



Integration of Information and Communication Technology in Islamic Education Management Overview of Smart Learning and Smart Building Study at Islamic Digital Boarding College (IDBC) Sukoharjo

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ABSTRACT

To be able realization all of this, this research focuses on understanding: (1) Islamic Education Management, (2) Smart Learning Educational Facilities and Infrastructure that relate of Smart Buildings, (3) Integration of Information and Communication Technology. This research is qualitative research with a phenomenological approach. Data collection techniques: (1) observation, (2) interviews, (3) documentation studies, (4) internet searching. Data analysis use data processing techniques, NVivo analysis and data interpretation as well as theory validation through triangulation. The results of the research show that: (1) In general, Islamic Digital Boarding College (IDBC) is an Islamic boarding school educational institute which based on the integration of information and communication technology in the education management process carried out, IDBC (Islamic Digital Boarding College) is a 21st century education model for manners & IT Campus to give birth for a generation of Technopreneur Da'i whose can give for servants of Allah and Khalifah. (2) Management of Islamic education includes functions, principles, objectives and characteristics. Management of Islamic Education is not much different from management in generally. Planning, Organizing, Actuating, and Controlling must be based on the Al Quran and Al Hadith to achieve the goals of Islamic education effectively and efficiently

INTRODUCTION

The national education system must be able to guarantee equal distribution of education, improve the quality and efficiency of education management to face challenges in accordance with the demands of changes in the global world so that it is necessary to reform education in a planned, directed and sustainable manner in accordance with Article 1 paragraph (2) of Law Number 20 of 2003 about the National Education System. In the concept of Islamic education, education is better known as Ta'lim, Tarbiyah or Ta'dib. [1]. In its development, it has been used as a reference, one of which is PPB with UNESCO, namely 1. learning to know (learning to know something new), 2. learning to do (learning to be skilled at doing something), 3 learning to be (learning to become someone), and 4 learning to live together (learning to live life together).

The era of disruption has several characteristics that can be explained through (VUCA), namely, massive, rapid changes, with patterns that are difficult to predict (Volatility), rapid changes causing uncertainty (Uncertainty), the complexity of the relationship between the factors causing change (Complexity), lack of clarity. direction of change that causes ambiguity. [3] Changes result in changes in behavior of the main components of education, that include teachers, students and society. which ultimately requires adjustments to the availability of facilities and infrastructure as an absolute requirement to be able to carry out teaching and learning activities. Management of educational facilities and infrastructure with a behavioral concept in smart learning and smart buildings with the integration of information and communication technology in the form of the application of the Internet of think (IoT) towards smart education within the framework of Islamic education management. To be able to realize all of this, this research focuses on understanding: (1) Islamic Education Management, (2) Smart Learning Educational Facilities and Infrastructure, Smart Buildings (3) Integration of Information and Communication Technology. This research is qualitative research with a phenomenological approach.

LITERATURE REVIEW

The integration of information and communication technology in today's life is changing our relationship with information and knowledge, including in the field of education. The use of information and communication technology offers so many opportunities that it can lead to better and more interesting learning experiences. This is a significant challenge to turn what technology promise into a reality for learning. Some of the potential benefits of information and communication technology for education : functioning as an enabler for lifelong learning; bringing about changes in the role of teachers in teaching and the role of students in learning; providing open access to interactive materials and information via the network; eliminate time and space constraints in the learning environment; supporting the organization and management of learning and education; and opening up opportunities for collaboration between teachers and between students, Islamic Education Institutions must carry out transformation, how education should refer to sustainable education based on

morals and character education with competitive, cognitive, affective, psychomotor and spiritual advantages.

METHODOLOGY

Research Place

The place of this research is at the International Digital Boarding College which is located in the Al-Muhtadin Mosque Complex Jln. Semenromo Gg. Melon No. 15b Waringinrejo, Cemani, Sukoharjo, Central Java, 57552

Object of Research

Integration of Information and Communication Technology in Islamic Education Management Review of Smart Learning and Smart Building.

Method of Collecting Data

This research is qualitative research with a phenomenological approach. Data collection techniques: (1) observation, (2) interview, (3) documentation studies, and (4) internet searching.

Data Analysis Technique

Data analysis technique use data processing techniques, NVivo analysis and data interpretation as well as theory validation through triangulation.

