

RESEARCH PAPER**Problematic Analysis of Changes in Islamic Education in the Digital Era at Madrasah Ibtidaiyah Level in East Java Province Indonesia**Latif Syaipudin¹ Abd. Aziz² Akhyak³¹ Lecturer STAI Nurul Islam Mojokerto Indonesia.²⁻³ Professor UIN Sayyid Ali Rahmatullah Tulungagung Indonesia*Corresponding Author latif12syai@gmail.com

ABSTRACT

Digitalization of technology encourages development in the field of education, especially in the Islamic education environment at the basic education or madrasah ibtidaiyah level. Especially in the context of this research, namely two educational institutions located in East Java Province, efforts to develop education and its relevance to technology are important. This research method uses a descriptive qualitative approach, data collection uses interviews, observation and documentation. The object of this research is at two ibtidaiyah madrasahs in East Java Province, namely MI Al Muhajirin II Latukan Karanggeneng Lamongan and MI Banggle 02 Kanigoro Blitar. The analysis used with Miles and Huberman's theory consists of data reduction, data presentation and drawing conclusions. The results of this research explain that there are various challenges in encouraging educational institutions to continue to develop amidst the challenges of modernization in the education sector, starting from the readiness of the institutional managers themselves, infrastructure, teaching staff and the response of students and parents. When there is one party who is unable to provide support for changes towards digitalization of education, it will become a problem that occurs. The solution is integration between the parties concerned, namely the management of the institution itself, infrastructure, teaching staff and students and parents to improve towards change that runs with a common vision.

Keywords: Changes in Education, Digital Era, Madrasah Ibtidaiyah Level.

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INTRODUCTION

Technology has had a tremendous impact on various regions, including Indonesia. One of them is in Indonesia, considering that everyone in Indonesia is essentially connected to each other, it is also impossible for the education system to function normally (Baqi et al., 2023). Technology on the other hand will also have a negative impact, because any existing information cannot be relied on. Quality of education around the world must continuously and firmly adapt to technological advances. In particular, the use of technological advances in the education sector for young students in madrasahs, especially during the teaching process, must also begin to apply it

(Muhibbudin et al., 2022). There are many media related to learning that respond to increasingly advanced technological developments. There has been progress in the field of education, including elementary schools, perhaps even changes that are truly beneficial for this goal (Mohammadi et al., 2020).

Islamic religious education, especially at madrasah institutions, has a long history as part of the nation-building process in Indonesia, and has been going on since before the country became independent. Islamic education has also developed with updated concepts in line with the changes that occur. This happens in several places of learning, such as schools, informal educational institutions and non-formal recitation places. (Naim et al., 2022). The explanation above can be understood to mean that Islamic education must be maximized in order to be able to face pressing problems and reduce tension due to digital learning opportunities for madrasa students. Keeping students away from the digital world, therefore, is not a wise action because these people have the necessary technical knowledge (Syaipudin, 2023).

The advantage of digital learning is unlimited access, this is one of the most important points that must be utilized in every learning moment. So that teaching and learning activities are unlimited, wherever a person can continue to learn. The way for students to utilize the power and information that exists in the digital world is that it can be done while maintaining control and supervision from older people (Sokip et al., 2019). The teacher as a teacher and educator must also be able to adapt to developments in technological needs in the teaching and learning process. For example, providing guidance to students, and encouraging them to use the digital product in question positively to improve their educational standards (Huynh et al., 2021).

Islamic education in madrasas is expected to be more capable of innovation thanks to the presence of digital technology. Simply utilizing and disseminating critical information present in the digital world is the right way to use digital technology for schools of all sizes. As a scientific form of development society on a global scale, each individual's knowledge must continue to move (Syaipudin & Awwalin, 2021). In principle, technology itself has become a necessity for a person's life, apart from the learning process it has also become a lifestyle trend. So from this point, someone must be able to take advantage of digitalization opportunities in learning, with the hope that it will support the efficiency and effectiveness of the learning process carried out. Even though it is not a prerequisite, digital components are still something that will always be needed for every activity. It was possible to use the digital technologies described above for everyday life in the past (Rinekso et al., 2021).

Digitalization strategy utilizes software, laptops, tablets or other devices in teaching and learning activities in madrasas, such as providing teaching materials where these devices are intended to provide more benefits (Li et al., 2021). In the digital era, teachers use software as a learning tool by providing material in class using the help of software. Digital technology on a large scale is able to create new opportunities for the world of education, including opening up access to education for anyone without restrictions. The digital world, which can function wherever there is an internet connection and online communication channels, has enabled the virtual expansion of education that might previously have been limited by access to place and time (Wang et al., 2021).

