



Implementation Of Islamic Legal Principles In Islamic Education Management In The Digital Era

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Abstract

Islamic education management in the digital era faces various challenges in maintaining harmony between the use of technology and the principles of Islamic law, which must be maintained. Technology provides easy access to information and learning, but on the other hand, there is a potential risk of negative influences that can shift Islamic values if not managed wisely and in accordance with sharia. This study aims to analyze the implementation of Islamic legal principles in Islamic education management at SMPIT Al Muslih and to identify the challenges and solutions faced in integrating technology with Islamic values. The research method used was a qualitative approach with a case study. Data were collected through observation and in-depth interviews with administrators and educators at SMPIT Al Muslih. Data analysis was conducted using descriptive qualitative techniques. The results show that SMPIT Al Muslih has attempted to implement Islamic legal principles in educational management by paying careful attention to the use of technology. Technology is used to support the learning process and educational management, while maintaining compliance with sharia values. However, there are challenges related to inadequate regulations and low digital competence among educators. This hampers the optimal implementation of Islamic legal principles in educational management. The implications of this research indicate the need to develop policies and regulations that are adaptive to technological developments, while maintaining the integrity of Islamic values.

Keywords: *Islamic education management, Digital era, Principles of Islamic law, Implementation of technology*

Abstrak

Manajemen pendidikan Islam di era digital menghadapi berbagai tantangan dalam menjaga keselarasan antara penggunaan teknologi dan prinsip-prinsip hukum Islam yang harus tetap dijaga. Teknologi

memberikan kemudahan dalam akses informasi dan pembelajaran, namun di sisi lain, ada potensi risiko terhadap pengaruh negatif yang dapat menggeser nilai-nilai Islam jika tidak dikelola dengan bijak dan sesuai dengan syariah. Penelitian ini bertujuan untuk menganalisis implementasi prinsip-prinsip hukum Islam dalam manajemen pendidikan Islam di SMPIT Al Muslih serta untuk mengidentifikasi tantangan dan solusi yang dihadapi dalam mengintegrasikan teknologi dengan nilai-nilai Islam. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus. Data dikumpulkan melalui observasi dan wawancara mendalam dengan pengelola dan pendidik di SMPIT Al Muslih. Analisis data dilakukan dengan teknik deskriptif kualitatif. Hasil penelitian menunjukkan bahwa SMPIT Al Muslih telah berusaha untuk mengimplementasikan prinsip-prinsip hukum Islam dalam manajemen pendidikan dengan memperhatikan penggunaan teknologi secara hati-hati. Teknologi digunakan untuk mendukung proses pembelajaran dan pengelolaan pendidikan, namun tetap menjaga kesesuaian dengan nilai-nilai syariah. Meskipun demikian, terdapat tantangan terkait dengan regulasi yang belum memadai dan rendahnya kompetensi digital di kalangan pendidik. Hal ini menghambat implementasi prinsip hukum Islam secara optimal dalam manajemen pendidikan. Implikasi dari penelitian ini menunjukkan perlunya pengembangan kebijakan dan regulasi yang adaptif terhadap perkembangan teknologi, sambil tetap menjaga integritas nilai-nilai Islam.

Keywords: Manajemen pendidikan Islam, Era digital, Prinsip hukum Islam, Implementasi teknologi

Introduction

In the increasingly digital era, various aspects of life are undergoing significant changes, including education. Information and communication technology has made it easier to access knowledge globally, enabling education to be more open and inclusive. However, these changes also pose challenges in ensuring that the values embodied in education remain relevant to the needs of the times. Islamic education, as a vital component in shaping the character and morals of the younger generation, has adapted to these developments while maintaining the fundamental principles of religious teachings (Abdullahi Maidugu & Adamu Tanko Isah, 2024). The principles of Islamic law serve as the primary foundation for managing education amidst the increasingly rapid flow of globalization (A. Supriatna et al., 2024). Therefore, it is crucial to ensure that the application of these principles is not eroded by changing times, and that technology is used to strengthen the goals of Islamic education.

