Educational Development Strategy at the Nurul Hakim Lombok Foundation to Answer the Challenges of the 21st Century

Firhan Gaosil Fatoni [1]**, Dadi Setiadi** [1]**, Untung Waluyo** [1]**, Mansur Hakim** [1]**, Mohamad Mustari** [1]

[1] *University of Mataram*
Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

Abstract. This research aims to find out the Educational Development Strategy at the Nurul Hakim Lombok Foundation to Answer the Challenges of the 21st Century, with sub-focuses including finding out the information technology-based educational development strategy and finding out what the challenges are in implementing the educational development strategy at the Nurul Hakim Lombok Foundation to answer the challenges 21st century. This research uses a qualitative descriptive approach with a case study type. Data was collected using interviews, field observations, document studies, and primary and secondary sources. The data analysis technique uses an interactive model of data collection, condensation, presentation, and conclusion.

Meanwhile, the validity of the data was checked using a triangulation of sources and methods. The research results show that the education development strategy at the Nurul Hakim Lombok Foundation to answer the challenges of the 21st century includes information technology-based education development strategies and challenges in implementing educational development strategies. Information technology-based education development strategies include integrating information technology into the curriculum, providing teacher training, and utilising information technology facilities. Challenges in implementing educational development strategies include teacher gaps, teacher skills and limited facilities. We recommend improving teachers' ability to use information technology and enhancing infrastructure so that all teachers and students can use the facilities at PPKh-KMMI.

Keywords: Management; Community; Economic Empowerment.

INTRODUCTION

Education has a central role in shaping individuals to face the dynamics of the times, especially in facing the challenges of the 21st century, characterised by rapid changes in technology, globalisation, and increasingly complex competency demands. Relevant and quality education is one of the keys to preparing the young generation to adapt and contribute significantly to modern society. In addition, education offers educators flexibility in adapting lessons to each student's level of development and achievement [1]. One educational institution with a big responsibility in forming young people with character is the Nurul Hakim Lombok Foundation. As an education provider, the Nurul Hakim Lombok Foundation is responsible for ensuring that the educational development strategies implemented can address the challenges of the times and provide learning outcomes that align with the needs of the 21st century.

The Nurul Hakim Lombok Foundation is one of the leading Islamic boarding schools in West Lombok, West Nusa Tenggara (NTB). This foundation consists of several educational institutions, namely: Kindergarten (TK), Madrasah Ibtidaiyah (MI), Pondok Salafiyah - Madrasah Qur'an Nurul Hakim (PPS MQNH), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), Kulliyyatul Mu'allimin Wal Mu'allimat al-Islamiyah Special Education Program (PPKh-KMMI), Vocational High School (SMK), Ma'had Aly, and Nurul Hakim Islamic Institute (IAI NH). PPKh-KMMI, which was founded in 1997 by TGH. Muzakkar Idris, LC. M.Si uses a dichotomy strategy in dividing classes, namely classes 1, 2 & 3

MTs and 4, 5 & 6 MA, structurally including classes 1, 2 & 3 MA [2]. This program adopts the 2013 Curriculum from the government. It adapts it to the Merdeka Curriculum and integrates four other curriculum structures: the Service and Ministry of Religion Curriculum, the Nurul Hakim Curriculum, the Gontor Curriculum, and the Middle East Curriculum. Education at PPKh-KMMI covers four families of learning: Language, Mathematics and Natural Sciences (MIPA), Religion, and Social Sciences (IPS).

The Nurul Hakim Lombok Foundation plays a vital role in religion-based education, which studies yellow book lessons and requires its students to live in dormitories. However, the rapid progress of information and communication technology requires the Nurul Hakim Lombok Foundation to adapt to modern technology to keep up with the times and use it for educational purposes; this includes using the internet, electronic devices and online learning applications to support the teaching and learning process more effectively and efficiently.

The 21st century is an era full of changes and challenges. Globalisation, technological developments and rapid socio-economic changes require changes in educational strategies. The development of academic methods in the 21st century needs to be carried out to prepare students to face these challenges. The 21st-century education model emphasises the importance of relevant skills and knowledge to face changing demands in work, technological advances and globalisation. Community involvement in the educational process, independence, creativity, lifelong learning, and a balance between knowledge and skills are essential aspects of modern education.

By designing educational strategies that aim to develop education to meet the challenges of the 21st century, we can ensure that education provides maximum benefit to students and prepares them for success in an ever-changing society. Challenges such as the digitalisation of learning, changes in work paradigms, and the complexity of global issues are the main focus of attention in the current educational context. Therefore, conducting in-depth research on how the Nurul Hakim Lombok Foundation, especially the PPKh-KMMI institution, faces this challenge by implementing appropriate educational development strategies is essential. Understanding the factors influencing the success or obstacles in implementing this strategy is crucial in identifying potential improvements and innovations in the Islamic boarding school education system.

METHODS

This research aims to develop an information technology-based educational strategy and find challenges in implementing educational development strategies at the PPKh-KMMI Nurul Hakim Lombok Foundation to answer the challenges of the 21st century.