The use of software as a primary teaching tool in madrasas is a key element of education. Software is an important tool for digital education, making it the easiest tool for teachers to use because it focuses on educational goals (Andrianto Pangondian et al., 2019). Having a software system that is very reliable and in accordance with learning needs indicates that madrasah administration is increasingly advanced in its learning programs by using the latest technology. This shows that madrasas are developing rapidly in the developing digital era (Mohammadi et al., 2020).

Islamic education is intended as a tool to promote and prepare the next generation of Muslims to become caliphs of the earth who are aware of their religion and are able to uphold it in everyday life. Because Allah always encourages people to be kind, kind, considerate, polite, responsible, and able to convey positive messages to others. Especially at the madrasah age, it is very important, so this can then be used as a tool to instill Islamic values or spirituality in students, Islam will be able to be applied in life (Sudirman & Utina, 2021).

Islamic education is not only to equip students to gain a deep understanding of worship and morals and their application, but at the same time they are skilled at managing the natural resources provided by Allah. After gaining understanding and understanding with Islamic creeds from the perspective of morality and spirituality, a cleric offers teaching skills that are appropriate for the surrounding area (Krisbiyanto, 2019). General education or Islamic education in this era then requires support, especially the use of technology. Technology is an inevitability that cannot be separated from learning activities (Sagita & Nisa, 2019).

Students' habits of using digital technology tools are a characteristic of students in the digital era that must be answered by education to help provide educational materials on digital devices so that students can access them virtually. Apart from that, the practice of Islamic education must be a project that protects the rights of students to achieve a successful life (Purwanto, 2021). General education or Islamic education must be able to develop digital learning models, this is a form of integration with current developments so that Islamic education continues to follow current trends. This also proves the existence of Islamic education itself, thus the dynamics of digitalization must continue to be followed and implemented to encourage the success of learning objectives (Hendro Widodo, 2017).

Several similar studies that discuss elementary schools explain similar things, firstly that education should continue to develop and adapt to existing changes (Purwanto, 2021). Second, basic education or elementary school is a foundation that may have a long-lasting impact on students in shaping their character in the future. Therefore, it is important to build character as early as possible as an effort to support widespread educational success (Syaipudin & Awwalin, 2021). The most basic level of education in Indonesia, namely elementary school, is an important level. Special attention must be exercised to maintain the sustainability of the progress achieved to achieve educational success at subsequent levels (Baqi et al., 2023).

Education in a madrasa or Islamic education environment will be said to be successful if the right pattern is implemented. This is also an effort to follow the dynamics of teaching and learning activities that are relevant to technological developments. So that they can meet all the

learning objectives set, educational institutions can promote and provide Islamic education in a halal manner. Teachers as stakeholders have the main stakeholder position, madrasas have the responsibility to encourage the younger generation to achieve a meaningful and halal life. In order to develop students' knowledge, values and skills through the learning process, madrasa teachers have a very important role.

This research study then reviews the importance of digitalization in Islamic education, because digitalization is an inevitability that cannot be ignored by an educational institution. Included in Islamic education as a whole, digitalization can also be encouraged as a support in carrying out the learning activities carried out. In particular, with the two study objects in this research which were carried out within the madrasah ibtidaiyah educational institution, it is hoped that we will be able to find the latest relevant studies regarding digitalization and Islamic education, especially at the basic education level.

LITERATURE REVIEW

Education

Education is a learning process that aims to develop individual potential and skills so that they can contribute positively to society. This process involves the transfer of knowledge, skills, and values from one generation to the next (Maulidina & Bhakti, 2020). Education is not only limited to the classroom, but also involves daily experiences, social interactions, and lifelong learning. Education is an important and continuous step that must be carried out by someone to gain knowledge and experience (Ummah & Fitri, 2020).

In a formal context, education is usually structured and regulated by educational institutions such as schools and colleges. Apart from that, education also includes non-formal and informal aspects, such as learning outside of school, job training, and skills development through daily experiences. Education aims to equip individuals with the knowledge and skills necessary to face life's challenges, develop their full potential, and become empowered members of society (Fitriani et al., 2016).