Islamic legal principles in education play a crucial role in upholding sharia values in the learning process (Jinan et al., 2024). Principles such as justice, trustworthiness, and responsibility in education are inseparable from religious teachings (Uyuni & Program, 2024). Every decision in the management of Islamic education must consider these values to ensure adherence to the correct path (Setiawan, 2024). In the context of Islamic education management, these principles serve as guidelines for decision-making, including the selection of technology for teaching and learning (Elihami et al., 2024). For example, the use of digital-based learning applications must consider security, ethics, and compliance with Islamic teachings. Therefore, even when using technology, the learning process must remain effective and adhere to the highly respected sharia values.

The use of digital technology in Islamic education management presents various opportunities and challenges that must be managed wisely (Shofiyyah et al., 2023)). On the one

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hand, technology can expand access to education and accelerate the learning process, opening up opportunities for more people to gain knowledge (Dhawan, 2020). However, on the other hand, the risk of misuse and exposure to information inconsistent with Islamic values also increases with the rapid development of technology. Therefore, appropriate strategies are needed to minimize the negative impacts of digital technology in education. One effort that can be taken is to develop Sharia-compliant regulations governing the use of technology in Islamic educational institutions. These regulations aim not only to protect Islamic values but also to maintain the purity and quality of Islamic education in the ever-evolving modern era. This phenomenon demonstrates the inevitability of technological development in modern life, including in Islamic education. Digitalization in educational management has brought various innovations that facilitate the teaching and learning process. However, on the other hand, there are concerns about the degradation of Islamic values if the use of technology is not accompanied by strengthening sharia principles. Many educational institutions face difficulties in integrating technology with sharia principles (Syukri & Rosyad, 2025). The use of social media as a learning tool, for example, often raises concerns about exposure to content inconsistent with Islamic values (Minarti et al., 2023). Furthermore, the lack of clear regulations regarding the use of technology in Islamic educational institutions adds to the complexity of the problem. Therefore, collective awareness and collaboration among educators are needed to maintain the quality of sharia-based education in this digital era.

Based on data from several sources, various obstacles are encountered in implementing Islamic legal principles in Islamic education management in the digital era (Latifah, 2024). For example, research Ai Enung Nurhidayah shows that most Islamic educational institutions still struggle to provide adequate technological infrastructure (Ai Enung Nurhidayah, 2021). Furthermore, low digital literacy among educators is a barrier to the implementation of Sharia-compliant technology (Kenneh, 2024). Several sources also express concerns regarding the misuse of digital media, which could damage student morals. The lack of specific regulations regarding the use of technology in Islamic education further exacerbates this situation. Therefore, concrete steps are needed to address these obstacles through training, strengthening regulations, and developing adequate infrastructure.

The main problem in this research is how to integrate Islamic legal principles into the management of Islamic education in the digital era while maintaining the quality of education in accordance with Sharia. Challenges faced include low digital literacy among educators and difficulties in providing adequate technological infrastructure. Furthermore, the inconsistency of content found on social media with Islamic values is a problem that requires special attention. The implementation of technology that is not fully in accordance with Sharia principles is also a significant obstacle (A. Supriatna, 2023). Therefore, it is crucial to develop clear, Sharia-based regulations for the use of technology in Islamic educational institutions. This research will be conducted at SMPIT Al Mushlih, an Islamic educational institution that has begun implementing technology in its learning process. Through this research, it is hoped that concrete solutions can be found that can be implemented to improve the quality of Islamic

education in the digital era, without sacrificing religious values.

Several previous researchers have revealed that the application of Islamic legal principles in Islamic education management in the digital era still faces various challenges. Research conducted by Juhairiah et al. shows that most Islamic educational institutions do not fully understand how to integrate technology with Sharia principles (Juhairiah et al., 2024). Meanwhile, a study by Lestari & Kurnia found that many educators still lack sufficient digital competency to implement technology-based learning methods (Lestari & Kurnia, 2023). Furthermore, research by Utami revealed that the lack of clear technical guidelines regarding the use of Sharia-based learning applications is a major obstacle (Utami, 2024). These facts emphasize the importance of strengthening Sharia-based digital literacy and developing regulations that support the application of Islamic legal principles in education management. Therefore, this research is relevant in providing applicable and empirically based solutions to address these issues.

