

The Use Of Technology In Innovation Management (Comparing The Use Of Information and Communication Technology in Innovation Management in Islamic Education Institutions and Assessing The Impact and Benefits Of Using Technology in Improving The Efficiency, Quality, and Accessibility of Islamic Education)

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Abstract

This study aims to compare the use of information and communication technology (ICT) in innovation management in Islamic educational institutions. This study also evaluates the impact and benefits of technology use in improving efficiency, quality, and accessibility of Islamic education. This qualitative research aims to understand the use of ICT in innovation management in Islamic educational institutions and to evaluate the impact and benefits of technology use in improving efficiency, quality, and accessibility of Islamic education. The results of this study indicate that the use of ICT can improve the efficiency and quality of Islamic education, as well as increase accessibility for students. However, this study also found that there are still some challenges in implementing ICT in Islamic educational institutions. This study implies the importance of developing effective strategies for integrating ICT into innovation management in Islamic educational institutions.

Keywords: Technology, Innovation Management, ICT, Islamic Education

Introduction

Human resources (HR) is one that is very important and even cannot be separated from an organization, both institutions and companies. HR is also the key that determines the development of the company. In essence, HR is in the form of humans employed in an organization as movers, thinkers and planners to achieve the organization's goals (A. Amarullah., et al, 2023). The development of information and communication technologies, including the Internet, cloud computing, artificial intelligence, and other related technologies, has changed the way organizations interact with employees, search for talent, manage performance, and develop their human resources (W. Rachmawati, D., et al, 2023). The development of information technology began with advances in the field of computerization. The use of computers in the early days for just writing, making graphs and images and storing extraordinary data has turned into a communication tool with a soft network and can cover the whole world (F. Firman, 2024).

The basic understanding of innovation comes from the Latin word *innovem*, which refers to something new - something that did not exist before. The perception of most people still sees innovation as a process of creating new technology (technology innovation), such as the creation of the telephone by Bell or the personal computer by IBM (A. Ayyasy N., &

Maelani, S, 2024). However, the creation of a new product or technology is only one way of innovating. Even the creation of a new product or technology that has no commercial value at the market level cannot be classified as an innovation, but rather an invention. In his writings, Joseph Schumpeter (1912) stated that an invention can be said to be an innovation when the invention is successfully implemented into the social level and has economic value. This means that the creation of a new product or technology must be followed by a commercialization process in order to create an economic impact (O. Sastra, 2023). In the era of the industrial revolution 4.0 and towards the era of society 5.0, the use of information and communication technology (ICT) has become an important component in various aspects of life, including in the field of education. Educational institutions, including Islamic educational institutions, are required to be able to adapt to technological developments in order to improve the quality of services and learning processes that are more effective, efficient and inclusive (F. A. Royan, et al, 2024).

Innovation management is an important key in integrating ICT into the Islamic education system. Technology serves not only as a tool, but also as a driver of change that enables the creation of new learning methods, more transparent administrative systems and wider access to education. In this context, the use of ICT can support the realization of Islamic education that is relevant to the demands of the times, without ignoring Islamic values (Safitri, S, 2023). However, the implementation of technology in Islamic education innovation management is not free from challenges. Various factors such as infrastructure readiness, HR competencies, and policy support, determine the success of the digital transformation. Therefore, it is important to compare various practices of using ICT in Islamic education institutions and assess the impact and benefits they have in improving the efficiency, quality and accessibility of education (Z. Muttaqien, et al, 2023).

Method

The research method used in this study is a qualitative method, which is based on the philosophy of post-positivism. The data collected included primary data and secondary data. Primary data is obtained directly from informants in the field, while secondary data comes from various sources such as documents, books, journals, or other references that are relevant and support the research objectives. The data collection technique involves documentation research by observing and understanding the Use of Technology in Innovation Management proposed by experts. In addition, desk studies were conducted by reading and analyzing available literature from various sources, including journals and books.

Results and Discussion

The Concept of Technology Use in Innovation Management in Islamic Education Institutions.

