as a facilitator in the use of technology but also as a role model and guide in shaping students' character, such as integrity, responsibility, cooperation, and critical thinking. The challenges faced include, limited technological resources, a lack of training for teachers and resistance to changes in teaching methods. However, with proper implementation, digital literacy can become an effective tool in instilling character values in students. This study provides recommendations for education practitioners to effectively integrate digital literacy into the curriculum and provide adequate training for teachers to optimally utilize digital technology in shaping students' character.

1. INTRODUCTION

Citizens 5.0, often termed "society 5.0" in academic discourse, has revolutionized worldwide perspectives on politics, economics, citizenship, and education. The crucial part of learning is that Citizen 5.0 has introduced substantial modifications and advancements. The swift advancement of technology presents numerous choices designed to fulfill human wants and improve daily life through various benefits and conveniences. Progress in data and communication technologies, including Twitter, email, WhatsApp, Instagram, Facebook, and many social media applications, has facilitated the ease of information retrieval and online conversation, readily available at users' fingertips. The liberty and ease afforded by technological innovations in data access via a singular feature might significantly alter students' perspectives.

Nonetheless, if facile access is not supplemented by supervision and instruction from educators, it may adversely affect learning outcomes, including comprehension of the instructional modules. The environment can influence juvenile criminality, especially substance misuse. Elements include peer pressure, an unstable familial climate, drug accessibility, and insufficient adult supervision, which can affect adolescents' propensity to engage in drug use. The information regarding adolescent drug abuse in Indonesia is derived from the 2012 findings of the National Narcotics Agency (BNN). Estimates suggest that approximately 50-60 percent of total drug users in Indonesia during that period were adolescents, encompassing both high school and university students.

Furthermore, studies undertaken by BNN and the University of Indonesia (UI) estimated the total number of drug users to be between 3.8 and 4.2 million individuals. This discovery signifies a critical problem requiring urgent attention from the government, educational institutions, families, and society. Initiatives to avert adolescent drug misuse encompass a multifaceted strategy, incorporating counseling, education, rehabilitation, oversight, and the enforcement of rules that restrict accessibility and impose penalties on drug users. Consequently, character education is crucial in addressing the myriad issues of 21st-century education that emphasize technology. Students must be endowed with sufficient morals and knowledge to become exemplary individuals and a source of pride for their parents, nation, and country. In this age of globalization, access to technology has grown more accessible for all individuals, both adults and children. Contemporary technology significantly influences education by offering considerable support in learning and information acquisition.

Moreover, technology functions as a medium of communication between educators and learners. It is essential to acknowledge that technology exerts beneficial and detrimental effects on education. An example of a damaging impact includes instances of cyberbullying, student altercations, and sexual violence against minors, which reveal deficiencies in the nation's character. Consequently, it is imperative to offer insights and advice to all children from an early age, enabling society to cultivate healthy qualities and behaviors from youth. This is anticipated to diminish crime rates in the specified instances. A primary objective of Society 5.0 is to tackle difficulties within the education sector, particularly in response to the swift progression of technology advancements. The speedy advancement of technology necessitates adapting the educational system to a character-driven digital age. To address the difficulties of Society 5.0, education must be effectively structured and adapt to contemporary developments. (Arya Dani Setyawan et al, 2022).

Assert that the educational curriculum design must address several aspects to confront the challenges of the Society 5.0 age. The salient points are as follows: Character education: Education must prioritize the development of virtuous character and robust values in students. The objective is to cultivate accountable individuals, exhibit integrity, and uphold elevated ethical standards. Students must possess critical thinking abilities to assess information, devise new solutions, and innovate in response to the changes of the Society 5.0 era. This capability will empower students to become autonomous thinkers adept at confronting obstacles and devising inventive solutions. Technology integration: Education must include technology in the learning process. Students must be instructed in utilizing technologies pertinent to the Society 5.0 era, including artificial intelligence, big data, and the Internet of Things. The capacity to utilize this technology will equip individuals to participate in a connected and proficient society in the digital age. By incorporating these essential elements into the educational curriculum, it is anticipated that students will be equipped to confront the difficulties of the Society 5.0 period and capable of adapting and flourishing in an ever-evolving world. The education sector faces globalization's continually growing and boundless reality, which can significantly influence social life. A detrimental consequence of the rise in globalization is the escalation of adolescent delinquency, hoaxes, and hate speech via social

media, among other issues. Consequently, the education system must assume responsibility for cultivating students' potential in all dimensions, including character education. A teacher is a pivotal character in education. A teacher must serve as a role model, a reflection, and an exemplar for students, beginning with their attitude, qualities, and behavior, particularly the thought that character is the paramount element of education. In confronting educational progress in the 4.0 era, Japan, a nation with advanced technology, has embraced the notion of Society 5.0. The COVID-19 pandemic has necessitated physical distancing globally, especially within educational settings. Japan has commenced the period of Society 5.0, a notion that transcends the manufacturing sector to tackle societal challenges by integrating physical and virtual environments. Society 5.0 encompasses the utilization of extensive data gathered via the Internet of Things (IoT) and implemented using artificial intelligence, also known as "AI." This notion seeks to establish a more efficient, inclusive, and sustainable society by utilizing technological breakthroughs to address diverse social issues. Technology in the 5.0 era significantly influences various sectors, including healthcare, urban development, transportation, agriculture, industry, and education. In the future, applying big data technologies inside Society 5.0 will have both beneficial and detrimental effects on Indonesia's national education system. In education, this signifies integrating modern technology to enhance the learning experience, including using artificial intelligence for student data analysis, creating tailored curricula, and implementing digital platforms for remote instruction. Japan aims to enhance educational breakthroughs and equip future generations to confront forthcoming difficulties by implementing Society 5.0. The revolutionary concept introduced by Japan highlights the significance of human agency in addressing progressively complex challenges, transitioning from 4.0 to Society 5.0. In the Society 5.0 era, humans are anticipated to possess enhanced capabilities for resolving intricate issues, engaging in critical thinking, and demonstrating creativity. Despite the advanced technological trends of the fourth industrial revolution, including automation, data exchange, cyber-physical systems, the Internet of Things, cloud computing, and cognitive computing, Society 5.0 presents itself as a solution to these challenges rather than a competitor to existing innovations. The ongoing advancement of processes yields both beneficial and detrimental consequences within education. In this context, educational innovators need to optimize its beneficial effects. Technological innovations can facilitate more interactive, innovative, and flexible pedagogy. Utilizing online learning platforms, digital resources, and interactive tools can augment student involvement and promote a deeper comprehension of subjects. Nonetheless, it is crucial to acknowledge the challenges and risks that require attention. An instance is the diversion and dependency on technology. Innovators and educators must assist students in cultivating an understanding of healthy and balanced technology utilization. Furthermore, safeguarding privacy and internet security must be considered in the application of technology in education. This perspective relies on personal effort and inventions that balance financial advancement and the resolution of social challenges within a framework intricately linked to both the virtual realm and contemporary reality. An illustration of this can be observed in the utilization of social media by IAIN Syekhnurjati Cirebon, which demonstrates the relationship between the 4.0 Industrial Revolution and Society 5.0. The application of Big Data aligns with the advancements of Society 5.0 across multiple domains. Society 5.0 was addressed at the World Financial Gathering in early January 2019 in Davos, Switzerland. Japan's Prime Minister, Shinzo Abe, asserts that the Fourth Industrial Revolution and Society 5.0 notions are largely analogous. Industry 4.0 utilizes artificial intelligence, whereas Society 5.0 highlights the significance of human elements in such innovation. In this context, human intelligence and modern technology are employed to expedite economic and societal advancement, with humans continuing to play a pivotal role in decision-making, creativity, and problem-solving. Consequently, the synergy between technological innovation and human involvement is essential for attaining an

equilibrium between economic advancement and the resolution of social challenges. Applying big data and other technologies can actualize the concept of Society 5.0 by leveraging innovation and human potential. Integrating the virtual world with reality can achieve this goal more effectively, resulting in a beneficial impact encompassing sustainable economic advancement and enhanced social quality of life. The education sector possesses a substantial chance to contribute to and enhance a nation's capabilities in the context of global competition and an increase in data innovation. The digital world is swiftly advancing, allowing everyone to capitalize on it. Nonetheless, the digital realm can simultaneously erode an individual's dignity in numerous ways. The ignorance of individuals regarding the digital realm has resulted in the improper utilization of digital media across personal, social, and national dimensions. In this setting, education must consistently provide learners with a profound comprehension of the digital realm, encompassing awareness of threats, digital ethics, and the capacity to utilize digital media judiciously. With this comprehension, individuals will be equipped to confront the problems and hazards inherent in the digital domain while effectively and responsibly capitalizing on its benefits. The discussion on character education in Indonesia has been prioritized, as it is deemed integral to national growth in human resources. The National Long-Term Development Plan (RPJPN) delineated this from 2005 to 2025.

The discussion on character education clearly shows a fundamental vision for cultivating exceptional human resources. The objective is to establish a nation characterized by resilience, competitiveness, virtue, and morality, grounded in the principles of Pancasila. The government aims for character education to demonstrate diverse qualities and behaviors that embody robust beliefs. This encompasses faith and devotion to the One Almighty God, adherence to noble ethics and morals, the ability to embrace and appreciate diversity, capacity for cooperation and mutual support, a patriotic spirit, dynamic development, and an orientation towards knowledge and technology. Literacy competencies within educational institutions should allow collaboration with diverse organizations, networks, and communities beyond the academic setting. Community engagement is essential, as schools cannot independently fulfill their vision and goal.

Consequently, collaboration and coordination among networks and extracurricular learning institutions are necessary to enhance students' character development. Multiple coordinated initiatives can be undertaken to implement effective character education for students in addressing the challenges of the 21st century, including partnerships with the Ministry of Communication and Information (Kominfo) and other entities involved in digital literacy. The role of a teacher in the 21st century markedly differs from that of a teacher in the 20th century. In contemporary times, a teacher's function is not exclusively defined by their charm.

Furthermore, an educator must be able to communicate and change according to contemporary circumstances. Educators in the digital age must demonstrate innovation and creativity, as pedagogical approaches from the 1980s are inadequate for addressing the requirements and growth of contemporary pupils. In the digital age, instructors encounter perpetual transformations. Consequently, alongside a diverse skill set, an educator must possess specific supplementary competencies to execute their function as a learning facilitator effectively. Five fundamental competencies are necessary for an educator to achieve good learning. These competencies encompass organizational skills, interpersonal skills, cognitive capabilities, the capacity to sustain continuous learning, and the utilization of information boards. The capacity to digitize literacy has become crucial for anyone engaging in a digital environment. In the absence of that capability, a possible risk could jeopardize digital media consumers, including susceptibility to offense or disturbance, exposure to misinformation (hoaxes), victimization by fraud, and loss of personal data due to hacking, among others.