The importance of education lies not only in increasing an individual's intellectual capacity, but also in the formation of character and moral values. Education helps shape positive attitudes, behavior and outlook on life. Through education, a person can understand cultural differences, appreciate diversity, and become a responsible individual who is aware of his rights and obligations in society (Qurrotunnisa & Fadhilah, 2020).

Education also plays a role in creating opportunities and accessibility for every individual, regardless of economic background, ethnicity or gender. The existence of quality education can be a tool for reducing social and economic disparities in society. Therefore, investment in education is considered a long-term investment that can provide benefits to individuals, society and the country as a whole (Krisbiyanto, 2019).

In the era of globalization and technological progress, education is also the key to facing rapid change. Individuals who have a good education are better prepared to adapt to change, utilize technology, and contribute to the global economy. Therefore, education is an important foundation

in the development of a sustainable and competitive society. Education in the global era has developed very far, so adaptation is needed in the educational development carried out.

Digital Era

Education in the digital era brings significant transformation in the way we learn and teach. The growth of information and communications technology (ICT) enables access to information globally, expanding the boundaries of traditional learning (Faruqi, 2019). Digital educational resources, such as e-books, learning videos, and online platforms, provide opportunities for students and educators to access learning materials anytime and anywhere. This creates a flexible learning environment and supports lifelong learning (Purnasari & Sadewo, 2021).

The role of teachers in education in the digital era has become more complex. They not only act as transmitters of information, but also as learning facilitators who guide students to develop critical, creative and analytical thinking skills. Collaboration between students and the use of technology to facilitate joint projects are becoming more common, preparing students to work in professional environments that require collaboration skills (Sagita & Nisa, 2019).

Education in the digital era also creates new challenges related to digital security and ethical use of technology. It is important for educators to teach students digital literacy, including how to use technology ethically, protect personal information, and address online risks. Developing digital literacy is an essential skill amidst rapid technological developments. Digital education is one of the mainstay cards that can be used as a step or shortcut in developing learning (Nugroho, 2017).

The adoption of technology in education also enables personalization of learning. Students can access learning materials according to their own pace and learning style. Adaptive learning systems use artificial intelligence to customize learning content according to individual abilities and needs. This helps minimize learning gaps and provides a more relevant and meaningful learning experience for each student (Soemantri, 2019).

In a global context, education in the digital era opens the door to international collaboration and cultural exchange. Students can connect with peers around the world, share experiences, and understand global perspectives. This not only enriches their educational experience but also helps prepare them for roles in a tightly connected global society.

Islamic Education

Islamic education in the digital era is experiencing a significant transformation along with advances in information and communication technology. In the midst of technological developments, the use of digital media and online platforms provides great potential to expand access and deepen understanding of Islamic teachings (Yunitasari & Hanifah, 2020). Islamic education materials can be accessed globally, allowing students to explore religious knowledge without geographical limitations. Islamic education and digitalization are parts that must also continue to develop and complement each other (Krisbiyanto, 2019).

One important aspect of Islamic education in the digital era is the possibility of interactive learning. Learning videos, applications and online platforms enable students to be actively involved in the learning process, increasing their understanding of Islamic teachings. Teachers can utilize this technology to create more engaging and immersive learning experiences (Maimun, 2010).

In addition, Islamic education in the digital era provides opportunities to broaden horizons and understanding of the diversity of Muslims. Through information exchange and online collaboration, students can learn about various Islamic traditions, cultures and views around the world. It plays an important role in shaping inclusive understanding and stimulating critical thinking towards diversity (Naim et al., 2022).

Challenges that arise include efforts to ensure that the digital content used is in accordance with Islamic religious principles. It is important for educators to select and organize learning materials that are in accordance with Islamic values, avoiding inappropriate or questionable content. Awareness of digital literacy and ethics in the use of technology is also key in the context of Islamic education in the digital era (Maimun, 2010).

Islamic education in the digital era also has the potential to increase parental involvement in their children's learning process. Effective communication between teachers, students and parents can be enhanced through digital platforms, enabling parents to better understand their children's educational progress and contribute to the formation of their Islamic character in an increasingly complex digital world.

RESEARCH METHODOLOGY

Research carried out with a qualitative approach is research that explains the results descriptively. Then the writing is also carried out using natural principles or as it is without any engineering. In order to ensure data accuracy, it is common for qualitative research to be carried out in a naturalistic manner by prioritizing several data collection models, namely observation, documentation and in-depth interviews (Creswell, 2019). All of these methods are used as an effort to collect objective and natural data, so as to find data that is valid and in accordance with the natural conditions of the research object (Sugiyono, 2017). The object of this research is at two *ibtidaiyah* madrasas in East Java Province, namely MI Al Muhajirin II Latukan Karanggeneng Lamongan and MI Banggle 02 Kanigoro Blitar.