RESULTS AND DISCUSSIONS

Islamic Digital Boarding College (IDBC)

The general discussion of the findings at IDBC is to explain the main map of research which includes (1) How to integrate information and communication technology with educational infrastructure, (2) An overview of IDBC educational institutions, (3) Components that are the basis for the establishment of IDBC, (4) Utilization of technology systems as a foundation for IDBC, (5) Leadership at Islamic Digital Boarding School, (6) History of the founding of IDBC, (7) Responses regarding the educational concepts implemented at IDBC. The state of IDBC can be seen through the mind map diagram below.

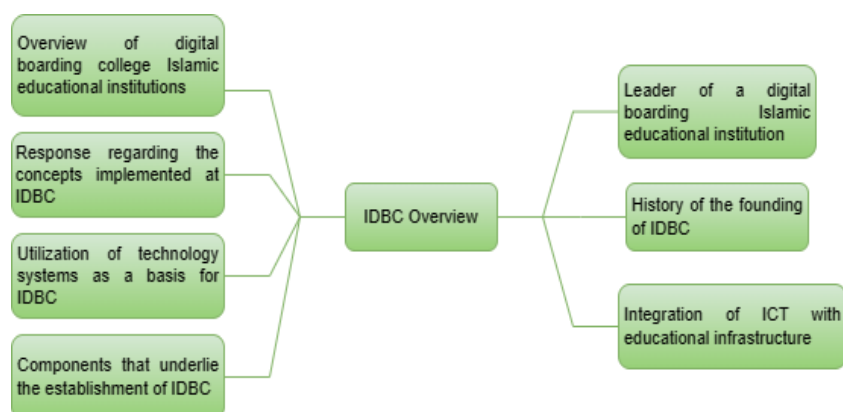


Figure 1. Mind Map IDBC Overview

Junaedy Alfian, as the founder of the Islamic education institution IDBC, explained the reasons behind the founding of IDBC : (a) There are not Information Technology-based educational institutions that integrate technology for all of learning program, (b) The cost of education is very expensive because of the long time involved in the process learning but standard of output and even outcomes cannot be accounted. (c) Educational institutions need to immediately improve and change with the use of information and communication technology. If they do not change the direction, they will be left behind and abandoned.

According to Junaedy Alfian as the founder, IDBC will continue to try to design and develop various applications that support modern educational models, namely educational models that have their own philosophy. Integrating the use of information and communication technology referred to here is models and smart learning and smart buildings and smart learning towards smart education.

Islamic Education Management

The discussion regarding the findings of Islamic education management is to explain the management of Islamic education based on research results, there are 5 discussion topics: (1) Components that must be considered, such as: curriculum, educational staff, student affairs, finance, school and community collaboration, (2) Views of education management in general , (3) Differences in management implemented at IDBC with other institutions, (4) Management processes implemented at IDBC, (5) The main resources are people, money, materials, methods, machines, markets, time and information to achieve the goals effective and efficient. For more details, it is depicted in the following mind map:

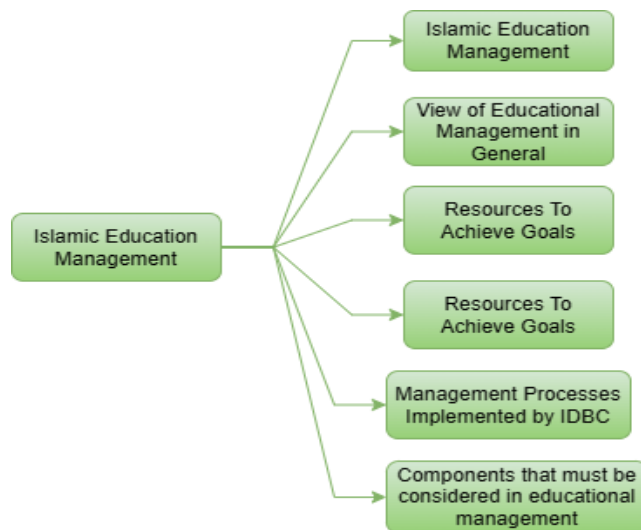


Figure 2. Islamic Education Management Mind Map

Understanding the definition of management as put forward by several experts, including:

1. Management is the ability to direct and achieve desired results with the aim of human efforts and other resources (Terry, 1978:4). The definition put forward by Terry shows that in general management activities exist in organizations which are directed at achieving organizational goals effectively and efficiently.
2. Management is a process of collaboration between individuals and groups as well as other resources to achieving organizational goals (Hersey and Blanchard, 1988: 4). This process is interpreted as the functions and activities carried out by leaders and members or subordinates in working together in an organization. The functions and activities carried out encourage human resources to work utilizing other resources so that planned organizational goals can be achieved.
3. Islamic Education Management consists of three words, that include management, education, and Islam. Dr. Imam Machali, M.Pd Drs. H. Noor Hamid, M.Pd.I in his book "Introduction to Islamic Education Management" there are at least two meanings or purposes in the term "Islamic Education Management". First, Islamic Education Management is intended as management practice in Islamic educational institutions, and second Islamic Education Management intended as a concept or thought about educational management in Islam. Islamic Education Management as a Science that generally included in the Social Sciences group, and is positioned as a derivative of the science of Public Administration/Management which includes education management, and "Islamic Education Management".

From the understanding above, several main things can be drawn, including: (1) management emphasizes cooperation between elements within the organization, (2) there is an effort to utilize the resources owned by the organization, and (3) there are clear goals to be achieved. In this way, management activities cover a wide spectrum, starting from activities on how to determine the direction of the organization in the future, creating activities, organizational activities, encouraging the development of cooperation between members of the organization and supervising activities in achieving goals. In a broader perspective, management is a process of managing and utilizing human resources owned by an organization through the collaboration of personnel to achieve organizational goals effectively and efficiently, so it can be interpreted that management is the behavior of members in an organization to achieve common goals. In other words, an organization is a forum for the operationalization of management, therefore there are a number of main elements that form management activities, namely: human elements, objects or goods, machines, methods, money and the market. These six elements have their respective functions and interact or influence each other in achieving organizational goals, especially the process of achieving goals effectively and efficiently.

IDBC in its operational activities really give attention to management principles as evidenced by implementing a management system process :

1. Planning, IDBC founder Ustadz Junedy Alfian believes that the success of a program is due to careful planning. Planning is the act of determining in advance what will be done, how to do it, what must be done and who will do it. Every activity or program implemented at IDBC goes through a very long process. Even the establishment of IDBC itself, as stated by its founder, Ustadz Junedy Alfian, was a long research process during which the research was to produce an educational model based on manners and Information Technology.
2. Organizing Plans that have been prepared together with all components at IDBC are then disseminated to all elements at IDBC about how the programs will be carried out in an organizing process which is the first step towards implementing plans that have been prepared previously related to moving the organization as one complete unit. The movement of an organization depends on the organization of all components in the organization to move towards achieving the goals that have been set. Ustadz Junedy Alfian is a leader whose existence is recognized by elements related to IDBC. Proven by acknowledgment of the source of the data obtained.
3. IDBC managerial activity is no less important is directing. Ustadz Junedy Alfian, in this process, carries out directing activities so that the activities carried out together continue along the predetermined path, there are no deviations which can lead to waste and errors. With this activity, the possibility of small errors or even mistakes can be minimized. Good planning and organization is meaningless if it is not followed by work implementation. For this reason, hard work, smart work and cooperation are needed. All existing human resources must be optimized to achieve the organization's vision, mission and work programs. Work implementation must be in line with the work plan that has been prepared. Unless there are special things that need to be adjusted.
4. Coordination, at IDBC coordination activities are very important for the integration of all organizational activities to achieve goals. Each unit in the organization must collaborate in a coordinated and synchronous manner with each other because all management units require coordination in actions to achieve organizational goals. Coordination activities are carried out from the smallest unit, namely the activity units at IDBC to overall level coordination, currently usually led directly by Ustadz Junedy Alfian. During this coordination, usually all components in IDBC are given the opportunity to convey things, be it critical suggestions or other things related to activities that will be, have been and are currently being carried out towards improvements.
5. Sincerely because of Allah, at IDBC all activities are carried out optimally and seriously, then handed over to Allah. This is a form of Ikhlas in this case, namely the singleness of Allah in directing all orientations of obedience. With his obedience, he intended to get closer to Allah alone

without anything else, without making things up, without being aimed at creatures, not to seek human praise or other meanings apart from approaching oneself to Allah, with this principle IDBC through Ustadz Junedy Alfian began to be recognized for its success. According to several parties, the proof is that more and more other parties, both individuals and organizations, are inviting him to present the results at IDBC so that they can be cloned elsewhere.