The digital realm encompasses a multitude of criminal activities. The hazards may be exacerbated due to the prevalence of fraudulent accounts and several unfamiliar individuals in

the digital realm. The rise in violent incidents and the deterioration of societal morality have resulted in the formation of riots as a social phenomenon. This phenomenon is a prevalent issue that necessitates attention from multiple stakeholders, particularly within education. Character education that prioritizes the cultivation and enhancement of character must be instituted. Education constitutes the foremost investment sector in developing and cultivating human resources. (Azka Salmaa Salsabilah et al, 2021) Relying solely on literacy comprehension and internet usage, mainly digital media, will render digital literacy ineffective. Nonetheless, upholding commendable moral standards and exhibiting constructive conduct when engaging in Internet communication is crucial. The community on social media sites is notably diversified, encompassing many backgrounds. This article aims to 1) emphasize the significance of character education in fostering holistic student development, encompassing moral, ethical, and positive values, and 2) delineate the function of digital literacy as a means to enhance character education, as it entails the comprehension, assessment, and responsible utilization of digital technology. 3) underscore the necessity for the amalgamation of character education and digital literacy to equip students for the exigencies and challenges of the continually evolving digital landscape, and 4) articulate that character education via digital literacy is pertinent not only to students' current lives but also cultivates their development into ethical and responsible citizens in an increasingly interconnected digital future.

Education encompasses the process by which pupils initiate their learning journey in school. Education fulfills an individual's need for knowledge, fosters creativity, and cultivates a character-driven learner. Education is developing human character through structured systems, methodologies, and tactics responsive to the environment. The character of its citizens shapes the character of a nation; hence, character development can be fostered within the home and educational settings. The term "character" is derived from the Greek word *harassing*, signifying to engrave, akin to painting on paper or carving stone or metal. Consequently, it may be inferred that each individual's unique characteristics vary from their personality. The character has existed since the inception of humanity and can be cultivated through character education.

According to the perspective above, the character education schools ought to cultivate includes moral education, character development, religious instruction, and personality enhancement. The character of a student encompasses 18 values in character education as stipulated by the Ministry of Education in Indonesia in the 2013 curriculum, including religiousness, honesty, tolerance, discipline, diligence, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation for achievements, sociability, love for peace, a passion for reading, environmental consciousness, social responsibility, and accountability. Schools can realign according to the core ideals they seek to attain, utilizing 18 principles in character education. Character education is crucial for instilling values such as respect, accountability, honesty, care, and justice, enabling students to comprehend, prioritize, and embody these principles to attain success. Character education seeks to enhance the quality of the educational process and outcomes, fostering learners' character and virtuous morals in a comprehensive, integrated, and balanced manner, aligned with the competency standards for graduates in each educational institution. (Hetwi Marselina Saerang et al, 2023) In character education institutions, pupils may be shaped by their social and cultural contexts. The primary foundation of character education originates from the home and family. The family is a formal institution, whereas the school is an informal institution that influences character education. At present, a significant challenge in education is the character of students. Students exhibit problematic behaviors such as peer bullying, improper language, misconduct, and challenges with academic engagement. Moral degradation manifests in abortion, prostitution, violence, motorcycle gangs, pornography, substance misuse, and promiscuity. The deterioration of character education in online learning has emerged as a challenge for educational

institutions. The school is endeavoring to implement digital literacy in this advanced age. Technological advancement is occurring swiftly; even primary school children are already acquainted with it. (Irkham Abdaul Huda, 2020) This study seeks to enhance student character development through digital literacy. Digital literacy in PPKn education serves to cultivate students' character. Digital literacy has the potential to function as a catalyst, facilitating access for students and educators through open apps. The Ministry of Education and Culture defines the School Literacy Movement (GLS) as a comprehensive initiative to transform schools into learning organizations that promote lifelong literacy among their members through community engagement. This literature study will evaluate how character education can enhance students' character through digital literacy and whether Citizenship Education (Civics) can impact students' character development. Consequently, the literature review findings can furnish educational institutions, both formal and informal, with insights and knowledge to cultivate students' character through digital literacy. (Ahmad Hariandi et al, 2016).

The digital age necessitates that educators acquire extensive and profound skills and competencies, encompassing proficiency in software and digital learning platforms and the capability to incorporate technology into the curriculum. Teacher professionalism in the digital era necessitates significant adaptability to technological advancements, a profound comprehension of technology's role in facilitating learning, and proficiency in utilizing diverse digital tools to enhance interactive and engaging educational experiences. Technological training deficiencies, inadequate infrastructural support, and insufficient time for learning and adaptation to new tools are primary hurdles. (Rahma Dania Purba et al., 2024).

2. THEORETICAL FRAMEWORK

A. The Role of Teachers

The role of educators in the teaching and learning process is crucial, as they are frequently perceived as primarily accountable for the quality of education. (Syamsul Arifin, 2017) In this context, educators must facilitate behavioral modifications among children. The objective of learning is to modify behavior. Consequently, numerous stakeholders harbor significant expectations for educators to enhance the quality of education. Students will facilitate story writing by deriving ideas from their daily experiences. With the assistance of educators, these experiences can be structured into a conceptual framework utilizing mind mapping, which is rich in student creativity. Instructor assistance facilitates behavioral modifications in students, improves their narrative writing skills, promotes active class engagement, and elevates their passion for learning narrative composition. Nonetheless, numerous issues have emerged in this research, including the persistence of conventional teaching methods devoid of innovation, teachers' insufficient awareness of note-taking skills, students' generally low narrative writing capabilities, their inability to organize ideas, thoughts, and opinions in writing effectively, a deficiency in active student participation and creativity in learning, and inadequate facilities and infrastructure to support these endeavors. (Aditya Ramadhan, 2024)

In the General Dictionary of the Indonesian Language, Poerwadarminta defines "membentuk" (to form) in a manner akin to "mendidik" (to educate) and "mengajari" (to teach), essentially as the enhancement of an individual's behavior. "membentuk" embraces all endeavors to steer and direct towards a specific objective. The development of an individual's behavior and character commences at birth, advancing in tandem with their growth and adaptability to the social milieu. Nevertheless, not all youngsters can effectively manage this phase, resulting in diverse behavioral and character problems. Driyarkara asserts that an individual's character may possess virtuous and malevolent qualities. Character education aims to cultivate virtuous character for its ongoing practice and eradicate detrimental character to prevent its recurrence. (Yuniman Hulu, 2021).

B. Digital Literacy

1. Definition of Digital Literacy

Literacy is a collection of competencies for individuals and society in reading, numeracy, and writing, adhering to established norms and pertinent contexts, applicable in educational settings, domestic environments, and throughout one's life capabilities. The capacity to read and write within the framework of digital technology. Digital literacy has a new significance, encompassing an extension of literacy emphasizing the value of networking, cooperation, engagement, and creativity facilitated by technology. (Rut Kristella Pangaribuan et al., 2022) Digital literacy includes the capacity to employ technology to locate, assess locate, assess, utilize, generate, and convey information, utilizing both cognitive and technical competencies. The digital literacy concept established by UNESCO in 2011 is intrinsically linked to educational literacy tasks, including reading, mathematics, and writing. Digital literacy encompasses more than proficiency in utilizing technology, information, and communication devices. It also includes social and learning skills (Aqilla Fadia Haya et al., 2023) and involves specific attitudes, critical thinking, creativity, and inspiration, all considered digital competencies. From the definitions above and explanations, we can deduce that digital literacy encompasses an individual's motivation, disposition, and capability to utilize digital technologies and communication tools, such as laptops and smartphones, to access, process, evaluate, and acquire new information or skills, facilitate remote communication, actively participate in society, exchange knowledge, and engage in digital entrepreneurship. (Rahma Dania Purba et al, 2024)

2. Types of Digital Literacy

Digital literacy can be categorized into various forms, including:

1. The Internet enables users to access diverse forms of information.
 2. Social media is a platform that facilitates unrestricted interaction among individuals.
 3. An ETB (Electronic Talking Book) is a narrative volume that employs a digital format derived from electronic devices like computers.
 4. E-Book denotes the digital publication of books, characterized by the extensive accessibility to digital literature and related information.
 5. A blog or weblog is an online entry akin to a diary that anybody can author and publish online.
 6. Users can use the iPhone and other smartphones, classified as intelligent mobile devices, for communication and information acquisition, including web access.
 7. CDs and DVDs serve as storage material that can be accessed and viewed in the future.
- Several types of digital literacy referenced above are implemented in primary schools. Implemented types encompass the Internet, mobile phones, websites, and social media. It may be inferred that educators and learners can use mobile phones, the Internet, and e-books or digital texts to acquire information, functioning as resources or instructional materials, among other purposes.

3. Benefits of Digital Literacy

Ten advantages of digital literacy are elucidated as follows:

1. Time efficiency: through digital literacy, consumers can get information without traveling to the location.
2. Accelerated learning: Digital literacy enables individuals to swiftly access information through electronic devices, such as computers and cell phones.
3. Cost savings: a significant advantage of digital literacy is the capacity to economize.

4. Enhancing safety: Important information sources are readily accessible on the Internet. This may operate as a reference if you are certain of your requirements.
5. The most recent data, along with the accessibility of trustworthy digital resources, enables users to acquire current knowledge. (latest).
6. Individuals utilizing this technology will perpetually maintain the ability to speak with one another.
7. Enhancing decision-making by instructing individuals on digital tools for locating, managing, and analyzing information empowers them to make more informed choices.
8. This digital literacy can facilitate work by aiding with daily chores, particularly computer usage.

The Internet enhances happiness by providing many enjoyable things, including images and movies.

The writings accessible on the Internet can significantly influence readers' opinions.

The explanation above indicates that digital media has numerous advantages, including accelerated learning due to its accessibility at any time, cost savings from its availability anywhere, and enhanced safety, which can be beneficial in daily life.

1. RESEARCH METHOD

The study "The Role of Teachers in Instilling Character in Students Through Digital Literacy in the Era of Society 5.0" used a literature review methodology. (Sarwono, 2006) posits that a literature study is a data-gathering method involving the examination of diverse reference materials and prior research findings of a comparable kind, which aids in establishing a theoretical framework pertinent to the research subject. (Nazir, 2003) asserted that literature research is a data collection method examining books, literature, notes, and numerous reports pertinent to the issue. (Sugiyono, 2012) posits that a literature study constitutes a theoretical analysis, reference, and assessment of scientific literature relevant to the culture, values, and norms prevalent in the social context under investigation. Researchers perform studies concerning theories linked to the research issue, accumulating extensive information from pertinent literature. The literature sources for this research were derived from books, journals, and research findings. This study encompasses general processes, including the systematic identification of hypotheses, literature exploration, and document analysis pertinent to the research issue.