The use of technology in innovation management is a strategy that focuses on the use of technology as a tool to encourage, accelerate, and manage the innovation process in organizations (S. Safitri, 2023). Innovation is no longer seen as a natural or accidental process, but rather as a structured system that can be systematically designed, controlled, and

measured- and this is where the role of technology becomes very important (M. Yusuf., & Sodik, M. 2023). Thus, the concept of using technology in innovation management not only touches on technical aspects, but also touches on strategic, cultural, and human aspects. The use of appropriate technology can be the main driver for the creation of sustainable and adaptive innovation to changing times (A. Qurtubi, et al. 2024).

Islamic educational institutions, as an integral part of the national education system, cannot ignore the role of technology in improving the quality and effectiveness of educational services. In facing the challenges of globalization and digitalization, these institutions are required to manage innovation strategically with the support of information and communication technology (ICT), without abandoning Islamic values and principles (F. Firman, 2024).

The application of technology in innovation management in Islamic educational institutions covers various aspects, including:

1. Transformation of the Learning Process
The utilization of Learning Management System (LMS), such as Moodle or Google Classroom, has helped many madrasas, Islamic boarding schools and Islamic colleges in conducting online and hybrid learning. This innovation opens up new opportunities in teaching methods, such as flipped classroom and project-based learning, which strengthen learner engagement.
2. Digitalization of Administration and Management
Academic information systems, digital attendance, and cloud-based financial management are concrete examples of how ICT is applied in the operations of Islamic education institutions. These technologies support efficiency, transparency and accountability, in line with the principle of amanah in Islam.
3. Accessibility and Inclusiveness
Technology enables Islamic education to reach areas that were previously difficult to reach. Through digital platforms, such as e-learning and mobile applications based on dakwah or studies, Islamic education institutions can provide wider access to society, including marginalized groups and diaspora communities.
4. Curriculum Strengthening and Scientific Integration
With the support of technology, Islamic education institutions can enrich the curriculum with interactive digital content, Islamic multimedia, and global learning resources relevant to Islamic values. This opens up space for the integration of religious and general sciences in a more contextual and applicable manner.
5. Community-based Collaboration and Innovation
Technology also enables the establishment of collaboration networks between Islamic education institutions, both locally and globally. Through online forums, virtual seminars and digital research communities, educators and students can share knowledge, experiences and develop innovations together.

Impact and benefits of ICT use in innovation management in Islamic education institutions.

The application of ICT in Islamic education institutions has had a significant impact

on the overall education management system (I. Febrianti, J, et al). Technology-driven innovation not only changes the way learning is managed, but also impacts the efficiency, quality and accessibility of education. The following is a description of the benefits and impacts according to the views of several experts and academic perspectives:

1. Improving Operational Efficiency

According to Laudon & Laudon (2018), information technology enables educational institutions to automate various administrative processes, such as finance, student data archiving and human resource management. In the context of Islamic educational institutions, this efficiency can be seen in the online PPDB system, digital attendance system, and application-based reporting (A. Z. Sarnoto, 2022). The efficiency resulting from the automation of administrative processes not only speeds up the workflow, but also reduces the potential for human error that often occurs in manual recording. For example, by implementing a sharia- based digital financial system, Islamic educational institutions can manage operational funds, zakat, infaq and waqf more transparently and accountably. This also facilitates reporting to stakeholders, such as foundations, student guardians, and government agencies (M. Yusuf, 2023).

Furthermore, the integration of this digital system opens up space for collaboration between institutions in real time, sharing modules, da'wah materials, and curriculum innovations through digital platforms. Thus, the use of ICT in innovation management is not just modernization, but also a strategy to present Islamic education that is more resilient, adaptive, and relevant to the needs of the times (A. Sodik, 2024).