Smart Learning Facilities and Infrastructure

The discussion regarding the findings of smart learning facilities and infrastructure is to explain the smart learning facilities and infrastructure at IDBC based on research results, there are 6 discussion topics, namely (1) How to run a smart learning program in learning, (2) Obstacles to using smart learning methods at IDBC, (3) Smart learning learning methods, (4) Application of smart learning at IDBC, (5) Application of information and communication technology in education, (6) Plans for smart learning methods that have been implemented at IDBC institutions. For more details, it is depicted in the following mind map:

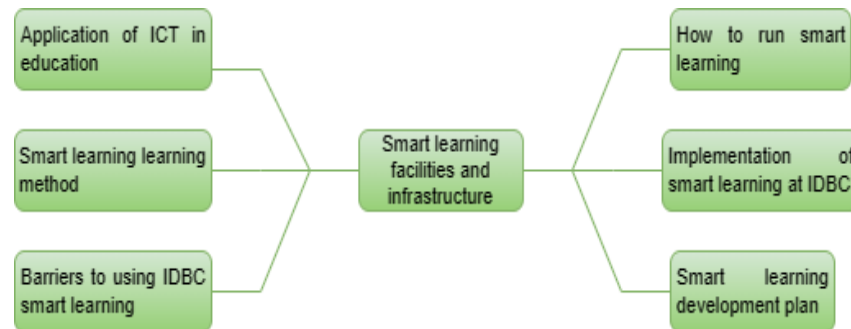


Figure 3. Mind Map of Smart Learning Infrastructure

The facilities and infrastructure are educational facilities and infrastructure in the context of smart learning. In the context of smart learning, facilities and infrastructure are to be used in the implementation of education in general or used specifically for learning. This can be seen from the definition of facilities and infrastructure put forward by the following experts: Mulyasa (2003:49) explains that facilities are tools and equipment that are directly used and support the educational process, especially the teaching and learning process such as buildings, classrooms, tables, chairs, as well as teaching tools and media. Meanwhile, infrastructure are facilities that indirectly support the educational or teaching process, such as yards, gardens or school parks, roads to school. However, if the infrastructure is used directly for teaching, for example teaching Biology, then the school yard, garden or school park is an educational facility. Bafadal (2014:2) explains that educational facilities are all equipment, materials and furniture that are directly used in the educational process at school, while educational facilities are all basic equipment that indirectly supports the implementation of the educational process at school. In line with Bafadal's explanation above, Syafaruddin et al (2016: 156) state that educational facilities are all equipment, materials and furniture that are directly used in the educational process at school, while educational infrastructure is all basic

equipment that indirectly supports the implementation educational process. Educational facilities and infrastructure are one of the important resources in supporting the learning process in schools. The success of educational programs is greatly influenced by the condition of educational facilities and infrastructure owned by schools and by optimizing their management and utilization (Matin and Fuada, 2016:1). Based on the explanation above, it can be understood that educational facilities and infrastructure in the context of smart learning owned by an educational institution are part of efforts to achieve educational goals in general and learning goals in particular that take place effectively and efficiently. Thus, it can be understood that facilities and infrastructure are basically important elements that support and facilitate all plans of educational institutions so that they can be implemented.

IDBC is an educational institution that applies information technology-based learning methods, namely smart learning. How to run a smart learning program in learning:

1. There are components to achieving educational success, namely morals, aesthetics, science and technology, mutual cooperation, health.
2. Packaging the curriculum to be simpler and more developmentally appropriate and safe.
3. Millennial teachers are needed with creativity so that they can bring out creative ideas and children's potential.
4. The components of educational standards that must be met are content standards, process standards, educational assessment, graduate competencies, learning outcomes, educators and education staff,
5. Management, education financing, education infrastructure,
6. Education must have the courage to adapt to the digital world so that it is not left behind,
7. Changes in educational institutions are highly anticipated for the progress of students.

The implementation of smart learning that has been carried out so far in educational institutions at IDBC is:

1. The existence of a digital library al wustho (2)
2. Students' activities in learning are monitored by the SISPENDEKAR application,
3. IDBC's daily activities are monitored by a system connected by leaders and parents,
4. IDBC as a whole integrates information and communication technology in the learning process and full smart learning and IES software,
5. Smart learning as digital literacy so you can master Artificial Intelligence.