4. RESULTS AND DISCUSSION

a. Research Results

The Role of Educators in Digital Literacy: Educators are crucial in imparting and instructing pupils in digital literacy. They teach technological skills while also mentoring students in the comprehension of ethics and duties associated with technology usage. Teachers' implementation of digital literacy includes the utilization of digital devices, educational software, and online resources that facilitate the teaching and learning process.

The Impact of Digital Literacy on Character Development: Digital literacy cultivates critical thinking, creativity, and problem-solving skills vital to character education. Technology in education can augment student interest and engagement, favorably influencing character development traits such as discipline, responsibility, and cooperation.

Obstacles in Executing Digital Literacy: Educators need help adjusting to swift technological progress and incorporating technology into the curriculum. Providing sufficient facilities and infrastructure and teacher training presents a significant obstacle to the efficient execution of digital literacy initiatives.

Educator Approaches in Character Development via Digital Literacy: Educators employ diverse tactics, including project-based learning, collaborative learning, and integrating social media as an educational resource. Implementing character education values, including integrity, empathy, and responsibility, is emphasized in all digital learning activities.

b. Discussion

Incorporating digital literacy into character education is crucial in the Society 5.0 era, as technology is vital to everyday life. Educators must instruct pupils in the prudent, ethical, and responsible use of technology.

The Necessity of Educator Training and Development: Continuous training and professional development are essential to enhance teachers' roles in digital literacy. Educators must possess up-to-date knowledge and competencies in educational technology. Cooperation among academic institutions, governmental bodies, and the corporate sector is essential to furnish sufficient resources for educators.

Curriculum Development: The curriculum must be crafted to adapt to technological progress and the requirements of students in the digital era. Digital literacy and character education should be comprehensively interwoven into all subjects. Technology should be utilized to foster good character development and equip pupils to become responsible digital citizens.

Regular monitoring and evaluation of the implementation of digital literacy and character development in educational institutions is essential. This assessment can be conducted by questionnaires, observations, and evaluations of student performance to ensure the objectives of character education are met. This magazine underscores the critical role of educators in fostering digital literacy, which is essential for forming students' character in the context of Society 5.0. Educators must transform into catalysts for change, utilizing technology to cultivate critical, creative, and responsible individuals among pupils.

5. CONCLUSION

Educators are crucial in improving educational quality and influencing students' behavioral modifications. They are vital in directing pupils, improving their writing abilities, fostering active engagement, and boosting student motivation using innovative techniques like mind mapping. The obstacles encountered comprise traditional pedagogical approaches, students' inadequate story writing abilities, and insufficient supporting facilities and infrastructure.

Digital literacy encompasses the capacity to utilize technology to retrieve, assess, and disseminate information through cognitive and technical competencies. It also includes social skills, critical thinking, creativity, and a constructive attitude towards technology utilization. Indicators of digital literacy encompass technological proficiency, digital ethics, digital culture, and digital security. Digital literacy includes the internet, social media, e-books, blogs, and smart devices.

Digital literacy facilitates time efficiency, accelerates learning, reduces costs, and improves information security. Digital literacy facilitates enhanced connectedness and superior decision-making and may augment happiness while positively impacting the globe. Digital literacy significantly influences the development of pupils' character, encompassing critical thinking abilities, creativity, and problem-solving capabilities. Teachers encounter obstacles such as adapting to technological changes, incorporating technology into the curriculum, and requiring training and professional development. Teachers employ project-based learning, teamwork, and social media utilization, emphasizing character education values, including integrity, empathy, and accountability.

This theoretical framework underscores the essential role of educators in fostering critical, creative, and responsible character traits in students within the context of Society 5.0. It necessitates collaboration among educational institutions, government entities, and the private sector to assist teachers in overcoming challenges and effectively leveraging technology.

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The Importance of Collaboration Between Schools and Parents in Improving Student Achievement

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ABSTRACT

This research aims to examine the application of understanding student characteristics to mitigate unwanted behaviour at Al Yusra Abadi Tahfiz School. The employed research method is qualitative, utilising data collection approaches such as literature review, observation, and interviews. The research findings indicate that the implementation of educational techniques derived from the Quran and Hadith, including memorisation, talaqqi, and discourse, positively influences the character development of students. Furthermore, the pesantren setting and the profound interaction between students and teachers significantly contribute to the development of discipline, responsibility, and virtuous character. Factors facilitating research implementation encompass the provision of ample learning opportunities and the endorsement of proficient educators. Simultaneously, there are other constraining factors, including insufficient student motivation and difficulties in regularly applying pedagogical methods. The effective execution of the Al Yusra Abadi Tahfiz program can mitigate negative behaviour and elevate the moral standards of students, rendering them virtuous and advantageous to society.

I. INTRODUCTION

Parents bear the principal responsibility for their children's development and education. (Contribution of Individuals, 2021) The role of parents is essential in shaping the educational pathways and environments of their children in anticipation of the future. Education beyond the family does not imply that parents abdicate their responsibilities for their children's education. However, it primarily concerns the inadequate understanding of parents in delivering education that continually adapts to contemporary developments. Moreover, parents have limited time to engage with their children in learning due to their obligations in fulfilling the family's requirements. Consequently, parents delegate their children's education to educational institutions.

The objective of national education in Indonesia is to execute the four pillars of education as declared by UNESCO. The four pillars embody the vision for education that formal institutions must cultivate in the present and future. (Analysis of Objectives, 2014) The four

pillars are: 1) Knowledge acquisition, 2) Skill development, 3) Personal growth, and 4) Social coexistence. Belajar untuk menjalani kehidupan secara kolektif.

Education can be succinctly defined as the human endeavour to cultivate one's character in alignment with societal and cultural ideals. Consequently, regardless of the simplicity of a society's civilisation, an educational process transpires within it. Consequently, it is frequently asserted that education has been a constant throughout human civilisation. Education is fundamentally a human endeavour to preserve its survival. The Indonesian government is endeavouring to enhance educational quality through the implementation of several initiatives. Educational institutions are intricate and distinctive entities. (Nur Kholik, 2017) The complexity arises from the interdependent dimensions within a school organisation that collectively contribute to the attainment of specified objectives. Distinctive qualities signify that a school, as an entity, possesses particular traits absent in other organisations. The attributes that establish a school's unique identity, wherein the educational process fosters human development. School rules will directly impact and dictate the efficacy of the curriculum, diverse educational resources, instructional duration, and the learning experience. (Agung Rimba Kurniawan, 2019) Consequently, initiatives to elevate educational quality must commence with the reorganisation of school administration, alongside the enhancement of teacher proficiency and the development of educational resources. cannot be assigned to others, as educators and community leaders, in assuming the role of education, are only participants. The obligation shouldered by educators, in addition to parents, constitutes a delegation of parental responsibility, as it is often unfeasible to execute a child's education flawlessly, particularly in a perpetually evolving culture. Secondly, the guardian. Parents, in addition to their educational responsibilities, also bear the duty of safeguarding their family's moral and material well-being. (physical and spiritual). Thirdly, motivation. Ngalm Purwanto asserts that motivation encompasses all factors that compel an individual to behave and engage in activities. (Widayat Prihartanta, 2015) Motivation generally originates from two sources: internal and external. Intrinsic motivation is the internal drive originating from oneself, independent of external stimulation or aid, whereas extrinsic motivation is derived from external stimuli. Of the two types of motivation, intrinsic motivation is the more efficacious. The facilitator. A child in the learning process necessitates not only the fulfilment of fundamental necessities but also access to educational resources, including a study area, desk, chair, adequate lighting, writing instruments, books, and similar items. Parents have a crucial role in establishing extrinsic drive in children. The presence of extrinsic motivation can help regulate a child's unsteady mental and psychological state. The fifth is the mentor. Parents ought to dedicate time to accompany their children to facilitate their learning.

II. THEORETICAL FRAMEWORK

a. The Essence of Parents

Parents serve as the initial educators for their offspring. (Anis Pusitaningtyas, 2016) Upon a child's commencement of schooling, parents serve as the principal collaborators with the child's educator. Parents can assume many roles, including: learners, volunteers, decision-makers, and participants in the teacher-parent cooperation team. In those positions, it enables parents to facilitate the development and growth of their children.

Parents not only offer affection, sufficient resources, and financial assistance; they also function as educators for their children. The education children acquire from infancy to adulthood primarily originates from their parents.

Ahmad Tafsir asserts that parents are the principal educators in cultivating faith in their children. This assertion corresponds with John Locke's view that a kid resembles a blank slate upon which parents and educators can inscribe their aspirations, or like pliable wax that can be moulded according to the intentions of its creator. The development of competent

and virtuous children is contingent upon the guidance of elders. If parents nurture a child with virtue, the child will embody goodness; conversely, if parents cultivate a child with vice, the child will develop undesirable behaviour. The role of parents is vital in a child's educational performance, with the primary role being that of the educator. The primary educators in Islam are the parents, who bear the responsibility of nurturing their children's whole development, encompassing emotive, cognitive, and psychomotor dimensions. (Achmad Saeful, 2021) The role of parents as educators is essential.

b. The Implications of Collaboration Between Counselors and Parents

Parents serve as the principal educators for students in non-school settings. Parents participate in the reciprocal communication process concerning the guidance program and student development. Parents contribute to data collection and information gathering, as well as enhance the efficacy of guidance services through external monitoring. The aforementioned functions substantially enhance the successful and efficient execution of advice and counselling programs at educational institutions.

This underscores that each party possesses distinct requirements in its capacity as a stakeholder in guidance and counselling. To satisfy the requirements of diverse stakeholders, the subsequent implications must be considered:

- a. The circumstances and requirements of individuals who significantly contribute to student development must be taken into account and utilised as a foundation for devising a pragmatic assistance program. Consequently, parents and community members should participate in the assessment process. Their participation in this topic may manifest as providing precise information regarding the circumstances (family background, educational background, socio-economic background) in the needs assessment. (Cintya Nurika Irma et al 2019)
- b. Guidance services are offered not only to students but also to other stakeholders involved in the students' growth and development process. All stakeholders essential to the student's developmental process are entitled to receive advice and counselling services.
- c. To augment collaboration with teachers, school counsellors should actively participate in all relevant professional organisations and strengthen cooperation with other professional personnel. The family is the origin of character formation, while the school serves as the environment for its growth and development. Given the significance of parents as primary educators in a child's growth and development, they serve as essential partners for educators. As parents, it is insufficient to only observe our children's education from outside the school fence. Undoubtedly, diligent effort is required from both parties. A proactive and constructive partnership between parents and school counsellors to enhance and synchronise the educational initiatives established by the school, encompassing the character development of our children. (Agus Supriyanto, 2016).