The research team conducted this study at the Nurul Hakim Lombok Foundation. The research began in February and lasted until April 2024. This research is qualitative research with a case study type. This research method involves collecting data through observation, interviews, and document study. We obtained primary data directly from informants, including the Chair of Majlis Alhikmah, the Deputy Head of Curriculum, the Facilities and Infrastructure Section, and teachers. At the same time, we gathered secondary data from various sources and official literature.

The data analysis process follows the author's [3] interactive model, which involves data collection, condensation, presentation, and conclusion. Data validity is maintained through source triangulation and member checking. Dependability and confirmability are also tested to ensure the reliability of the data and research results.

RESULTS AND DISCUSSION

The findings of this research reveal the existence of information technology-based educational development strategies and the challenges of implementing them at the Nurul Hakim Lombok Foundation.

The education development strategy at the Nurul Hakim Lombok Foundation includes integrating information technology in teaching and learning activities, teacher training, and using information technology. In integrating information technology implemented in PPKh-KMMI, teachers must broaden their basic knowledge about information technology and improve their skills in operating information technology and managing applications to make it easier to teach information technology-based learning in the classroom. Teachers integrate information technology via WiFi, projectors, Android TVs, and computers/laptops in teaching and learning activities.

PPKh-KMMI holds teacher training three times in one academic year. Teacher training includes using technology, creating learning media, and using learning media, which is carried out in three stages: preparation, module creation, and implementation. The speakers who provide teacher training materials are part of the Nurul Hakim Foundation and have attended training as representatives of the Nurul Hakim Lombok Foundation. Teachers and students at PPKh-KMMI use existing facilities, such as WiFi, LCDs, laptops, Android TVs, lab computers, and libraries, in teaching and learning activities.

Challenges in implementing educational development strategies include the digital divide, teacher skills and limited facilities. The digital gap is due to the lack of knowledge of information technology. Teacher skills are lacking because they still use the lecture method; teacher training can improve teacher skills. Limited facilities are experienced at PPKh-KMMI because the number of facilities is still inversely proportional to the number of students available.

The researchers' findings highlight information technology-based education development strategies and the challenges in implementing these strategies at PPKh-KMMI.

The integration of information technology in the curriculum at PPKh-KMMI aims to improve technology skills for teachers and students, expand access to knowledge, and enable personalisation of learning. According to the authors [4], adequate technological infrastructure, such as fast internet access and technological devices, is very important for the effectiveness of technology-based education. According to the author [5], curriculum design that follows technological developments can enrich educational experiences and prepare students for the challenges of the digital world. According to the authors [6], this technological integration improves the quality of learning and maintains the relevance of Islamic boarding schools in a continuously developing global context. Teacher training at PPKh-KMMI is essential to improve the quality of education and teaching. According to the author [7], teachers can methodically, deliberately and cost-effectively update their knowledge and skills through training. In the era of digital technology disruption, information and communication technology-based training is crucial for maintaining teacher professionalism and the relevance of learning, according to the authors [8]. This train-ing also addresses the low ability of teachers, increasing their professionalism and competence [9]. The use of information technology at PPKh-KMMI is an essential step in improving the effectiveness of education and maintaining the relevance of Islamic boarding schools in the digital era. According to the authors [10], information technology provides broad access to educational resources, enriching students' and teachers' understanding through various references without geographical limitations. According to the author [11], technology facilitates more interactive and exciting teaching using multimedia and learning applications.

The digital divide is the main challenge in implementing technology at PPKh-KMMI, mainly due to disparities in access and understanding of information and communication technology (ICT). Author [12] states that the digital divide can exacerbate societal inequalities. The main obstacles in PPKh-KMMI include limited technological infrastructure, such as a stable internet connection and adequate hardware. Differences in understanding and skills between teachers also result in suboptimal use of technology. The integrated learning program at PPKh-KMMI faces significant challenges in combining religious knowledge, general science and technology. To produce graduates who excel in religion and have a strong understanding of science and technology, teachers at PPKh-KMMI must have adequate skills in integrating technology into learning. The lack of teacher skills in applying information technology is a big obstacle because many teachers are not used to it or do not have sufficient knowledge of authors [13]. Implementation challenges at PPKh-KMMI are related to inadequate infrastructure, such as adequate classrooms, libraries, and unstable internet access. This lack of facilities can affect the quality of learning and teacher welfare; this is in line with what the author [14] stated, stating that the welfare and facilities available to teachers can influence the sustainability of their profession.

CONCLUSIONS

Education is vital in preparing individuals to face the challenges of the 21st century, characterised by technological change, globalisation, and increasingly complex competency demands. The Nurul Hakim Lombok Foundation, as one of the leading educational institutions in NTB, has taken strategic steps by integrating information tech-

nology in teaching and learning activities. This strategy includes regular teacher training, using technological devices in teaching and learning, and using available technological facilities.

However, implementing this strategy faces various challenges, including the digital divide, limited teacher skills, and inadequate facilities. Educators must address these challenges to ensure relevant and quality education for students. In this way, education at the Nurul Hakim Lombok Foundation can continue to develop and provide maximum benefits in preparing the young generation to adapt and contribute to the digital era and globalisation. Further research is needed to explore innovative solutions to address these challenges and increase the effectiveness of technology-based education.

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