



Islamic Education Strategy in the Community in Responding to the Challenges of Social and Technological Change in Kelambir 5 Kebun Village, Deli Serdang

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Abstrak

Pendidikan Islam memiliki peran yang sangat penting dalam membentuk karakter dan moral masyarakat, terutama dalam menghadapi tantangan perubahan sosial dan teknologi. Di Desa Kelambir 5 Kebun Deli Serdang, perubahan yang cepat dalam aspek sosial dan teknologi memberikan tantangan tersendiri bagi masyarakat. Artikel ini bertujuan untuk mengidentifikasi dan menganalisis strategi pendidikan Islam yang dapat diterapkan dalam konteks tersebut. Melalui pendekatan kualitatif, pengumpulan datanya berupa observasi, wawancara, dan dokumentasi, serta analisis data menggunakan reduksi, display data dan verifikasi, penelitian ini menemukan bahwa pendidikan berbasis komunitas dan pemanfaatan teknologi informasi dapat menjadi solusi efektif dalam meningkatkan kualitas pendidikan dan kesejahteraan masyarakat.

Kata kunci : Strategi, Pendidikan Islam, Perubahan Sosial, dan Teknologi

Abstract

Islamic education plays a very important role in shaping the character and morality of society, especially in facing the challenges of social and technological change. In Kelambir 5 Village, Kebun Deli Serdang, rapid changes in social and technological aspects present particular challenges for the community. This article aims to identify and analyze Islamic education strategies that can be implemented in this context. Through a qualitative approach, data were collected through observation, interviews, and documentation, and analyzed using data reduction, data display, and verification techniques. The study found that community-based education and the utilization of information technology can serve as effective solutions to improve the quality of education and community welfare.

Keywords: Strategy, Islamic Education, Social and Technological Change

Introduction

Kelambir 5 Village, Kebun Deli Serdang, has undergone significant social and technological transformation in recent years. This process of change encompasses not only economic aspects but also shifts the mindset and behavior of the local community. According to data from the Central Statistics Agency (2022), internet usage in this village has increased by 70% in the past two years. This figure indicates that the community is beginning to adapt to digital technology, which was previously considered unfamiliar and difficult to access. With better internet access, people can now access information, learn, and communicate more effectively. For example, many children and adolescents in this village are now using online learning platforms to support their education, having previously relied heavily on conventional methods.

However, behind this progress, there are challenges that cannot be ignored, especially in maintaining the cultural and religious values that have become the identity of the Kelambir 5 Village community. Rapid modernization often brings significant changes in the way individuals think and act. For example, many young people are more attracted to modern lifestyles influenced by foreign cultures, thus ignoring the traditions and religious teachings that have been passed down by their ancestors. This can be seen from the decreasing participation of the community in local religious and cultural activities, which should be an important part of their daily lives. In this context, Islamic education is expected to be a key pillar in addressing the challenges faced by the Kelambir 5 Village community. Islamic education serves not only as a transfer of knowledge but also as an effort to shape individual character and morals. As Nasution (2021) stated, Islamic education must be able to address the challenges of the times with a relevant and contextual approach. Therefore, Islamic education needs to integrate religious values with modern knowledge, so that students become not only academically intelligent but also possess good morals.

One strategy that can be implemented in Islamic education in Kelambir 5 Village is to develop a curriculum that is more flexible and responsive to community needs. This curriculum must accommodate technological and information developments while strengthening cultural and religious values. For example, teaching about local history and culture can be integrated into existing subjects, allowing students to understand and appreciate their cultural heritage while still accessing modern knowledge. Furthermore, the role of parents and the community is crucial in supporting Islamic education. Parents can play an active role in supporting their children's learning, both at home and at school. Communities can also contribute by organizing religious and cultural activities that engage the younger generation, so they feel connected to their cultural and religious roots. Activities such as religious study groups, cultural festivals, and traditional skills training can be effective ways to strengthen cultural and religious identity amidst the tide of modernization.