The following delineates the modalities of parental collaboration inside the educational institution:

1. Participate in the meeting with the homeroom instructor on the inaugural day of school
2. Attend meetings with the homeroom teacher a minimum of twice every semester.
3. Participate in parental classes a minimum of twice annually.
4. Personally attend each report card distribution.
5. Serve as a reference individual for inspiration sessions.
6. Engage actively and attend the end-of-year class performance event.
7. Participate actively in the parent association of their child's class.

Different modalities of parental engagement in educational institutions can offer support and beneficial contributions to children's growth, with motivations for parental participation in school activities encompassing:

1. Parents can enhance their comprehension and support of educational initiatives.
2. Parents can synchronise their children's activities at home.
3. Parents can exchange and augment their knowledge to facilitate their children's academic achievement.
4. Parents can recognise and proactively anticipate diverse hazards to their children, including violence, drugs, pornography, extremist ideologies, and other unethical behaviours.
5. Parents may contribute feedback regarding the school's advancement.
6. Parents can oversee educational achievement and offer assistance for their children's development.

The principles of familial collaboration with educational institutions are as follows:

1. Equitable rights, alignment, and reciprocal respect.
2. An ethos of collaboration and unity.
3. Enhancing and reinforcing one another.
4. Collaborative refinement, support, and cultivation in executing a designated learning plan to attain the specified educational goals. Factors that facilitate and impede learning Education is fundamental to all student endeavours in school. (Kermi Diasti, 2021) The efficacy of learning is contingent upon students' perceptions of the learning process. Student learning constitutes a relatively enduring alteration in behaviour resulting from practice and experiential learning. Numerous elements can affect learning. Learning is often impacted by two determinants: internal variables and external influences.
 - a. Internal components encompass physiological aspects, pertaining to the students' physical condition, and psychological elements, which include intelligence, motivation, interest, attitudes, and skills of the students.
 - b. External elements include the natural environment and the socio-cultural context, whereas non-social or instrumental components comprise the curriculum, programs, learning opportunities, and educators.

III. RESEARCH METHOD

Several research on parental involvement in schools have concentrated on the types and frameworks of family roles in educational engagement. Hoover-Dempsey et al. provide a comprehensive analysis of the roles, forms, and patterns of parental engagement in educational settings. This parental role will demonstrate the personal obligation parents feel in facilitating their children's educational achievement.

The establishment of parental responsibilities in education inside schools mirrors the existence or lack of a mutual conviction between parents and the school (or educators) concerning the degree of involvement permissible in fostering learning and the academic performance of children. Hoover-Dempsey's research delineates parental roles as the convictions parents possess regarding their responsibilities in their children's education and how these beliefs influence their behavioural patterns in fostering a constructive partnership with the school.

The formulation of parental engagement roles is shaped by their beliefs regarding children's developmental potential and the appropriate actions parents should undertake to raise their children properly. These ideas offer direction on parental actions at home to facilitate their children's academic success. Parental involvement in education are influenced by parents' personal aspirations for their children's academic performance. The objectives of individual parents converge with those of others who have a unified vision for their children's academic achievement. Those individuals will unite to affirm their accountability for the children's academic progress.

IV. RESULTS AND DISCUSSION

a. Research Results

Enhancement of Academic Performance: Cooperation between educational institutions and parents can markedly improve students' academic success. Parents engaged in their children's education typically motivate them to attain superior academic performance. This is evidenced by improved examination outcomes, elevated average grades, and increased engagement in educational activities.

The collaboration between schools and parents positively influences students' social and emotional development. When supported by both parties, adolescents can more effectively regulate their emotions, cultivate improved relationships with peers, and demonstrate more good conduct in school.

Improved Communication: A strong partnership between schools and parents fosters good bilateral communication. Information concerning student development can be effectively conveyed, whether pertaining to academic accomplishments or conduct. This assists parents and educators in delivering support that aligns with students' needs.

Enhancing Student Motivation: Students who perceive support from both the school and their parents are generally more motivated to engage in learning. This drive may arise from acknowledgement of their endeavours, support in attaining objectives, and an enhanced sense of accountability for their own education.

Enhanced Problem Resolution: Effective communication between schools and parents facilitates expedited and more efficient problem-solving. When students encounter challenges, both academically and non-academically, collaboration between both sides might yield optimal solutions.

b. Discussion

The Significance of Engaged Parental Involvement: Parents who actively participate in their children's education profoundly influence students' academic achievement and personal growth. Active involvement may encompass attending school meetings, overseeing homework, and maintaining consistent communication with educators. Engaged parents demonstrate to their children that education is paramount.

The Role of Educators in Promoting Collaboration: Educators are crucial in establishing communication channels with parents. Proactive educators who involve parents through consistent information dissemination, meeting organisation, and accessible communication channels can improve collaborative quality. This additionally contributes to the establishment of a more inclusive and supportive educational atmosphere.

Execution of Collaborative Initiatives: Educational institutions might establish initiatives aimed at fostering cooperation between parents and the school. These programs may encompass workshops, seminars, and collaborative activities that engage parents. Such programs not only strengthen relationships but also furnish parents with skills and resources to assist their children's education at home.

Obstacles in Collaboration: Despite the numerous advantages of collaboration between educational institutions and parents, there are problems that must be confronted. Challenges include insufficient time for parents, disparities in cultural and linguistic origins, and adverse attitudes of educational institutions. Confronting these difficulties necessitates an inclusive and adaptable strategy from the educational institution.

Research indicates that schools that effectively foster collaboration with parents achieve higher student success rates, as seen by multiple case studies. Research indicates that students from varied backgrounds can derive substantial benefits from this collaboration, particularly within the framework of inclusive education.

V. CONCLUSION AND SUGGESTIONS

Parents significantly influence children's education, acting as their initial instructors and major collaborators with school educators. In this context, they are responsible for giving affection and appropriate facilities, while also actively influencing the child's character and personality through early education. Parents, as primary educators, fulfil several responsibilities, from volunteers to decision-makers, all of which enhance their children's overall development.

Collaboration between parents and educational institutions, particularly in guidance and counselling programs, is crucial for the optimal development of kids. Involving parents in the educational process, whether meetings, oversight, or active engagement in school activities, provides children with more comprehensive assistance. Parental participation enables comprehension and support of educational activities, as well as the anticipation of obstacles encountered by children, including violence and extremist ideologies.

The significance of parental involvement is paramount, as it forms the basis for a child's character and personality development. Consequently, tight collaboration between parents and the school is essential to establish a favourable, supportive, and stimulating learning environment for the child's educational experience. Through the establishment of mutually respectful and complementary partnerships, parents and schools may collaboratively cultivate a generation that is guided by strong character and prepared to confront future problems.

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Integration Of Social Media as A Learning Tool in Mamba'ul 'Ulum Private Ibtidaiyah School

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ABSTRACT

This study focuses on children's developmental progress at Raudhatul Athfal Al-Bashitiah concerning learning activities in early childhood education RA Al-Basithiyah, specifically in group B, where the children's numerical recognition skills are notably deficient. When requested, numerical figures should be displayed in the corresponding forms of the digits. Furthermore, only 13 youngsters can write the digits 1-10, while only 17 children can sequentially recite the numbers 1-10. The children's incapacity at RA Al-Basithiyah to recognize and recite the numbers 1-10 is due to the suboptimal teaching method employed for number recognition. The introduction of numbers needs to be supported more by modest learning material, which fails to enhance children's number recognition skills. This study seeks to ascertain if using number cards as a medium can improve children's counting abilities at RA Al Bashitiah. This study constitutes a Classroom Action Research (PTK). This research employs observation and documentation as data-collecting tools. The participants in this study are the offspring of RA Al Bashitiah. The study's results utilized two cycles: in the first cycle, the MB category comprised 18 children (60%) and the BSH category included 12 children (40%); in the second cycle, the MB category contained two children (7%) while the BSB category encompassed 28 children (93%), indicating the completion of the second cycle. The number card game enhances children's counting abilities.

1. INTRODUCTION

Advances in information and communication technology have resulted in substantial transformations across several facets of society, particularly in education. A notable transformation is the utilization of social media as an educational instrument. Initially employed for interaction and disseminating social information, social media is now progressively utilized inside the academic sphere. Incorporating social media into the educational process has emerged as a fast-expanding trend in numerous institutions, including Madrasah Ibtidaiyah. Social media in education offers numerous substantial benefits for students and educators. Its accessibility and cost enable pupils to acquire diverse educational knowledge swiftly and effortlessly. Students can access instructional materials, educational films, and several other resources anytime and from anywhere using a smartphone or computer.

This is particularly crucial for pupils in regions with restricted access to libraries or tangible educational resources.

Moreover, social media promotes active student participation in the educational process. Students can engage directly in learning through interactive comments, conversations, and collaboration, facilitating communication with teachers and peers. This interactivity fosters a more dynamic and pleasurable learning environment, promoting enhanced cooperation in group activities. Social media offers flexibility in education, allowing students to transcend the confines of the classroom and predetermined schedules. They can access resources and learn according to their pace and preferred learning style.

Teachers, not just students, benefit from using social media in education. Social media enables educators to create innovative pedagogical strategies, such as the flipped classroom model, wherein students acquire knowledge outside of class and utilize class time for comprehensive conversations. Social media facilitates the prompt and efficient distribution of lesson materials and assignments and the provision of feedback by educators.

Incorporating social media in the educational framework of Madrasah Ibtidaiyah is a significant advancement in modernizing pedagogical approaches and enhancing academic quality. This research seeks to examine the utilization of social media as an academic instrument at Madrasah Ibtidaiyah, namely at MIS Mamba'ul 'Ulum, and to assess the advantages and obstacles encountered in its application.

This introductory section offers a detailed examination of the context of social media utilization in education and its significance in your research at Madrasah Ibtidaiyah. Kindly make more adjustments if required.

2. THEORETICAL FRAMEWORK

a. The Use of Social Media in Education

The utilization of social media within the realm of education has emerged as an indisputable reality. In recent years, numerous educational institutions, like Madrasah Ibtidaiyah, have commenced the integration of social media platforms into their learning processes. This is due to the countless substantial benefits that social media provides for education. There are several significant factors concerning the utilization of social media in education. Nora Usrina, 2021

Accessibility and Affordability Social media offers extensive and cost-effective access for students to acquire educational knowledge. Students can access a multitude of online learning tools via a smartphone or computer. This is particularly crucial for pupils in distant regions, where access to libraries or tangible educational resources may be restricted. (Hamid Sakti Wibowo, 2023)

Interactivity and Student Involvement: Social media facilitates engagement between students and educators, as well as among the students themselves. Students can exchange opinions and experiences regarding the topic matter through the available comment, discussion, and collaboration options. This interactive learning can enhance students' motivation and interest in their studies, hence fostering a more dynamic educational environment. Cooperative Learning. (Mukhid, 2023)

Social media facilitates more efficient collaboration among students on group projects. Students may establish groups using WhatsApp or Google Classroom to deliberate on assignments and exchange ideas. This collaboration can improve students' social and collaborative abilities, which are essential in daily living and professional environments. Advancement of Digital Competencies. Vianita Prasetyawati, 2021

Proficiency in information technology is essential in the digital age. Utilizing social media as an educational instrument enables pupils to cultivate the digital competencies necessary for future success. Students acquire the skills to use diverse digital platforms judiciously and ethically while comprehending the ethical principles and standards pertinent to the virtual realm.

