



Educational Challenges and Islamic Values in the Age of Disruption

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ARTICLE INFO:	ABSTRACT:
Correspondence: Ydabm81@gmail.com Article History: Received: 22/10/2024 Accepted: 17/12/2024 Published: 20/12/2024 Keywords: Education, Islamic Values, Disruption	The era of disruption, marked by technological advances and digitalisation, has brought significant changes in various aspects of life, including education. In the Indonesian context, education is faced with the challenge of maintaining Islamic values amidst globalisation and digitalisation. This article discusses how the education system must adapt to the changes that are taking place, with a focus on efforts to maintain Islamic values that have begun to fade in the midst of the digital era. The main challenges include curriculum changes, innovative learning methods, and negative influences from the internet, such as moral decline and technology dependency. On the other hand, disruption also provides opportunities, such as the digitisation of learning through platforms like YouTube, which facilitates wider access to education. In conclusion, education must be able to combine technological advancement with the preservation of Islamic values to achieve ideal national goals.

Introduction

Law No. 20 Year 2003 on the National Education System. Article 3 states that the purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Arroyan, 2024) This goal is a very ideal goal that the Indonesian nation wants to achieve. However, the level

of achievement in reality is very difficult to realise. (Nikmatullah et al., 2023) presentation, and conclusion formulation. The study revealed the following. (1

The continuous advancement of science, technology and art (science and technology) demands the readiness and commitment of education policy makers to take strategic and anticipatory steps in order to realise the goals of national education. We have now entered the industrial era 4.0 where this era is characterised by digitalisation in all aspects of life. (Sari, 2023) How can education play an active role in the industrial era 4.0. Because no matter how advanced this country and nation is, the character of the nation, the majority of which adheres to Islam, should not be neglected, a nation that wants the goals of education to be achieved and not destroyed, education must play an active role and be instilled in students from an early age. (Syafi'i & Yusuf, 2021)

The era of digitalisation shows the advancement of human civilisation, but it also proves the decline of Islamic values, many Islamic values are gradually disappearing from circulation (Harimurti, 2021), which are the principles that guide daily life. These include the loss of religious and social responsibility on the part of individuals and communities, the decline of tolerance and harmony, the disregard for social concerns and the selfishness of certain groups. An indifferent attitude towards religious education in children, moral values, ethics and living in an atmosphere of egoism and the depletion of a sense of empathy for people who are deprived. (Maliki et al., 2022)

Spiritual values in religious instruments have not been able to change the attitude and mentality of the community. The number of mosques and mushollas, the number of people going on hajj and umrah have not been able to change people's attitudes to become Islamic. (Kadi et al., 2020) A person's religious value is still determined based on outward forms alone. Whereas the most important thing in religious life is how noble values can be grounded in the midst of society such as legal justice, economic justice, social justice, the spirit of plurality, ukhuwah, environmental awareness, empathy for others, willing to share and other social deeds. (Nudin, 2020)

The theory of disruption was first recognised more in the business world competition that led to innovation (Taufik, 2020), the study of disruption is more universal because disruption is not just a change but a major change that changes the order There are two important characteristics of disruption. First, the change is very basic related to the model of an institution, Second, disruption

always starts at the low-end market by offering a much cheaper price. Because it initially serves the lower market. Disruption theory is basically not directly linked to technology and digitalisation but experts such as Paul Paetz believe that the digital world accelerates the process of disruption. (Rochbani, 2024)

Renald Kasali in his book *Disruption* if translated with the meaning of disruptors, troublemakers or culprits. (Son'any, 2023) And when connected with the word digital (Arifianto et al., 2021), it means something that comes after the digital era and destabilises businesses that do not use the internet and digital technology as their added value. Disruption can also be interpreted as an innovation, changing the entire old system in new ways. (Lundeto, 2023)