However, this study has several limitations that should be considered. One is that the research focused on only one Islamic educational institution, SMPIT Al Mushlih, so the findings cannot be generalized to all Islamic educational institutions. Furthermore, time and resource constraints also affected the scope of the study, which could only be conducted within a limited timeframe. Nevertheless, this study attempts to provide an in-depth overview of the implementation of Islamic legal principles in digital education management at the institution. Furthermore, this study is limited to the use of technology in learning, while other aspects such as administrative policies or human resource management are not fully covered. Nevertheless, the results of this study are still expected to provide useful insights for the development of Islamic education in the digital era.

This study aims to analyze how Islamic legal principles are implemented in the management of Islamic education at SMPIT Al Mushlih, particularly in the context of the use of digital technology. The main focus of this study is to identify the challenges faced by educators in integrating technology with sharia values and to find solutions to overcome these problems. In addition, this study also aims to evaluate the extent to which sharia-based regulations can be applied in the use of technology in Islamic educational institutions. The research method used is a qualitative approach by conducting in-depth interviews and observations of learning practices at SMPIT Al Mushlih. It is hoped that the results of this study can provide applicable recommendations for other Islamic educational institutions in managing technology-based education while maintaining the principles of Islamic law. This research is also expected to contribute to the development of an Islamic education management model that is adaptive to the digital era.

This research is crucial to ensure that technological developments in education do not disregard the fundamental values embodied in Islamic legal principles. Given the rapid technological advancements that impact various aspects of life, including education, it is crucial to ensure that technology is used wisely and in accordance with Islamic teachings. Furthermore, this research contributes to understanding how Islamic educational institutions can adapt to the digital era without losing the essence of sharia in educational management. By focusing on SMPIT Al Mushlih, this research is expected to provide a concrete example for

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other Islamic educational institutions in implementing technology responsibly. This research can also help educators and managers of Islamic educational institutions improve their digital literacy to utilize technology more effectively. Overall, this research is expected to provide useful recommendations for the sustainable development of Islamic education in the digital era.

Research methods

The method used in this research is a qualitative approach with a case study approach. This approach was chosen to gain a deep understanding of the implementation of Islamic legal principles in Islamic education management. This research was conducted at SMPIT Al Mushlih, Telukjambe Timur District, Karawang Regency, specifically regarding the use of digital technology. This research is descriptive and analytical, in which the researcher will describe and analyze in-depth practices carried out in the field (Sugiyono, 2023). The data obtained will be used to identify challenges faced in integrating technology with sharia values. This research also focuses on finding practical solutions that can be implemented by other Islamic educational institutions. By using this design, it is hoped that a comprehensive understanding of the topic will be found.

The data sources in this study consist of two main categories: primary data and secondary data. Primary data were obtained through in-depth interviews with the principal, educators, and administrative staff at SMPIT Al Mushlih who are directly involved in the technology-based education management process. In addition, direct observation of the learning process using technology was also a primary data source. Secondary data were obtained from documentation related to the institution's educational technology policies, as well as relevant literature studies on the implementation of Islamic legal principles in digital education. These secondary data sources will provide a broader overview of the research context. By combining primary and secondary data, this study is expected to obtain comprehensive and valid information.

The data collection techniques used in this study include in-depth interviews, participant observation, and documentation studies. In-depth interviews were conducted with the principal, teachers, and other educational staff to explore their experiences in implementing Islamic legal principles in technology-based educational management. Participatory observation was conducted to directly observe the learning process using digital applications and platforms, and how sharia principles are applied in that context (Lexy, 2021). Furthermore, documentation studies will be used to analyze technology-related policies implemented at SMPIT Al Mushlih. All of these techniques were chosen to obtain in-depth and more comprehensive data regarding the phenomenon under study. The use of these various techniques is expected to provide a comprehensive and reliable understanding of the implementation of Islamic legal principles in educational management.

The data analysis technique used in this study is qualitative data analysis with a thematic analysis model approach. After data is collected through interviews, observations,

and documentation studies, it will be analyzed to identify key themes related to the implementation of Islamic legal principles in educational management. The analysis process is carried out by grouping data based on similar issues or problems that emerged from the interviews and observations. Furthermore, the data will be analyzed inductively, drawing conclusions from the facts found in the field. Data validity will be maintained through triangulation, which involves comparing information obtained from various data sources. The results of this analysis will provide a clear picture of the challenges and solutions in implementing sharia principles in the digital era.