Smart Building Facilities and Infrastructure

The discussion regarding the findings of smart building facilities and infrastructure is to explain the smart building facilities and infrastructure at IBDC based on the results of research on facilities and infrastructure at IDBC to produce topics consisting of (1) Advantages and disadvantages of smart buildings, (2) Obstacles to the use of smart buildings, (3) Benefits of using smart buildings, (4)

Understanding of smart buildings, and (5) Objectives of implementing smart buildings. Which can be described in the mind map below:

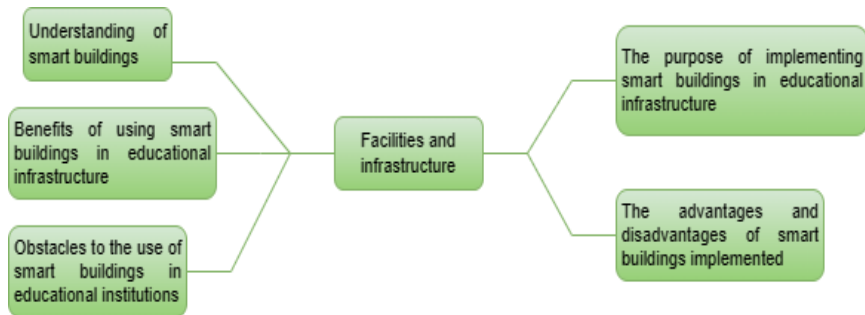


Figure 4. Smart Building Facilities and Infrastructure Mind Map

The facilities and infrastructure referred to here are educational facilities and infrastructure in the context of smart buildings. In the context of smart buildings, facilities and infrastructure are to be used in the implementation of education in general or used specifically for learning. This can be seen from the definition of facilities and infrastructure put forward by the following experts: Mulyasa (2003:49) explains that facilities are tools and equipment that are directly used and support the educational process, especially the teaching and learning process such as buildings, classrooms, tables, chairs, as well as teaching tools and media. Meanwhile, infrastructure are facilities that indirectly support the educational or teaching process, such as yards, gardens or school parks, roads to school. However, if the infrastructure is used directly for teaching, for example teaching Biology, then the school yard, garden or school park is an educational facility. Bafadal (2014:2) explains that educational facilities are all equipment, materials and furniture that are directly used in the educational process at school, while educational facilities are all basic equipment that indirectly supports the implementation of the educational process at school. In line with Bafadal's explanation above, Syafaruddin et al (2016: 156) state that educational facilities are all equipment, materials and furniture that are directly used in the educational process at school, while educational infrastructure is all basic equipment that indirectly supports the implementation educational process. Educational facilities and infrastructure are one of the important resources in supporting the learning process in schools. The success of educational programs is greatly influenced by the condition of educational facilities and infrastructure owned by schools and by optimizing their management and utilization (Matin and Fuada, 2016:1). Based on the explanation above, it can be understood that educational facilities and infrastructure in the context of buildings owned by an educational institution are part of efforts to achieve general educational goals and specific learning goals effectively and efficiently. Thus, it can be understood that facilities and infrastructure are basically important elements that support and facilitate all plans of educational institutions so that they can be implemented.

The benefits and objectives as the results of the analysis of the use of smart buildings in educational infrastructure are:

1. Overcome the problem of waste in various matters related to energy, security supervision, and discipline
2. From a managerial perspective, educational institutions will become more effective and efficient and can even provide prestigious value for educational institutions that implement encouraging educational actors to be more advanced.
3. Make it easier to do things related to the daily activities of education actors to become more disciplined which will ultimately be able to shape and develop the character of students,
4. Supporting the teaching and learning process towards smart education.

In its implementation at IDBC, it was found that there were obstacles in the use of smart buildings in educational institutions, namely;

1. Tools are still not affordable because of high prices,
2. Network connection is less stable,
3. Frequent network errors,
4. Weak system built
5. Mahasantri are not familiar used of everything being automated
6. Mahasantri took advantage of system errors
7. Maintenance
8. Human resources are not yet ready
9. Difficult to gain access.
10. Trouble (problems) often occur in the system being developed.