Education in the Age of Disruption Opportunities and Challenges

It is the obligation of the state to provide proper education for all its citizens because education is the right of every citizen. (Poroe et al., 2022) However, with the development of technology, it is possible that the form of education is no longer limited to the classroom, but can be done anywhere and anytime. The emergence of the internet in the world has changed the paradigm of education that we initially understood only in the classroom into education that is not limited to places. Garbner argues that mass media instil certain values and attitudes. The media contributes to spreading attitudes and values to other members of society. (Saputra & Nugroho, 2024)

One of the educational opportunities of the disruption era is the digitisation of learning, namely Youtube. (Ismail et al., 2020) Why is Youtube because Youtube media, which was originally a video that describes music videos, event reports, film news, and videos made by its own users called creators, has become the most popular media for downloading and uploading videos that are not limited to all fields of community activity, including the field of education that can be used by all levels of society. (Lundeto et al., 2021)

Videos of learning materials that are made practical and recorded using video are then uploaded and distributed on YouTube. This makes learning can not only be done by people who take formal education, but with gadgets and the internet can obtain alternative education through YouTube. Many factors are behind why the digitalisation of learning media is growing rapidly, among others; (Puspitasari et al., 2021)

1. Perception

User perception is very decisive when using YouTube as an alternative learning media today. Users who are considered capable of using YouTube media wisely and appropriately as needed are users who are classified as adults, both parents, students and high school students. (Dalimunthe et al., 2023)

2. Motive

When someone uses mass media in self-expression and self-actualisation, the motives behind it can vary depending on the individual itself, because using YouTube media can explain audio-visually so that it can be directly practised and quickly understood and assume that seeing videos is more effective and easier to understand than just reading.

3. External Factors

There are other factors besides the motive from within a person can also be influenced or attract someone's interest in watching videos on YouTube, various external factors can be in the form of interactivity, portability, sharable, and others. These external factors can allow someone to have a greater interest in viewing YouTube than the inner factors themselves, because there are so many and interesting displays and uses.

4. Hope

Users' expectations of the content in YouTube videos vary. This expectation is formed from information that has been obtained from previous experiences. The number of videos for learning that are made both domestically and abroad makes certain expectations from its users, from the user's side expecting content creators to increase shows that have educational content and from the viewer's side or the audience must be wise and right to choose a YouTube channel that is indeed useful for learning support facilities that provide positive benefits.

The challenges of education in the era of disruption are characterised by major changes during the COVID-19 pandemic. The pandemic has hit almost all sectors, from business to education. The education sector during the pandemic

experienced very prominent changes resulting in massive changes in terms of the education system and order. (Fatmawati et al., 2024)

The use of technology in education is not entirely smooth and has to face some difficult challenges. The first challenge comes from curriculum changes, educators are challenged to prepare a curriculum where children have anticipatory thinking, critical, analytical, creative in problem solving, innovate and have a character that can adapt to new things that are unexpected. (Manik et al., 2024)

The second challenge is learning. If educators still only deliver material that is only written in books, then there is no difference between learning using the internet and conventional learning. Exploring information through the internet about the knowledge they need or want can now be obtained very easily and completely equipped with explanations, tutorials or visual videos. So learning is asked to be more innovative so that the delivery of material is more interesting and can guide and invite students to be more active than constantly being taught or guided. (Waghid, 2014)

The third challenge is about assignment or assessment. The success of the learning system is inseparable through assessment to determine how successful a learning system takes place, so the preparation of preparing tasks or assessments with a new learning system to create an assessment system that is more challenging than just answering questions to lead students to think critically and communicatively and actively seek knowledge independently through the internet. (Adawiyah et al., 2023)

Negative Influence of Disruption Era in Education

In addition to having a positive impact, the disruption era in education also has some negative impacts, among others: (Pramitha & Luthfita, 2022)

1. Declining moral quality

Information from the internet that can be accessed easily can affect student morale, because there are many kinds of material that have a negative effect on the internet. The most worrying examples are pornography, hatred between people, racism, crime, violence, and the like. News of harassment such as paedophilia and sexual harassment is also easily accessible to anyone, including students.