Research analysis uses Miles and Huberman's theory, starting with the first stage is data reduction, the second stage is data presentation and the third stage is drawing conclusions. Data reduction is an important first step in research, especially when a researcher begins the process of collecting data in the field. Then, next stage is presenting the data into sections where the researcher begins to select and sort relevant and natural data according to the conditions of the research object. The final stage is drawing conclusions, this is an important point to draw concrete and comprehensive conclusions regarding the study that has been carried out in answering the research focus.

ANALYSIS AND DISCUSSION

Institution Manager

The problem of Islamic education can be characterized as quite a complex issue. Many of the issues or problems currently being addressed are directly related to each other. The presence of digitalization must be used as a positive foundation in the world of education, both general and Islamic education. The philosophy and practice of Islamic education which continues to experience growth and change is very relevant. If there is a quarrel between a disciple of a particular religion and a teacher who commits a taboo at night, then this day will definitely be important.

Analysis of technological problems is the most important factor influencing education in the current modern era. The results of interviews with MI Miftahul Ulum Bangggle 02 Kanigoro Blitar and MI Al Muhajirin II Latukan show that the most important factor in adapting to technological changes is obstacles. The problem with this obstacle is that not all teachers have the qualifications and human resources needed to understand or participate in current conditions.

In line with national education, currently there are many problems with Islamic education in Indonesia. Considering that Islamic education is a component of national education, it is important to realize that this is also a problem for Islamic education when national education begins to falter due to various unresolved issues (Scheuer et al., 2019). The problematization mentioned above is the result of subtle changes in society (Krisbiyanto, 2019).

The theory of change explains that the concept of change is in the context of a dotted line according to J.L. and J.P. Gillin stated that social change is a specific variation of the way of life that has been lived so far, whether related to changes in geopolitical conditions, material availability, population composition, idioms, or new social norms discovered within students (Suryono, 2019). In Setiadi's opinion, everything in the world will continue to change due to the process of change. Positive change is characterized in the direction of progress for a particular situation, while negative change is characterized in the direction of something detrimental. Narrow aspects can include both behavioral aspects and individual thought patterns. Strong aspects can result in changes in the social structure of the population which in the end can worsen future population development (Setiadi & Usman, 2011).

According to Priyanto's research, there are several new keywords in the world of education, first regarding technological progress, technological integration, and technological reform in the field of education. On the external side, support from policy makers is also needed, especially in curriculum creation, managerial strengthening and those who serve as supervisors in educational institutions. This effort is carried out as a form of strengthening the education being implemented, so that it continues to run according to expectations (Priyanto, 2020).

This description explains that the readiness of madrasah institutions is an important thing that must be the basic basis for preparing technology in teaching and learning activities. Once there is readiness, integration can then be implemented, so that the process and continuity of digital education will run smoothly. This is a characteristic that must be implemented in optimizing digitalization in the educational process being implemented.

Condition of Infrastructure

The results of this research show that infrastructure is very important for student activities in the digital realm because it can produce optimal learning outcomes if it is strong. This makes the teacher's job easier when explaining the material. Educators must realize the urgent need for digital infrastructure to facilitate school-based learning processes. This often occurs in educational programs, educational institutions and educational administration that are part of the infrastructure.

In fact, the existence of infrastructure is also related to further problems related to teachers who are still often found teaching only using the lecture method, especially teachers who in terms of technology do not really master it (Miguel et al., 2019). In this regard, young generation teachers must continue to learn and look for alternative teaching methods and media other than lectures. In order for Islamic religious education to be more effective, this is what needs to be done. One of the important points in developing digitalization-based educational infrastructure is funding, because every institution needs financial support to develop. This is an important part in the development of educational digitalization which often becomes a problem. One solution is the role and support of the government in supporting the provision or renewal of educational facilities (Soemantri, 2019).

Using internet at educational activities is undoubtedly a very important factor. In this regard, a teacher must be able to act as a mentor, provide advice to students, and encourage them to use digital products constructively to improve learning standards (Wulansari & Manoy, 2021). Almost every person in this world needs the internet to carry out their daily lives. The internet has become an important and inseparable part, including in the world of education. When the internet can be integrated with the educational sector, educational progress will be more guaranteed to develop even further.