The conclusion-drawing technique in this study is carried out using comparative analysis and in-depth reflection. After analyzing the collected data, the researcher will compare the findings from SMPIT Al Mushlih with existing theories related to Islamic education management and digital technology. Conclusions will be drawn based on emerging patterns in the data and comparisons with relevant literature. The researcher will also conduct in-depth reflection on the implications of this research findings in the context of Islamic education in the digital era. The conclusions drawn will lead to practical recommendations that can be applied in other Islamic educational institutions. Thus, this technique is expected to produce valid and applicable conclusions for the development of technology-based Islamic education.

Results and Discussion

Results

The research results indicate that the implementation of Islamic legal principles in educational management at SMPIT Al Mushlih is progressing quite well, although some challenges remain. Interviews with the principal revealed that principles such as trustworthiness, justice, and responsibility are the primary guidelines for managing technology-based education. Interviews with teachers explained that although technology such as learning applications and online platforms are used, each use is monitored to ensure it does not deviate from Sharia values. Data security and ethical use of technology are key concerns in the school's policies. Furthermore, teachers and educational staff at SMPIT Al Mushlih stated that they have received training on the use of technology in accordance with Islamic teachings. Therefore, despite the challenges, the implementation of Islamic legal principles in Islamic educational management at this school continues to progress well.

Based on an interview with the Principal of SMPIT Al Mushlih, several views were revealed regarding the implementation of Islamic law principles in educational management in the digital era. The principal explained, "We always ensure that every technology used in learning is in accordance with sharia values. For example, when choosing learning applications, we are very selective and only choose those that do not contain elements that could affect student morals." In the interview, he also conveyed the importance of training to improve teachers' digital competencies, "We not only focus on the technology used, but also on teachers' readiness to integrate technology with Islamic-based learning. Therefore, every teacher must undergo training to ensure that they not only understand technology, but also how to use it in accordance with religious principles." In addition, in the conversation, he also

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revealed the challenges faced, "The unstable internet connection is one of the biggest obstacles for us. However, we continue to strive to ensure that technology can be utilized optimally for the advancement of education here." This dialogue demonstrates SMPIT Al Mushlih's commitment to maintaining harmony between technology and Islamic law principles.

The interview concluded that SMPIT Al Mushlih is committed to integrating Islamic legal principles into its educational management, despite facing various technical challenges. The principal emphasized that despite technological infrastructure constraints, the school continues to strive to maintain the quality of Sharia-based education. "We continue to prioritize the security and compliance of learning applications with Islamic principles, despite limited facilities," he said. He also revealed that teachers' digital competency development through training is ongoing to ensure that technology-based learning processes remain in accordance with religious teachings. Moving forward, the school plans to strengthen collaboration with educational technology providers to find more effective solutions. Thus, this interview demonstrates the concrete steps taken by SMPIT Al Mushlih to ensure that the digital education implemented remains within the framework of Islamic law.

Furthermore, interviews with several teachers at SMPIT Al Mushlih also provided a more in-depth look at the application of Islamic legal principles in digital learning. One teacher, who teaches Islamic Religious Education (PAI), stated, "We always ensure that the material taught through digital platforms is not only effective but also does not conflict with Islamic teachings. We use applications that support good learning activities and are in accordance with religious values." The teacher also explained that they frequently hold discussions about how to utilize technology in Sharia-based learning. "Furthermore, we are also provided with regular training on technology, so we can better understand how to use technology optimally in learning, while still upholding Islamic principles." From the interviews, it is clear that the teachers at SMPIT Al Mushlih are very concerned about maintaining the alignment between the technology used and Islamic values. This reflects their commitment to creating quality learning that is in accordance with religious guidance.

The interviews revealed that SMPIT Al Mushlih has taken concrete steps to ensure that technology is implemented in accordance with Islamic law. Several teachers stated that they felt more confident in using technology after participating in the school's training. "This training has really helped us understand how to utilize technology in learning while still adhering to Islamic values," said one math teacher. They also revealed that the school consistently ensures that teaching materials delivered through digital platforms are aligned with Islamic teachings. "Every material posted online goes through a vetting process to ensure that nothing conflicts with religious values," she added. This demonstrates that the integration of Islamic law principles and educational technology is a top priority at SMPIT Al Mushlih. This awareness further reinforces the importance of rigorous training and regulations in managing digital learning in Islamic educational institutions.