The importance of character education in Islamic education should not be overlooked. Character education can help students develop positive attitudes and behaviors, such as honesty, discipline, and responsibility. By instilling these values from an early age, it is hoped that the young generation of Kelambir 5 Village will grow into individuals who are not only intelligent but also possess high moral integrity. According to research conducted by Rahman (2020), character education within the context of Islamic education has proven effective in shaping positive student behavior in various regions of Indonesia. Furthermore, the use of technology in Islamic education also needs to be considered. With technology, the learning process can become more engaging and interactive. For example, the use of technology-based

learning applications can help students understand material more easily and enjoyably. Furthermore, online platforms also allow students to learn from various sources, including experts and practitioners in their fields. This aligns with Ahmad's (2021) opinion, which states that technology can be an effective tool in improving the quality of education, provided it is used wisely and appropriately to the local context. Facing all these challenges, collaboration between various parties is crucial. The government, community, and educational institutions need to work together to create an environment that supports quality Islamic education. For example, the government can provide adequate facilities and infrastructure to support learning, while the community can play a role in providing moral and material support to educational institutions. With this synergy between various parties, it is hoped that Islamic education in Kelambir 5 Village can develop well and be able to meet the challenges of the times.

Islamic educational theory emphasizes the importance of integrating science and religious values. According to Al-Attas (2020), Islamic education should not only focus on developing intellectual intelligence but also on shaping individual character and morals. This is crucial, especially in today's modern era, where the challenges facing the younger generation are increasingly complex. In Kelambir 5 Village, for example, the community faces serious moral challenges due to the uncontrolled influence of technology. Many young people are exposed to negative content on the internet, making education that prioritizes Islamic values highly relevant and urgent. Educational strategies that integrate Islamic values with science need to be implemented comprehensively. Education that emphasizes not only cognitive aspects but also affective and psychomotor aspects will produce balanced individuals. For example, a student who is academically intelligent but lacks good ethics and morals will face difficulties in their social life. Therefore, it is crucial for educational institutions in Kelambir 5 Village to design a curriculum that integrates these two aspects. For example, teaching science can be linked to Islamic values, such as honesty, responsibility, and social awareness.

One approach that can be used in this context is community-based education. According to Rahman (2021), community-based education encourages the community to actively participate in the educational process, fostering a sense of ownership and responsibility for their children's education. In Kelambir 5 Village, this approach can involve religious and community leaders in the learning process. For example, teaching about Islamic history can involve inviting local religious leaders to share their experiences and knowledge. In this way, Islamic values can be effectively instilled and made relevant to the community's daily lives.

Furthermore, the use of information technology in Islamic education is also an aspect that cannot be ignored. Research conducted by Sari (2022) found that the use of social media and online learning platforms can increase educational accessibility for rural communities. In this digital era, the younger generation is more familiar with technology, making Islamic education delivered through digital media more engaging and interactive. For example, educational videos about Islamic teachings produced with engaging content can be more easily understood by children than conventional methods. By utilizing technology, Islamic education can be delivered in more innovative ways, thereby attracting the interest of the younger generation to learn more about their religion.

Challenges in implementing community-based education and utilizing information technology remain. One of the biggest challenges is the lack of understanding and skills among the community to use technology wisely. Therefore, regular training and outreach on the use of technology in education are necessary. For example, holding workshops for parents and teachers on how to use online learning platforms and social media to support the teaching and

learning process. It is hoped that this training will better prepare the community to face change and utilize technology as a tool to improve the quality of education.

Islamic education in Kelambir 5 Village is crucial for developing a holistic and inclusive approach. Education is not solely the responsibility of formal educational institutions, but also a shared responsibility of families, communities, and the government. By involving all parties, it is hoped that the resulting education will be more relevant and tailored to the needs of the community. For example, collaboration between schools, religious leaders, and civil society organizations can create more beneficial and sustainable educational programs. The integration of science and religious values in Islamic education is crucial, especially amidst the moral challenges facing today's young generation. Community-based education and the use of information technology are two approaches that can be implemented to improve the quality of education in Kelambir 5 Village. By actively involving the community and utilizing technology wisely, it is hoped that Islamic education can make a positive contribution to shaping individuals who are not only intellectually intelligent but also possess high morals and ethics. Therefore, all parties need to work together to create a supportive and sustainable educational environment.