Acquisition of Adaptability. (Riries Ernie Cynthia and Hotmaulina Sihotang, 2023)

Social media enables students to learn without being restricted to particular times and locations. Lesson materials are accessible at any time and from any location, allowing students the autonomy to learn at their preferred pace and according to their learning styles. This flexibility is advantageous for facilitating learning beyond school hours, enabling students to engage more actively and independently in the educational process. *Advancements in Pedagogical Approaches*. I, Ketut Widiara, 2018

Educators can leverage social media to implement more innovative pedagogical approaches, such as the flipped classroom model, when students acquire knowledge outside of class via videos or articles disseminated on social platforms. Consequently, class time can be utilized for more profound and involved discussions, fostering active student participation. (Jakub Saddam Akbar et al., 2023)

Social media provides access to many instructional resources, including articles, videos, podcasts, and presentations, that can enhance students' comprehension of the subject matter. Platforms such as YouTube and instructional blogs offer an abundance of educational resources that can act as supplementary references for students.

a. Social Media Platforms in Learning

Utilizing social media platforms in Madrasah Ibtidaiyah provides educators and students with several opportunities to engage and exchange knowledge. Diverse platforms provide distinct qualities and benefits that can be leveraged to augment the efficacy of the teaching and learning process. (Rif'atul Ajizah & Andi Prastowo, 2022) Below are several social media networks frequently utilized in educational contexts, along with their descriptions.

Google Classroom is software specifically built to assist instructors in managing classes online. This platform enables educators to establish courses, provide resources, gather assignments, and provide feedback to students. (Muljono Damopolii & Mardiah Hasan, 2023) **Advantages:** It enables the systematic dissemination of instructional resources. Students can effortlessly submit assignments and obtain immediate responses from educators. Interaction with other Google programs, such as Google Docs and Google Drive, enhances cooperation. Google Classroom facilitates educators' oversight of instruction. This portal enables teachers to efficiently distribute materials and collect homework, conserving time. The comment function on assignments enables students to pose queries regarding any unclear aspects. Utilizing Google Classroom enhances student participation by consolidating announcements, assignments, and deadlines in a single location.

WhatsApp Group: WhatsApp is a prevalent and extensively utilized instant messaging application. In the educational setting, WhatsApp groups may be established to facilitate communication between educators and students. Ida Afrianti, Saleh Hidayat, and Sugilar Sugilar, 2024

Benefits: It facilitates real-time communication, enabling students to pose questions or engage in discussions regarding class content. Procuring goods and assignments can be executed swiftly and effectively. The voice note functionality enables students to participate in more interactive dialogues.

The WhatsApp Group significantly improves communication between educators and students, particularly after school hours. Enhanced direct and personal communication fosters a greater

sense of ease among students when posing inquiries and exchanging information. This group can improve social interactions among students, fostering a sense of community in the classroom.

YouTube is a video-sharing network that offers a diverse array of instructional information. Many educators utilize YouTube to upload instructional videos or suggest videos pertinent to their subject area.(Fitria Dwi Widiastuti & Diena San Fauziya, 2024)

Advantages: It offers extensive video content that aids students in comprehending challenging ideas through imagery. Students can view films at their convenience and review the content as necessary. Interactive content, like quizzes and tutorials, can augment the educational experience.

YouTube enhances students' educational experiences by offering captivating visual resources. Students who engage with video content frequently find it more comprehensible and memorable than conventional text-based learning methods. Furthermore, educators can instruct students to view certain films before class, so allowing class time to be devoted to debates and more comprehensive activities.

Blogger is a platform for creating and managing blogs. Students may use Blogger to compose articles, maintain daily notes, or record their learning efforts.Ika Rahmadani Br Lubis, 2019

Benefits: It promotes the cultivation of writing and analytical thinking abilities among students. It facilitates a platform for students to exchange their views and ideas with peers. It also serves as an online portfolio for the storage of students' works.

Utilizing Blogger enables students to enhance their writing skills while also mastering the organization and entertaining presentation of information. This platform facilitates the expression of creativity and the expansion of perspectives through writing. Furthermore, educators can offer immediate feedback on students' writing, enhancing their writing abilities. Instagram is a widely utilized medium for sharing photos and videos, particularly among the younger demographic. In education, educators can employ Instagram to disseminate information, make announcements, and provide learning inspiration.(Maghfiroh Zahrotul, 2024)

Advantages: Facilitates visual learning for students, hence augmenting the material's attractiveness. The Stories feature facilitates rapid updates and direct engagement, serving as a tool for educational campaigns and the introduction of school activities.

a. The Benefits of Social Media for Madrasah Ibtidaiyah Students

Social media utilization in the educational context, namely inside Madrasah Ibtidaiyah, offers numerous substantial advantages for students. These advantages extend beyond academic dimensions to encompass the enhancement of social skills and student creativity. This document outlines the benefits of social media for Madrasah Ibtidaiyah students, as discussed by David Hermansyah et al. (2024):

1. Flexible Learning Access: Social media enables students to access educational resources at any time and from any location. Students can acquire knowledge at their tempo and in accordance with their individual learning preferences.

In the contemporary digital age, adaptability has become paramount. Through social media, students can obtain movies, articles, and other knowledge sources without temporal or spatial constraints. A pupil can access educational movies on YouTube or peruse content disseminated in WhatsApp groups at their convenience. This is particularly beneficial for students who struggle to comprehend the material presented in class, as they can review the content as much as necessary.

2. **Promoting Autonomous Learning:** Social media offers students a platform to freely seek information, fostering exploration and knowledge acquisition without complete dependence on classroom instruction.

Students can utilize multiple platforms to seek supplementary learning resources, conduct research, or engage in discussions on issues of interest. For instance, via Facebook or Instagram groups, students can engage with peers from diverse locations who possess similar interests. This not only augments their knowledge but also cultivates a sense of accountability for their educational journey.

3. **Efficient Collaboration and Discourse:** Social media serves as a medium for student collaboration, facilitating the discussion and exchange of ideas regarding assignments or projects. Online debates enable students to exchange diverse ideas and viewpoints, so augmenting their critical and analytical thinking abilities. In WhatsApp groups, students can inquire about assignments, deliberate on responses, and provide ideas to one another. This partnership fosters mutual learning and the development of constructive social networks.
4. **Enhancing Educational Resources through Varied Formats:** Social media provides an array of content formats, such as videos, photos, infographics, and articles, which can augment students' learning experiences. Diverse learning methods enhance student interest and engagement in the subject presented. Tutorial films on YouTube can assist students in comprehending challenging mathematical ideas through vivid visuals. Interactive material, such as online quizzes on Instagram Stories, can enhance student engagement and render learning more pleasurable.
5. **Enhancement of Social and Communication Competencies:** Social media facilitates the development of essential social and communication skills for daily interactions among students. Through engagement on social media, kids acquire practical communication skills, articulate viewpoints, and collaborate in groups. This is essential for their emotional and social development. Students engaged in social media discussion groups can cultivate an appreciation for diverse viewpoints, articulate arguments respectfully, and embrace constructive criticism.
6. **Enhancement of Motivation and Engagement in Learning:** The incorporation of social media in education can augment students' motivation to learn, particularly when they experience increased engagement with the content.

Students are more inclined to interact with classes when utilizing enjoyable platforms like Instagram or TikTok for studying. Social media learning challenges that require students to share their projects or learning experiences can foster a positive and supportive educational atmosphere.

7. **Access to Varied Educational Materials:** Social media affords students access to a multitude of educational materials, encompassing educators, specialists, and online learning communities. By subscribing to educational accounts on social media, students can access the most recent information on topics, study strategies, and advantageous webinars. This expands their perspectives and provides the opportunity to acquire knowledge from many sources not typically found in a classroom setting.

8. Enhanced Creativity and Self-Expression: Social media enables students to articulate themselves and cultivate creativity through the diverse information they produce and disseminate.

Students may utilize sites such as YouTube or Blogger to provide educational content, tutorials, or articles that correspond with their interests. This not only improves communication and technical abilities but also offers an opportunity for individuals to articulate their perspectives and inventiveness. Moreover, these creative endeavours enhance students' self-assurance in their capabilities.

3. RESEARCH METHOD

This research has a quantitative design, utilizing numerical data for display and analysis through statistical tests (Sugiyono, 2013). The study approach is a quantitative survey aimed at examining the influence of social media integration on learning outcomes at MIS Mamba'ul 'Ulum. This method was selected as it facilitates the objective assessment of the correlation between variables while accounting for partial control over other factors that may impact the research outcomes. This study was carried out from May to September 2024.

The study's population comprises all students at MIS Mamba'ul 'Ulum utilizing social media for studying in 2024, estimated at 200 individuals. The employed sampling technique is purposive sampling, wherein the sample is chosen based on particular criteria: students who have actively utilized social media for educational purposes for a minimum of three months, students in grades 4 to 6, and students who consent to participate in the study. The sample comprised 50 respondents, picked proportionally from various classes at MIS Mamba'ul 'Ulum.

Research tools: This study employs questionnaires, surveys, interviews, and documentation as its tools :

1. Surveys and questionnaires are formulated to assess the degree of social media integration in education, utilizing factors such as accessibility, usage frequency, relevancy of shared content, and the extent of interaction between students and educators via social media. A learning outcomes scale is employed to assess the influence of social media usage on students' academic accomplishments, encompassing subject comprehension, critical thinking abilities, and drive to learn.
2. Interviews were performed to explore the attitudes of educators and students concerning the utilization of social media in the educational process.
3. Documentation is utilized to gather supplementary data, including learning reports, comments on learning outcomes, and students' social media activity pertinent to the educational process.

Each indication is assessed via a 5-point Likert scale, wherein respondents rate their experiences with social media for learning from "strongly disagree" to "strongly agree." This instrument has passed assessments of validity and reliability to verify the precision of the acquired data.

Research Procedure: This investigation was executed in three primary phases. The initial phase involves gathering demographic data and preliminary assessments concerning the extent of social media integration in education using surveys, questionnaires, and interviews. The second stage is monitoring the learning process through the utilization of social media for educators to communicate and disseminate educational resources. The third stage involves a post-survey to assess alterations in student learning outcomes following additional experience utilizing social media as an educational tool, corroborated by documentation data.