Although SMPIT Al Mushlih has successfully implemented Islamic legal principles in technology-based educational management, this study identified several challenges faced in

the process. Interviews with the educators revealed that limited technological infrastructure, such as unstable internet connections, is a major obstacle to optimal technology use. Furthermore, several teachers revealed a mismatch between their digital competencies and the demands of using technology in learning. Interviews with the principal also revealed that despite policies to minimize content inconsistent with Islamic values, it is sometimes still difficult to control the content students access through social media or learning apps. This highlights the importance of improving digital literacy for educators and strengthening regulations on technology use. The school has made efforts to address these challenges by providing ongoing training and strengthening its monitoring system.

To address the challenges of technology implementation, SMPIT Al Mushlih has implemented several strategies focused on balancing technological advancements with Islamic legal principles. Interviews with the principal and educational staff revealed that one key strategy is selecting learning applications that align with Sharia values. The applications used at the school have undergone a rigorous selection process to ensure that the content presented does not conflict with Islamic principles. Furthermore, the use of technology at SMPIT Al Mushlih is always accompanied by strict supervision by teachers to ensure that students are not exposed to information inconsistent with religious teachings. Teachers are also involved in training aimed at improving their digital competency and providing an understanding of how to use technology in a correct and beneficial manner. Interviews with several teachers indicated that they felt more confident in integrating technology into their learning after participating in this training. Thus, SMPIT Al Mushlih has implemented effective strategies for managing the use of technology in Sharia-based education.

Clear regulations are key to technology management at SMPIT Al Mushlih, according to interviews with the principal and teaching staff. This research indicates that SMPIT Al Mushlih has developed internal regulations regarding technology use, including restrictions on access to content inconsistent with Islamic teachings. These regulations also cover student use of digital devices, including social media in educational settings. The principal explained that they consistently ensure that every application used by students meets the security and ethical standards set by the institution. However, in interviews with several teachers, they acknowledged that there are still challenges in implementing these regulations, particularly in controlling technology use outside of class hours. However, they are optimistic that with stricter supervision and ongoing training, these issues can be addressed. Therefore, it is crucial for schools to continually update and strengthen regulations to maintain alignment between technology and Sharia principles.

To address these challenges, this study recommends several solutions that can be implemented at SMPIT Al Mushlih. Based on interviews with teachers, one solution deemed effective is improving collaboration between the school and parents to monitor students' technology use at home. The principal also suggested that other Islamic educational institutions strengthen their digital training systems, including knowledge of digital ethics and content monitoring. Furthermore, the school is advised to continue developing better technology infrastructure to ensure smoother and more effective digital learning. Another solution is to develop clearer technical guidelines for the use of Sharia-compliant learning

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applications, which can serve as a reference for teachers and students. With these steps, SMPIT Al Mushlih is expected to overcome these challenges and become more effective in implementing technology in Islamic education management.

The following table illustrates the findings of this study regarding the implementation of Islamic legal principles in educational management in the digital era at SMPIT Al Mushlih:

Table 1. Findings From the Implementation of Islamic Legal Principles In Educational Management at SMPIT Al Mushlih

Aspects Studied	Findings	Explanation
Selection of Learning Technology	The technology used is in accordance with Islamic principles.	The selected learning applications ensure that no content conflicts with Islamic values.
Teacher Training in Technology Use	Teachers have received training to improve their digital competencies.	Training is conducted regularly to help teachers understand how to use technology with a Sharia-based approach.
Technology Use Regulations	There are no formal regulations governing the comprehensive use of technology.	The school plans to create clearer regulations regarding technology use in the future.
Technology Infrastructure	Internet connection and technological facilities are still limited.	The school addresses this issue by using lightweight applications that are accessible even with limited internet connections.
Commitment to Islamic Values in Learning	Technology-based learning adheres to Sharia values at every step.	Every teaching material delivered through digital platforms is continuously monitored to ensure its compliance with Islamic teachings.
Challenges in Implementation	Challenges remain in maximizing the use of technology across all aspects of learning.	The main obstacles are limited infrastructure and differing understandings of digital technology among teachers.