Integration of Information and Communication Technology in Islamic Education Management

Based on the results of research on the integration of information and communication technology, there are discussion topics, namely: (1) Forms of information and communication technology that can be applied according to the needs of Islamic educational institutions (2) An overview of the progress of information and communication technology towards improving the quality of Islamic educational institutions (3) Expectations for institutions Islamic education in Indonesia with the application of information and communication technology in the 21st century, (4) Information and communication technology innovation in Islamic educational institutions, (5) The importance of applying information and communication technology in Islamic educational institutions, (6) Basic problems faced by educational institutions Islam is related to the application of information and communication technology, (7) To what extent does the development of information and communication technology help in the management of Islamic education, (8) To what extent does the development of information and communication technology help management manage educational facilities and infrastructure, (9) Challenges of Islamic educational institutions in amidst the rapid development of information and communication technology, especially in improving the quality of Islamic educational institutions.

As illustrated in the mind map below:

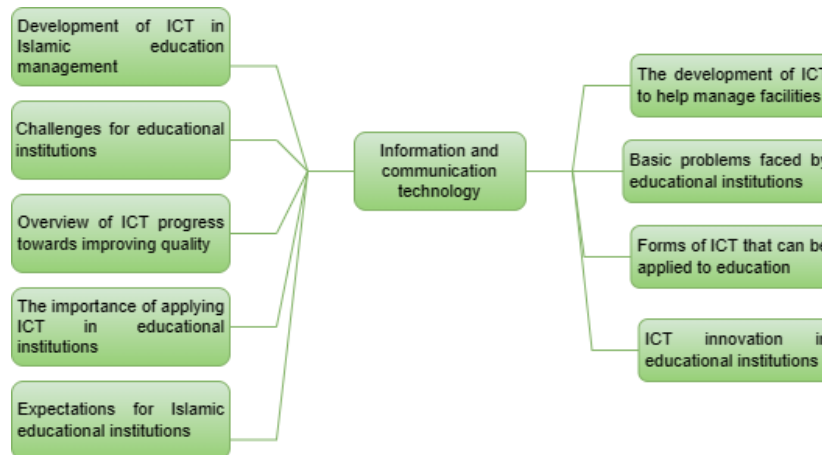


Figure 5. Mind Map Integration of Information and Communication Technology

With the integration of information and communication technology in the management of Islamic education in terms of the use of facilities and infrastructure, namely a smart system (smart teaching, smart building) which will ultimately be able to shape the character of students (santri) so that the outcome of graduates will be to become believers. And have faith in God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens. As with the goals of Indonesian education as stated in the National Education System Law No. 20 of 2003. The benchmark is based on achievement indicators.

Success in the integration of information and communication technology in Islamic education management. For measure it, the components of information and communication technology are needed as stated by Sutarman (2009), that include Hardware, Software, Database, Network (Network communication), and People. So, the success is known by using behavioral component indicators (Scod & Backman (1964) of students or students at IDBC in terms of: namely Cognitive (thinking), Affective (feelings), Conative (actions) .

The following is the integration of information and communication technology at IDBC based on the indicators to be achieve:

1. A form of integration of information and communication technology that can be applied according to the needs of Islamic educational institutions, in relation to this integration is an innovation or new way where Information and communication technology innovation in Islamic educational institutions requires preparing qualified human resources, Implementing the use of information technology in providing facilities and infrastructure without having to make a complete human so that it can carry the concept of a human school where the presence of facilities and infrastructure that interact with information and communication technology can shape the behavioral character of the human users. Such as the use of smart learning and smart building applications. The use and implementation of smart learning and smart buildings at IDBC are:

- a) The existence of an al wustho digital library
 - b) Mahasantri activities in learning are monitored by the siscepatr application,
 - c) Daily activities are monitored by a system connected by leaders and parents,
 - d) Learning and full smart learning and IES (Islamic Education System) software,
 - e) Learning modules are available online via the server,
 - f) Using of sensors in various facilities in building utilities, such as the use of entrance sensors. Information sensors in meeting rooms, light sensors, AC, fans, alarms.
2. The fundamental problem faced by Islamic educational institutions is related to the application of integrated information and communication technology. The fundamental problem faced by Islamic educational institutions regarding the application of the integration of information and communication technology in the application of smart learning is the problem of resources, both human resources and other resources, dependence on old systems in the teaching and learning process is still the biggest scourge in creating learning innovations, in general The magnitude of these problems can be grouped into:
- a) Limited access to hardware and software.
One of the shortcomings of the e-learning learning method is limited access to the availability of various software programs and hardware availability as well as limitations of the internet network. This is usually due to a lack of funding and human resources.
 - b) Understanding of the material and interaction between teachers and students.
The material taught in e-learning is responded to based on different levels of understanding, depending on the user's abilities, because this method is usually a one-way e-learning learning method.
 - c) Minimal supervision in learning
The lack of supervision in conducting online learning means that e-learning users sometimes lose focus.
- According to Junaedy Alfian, that conditions are not occurred at IDBC, the presence of information and communication technology, especially Smart learning, is an adaptation of the use of information and communication technology and digital era learning methods, which prioritize systems in the learning process, making the learning process more effective and efficient, according to Junaedy Alfian IDBC has been confirmed. not experiencing these fundamental obstacles as evidenced by:
1. The internet network and servers are owned and managed by themselves, namely under Al Wustho Technology
 2. The e-learning model and system developed by Al Wustho Technology and used at IDBC is very varied and adaptive, and in the future it will even use 3-dimensional technology in the teaching and learning process, so that the direct presence of humans or teachers can be minimized.

3. The management system at IDBC is also fully digital with the IES (Islamic Education System) software application.
4. The development of al wustho technology is increasingly rapid with the existence of funding and a recruitment system for human resources which is directly handled by Ustadz Junaedy Alfian.
5. As a major obstacle to human resources, in this case students are not used to it and tend to be careless, so they often violate or do not comply with the rules that have been stated or have been systemized in an application.

With conditions that have become such that IDBC has become a pioneer and reformer in the use of information and communication technology in the world of education, IDBC believes that the success it wants to achieve is the formation of ta'dib or behavior from students at IDBC. The changes are reflected in their attitudes, as for attitudinal factors contained in humans that can encourage or cause certain behavior. Some characteristics or characteristics of attitudes are as follows:

1. Attitudes are not innate from the born, meaning attitudes can be learned
2. Attitudes are always related to the object of the attitude
3. Attitudes can be directed at one object, and can also be directed at a group of objects
4. Attitudes can last a long time or a short time
5. Attitude contains feelings and motivation factors.

Conditions for success in forming the attitude or character of students at IDBC can be seen from the positive character of their students, including:

1. Enjoying lessons (theory and practice)
2. Feel happy to take part in learning activities programmed by IDBC
3. Have a regular study schedule
4. Have self-discipline in learning (not because of other people)
5. Pay attention to the teacher's explanation so that the learning process is active and participative.
6. Read digital books actively and regularly
7. Doing tasks as well as possible
8. Take an active role within the IDBC environment

In his presentation, Ustadz Junaedy Alfian mentioned that the variety of materials or interest among students who will study at IDBC means that the programs implemented cannot be 100% successful as it is equally known that there is no ivory that is not cracked or no human being is perfect, but IDBC always tries and strive to be better for the advancement of Islamic education. The conclusion that can be drawn from this explanation is that someone is able to understand the learning process and apply the knowledge gained from learning from real life, so he is able to explain everything that exists in his environment. Likewise, if someone is able to understand the principles of learning, they will be able to change their behavior as desired.

The changes made at IDBC always refer to the main components of education, namely: 1) Cognitive (thinking), in terms of thinking, IDBC has very advanced thoughts or insights about how important and influential information and communication technology is in their lives now and in the future,

determining students' attitudes requires comparing or utilizing their knowledge to create a stimulus. So, the knowledge you have about an object will influence your attitude or changes in attitude towards that object. 2) Affective (feelings) Feelings here relate to emotional aspects that determine the attitude that will be shown, with the evaluative process carried out it will give rise to feelings of pleasure or displeasure towards certain objects, so that the attitudes that emerge will be in accordance with existing attitudes. 3) Conative (action), Conative is the tendency to behave in accordance with one's attitudes. The incompatibility of a person's behavior with their attitudes is called attitudinal dissonance, which has a strong influence on the psychological state of the individual concerned so that it will encourage the individual to change his behavior or attitude. 4) Integrative (combination) Integrative is a teaching method that combines several aspects into one learning process. For example, listening is integrated with speaking, writing is integrated with reading and speaking, to be able to carry out this integration, it is necessary and necessary to have tools/media that can support it, all of which can run properly if information and communication technology can be used.