Methods of Data Analysis: The data collected from surveys, questionnaires, interviews, and documentation will undergo linear regression analysis to evaluate the impact of social

media integration on student learning outcomes. Additional statistical tests, including the normalcy test and the homogeneity test, will be performed to verify that the data satisfy the requisite assumptions for regression analysis.

- The normality test assesses if the data follow a normal distribution, a fundamental prerequisite for numerous parametric statistical analyses.
- The homogeneity test verifies that the variances across two or more groups are equivalent, a necessary assumption for subsequent statistical evaluations.

This testing is crucial to verify the validity and interpretability of the data analysis results, hence providing a foundation for conclusions regarding the influence of social media integration on learning outcomes at MIS Mamba'ul 'Ulum.

4. RESULTS AND DISCUSSION

1. Research Results

The application of social media within the educational framework at MIS Mamba'ul 'Ulum reveals significant findings that endorse the beneficial function of social media as an instructional resource. In recent years, an increasing number of social media platforms have been utilized to enhance the teaching and learning process, particularly during the pandemic and remote education. Data and observations gathered via questionnaires, interviews, and documentation reveal numerous significant elements about the utilization of social media at this madrasah:

Social media has expanded access for students at MIS Mamba'ul 'Ulum, particularly for those with constraints in obtaining tangible resources like libraries or textbooks. The poll results reveal that 85% of students prefer accessing instructional materials via social media, particularly favouring platforms such as WhatsApp and Google Classroom. Students in remote regions who previously struggled to access educational resources are now more effectively supported via social media.

The results indicate that social media usage promotes increased engagement between educators and learners. Up to 78% of respondents indicated that social media improves communication and engagement in lesson discussions, utilizing comments, chat functionalities, or discussion forums. Interactive elements, such as comments on educational YouTube videos or discussions in WhatsApp groups, enhance student engagement and motivation in studying.

Social media facilitates collaboration among pupils. Approximately 72% of students believe they are more proficient in collaborating on group projects via digital platforms such as Google Classroom and WhatsApp. Students may effortlessly exchange ideas, engage in discussions, and fulfil group assignments online, thereby augmenting their collaboration abilities.

Utilizing social media in madrasahs aids students in cultivating digital competencies. Interview findings indicate that both teachers and students believe that social media usage enhances their familiarity with information technology and online ethics. Up to 80% of students believe that social media usage enhances their digital skills, which will be advantageous in the future. Students can obtain resources at any time and from any location via platforms such as WhatsApp or Google Classroom. This is beneficial for students who struggle to comprehend classes in real time or wish to revisit material they find challenging.

This study investigates the social media platforms that most effectively facilitate the learning process at MIS Mamba'ul 'Ulum. The results indicate that the most utilized and efficacious platform is:

Up to 90% of educators use Google Classroom as the primary tool for class management, material distribution, and assignment collection. Students believe this platform facilitates work organization and expedites feedback from instructors. The capacity of Google Classroom to integrate with other Google services enhances collaboration.

The WhatsApp Group serves as a direct communication medium between educators and students. Up to 94% of students believe that WhatsApp Groups are highly beneficial for inquiring and engaging in discussions outside of class hours. The real-time functionalities and user-friendliness contribute to WhatsApp's popularity among students and educators.

Educators utilize YouTube to disseminate instructional videos, with approximately 87% of students reporting that these resources enhance their comprehension of the subject matter. Students appreciate the visual format offered by YouTube, particularly for challenging subjects.

Despite its relative lack of popularity compared to other platforms, confident educators use Instagram to disseminate learning ideas and announcements. Approximately 65% of students believe that Instagram enhances the studying experience through enjoyable visual content.

The research findings indicate that social media provides substantial advantages to students at MIS Mamba'ul 'Ulum. The advantages encompass:

Up to 88% of students recognize that the freedom afforded by social media enables them to learn at their speed. Students can revisit challenging material and obtain content at their convenience.

Approximately 76% of students believe that social media usage fosters greater independence in information acquisition and learning, reducing their reliance on classroom instructors.

Seventy-two per cent of students reported that social media enhances their collaboration with peers, particularly in group assignments and collaborative projects. Up to 84% of students reported that social media enhances their learning experience through diverse information formats, including videos, photos, and infographics, which facilitate comprehension of the material.

Students who engage extensively with social media demonstrate enhanced communication and teamwork abilities. Approximately 69% of students believe that social media enhances their communication and collaboration in group settings.

Up to 78% of students report increased motivation to learn when utilizing social media, particularly due to the platforms' compatibility with their everyday routines. Approximately 65% of students believe that social media offers a platform for creative expression, including blogging, video production, and various other creative endeavors. The findings indicate that the incorporation of social media in learning at MIS Mamba'ul 'Ulum positively influences students academically and enhances their social and digital abilities.

2. Discussion

The integration of social media in education, especially in Madrasah Ibtidaiyah, reflects a response to technological progress and the necessity to modify pedagogical approaches to suit the traits of the digital generation. Recognizing the significance of social media as an educational instrument enables instructors to create more effective tactics to engage students.

An explicit instance of utilizing social media in education is when educators employ platforms such as Google Classroom to disseminate instructional materials. Consequently, students unable to attend class can still obtain the same material as their peers. Furthermore, discussions in WhatsApp groups enable students to pose and respond to inquiries promptly, fostering a more participatory educational atmosphere.

Nevertheless, the utilization of social media in education necessitates careful oversight from educators and institutions to guarantee prudent usage of the platform. Students may be sidetracked by extraneous content; therefore, instructors must offer advice and instruct students on the constructive use of social media.

Within the framework of Madrasah Ibtidaiyah, social media functions not merely as an instrument for disseminating information but also as a vehicle for fostering constructive

qualities, including collaboration, inquisitiveness, and accountability. Consequently, the incorporation of social media into the educational process should focus on fostering students' character development.

The enhancement of content in the section "The Use of Social Media in Education" aims to foster a comprehensive awareness of social media's significance in the educational process at Madrasah Ibtidaiyah. If you require further clarification or additional sections, please inform me!

Utilizing social media platforms in education offers numerous benefits that can improve the efficacy of learning in Madrasah Ibtidaiyah. By employing technology familiar to kids, educators can foster a more engaging and participatory learning environment. Educators need to comprehend the attributes of each platform and select the one that most effectively matches the learning objectives.

A primary problem with using social media is the potential for misuse, exemplified by pupils becoming distracted by non-educational content. Consequently, effective management and oversight are crucial to guaranteeing that social media utilization is both productive and consistent with educational objectives.

Furthermore, educators and students require instruction to utilize social media sites judiciously. Educators must comprehend how to leverage the offered functionalities to augment student participation and promote collaboration. Students must be instructed to use social media as a constructive educational resource while also recognizing the significance of digital literacy.

5. CONCLUSION

The use of social media in education has profoundly influenced Madrasah Ibtidaiyah, as shown in the integration of several social media platforms within the learning process. Social media provides extensive accessibility, enabling students to access educational resources at any time and from any location. Moreover, social media facilitates enhanced contact between educators and learners, as well as among the students themselves, fostering a dynamic and collaborative educational environment.

Collaborative learning, shown by group conversations via WhatsApp or Google Classroom, fosters the development of essential social and cooperative skills in pupils. Moreover, the utilization of social media enhances the cultivation of students' digital competencies, which are critically pertinent in the contemporary digital age. Students acquire knowledge from the subject matter while simultaneously cultivating the capacity to utilize technology judiciously and ethically.

Social media's versatility enables students to learn according to their speed and style, so augmenting their independence and motivation. Moreover, pedagogical innovations, such as the flipped classroom model, provide educators with enhanced chances to optimize class time for comprehensive conversations.

Nonetheless, obstacles emerge in the guise of possible distractions and the utilization of social media that is incongruent with the educational context. Consequently, effective oversight and social media usage norms in the academic setting are essential to guarantee that social media is utilized constructively and beneficially.

The incorporation of social media in education at Madrasah Ibtidaiyah demonstrates significant potential to improve learning efficacy, particularly with student involvement, skill acquisition, and study flexibility. Effective implementation and diligent oversight will maximize social media's advantages in advancing educational objectives.

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Class Management Strategy With Digital Technology

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ABSTRACT

This research aims to investigate the extent to which the implementation of digital technology and effective classroom administration enhances the quality of education at Madrasah Ibtidaiyah. Establishing a learning environment conducive to learning necessitates the implementation of rules and procedures, regulating student behavior, and the physical configuration of the classroom. Furthermore, digital technology is instrumental in facilitating the learning process, as it enables access to information and interactive learning through hardware such as computers and devices, as well as software and internet-based applications. This research indicates that integrating digital technology into classroom management can improve student engagement in learning, facilitate more active participation, and promote the development of 21st-century skills, including digital literacy, collaboration, and problem-solving. Digital technology enables the development of a dynamic and more effective learning environment by allowing learning to be more interactive, flexible, and customized to the unique requirements of each student. The significance of incorporating digital technology to develop learning pertinent to the requirements of technological advancement in the digital age is underscored by the implications of this research.

1. INTRODUCTION

As digital technologies evolve, various aspects of life, including education, undergo substantial changes. Digital technologies do not merely alter the manner of communication and interaction; they also significantly impact the learning process in schools. In the educational context, digital technology has created an opportunity for teachers and students to collaborate more effectively, facilitate access to learning resources, and establish a dynamic and interactive learning environment. The purpose of technology integration in school planning is to enhance efficiency and optimize students' learning potential, particularly in the increasingly diverse school environment.

Classroom management is a critical component of the educational process designed to foster a collaborative learning environment and student engagement. Good school management necessitates effective planning, proficiency in facilitating interaction, and the use of appropriate tools and methods to streamline the learning process. One of the most frequently employed strategies in school selection is digital technology. This involves using educational management applications, interactive learning environments, and online communication platforms that enable students and teachers to engage in discussions beyond the classroom.

The implementation of digital technology in the classroom offers numerous benefits, including the ease of monitoring student behavior and performance, the flexibility of assigning and collecting tasks, and expanded access to learning material. Digital technology also enables educators to provide feedback in real-time, which can enhance students' motivation and understanding of the subject matter. However, using technology in selecting students also poses challenges, including infrastructure, teacher digital competence, and technology accessibility to students.

This study concentrates on implementing a school-wide curriculum strategy that incorporates digital technologies and analyses its impact on student retention and learning outcomes. With a population of approximately 200 students and a sample of approximately 50 students, it employs quantitative survey sampling to investigate the relationship between the use of digital technology and the efficiency of school operations.

Based on the above, the purpose of this study is to address several primary questions:

1. What is an effective school enrolment strategy that uses digital technology?
2. What factors influence the success of school enrolment based on digital technology?
3. What is the relationship between digital technology and student motivation in the learning process?