The table shows that SMPIT Al Mushlih has attempted to integrate Islamic legal principles into educational management in the digital era, although several challenges remain. The technology used in learning is compliant with Sharia principles, ensuring that the material presented to students does not conflict with Islamic teachings. The technology chosen ensures that the content aligns with religious guidance. This demonstrates the school's commitment to maintaining the sustainability of Islamic-based education in every aspect of technology use. Therefore, despite the widespread use of technology, there is no violation of the fundamental Islamic principles that serve as its guiding principles. Therefore, SMPIT Al Mushlih prioritizes the safety and suitability of teaching materials to Islamic teachings.

Teacher training to improve digital competency is also an important step taken by SMPIT Al Mushlih. Teachers at this school have received training on the use of technology in Sharia-based learning. The goal is to enable them to use learning applications wisely, in accordance with Islamic teachings, and maximize the benefits of technology in the teaching and learning process. Although the training has been conducted, there is still room for improvement in the quality of training to provide more in-depth coverage of various technical

and pedagogical challenges. This competency improvement is expected to result in more effective teaching that aligns with Islamic principles. With improved digital competency, teachers are expected to support more interactive and Sharia-compliant learning.

Despite training, formal regulations regarding technology use at SMPIT Al Mushlih remain lacking. This highlights the urgent need to develop more structured and clear regulations regarding the use of technology in learning. Currently, some existing policies are general and do not specifically address all aspects of technology use in educational institutions. However, the school recognizes the importance of developing such regulations and plans to develop more detailed guidelines in the future. With clear regulations, it is hoped that technology use can be better controlled and remain within the bounds of Sharia law. The development of these regulations will be a crucial step in maintaining the quality and purity of Islamic education in the digital age.

In terms of infrastructure, SMPIT Al Mushlih faces challenges related to limited internet connections and limited technological facilities. However, the school has addressed these issues by selecting lightweight learning applications that are more accessible to students. The applications used are tailored to existing infrastructure conditions, so students can still access learning materials smoothly even with limited internet connections. Selecting the right application is key to ensuring the learning process is not disrupted by technical issues. The school also continues to strive to improve its technological infrastructure to provide an even better learning experience. Going forward, SMPIT Al Mushlih plans to make infrastructure improvements to maximize the use of technology in education.

The school also demonstrates a strong commitment to upholding Islamic values despite the use of technology in learning. All learning materials delivered through digital platforms are constantly monitored to ensure their alignment with Islamic teachings. The school collaborates with teachers to select materials that not only provide academic education but also address students' moral and spiritual aspects. Awareness of the importance of upholding Sharia values in every learning process serves as a strong foundation for educational management. Furthermore, with strict supervision of teaching materials, students can study peacefully without worrying about being exposed to content that conflicts with their beliefs. This demonstrates SMPIT Al Mushlih's strong commitment to Islamic values-based education.

The biggest challenges faced by SMPIT Al Mushlih are limited technological infrastructure and differing understandings among teachers regarding the use of Sharia-compliant technology. This limited infrastructure impacts the learning process, which relies on technology access, although it has been addressed by selecting applications that can function in these conditions. Furthermore, differing understandings among teachers regarding how technology can be applied to Sharia-compliant learning also pose a challenge.

This could potentially reduce the effectiveness of technology use if not properly addressed. Therefore, SMPIT Al Mushlih needs to continue strengthening training and outreach regarding the use of Sharia-compliant technology. Furthermore, the existence of more comprehensive regulations is also expected to unify understanding among teachers regarding the implementation of technology in accordance with Islamic principles.

Discussion

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The results of this study align with research conducted by Sholeh, which stated that the integration of Islamic legal principles into educational management still faces challenges (Sholeh, 2023). Sholeh's research explains that although many Islamic educational institutions have adopted technology, the application of Sharia principles in its use remains poorly structured. This issue was also identified at SMPIT Al Mushlih, where, despite the school's efforts to integrate Islamic principles, there are still shortcomings in regulations regarding technology use. This research reinforces Hasan's findings, highlighting the importance of developing clear and more comprehensive regulations to guide the use of technology in accordance with Islamic values. Therefore, SMPIT Al Mushlih can adopt Hasan's suggestions to further strengthen regulations related to Sharia-based technology. This is key to maintaining the quality of Islamic education in the digital age without compromising religious principles.