Novelty

The application of Islamic education management in the IDBC context provides new advantages driven by digital technology. This opens up opportunities to improve the quality of Islamic education, expand accessibility, and enable global collaboration in understanding religion and Islamic values. From the findings and discussion, the researcher obtained findings regarding innovation in the application of Islamic education management which can be applied to educational institutions in Indonesia, especially in terms of the use of information and communication technology in the application of infrastructure in educational management through the concepts of smart learning and smart building towards smart education. in line with the educational concepts and theories of Syed Muhammad Naquib al-Attas, namely the formation of ta'dib or manners or ethics from students as in the words of the prophet Muhammad SAW which were narrated by al-Imam al-Bukhari "Every child is born on fitrah. It was his parents who made him a Jew, Christian or Magian. (HR. al-Imam al-Bukhari)". How was also put forward by George R. Terry, in terms of management of facilities and infrastructure, namely "Office layout is the determination of space requirements and the detailed utilization of this space in order to provide a practical arrangement of the physical factors considered necessary for the execution of the office work within reasonable cost" (office layout is the determination of space requirements and the detailed use of the room to prepare a practical arrangement of the physical factors considered necessary for carrying out office work at a reasonable cost).

With these conditions, this research becomes a complement that strengthens the existing theory that facilities and infrastructure that carry the concept of integration of technology and communication in the management of Islamic education can shape the character and morals of students, therefore all Islamic education should consider and implement integration. information and communication technology at all levels and levels to face the challenges of change in the era of Industrial Revolution 5.0.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The success of integrating information and communication technology in the management of Islamic education that has been implemented at IDBC is the successful application of information and communication technology to educational facilities and infrastructure in the teaching and learning process in all aspects, both physical and non-physical aspects, such as in the formation of disciplinary character. The presence of information and communication technology is truly felt and has more benefits.

The challenges and obstacles to the integration of information and communication technology in Islamic education management that have been implemented at IDBC are in the Planning, Organizing, Actuating and Controlling processes. At this stage of the process, there are many misunderstandings by organizational actors in applying the concept of integration of information and communication technology in educational management, namely making humans into servants and caliphs.

This research shows that the integration of information and communication technology in the management of Islamic education is very important and very urgent to be implemented in order to increase educational output and outcomes in Islamic educational institutions in particular and other educational institutions. By using information and communication technology as a basis for the overall process of educational management, it is possible that Islamic educational institutions will be able to develop in a focused, fast and optimal manner.

The positive impact of integrating information and communication technology in Islamic education management can provide significant progress in learning and educational management. However, it is important to ensure that the use of information and communication technology is well integrated in the context of Islamic education, taking into account Islamic values and students' educational needs.

Educational institutions must adapt to the presence of Information and Communication Technology by integrating with appropriate Islamic Education Management which is also able to accelerate the acceleration of a better Education management system through Planning, Organizing, Actuating and Controlling, so that it can be an inspiration and trigger for other Islamic educational institutions as well. formal or informal. Therefore, it is necessary to optimize the function of information and communication technology in Islamic education management.

Recommendations

Based on the research results and findings that have been concluded and efforts in developing Islamic education management based on Information and Communication Technology, there are several recommendations, namely: The government, in this case, the Ministry of Education, Culture, Research and Technology and the Ministry of Religion, which oversees religious education, is asked to immediately carry out the Planning, Organizing, Actuating and Controlling process regarding the integration of Information and

Communication Technology in Education Management in order to speed up or accelerate quality. Education in Indonesia according to the aim of national education is to educate the nation's life and develop the whole person, namely a person who has faith and devotion to God Almighty and has noble character. Apart from that, students must also have skills and knowledge, physical and spiritual health, a stable and independent personality, and a sense of responsibility towards society and the nation.

Islamic Education Institutions are advised in the Planning, Organizing, Actuating, and Controlling process, in the education system implemented in Islamic educational institutions that they manage to be literate and aware of developments in information and communication technology in the world of education so that they are able to utilize them in Planning, Organizing, Actuating, and Controlling, in educational management towards effective and efficient management. All components involved in the process in educational institutions must immediately change and act on the path of change in the context of integrating information and communication technology in the management of Islamic education in the teaching and learning process optimally and providing maximum results.

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