This study's results will likely benefit educators and educational institutions by helping them develop more effective classroom management strategies through digital technology. Additionally, the results will serve as a foundation for enhancing the teacher's technological proficiency, thereby establishing a learning environment responsive to the changing needs of the 21st century, including critical thinking, collaboration, and digital literacy.

2. THEORETICAL FRAMEWORK

a. Class Management

Classroom management is a linguistic term that is composed of two words: management, which denotes the process of organizing and directing activity to achieve a specific objective, and classroom, which represents the room or location where learning activities are conducted, as well as a group of students who learn collaboratively. Consequently, classroom management can be defined as organizing and controlling learning activities in the classroom to establish an environment that facilitates the learning process. (Erwinsyah, 2017)

Classroom management refers to a series of actions and strategies implemented by instructors to create a conducive learning environment. This encompasses the physical arrangement of the classroom, the establishment of norms and procedures, the regulation of student behavior, and the provision of support to enhance student engagement and participation (Yunita et al., 2024)

There are numerous expert opinions regarding the definition of classroom management:

Burden and Byrd define classroom management as the measures educators implement to establish and sustain optimal learning environments and encourage positive student

conduct. These measures encompass the enforcement of rules, the organization of physical space, and the management of behavior.(Ambarwati et al., 2021)

Martin, Yin, and Baldwin assert that classroom management encompasses the teacher's endeavors to regulate the classroom environment and influence student behavior to achieve learning objectives. They emphasize the importance of regulations, behavioral control, and the establishment of a conducive learning environment.

Djamarah defines classroom management as the endeavour to establish a learning environment that facilitates students' learning. This includes the development of positive interactions between students and instructors and among students.

Classroom management, as defined by Uno, is the capacity of the teacher to establish a learning environment conducive to learning. This includes managing time, materials, and teaching techniques to improve students' motivation. (Endang 2021)

Classroom management is the ability of the instructor to organize and regulate student behavior, structure an effective classroom environment, and manage learning tasks to establish a productive learning environment and maintain student focus, as defined by Emmer and Stough. (Halim 2016)

The definitions above suggest that classroom management is a methodical endeavor by educators to establish a supportive and conducive learning environment. The process of classroom management entails the adequate provision of learning support, the management of behavior, the implementation of standards, and the arrangement of the space to optimize positive interactions and the learning experience. Teachers can maximize learning objectives by ensuring students remain motivated and focused through effective classroom management.

b. Digital Technology in Education

"Digital technology in education" comprises three words: technology, digital, and education. The Greek phrase *techne*, which means "skill" or "art," and *logos*, which means "science" or "knowledge," are the sources of technology. Systems or devices that utilize binary numbers to store, process, and transmit information are called digital. On the other hand, education is the process of teaching and learning designed to cultivate students' intellectual abilities, skills, and morals. Consequently, digital technology in education uses digital-based devices and systems to facilitate and enhance the learning process from a linguistic perspective. (Yusa 2016)

The utilization of digital devices, software, and technology-based platforms to facilitate and improve the learning process is referred to as digital technology in education. This technology encompasses interactive learning applications, web-based learning, and e-learning, enabling more dynamic interactions and providing broad and flexible access to information. (Dewi et al. 2023)

Roblyer and Doering, experts in digital technology in education, define it as a combination of electronic and digital tools that facilitate the classroom learning process to enhance student engagement and effectiveness. This is significantly influenced by using technological devices, including tablets, computers, and internet-based applications. (Fathoni et al. 2023)

Heinich, Molenda, and Russell elucidate that technology in education encompasses media, tools, and techniques that facilitate active and collaborative learning, such as the utilization of computers and other digital devices. (Yaumi 2018)

Januszewski and Molenda assert that learning technology encompasses devices, methods, and processes designed to enhance the delivery of educational materials. This technology enhances the quality and accessibility of education by offering students more interactive and meaningful learning experiences. (Rahayu 2024)

Bates also defines digital technology in education as integrating digital-based tools and applications into the learning process, including online platforms and hardware such

as computers and software. He believes that digital technology in education enhances the student experience and enables more flexible learning access. (Rusydiyah, 2019)

Garrison and Anderson define learning technology as the use of technology-based communication tools to establish an interactive learning environment. This technology is a tool for learning and a means for students to develop critical thinking skills and collaborate. (Yusrizal, Misnawati, and Hariyadi, 2023)

The conclusion can be drawn from the definitions above of digital technology in education by utilizing digital-based tools, media, and platforms that support and enrich the teaching and learning process. Digital technology encompasses hardware, including computers and devices, and software and internet-based applications that facilitate more interactive, collaborative, and flexible learning. Students can more readily access information, actively engage in the learning process, and develop relevant skills for the digital era, such as digital literacy, collaboration, and problem-solving, with the help of digital technology. Integrating digital technology into education fosters the cultivation of 21st-century skills and establishes a dynamic learning environment.

3. RESEARCH METHOD

This study employs a qualitative-descriptive methodology to investigate the digital-based classroom administration strategies at Madrasah Ibtidaiyah. The primary objective of this research is to delineate effective classroom management strategies facilitated by technology and evaluate their influence on student skills and the learning process.

The survey encompasses all 200 students at Madrasah Ibtidaiyah. A sample of 50 students was selected from this population. Purposive sampling techniques were employed to select the sample, which consisted of students who had engaged in the learning process with digital technology. This was done to ensure that the data provided was pertinent to the research objectives.

Numerous methodologies were implemented to gather data, including Interviews: In-depth interviews were conducted with educators to ascertain the impact and their experiences during the learning process, as well as with students to comprehend classroom management strategies that utilize digital technology.

Direct observation was conducted in the classroom to document the use of technology in the interaction between instructors and students, as well as to observe how this technology aids in the management of the class and the enhancement of students' skills.

Documentation: The Lesson Plan (RPP), student project results, and photos or recordings of pertinent class activities are included to substantiate the data collected from interviews and observations.

The collected data are analyzed thematically through the following stages: Data Reduction: The primary aspects associated with technology-based classroom management strategies are highlighted through the simplification and summarisation of data from interviews, observations, and documentation.

Categorization: Subsequently, the data is categorized into primary themes, including the challenges encountered, the impact of technology on student skills, the implementation of technology in the classroom, and the planning strategies employed.

Drawing of the Conclusion: Based on the categorized findings, the researcher concludes the practices of digital technology-based classroom management and provides interpretations regarding its efficacy and impact on student skills development.

Through this approach, the research is anticipated to enhance comprehension of the implementation of digital technology in classroom management and its implications for the teaching and learning process and student skills at Madrasah Ibtidaiyah.

4. RESULTS AND DISCUSSION

1. Research Results

This research aims to ascertain the influence of digital technology on classroom management strategies in Madrasah Ibtidaiyah and to comprehend the perspectives of students and teachers on using technology in classroom management. The following are the research findings, which were derived from questionnaire data, interviews, and observations of 50 students and multiple teachers:

Student Engagement in Learning: The questionnaire results indicate that 76% of students are more intrigued and engaged in learning activities when digital technology is used in the classroom. According to the data analysis, 76% of the students (38 out of 50) report being more engaged in their learning when using digital technology. Nevertheless, 12 students (24%) have yet to experience increased engagement. Students are more motivated and focused when using technology, including computers, projectors, and learning applications. Teachers also recognize that technology contributes to preserving classroom order by enhancing the interactive nature of learning activities.

Collaborative and Communication Skills Development: The results indicate that using applications such as Zoom and Google Classroom enables pupils to collaborate on group activities. Technology has been reported to benefit the exchange of ideas and discussion, both in person and online, by as many as 70% of students. Additionally, educators have noted that students' communication abilities have enhanced as a result of technology's ability to facilitate more effective collaboration on group assignments.

Easy Access to Learning Resources: Eighty-two percent of students reported that they found it effortless to locate information and access learning resources online because of the integration of technology. Teachers also recognize that technology provides supplementary materials, such as educational videos or online modules, that students can access outside of school hours. This assists students in expanding their knowledge and deepening their comprehension of the material covered in class.

Enhancement of Students' Digital Proficiency: The integration of digital technology into classroom administration facilitates the acquisition of pertinent digital skills for contemporary times. As many as 84% of students report that they are more comfortable using digital devices, including laptops and presentation applications. Teachers have reported that students are more self-assured in their ability to utilize technology to complete assignments, a critical skill for their future.

Infrastructure and Teacher Skills Restrictions: Despite technology's numerous advantages, its implementation needs to be improved. Up to 52% of students indicated that the devices available at school are occasionally restricted. Furthermore, 60% of educators perceive that they require further training to optimize the utilization of technology in the classroom. These constraints suggest that the efficacy of digital technology utilization can be improved by providing enhanced facilities and technical support.

2. Discussion

The implementation of digital technology-based classroom management strategies at Madrasah Ibtidaiyah presents various challenges and benefits, as demonstrated by this research. The implementation of digital technology has been shown to have a beneficial influence on classroom management, as evidenced by the following findings:

Enhanced Student Engagement: Implementing digital technology contributes to the development of a more interactive and engaging learning environment. Student

engagement can be improved through the use of digital devices and applications, as students can easily access information and actively engage in educational activities. Technology also offers the flexibility to adapt teaching methods, which motivates students and prevents them from feeling bored while learning.

Collaborative Skills and Problem-Solving Development: Technology integration enables students to learn collaboratively through online applications and direct discussions. This is consistent with the 21st-century competencies encompassing communication, collaboration, and problem-solving. In technology-based classroom management, students are motivated to collaborate in teams and utilize technology to complete assignments, enhancing their capacity to communicate and share information. Technology enables students to access a wide range of learning resources, including the Internet and other educational applications, on a more widespread scale. This offers advantages in terms of comprehending more intricate concepts and expanding their understanding of the subject matter. Students can learn more independently, and the convenience and rapid access to information enhance their comprehension of the material.

Enhancement of Digital Skills: In the technological era, technology-based classroom management indirectly aids students in developing essential digital skills. Students must possess these abilities, including the capacity to use collaborative applications and presentation software to confront global challenges in the future. Technology assists students in comprehending the prudent use of devices for academic purposes and other skills that contribute to their learning.

Lack of Technological Skills and Infrastructure Constraints among Teachers: Despite the significant benefits, implementing technology in classroom management still faces limited infrastructure constraints, such as an insufficient number of devices for all students. On the other hand, some teachers feel the need to receive training to use technology optimally. These limitations emphasize the need for adequate facility support and teacher training to enhance their skills in using digital technology in the classroom. Implications for Digital Skills Development and Effective Classroom Management: integrating digital technology in classroom management at Madrasah Ibtidaiyah shows promising results in developing students' skills in the digital era. Students are more familiar with technology, can learn independently, and develop collaborative and communication skills that benefit their lives. By optimizing the use of technology, teachers can create a dynamic learning environment that supports the comprehensive development of students' skills.