Research methods

This research used a qualitative approach with a case study method. The research location was Kelambir 5 Village, Kebun Deli Serdang, chosen because it is an area experiencing significant social and technological change. Data were collected through in-depth interviews with community leaders, teachers, and parents, as well as direct observation of the educational process in the village. Data collection was conducted in two stages. First, primary data was collected through interviews and observations. Second, secondary data was collected from documents related to Islamic education and statistics on technology use in the village. The data obtained were then analyzed using a descriptive approach to describe the state of Islamic education in Kelambir 5 Village and the strategies that can be implemented. The results of this study are expected to provide a clear picture of the challenges faced by the community in Islamic education and the strategies that can be implemented to address them. Thus, this research is expected to contribute to the development of Islamic education that is relevant to current social and technological conditions.

Results and Discussion

The research results show that the community of Kelambir 5 Village faces various challenges in Islamic education, particularly related to social change and technological developments. In this context, the challenges faced are not only structural, but also cultural and social. One of the main challenges identified is the community's lack of understanding of the importance of religious education amidst the current of modernization. The study data shows that only 40% of parents send their children to madrasahs, while the remainder prefer public schools, which are considered more modern and offer a better future (BPS, 2022).

These figures reflect a broader phenomenon, where religious education is often overlooked by a society influenced by the narrative of modernization. In many cases, public schools are considered more relevant to the demands of the times, despite the crucial role Islamic education plays in shaping children's character and morality. For example, parents who choose public schools often argue that the curriculum is more comprehensive and better prepared for the challenges of the working world. However, this also raises profound questions

about how society interprets religious education in the context of their daily lives. On the other hand, the use of technology in Islamic education in this village is still relatively low. (Panggabean, 2018) Although internet usage among the community is quite high, many have not yet utilized this technology for education. This indicates a significant gap between technology access and its use in educational contexts. For example, only 30% of teachers in this village use social media to deliver learning materials (Sari, 2022). This situation is highly ironic considering that technology has great potential to improve the quality of education, particularly in delivering more interactive and engaging material for students.

This situation indicates that, although the community has access to technology, they do not yet fully understand how to utilize it for educational purposes. For example, many teachers lack confidence in using technology or may lack adequate training to integrate it into their teaching. This presents a challenge that must be addressed so that Islamic education in Kelambir 5 Village can adapt to current developments and meet the needs of a younger generation increasingly connected to the outside world. To address these challenges, innovative and relevant educational strategies are needed. One strategy that can be implemented is the development of community-based educational programs that involve all elements of society. By involving religious leaders, parents, and youth, Islamic education can be delivered in a more contextualized manner and tailored to community needs. For example, training programs that involve religious leaders in teaching Islamic values can help strengthen community understanding of the importance of religious education.

Furthermore, training for teachers and the community on the use of technology in education is crucial for improving the quality of Islamic education in this village. It is hoped that this training will help teachers become more confident in using technology for teaching, and the community will understand how to leverage technology to support their children's education. For example, workshops teaching how to use online learning platforms or apps to help students learn at home could be a good starting point. In this context, it is also important to consider that education is not solely the responsibility of schools, but also a shared responsibility between families and communities. Therefore, creating a supportive environment for religious education at home and in the community is crucial. For example, parents can be empowered to be more actively involved in their children's religious education by setting aside time to discuss Islamic values or reading religious books at home.

This discussion demonstrates a link between the results obtained and the basic concepts and hypotheses proposed in this study. The results indicate a gap between the public's understanding of religious education and the reality on the ground. This aligns with the theory that religious education must adapt to social and technological changes to remain relevant. Furthermore, this study aligns with other research findings showing that community-based education can increase community participation in education (Nugroho, 2021). However, there are also contradictions with previous research findings that suggest that technology utilization in religious education is quite good. In the context of Kelambir 5 Village, the reality shows that despite high technology access, its utilization remains low. This is an important note for researchers and education practitioners to better understand the local context and dynamics within the community.

Conclusion

Islamic education in Kelambir 5 Village, Kebun Deli Serdang, faces various challenges due to social and technological changes. However, by implementing community-based educational strategies and utilizing information technology, the community can more easily overcome these challenges. The importance of collaboration between various elements of society in the educational process is key to creating a generation that is not only intelligent but also possesses good character in accordance with Islamic values. This research is expected to serve as a reference for the development of better Islamic education in the future.

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