2. The rise of fast-paced and instant traditions

The orientation of education, which initially emphasised the process, has changed to the realm of achieving results. This has resulted in many people who only emphasise the end result when pursuing an education, without seeing a process because many people only want to get something quickly and instantly.

3. Dependency

Internet dependence, or internet addiction, refers to the excessive use of the internet to the point where it interferes with daily life functions. This phenomenon is increasingly common, especially among children and adolescents, and can have a significant negative impact on an individual's mental and social health.

Symptoms of internet dependence include: Nomophobia: Excessive anxiety when not having access to a mobile phone and FOMO (Fear of Missing Out): Anxiety of missing important moments in digital life. Negative impacts of this dependency include: Decreased interest in learning and academic performance. Changes in behaviour and mental health, such as anxiety and depression. Social isolation due to a preference for digital interactions over face-to-face.

4. Local the erosion of local culture

Indonesia as a country rich in ethnicity and culture cannot avoid the impact of globalisation, one of which can be seen from the moral shift in the culture of dress or lifestyle that prefers to follow the trend of the current style of dress, or the modern lifestyle that is very different from local culture. Changes in dress and lifestyle are beginning to shift values and morals which then have an impact on Indonesia's cultural diversity.

Islamic values in the fading order of the disruption era

In the era of disruption, some important Islamic values are challenged and tend to fade due to rapid technological and social changes. (Kholis, 2020) Some values that may be affected or poorly maintained in this context are:

1. Attitude of Ukhuwwah (Brotherhood)

Technology encourages individualism, especially social media, which unwittingly begins to erode the sense of brotherhood and togetherness

among people. Social interaction is often carried out in the virtual world, which certainly reduces emotional bonds and solidarity in physical communities. Users tend to focus on virtual life, thus reducing or even ignoring closeness to the surrounding environment and the attitude of *ukhuwah* begins to be neglected.

2. Simplicity

The consumption of technology that is trending, making the value of simplicity is often replaced with a more attractive and materialistic lifestyle to support existence. Instant and hedonic lifestyles, which tend to focus on seeking pleasure without limits, contradict Islamic teachings that encourage simplicity and unpretentious living.

3. Honesty and Trustworthiness

In the fast-paced and competitive digital world, the practice of honesty and trustworthiness has been eroded by the pressure and desire to succeed quickly or achieve goals in an instant way. The spread of fake news, manipulation of information, or dishonest business practices often occur in the digital world and disruptive economy which contradicts Islamic values that teach honesty and trustworthiness.

4. Behaviour and Noble Character in Interaction

Digital disruption has changed the way we interact, and the ethics of communication have been eroded. The use of social media that is not limited by moral filters or appropriateness often triggers conflict, hate speech, and online bullying, and this clearly contradicts the value of noble morals in Islam which emphasises *adab* in speech and behaviour.

5. Over-reliance on Technology

The over-reliance on technology has caused many Muslims to be less aware of the importance of self-reliance and balanced efforts. In fact, Islam encourages people to strive earnestly in achieving something, not just relying on instant technological tools.

6. Gratitude

The era of disruption often demands to always look for more, both in terms of material and technology, to the point that gratitude for what we already have becomes marginalised, individuals who feel unsatisfied due to new technology or lifestyles that are more

sophisticated or modern. To keep these values alive and relevant, it is important to strengthen religious and ethical education in society, and make technology a tool to strengthen faith and morals, not the other way round.

Conclusion

The era of disruption makes the rapid development of science and technology that cannot be avoided by anyone unless he closes himself and avoids global interaction and communication. Many things need to be realised and receive important attention that technology besides bringing positive effects or benefits, but also brings negative effects or losses. As Indonesian citizens, the majority of whose population adheres to Islam and a country that is thick with culture, it should be wiser and take advantage of advances in science and technology to be applied in life without ignoring Islamic values and preserving existing local culture. The new world order that is proclaimed is a rule that can combine the world and the hereafter, the values of heavenly religions that are down to earth, which can fulfil spiritual and physical needs, intellectual and spiritual, wrapped in noble morals.

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