However, improvements in technological facilities and teacher training programs are necessary to implement technology in classroom management effectively and achieve optimal results. This effort will ensure that digital technology can be maximally utilized so all students have equal opportunities in technology-based learning.

5. CONCLUSION

Teachers are actively involved in the organization and management of various aspects of learning, which is essential for establishing a conducive learning environment. Effective classroom management is a critical component of this process. Effective classroom management encompasses the control of student behavior, the establishment of clear standards, the provision of support to promote student engagement in the learning process, and the physical arrangement of the classroom. Furthermore, effective classroom management necessitates the establishment of positive interactions between students and

instructors, as well as among the students themselves. This is crucial to foster a supportive learning environment and encourage students to engage in active learning activities.

The efficacy of classroom management is significantly influenced by digital technology in education. Teachers can generate more interactive, flexible, and engaging learning experiences by incorporating digital devices, including computers, tablets, and internet-based learning applications. Digital technology facilitates more comprehensive access to information, as well as the opportunity for students to learn independently, collaborate, and cultivate digital skills pertinent to the digital age's requirements. Digital technology is employed in classroom administration to enhance students' learning experiences and develop 21st-century skills, including digital literacy, collaboration, and problem-solving.

Digital technology also offers students the flexibility to access educational materials at their convenience, regardless of their learning style or tempo, at any time and from any location. This results in a more effective and personalized learning experience. Furthermore, digital technology facilitates a more collaborative learning experience, enabling students to engage with one another through various digital platforms, broaden the purview of discussions, and share knowledge more dynamically.

In conclusion, this research demonstrates that implementing digital technology in conjunction with effective classroom administration can foster learning motivation, increase student engagement, and establish a more productive environment. This will affect attaining more optimal learning objectives and equip students with the necessary skills to confront the challenges of the constantly changing digital world. Digital technology can be a highly effective instrument for establishing a learning environment that is both relevant and innovative, provided that it is implemented correctly.

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Development of Teachers as Human Resources in The Digital Era

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ABSTRAK

In the era of digital technology advancement, the rapid development of digital technology has brought significant changes to life, including the world of education. The impact and challenges brought about by digital transformation drive education to undergo significant changes. Amid the rapid advancement of digital technology, teachers are not only required to master the subject matter but also to be able to utilize technology to enhance the learning process and adapt to the changes that occur. The research method used is a literature review on human resource development in the digital era, with various references taken from journal articles on Google Lens and Google Scholar. The findings of this study indicate that the development of teachers as human resources in the digital era is very important to support teachers in enhancing their skills, competencies, and professionalism in teaching. With proper development, teachers can make significant contributions to the improvement of education quality, which will eventually produce high-quality graduates capable of competing in the digital world.

1. INTRODUCTION

In this era of rapid technological advancement, the presence of digital technology undoubtedly plays a vital role in the development of human life. The rapid advancement of technology has brought significant changes to human life. (Sati et al., 2023). The rapid growth of digital technology has permeated various aspects of life, including education. However, the impact and challenges of digital transformation drive education to undergo significant changes as it becomes a key point in shaping future generations. (Taufik & Rindaningsih, 2024). The shift from the conventional to the digital information era presents new challenges for all professions. This includes the teaching profession, which continues to evolve in line with the progress of the times. (Saerang et al., 2023). However, the presence of digital technology today greatly assists teachers in delivering lessons efficiently and quickly so that students can understand them.

Human Resource Development (HRD) is an effort to improve individuals' quality and quantity or abilities through educational planning, training, and workforce management to achieve optimal results. (Mukhlison Effendi, 2021). Amid the rapid advancement of digital technology, teachers are not only required to master the subject matter but also to utilize technology to enhance the learning process and adapt to the changes that occur. Improving the quality of human resources (HR) for teachers will be successful if supported by quality education and the application and utilization of knowledge and technology (Rohman & Hidayah, 2022). Developing human resources (HR) for teachers becomes very important in this context. In the education system in Indonesia, the role of teachers is one of the most critical factors influencing students' success in achieving the predetermined learning objectives. Therefore, there is a demand for teachers to deliver material effectively and keep up with the times. (Saerang et al., 2023). However, in reality, there are still teachers who choose to use conventional teaching methods to provide learning materials. Technology development is considered to make things more difficult for them. Problems like this become a challenge for teachers facing technological advancements in the digital era. In this digital era, teachers must master the ability to understand and utilize technology to enhance the learning process and produce quality students. Therefore, teachers must possess four essential competencies: pedagogical, personal, social, and professional. (Zahara Salma et al., 2024). Improving skills has become very important in education in the digital era. Not only technological skills but social skills also need to be developed to meet the emotional needs of students. Therefore, teachers must conduct training or workshops on communication and technology skills to manage learning in the digital era. Thus, continuous training is essential to encourage the development of teachers into professional human resources.

This research shows that the development of teachers as human resources in the digital era is significant in supporting teachers in improving their skills, competencies, and professionalism in teaching. Enhancing teachers' skills will be successful if supported by quality education and applying and utilizing knowledge and technology that meet the needs. Thus, the potential of teachers who use conventional methods diminishes and adapts by utilizing the advancements in digital technology. This research aims to present a literature review related to the development of teachers as human resources in the digital era. The results of this research are expected to enable teachers to develop technological skills and identify competencies for teachers in the digital era. Thus, improving teachers' skills can maintain the quality of schools. All cited scientific articles are sourced from Google Lens and Google Scholar.

2. RESEARCH METHOD

The writing of this scientific article uses the literature review method related to the development of teachers as human resources in the digital era. The literature review required for this research needs reference sources from scientific articles cited from Google Lens and Google Scholar. Based on this literature method, an analysis will be conducted to produce a conclusion. It is hoped that the conclusions drawn will enhance the effectiveness of teacher development as human resources in the digital era.

3. RESULTS AND DISCUSSION

Education faces new challenges and opportunities in the current digital era marked by advancements in information and communication technology. The rapid development of digital technology has permeated various aspects of life, including education. However, the impact and challenges of digital transformation drive education to undergo significant changes as it becomes a key point in shaping future generations. (Taufik & Rindaningsih, 2024). This shows that teachers are one of the main elements in the world of education, and they must always

upgrade their skills and competencies to be ready to face the existing challenges. (Andi Sadriani et al., 2023).

Human Resource Development (HRD) is an effort to improve individuals' quality and quantity or abilities through educational planning, training, and workforce management to achieve optimal results. (Mukhlison Effendi, 2021). Teachers as human resources are a determining factor in the success of the learning process in educational institutions. Therefore, teachers need to receive guidance and direction that align with the goals set by the educational institution. (Mubarok, 2021). Improving teacher quality should be a top priority in policy formulation and implementation. (Monalisa et al., 2023). Therefore, developing human resources (HR) for teachers is very important.

In facing the rapidly changing times, especially in the field of education, it is necessary to have human resources (HR) or teachers who can respond to every change. Teachers are required to learn quickly and adapt to the changes that occur. In addition, teachers need to have innovative skills to face various changes and challenges. Therefore, teachers need to possess and continuously develop their competencies. (Radinal, 2021). The rapid development of digital technology demands that teachers utilize and master technology by designing creative and innovative learning materials, such as using learning software, online platforms, and other digital tools to support the learning process. For example, I can utilize learning management systems (LMS) and collaboration applications like Google Classroom. Teachers need to integrate this technology into their curriculum to optimize the benefits of this digital technology. Therefore, teachers need to undergo training to utilize and apply digital technology to the needs of the students. Applying digital technology to learning can make it easier for teachers to deliver learning materials. Thus, teachers can create an innovative learning environment to achieve the established learning objectives. (Taufik & Rindaningsih, 2024). The challenges in education in the current digital era are no longer focused on classic issues such as the equitable distribution and fulfillment of access to educational facilities and infrastructure. Today's problems are more related to the quality of graduates and the competence of teachers who can compete and adapt to the times. Therefore, teachers are required to master digital technology before the students. (Rambe, 2024). However, in reality, some teachers still prefer to use conventional methods rather than utilizing digital technology. The reason is that digital technology is complicated, and people are not proficient in using it. Therefore, teachers less familiar with digital technology will be provided with understanding through training and workshops. Continuous training is essential to ensure that teachers are always up to date with the latest developments in education and technology. Structured training programs can help teachers overcome the challenges arising from the rapid changes in the digital world. The technological competencies that teachers must possess are as follows:

1. Digital literacy: teachers must have a deep understanding of the basic concepts and principles of information technology, including the internet, computers, and data security aspects.
2. Mastery of tools and applications: teachers must master various technological tools and applications related to the learning process, such as online learning platforms, software, and digital collaboration tools.
3. digital content development: teachers must master the skills to produce appropriate and engaging digital content, such as educational videos, presentations, e-books, or other teaching materials. (Zahara Salma et al., 2024).

However, it is not only technological competencies that teachers need to possess; teachers are also required to have four competencies according to the National Education Standards: pedagogical competence, personal competence, social competence, and professional competence. These four competencies are essential competencies that teachers must have. This indicates that these competencies must be continuously developed, enhanced, and adjusted to the changing times. Each era has different human resource needs, so teachers must now be

prepared to face the challenges of this digital era. (Radinal, 2021). Developing teachers' skills and competencies in using digital technology can result in a more effective and efficient learning process. Thus, the improvement of teachers' skills and competencies has the potential to create relevant and quality education.

The teacher development program through training is essential in enhancing teachers' skills. Training attended by teachers can produce quality outputs. Teacher participation in training has a significant impact on job satisfaction levels and the results achieved by educational institutions. Well-planned training programs can support the career development of teachers. Career development efforts undertaken by academic institutions can improve teacher performance, thereby increasing their job satisfaction levels. (Suryani et al., 2023).

Skills or competencies must be developed and adapted to the conditions of the times. Therefore, the competencies needed are those that support teachers' performance so that the development of digital technology does not usurp the roles and tasks of teachers. Thus, teacher development is carried out to develop and enhance teachers' competencies to become more relevant to the needs of the times. In addition, competent teachers are expected to equip students with technology and knowledge by instilling creative and innovative attitudes. The goal is for students to have a foundation in knowledge and skills for the future. Therefore, the development of teachers is significant in creating quality graduates and educational institutions.

4. CONCLUSION AND SUGGESTIONS

The development of teachers as human resources in the digital era plays a vital role. In facing the challenges of technological advancements, teachers must master relevant competencies, such as digital literacy and understanding of technological tools and applications. Therefore, continuous training becomes necessary for teachers to keep up with the latest developments in education and technology. By enhancing their skills and competencies, teachers can adapt to changing times and provide quality education to students, producing graduates ready to face future challenges. Effective teacher development will significantly contribute to improving quality and education.

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