Being able to utilize digital-based media is sometimes still difficult for teachers who fall into the old generation category, so supporting the use of digital facilities and infrastructure can be worked around by prioritizing young teachers who can utilize digital-based media (Sari, 2015). Weaknesses in educational infrastructure should be taken into consideration in order to develop educational activities so that they are in line with current developments. The need for technology is an inevitability that cannot be separated from education, because sooner or later education and technology must also be integrated with each other to become a complementary whole in the era of modern education (Raja et al., 2016).

The existence of these facilities and infrastructure basically also has a negative impact. So this is the importance of parental supervision at home to help with the digitalization of education programs. Because, the existence of technology for children is very supportive and able to blend in with the progress of the times. If this is not directed in a positive direction, it is feared that it will have a bad impact on the child's future.

Readiness of Educators

Online learning is learning that started with Covid-19 until now online learning can still be applied. Online learning is one of the lessons carried out at MI Al Muhajirin II Latukan

Karanggeneng Lamongan and MI Banggle Blitar. Both of them implemented online learning when Covid-19 occurred. Educator readiness is also an important point, because this is related to the human resources who will provide teaching. With educational concepts that are truly mastered by a teacher, this is an important point that must be owned and implemented so that the learning process runs smoothly and well.

The emerging digital era represents a significant opportunity to increase the contribution of Muslims to the emergence of the next generation in various areas of daily life. An education system that is integrated with digitalization must also develop, including Islamic education that is able to transform according to needs. Because this will relate to global problems and challenges that will occur in the future (Hikmat et al., 2020). There have been many significant changes in the field of education as a result of problems with the way Islam is taught in the digital era at madrasah ibtidaiyah. Madrasah institutions usually do not encounter obstacles, both internal and external. the focus is on how educational institutions handle this problem, in other words, the implied meaning of each problem is that it can be solved with the right solution (Elliott, 2016) .

The problematic analysis of the obstacles that need to be overcome is related to how teachers adapt to the ongoing dynamics, namely the digitalization of education. Because the penetration of technology in education will become increasingly stringent. This digital existence is used by the education system for MI Miftahul Ulum Bangggle 02 Kanigoro Blitar and MI Al Muhajirin II Latukan Karanggeneng Lamongan as a new breakthrough to form the next generation of an advanced nation.

Teachers are the main figures in the development of modern era education, especially with the use of digital technology. Thus, education in this modern era requires a teacher to be someone who is technologically literate (Sudirman & Utina, 2021). Currently, teacher problems are starting to get worse, even though teachers currently function as facilitators for students. Current learning no longer focuses on the teacher as the main informant but more on the students. The digital world is a more advanced extension of human progress. The digital world will be able to fulfill human needs for information so that human needs can be met with digital means. Digital is widely used in the education sector in the madrasa environment, and is done well (Rachim, 2020).

According to Talcott Parsons, this theory of change is based on the writings of J.L. and J.P. Gillin and related to the theory of change which argues that change is the result of ancient times being used for innovation. Society will develop through three main paradigms, namely primitive, middle and modern. From these three stages, Parsons further classified social evolution into five categories: primitive, advanced primitive and archaic, historical transition, nursery society, and modern society. Parsons claims that population growth is directly related to the growth of the four main pillars of the primary social system: culture (education), justice (integration), government (achievement of goals), and economics (adaptation) (Bagong & Narwoko, 2004).

The digital era in the education sector can be said to be the use of technology for educational development. With the rise of technology in everyday life, this can also be a positive point in supporting technology-based education because of the support of devices that are used regularly. Humanity, including those involved in economic, social, political, athletic, and other

endeavors. Other factors that can cause change include stagnant progress in knowledge, the traditional nature of society, the existence of unfavorable conditions, the perception that there will be instability during integration. new ideas, and society's attitudes towards new or emerging issues (Soemardjan, 2009).

The problem of changing Islamic education in the digital era involves teachers who are less able to use the internet as a teaching tool. This is because many schools are already well established and are reluctant to follow the latest developments (Munajim et al., 2020). Modern education is considered as one of the key principles of successful learning. Throughout the era of traditional Islamic education, teachers were the main source of teaching, known as human resources. But this no longer applies in terms of contemporary Islamic education because teachers currently serve as facilitators for students (Wi et al., 2021).