2. Improving the Quality of Learning

Garrison and Anderson (2003) in the *Community of Inquiry* model state that the use of ICT creates a learning environment that supports simultaneous cognitive, social and teaching interactions. In Islamic education, it supports the integration of worldly and ukhrawi knowledge with the use of Islamic multimedia content, LMS, and interactive classes (R. R. Fadillah & D. B. Alfarizy, 2024). The integration of the *Community of Inquiry* (CoI) approach in Islamic education shows how ICT can facilitate three main elements: cognitive presence, social presence, and teacher presence, all of which are highly relevant to the principles of Islamic tarbiyah (E. Eryandi, 2022).

Thus, the use of ICT within the Community of Inquiry framework supports the mission of Islamic education as *rahmatan lil 'alamin-presenting* learning that is not only oriented towards academic results, but also fosters students' spiritual, emotional and social intelligence. This is a real form of integration between worldly and ukhrawi knowledge in a more contextual and transformative Islamic education landscape (E. Ahyani & E. M. Duhani, 2024).

3. Expanding the Accessibility of Education

According to UNESCO (2020), ICTs open access to previously marginalized groups- including those in remote areas or Muslim minority communities. In Islamic education, technology enables access to online yellow book studies, international Islamic lectures and app- based Qur'anic learning (Rahman & A. R. Akbar, 2021). This marks a significant transformation in the expansion of access to inclusive and transnational Islamic education. Through digital platforms such as YouTube, Zoom, or Islamic podcasts, students and

Muslim communities in remote areas can now attend yellow book studies from renowned scholars without having to come directly to the pesantren. Similarly, minority Muslim communities abroad who previously experienced limitations in obtaining structured religious education can now access international Islamic lectures from leading Islamic universities, such as Al-Azhar, IIUM, or UIN in Indonesia (N. Putri, R. Permanasari, 2022).

Furthermore, the application of ICT not only increases accessibility, but also empowers communities to become producers of Islamic content. Many Islamic educational institutions and pesantren have begun to create their own digital da'wah media-whether through YouTube channels, blogs, or e-learning platforms-as an effort to spread da'wah that is relevant to the digital generation. This reinforces Islam's mission of spreading knowledge widely (*tablīgh*) and creating a fair and equitable learning space (*ta'lim*) (D. Rahman & A. R. Akbar, 2021). Thus, ICT acts as a bridge to realize Islamic education that is inclusive, cross-border, and in accordance with the demands of the times, in line with the spirit of Islam as a religion that upholds science and social justice (C. J. Masinambow, J, 2021).

4. Fostering Innovation Based on Islamic Values

Henry Chesbrough in the concept of *Open Innovation* emphasizes the importance of cross-institutional collaboration in creating innovation. Islamic education institutions can apply ICT to build digital networks between Islamic boarding schools, madrasas, and universities to share curriculum, Islamic research, and educational good practices (Parma, A. Singgih, & A. Amin, 2023). The application of the *Open Innovation* concept in Islamic education opens up great opportunities for Islamic institutions to no longer run separately or exclusively, but to be connected to each other in a collaborative digital ecosystem. Through the use of ICT, Islamic boarding schools can share classical book-based curriculum modules with madrasas that have an integrated thematic approach, while Islamic universities can provide the latest research results in the field of Islamic science that are relevant for primary and secondary education (N. Lelyana & A. Sarjito, 2023).

Thus, the spirit of *Open Innovation* encourages Islamic educational institutions to open themselves, learn from each other, and innovate together in one vision: building a generation of Muslims who are knowledgeable, moral, and adaptive to the times. Information and communication technology is the main catalyst in bridging this cooperation and strengthening the bonds of scientific ukhuwah among Islamic institutions (D. Kurniasari, M. I. Fasa, & S. Suharto, 2022).

5. Improving Teacher Professionalism and Education Human Resources

Davis (1989) through the *Technology Acceptance Model (TAM)* explains that teachers and education personnel tend to accept technology if they feel its direct benefits (perceived usefulness). Online-based teacher training programs and e-learning certification are very helpful for Islamic educators in improving quality on an ongoing basis (D. Hamdani, 2023). In the context of Islamic educational institutions, an understanding of *perceived usefulness* is very important to encourage the widespread adoption of technology among teachers and education personnel. When educators see that technology can facilitate teaching tasks, enrich learning methods, and support their professional development, resistance to technology decreases significantly (H. Hasriadi, 2023).