The digitalization of education is still hampered by the lack of ability to adapt school technology by human resources or teachers. However, this is not necessarily a negative development. The conflict between ideologies that is being experienced increasingly sharpens the integrity and commitment of every Muslim in connecting academic research with practical applications (Aber et al., 1998).

These various descriptions explain that the role of teachers is still central even though the concept of education has changed towards digital. Because in reality teachers' emotions cannot be replaced or replaced by emotions that arise from technology. This explains that the role of teachers to continue to develop following changes is important, because teachers are not just examples or role models in this modern era. However, teachers must can use technological changes that continue to occur.

Responses from Students and Parents

Students are one of the educational subjects who will be greatly affected by changes that occur in the education system. So it is the teacher's role to provide a clear understanding of the situation and the changes that occur. This also includes parents, who must also be given a special understanding of the changes that have occurred regarding the education system their children receive. Example, wider use of lecture techniques produces more work than more interactive, dialogical, dynamic and critical techniques (Khodijah & Haq, 2021). The use of digital media for classroom teaching is currently only slightly less common than the use of the internet and has become common practice among the general public. Software-based students will be more creative than those who just listen to lectures. Software-based students will be more creative than those who only listen to their teacher's lectures (Suryono, 2019).

The issues or problems currently being addressed are directly related to each other, including students being directly impacted. Important points regarding the pressure faced by students and their parents should also be of concern to teachers. This pressure can become internal pressure and become a serious problem if it is not handled properly by teachers as educators. Because with developments, students are required to use new infrastructure. This adaptation must be carried out again by students as objects and subjects in learning and teaching activities (Nastiti & Abdu, 2020).

The problem of human resources for teacher education and its recipients, namely students who are less qualified and receptive, makes education less effective. Islamic education is also undermined by problems related to a lack of understanding or assessment of information technology. The problem of human resource quality in this situation is largely represented by the teacher's responsibility. Teachers are committed to continuing to advance understanding of cutting-edge technology (Afif, 2019).

The next problem relates to students who relate to teachers who are often said to only teach through the lecture method. The fact that this method is associated with Islamic education may mean that it should be used as a means to foster individual understanding so that it is visible in their personal lives (Woo et al., 2021). Apart from that, the method can also be used as a means to understand, advance and strengthen Islamic teachings so that they remain in accordance with the laws of society. As stated above, Islamic education emphasizes Islamic education methodology, which has the task and function of providing the best possible service to all operational and educational activities related to the discipline concerned (Faruqi, 2019).

The role of the government and the wider community can be to work together to offer change, especially paying more attention to students or students who must be more intense in welcoming educational reform with digitalization (Ariwaseso, 2013). Teacher must be able to provide guidance to his students, including in the field of Islamic education, where of course teachers receive more demands because they also have to teach spirituality. This is a problem and challenge that must be resolved by teachers in carrying out the teaching and learning process (Kahn, 2019).

The use of digitalization in the world of education, especially for students, is one aspect that should be able to be utilized properly. The positive value of using media is an advantage, so teachers must be able to provide direction regarding the learning activities carried out. The main aim is none other than so that students or guardians also understand the learning context well, so that there are harmonious views between teachers, parents and students (Sagita & Nisa, 2019).

The positive impact is to make things easier for oneself, entertainment and also knowledge, but the negative impact is related to children's behavior and karma, namely that a child tends to imitate Western culture and even children are able to follow and practice it. This is possible because children can see pictures, hear music, watch videos, play games and more both online and offline. The behavior of children who basically have a very high curiosity and always imitate what they see and watch, so it is necessary for parental supervision to use technological tools as children's education (Rinekso et al., 2021).

In connection with the above, a teacher must be able to be a mentor for his students, provide guidance to students, and encourage them to utilize digital products positively to improve their educational standards. In conclusion, the digital era is a major opportunity to maximize resources in order to develop the next generation in various fields of life. The field of education is one of the fields that cannot be separated from digitalization, so teachers as educators must guide students and parents in the learning process carried out. So that learning outcomes can be achieved in accordance with the predetermined targets.

CONCLUSION

Education is an important element that must receive attention and continue to adapt to keep up with the times. In this technological era, education must also be able to adapt to the changes that occur. In accordance with the analysis carried out, there are 4 main factors that have an impact on the problems of educational institutions in responding to changes in the concept of education towards digitalization, namely educational institutions, infrastructure, teachers and students and their parents. The solution is that there must be collaboration with the same vision from various parties, so that educational concepts that are relatively new and require adaptation can run well according to the targets that have been determined.

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