Thus, an understanding of TAM theory can help Islamic education institutions in

designing a more targeted technology adoption strategy - based on the needs and comfort of teachers - so that digital transformation does not only occur at the system level, but also at the level of the work culture and mindset of educators. This is in line with the Islamic principle of building an ummah that is literate in knowledge, literate in technology, and open to changes that provide benefits (A. A. Putr, 2023).

6. Promoting Accountability and Transparency

According to Tapscott (2009), digital-based systems strengthen the principle of transparency in organizations. In Islamic educational institutions, this is in line with the values of trustworthiness and honesty, as digitized financial and assessment systems can be audited and monitored openly (M. Rafliyanto & F. Mukhlis, 2023). The principle of transparency emphasized by Tapscott is very relevant to the values taught in Islam, especially trustworthiness (responsibility) and honesty (ṣidq). In the context of Islamic educational institutions, the implementation of digital-based systems allows for more open and auditable management. Digitally integrated financial systems, such as tuition payments, zakat, and infaq that can be monitored through applications or online portals, provide higher transparency to parents, students, and institutional managers (E. Nurhidin, 2021).

Thus, the implementation of digital-based systems in Islamic educational institutions strengthens the principle of transparency, which is the implementation of Islamic values that prioritize trustworthiness, honesty and justice in every action. It also has a positive impact on building public trust in Islamic educational institutions, as well as encouraging the creation of a more accountable, efficient and equitable educational environment (G. Sukriyatun, 2023).

7. Strengthening Islamic Identity in the Digital Age

According to Ziauddin Sardar, in the context of modern Islamic civilization, technology must be used to support Islamic values and identity. ICT applications in Islamic education innovation management help spread Islamic values through media that are relevant and acceptable to the digital generation (M. A. Fikri, 2024). In Ziauddin Sardar's view, the use of technology in the context of modern Islamic civilization does not only focus on technical progress, but must always be directed at spreading Islamic values that are in accordance with Islamic identity. In an increasingly digital world, information and communication technology (ICT) is a very strategic tool in introducing, teaching, and spreading the teachings of Islam to generations living in the digital era (S. Rahmadani, 2024).

With technology, Islamic educational institutions can utilize social media to educate the wider community about social islah (repair), world prosperity through sharia economic principles, and harmony in a pluralistic society. In fact, in a globally connected world, the use of this technology can connect Islamic scholars and thinkers from various parts of the world to discuss, share knowledge, and jointly present solutions to contemporary problems faced by Muslims (F. Rahma, et al 2024). Overall, Ziauddin Sardar emphasizes that technology should be a medium that strengthens and reinforces Islamic values in education. Therefore, Islamic educational institutions need to ensure that any use of technology in learning not only keeps up with the times, but also maintains the integrity and relevance of Islamic teachings, so that it can be well received by the digital generation without

compromising the basic principles of religion (S. Rani, 2023).

Conclusion

This study concludes that the use of information and communication technology (ICT) in innovation management in Islamic education institutions has significant impacts and benefits in improving the efficiency, quality and accessibility of Islamic Education. The use of ICT can facilitate more effective learning processes, improve teaching quality and expand accessibility for students. However, this study also found that there are still some challenges in implementing ICT in Islamic education institutions, such as limited resources, lack of technical capabilities, and the need for more intensive training and mentoring.



Therefore, this study recommends the following:

- 1) Development of effective strategies for integrating ICT into innovation management in Islamic education institutions.
- 2) Improved technical capabilities and training for staff and managers of Islamic education institutions.
- 3) Improving the accessibility and quality of ICT infrastructure in Islamic education institutions.
- 4) Curriculum development that is more relevant and effective in integrating ICT into the learning process.

Thus, it is expected that the use of ICT in innovation management in Islamic education institutions can be more effective and efficient in improving the quality of Islamic education.



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