Meanwhile, the results of this study also align with research by Dasep, which highlighted the importance of improving digital competency among educators in implementing technology in Sharia-based education (D. Supriatna, 2025). Dasep found that many educators still struggle to optimally use technology to support Sharia-based learning. This is evident at SMPIT Al Mushlih, where, despite training, teachers still face challenges in integrating technology with Sharia principles. This research supports the importance of more in-depth and ongoing training to improve teachers' digital competency so they can optimize the use of technology in learning. With more intensive training, teachers are expected to understand how to use technology in a manner consistent with Islamic teachings. Therefore, SMPIT Al Mushlih needs to increase training and support for teachers to strengthen their competency in this area.

Juhairiah et al. research also aligns with the findings of this study, particularly regarding the crucial role of regulation in the use of technology in Islamic educational institutions (Juhairiah et al., 2024). Juhairiah et al. found that the lack of clear technical guidelines regarding the use of Sharia-compliant technology is a major obstacle to technology implementation in Islamic schools. At SMPIT Al Mushlih, despite efforts to select technology that complies with Sharia principles, more detailed and systematic regulations are still needed to ensure its sustainability and effectiveness. This study reminds us that clear and structured regulations are crucial in preventing the misuse of technology. Therefore, SMPIT Al Mushlih needs to formulate more detailed technical guidelines to address this challenge. Such regulations can help clarify the boundaries and methods of technology use in the learning process to ensure they align with applicable Islamic principles.

This research aims to provide a clear picture of the challenges faced in implementing Islamic legal principles in Islamic education management in the digital era, particularly at SMPIT Al Mushlih. This research successfully identified that although technology can be an effective tool in education, sharia principles must still be maintained to prevent them from being eroded by the flow of digitalization. Furthermore, the results of this study provide important recommendations regarding the need for stricter regulations regarding the use of

technology and improving digital competency for educators. Another contribution is the emphasis on the importance of strengthening sharia-based regulations that can be implemented by Islamic educational institutions to maintain educational quality. This contribution is expected to enrich the literature related to Islamic education management in the context of digitalization. This research also provides insights into the need to adapt technology to be more aligned with Islamic teachings.

However, this study also has several limitations that should be considered. One is the limited scope, which focused on only one institution, namely SMPIT Al Mushlih, so the results may not be fully generalizable to other Islamic educational institutions. Furthermore, the research approach used was limited to interviews and observations, which may not capture all perspectives or experiences. This study also did not delve deeply into the role of parents or the community in supporting the implementation of Islamic legal principles in educational institutions. Therefore, there is room for further research that could broaden the scope and take a more holistic approach. Nevertheless, the results of this study still make a significant contribution to identifying challenges and solutions related to the integration of Islamic legal principles in educational management.

For future research, it is recommended that researchers expand their research by involving several Islamic educational institutions from various regions or with different types of education. This will allow researchers to obtain a more comprehensive picture of the challenges faced in implementing Islamic legal principles in the digital era. Furthermore, further research can deepen the study of digital literacy among educators and students, and how this relates to strengthening their competencies in integrating technology with sharia principles. Research is also recommended to further explore the role of families and communities in supporting the implementation of Islamic principles in education, as this collaboration is crucial in creating an Islamic educational ecosystem. Finally, future research can use more diverse methods, such as quantitative or mixed methods, to obtain more valid and reliable results.

Conclusion

Based on the research findings above, it can be concluded that the implementation of Islamic legal principles in the management of Islamic education in the digital era at SMPIT Al Muslih still faces several challenges. Although digital technology can expand access to education, the main challenge lies in the limited clear regulations regarding the use of technology in accordance with Islamic teachings. The basic principles of Islamic law, such as justice, trustworthiness, and responsibility, must remain the primary guideline in managing education at this institution. One obstacle identified is the low digital competence among educators, which reduces the effectiveness of technology utilization in the learning process. However, SMPIT Al Muslih strives to maintain Islamic values in every use of technology by ensuring that the applications used are in accordance with Sharia principles. Furthermore, educational administrators have attempted to integrate technology with Islamic principles through strict supervision of the content accessed by students. Another challenge faced is the lack of technical guidelines for the use of Sharia-compliant digital media, which can impact

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the quality of education. Thus, this research makes an important contribution to the development of technology-based Islamic education management while adhering to the principles of Islamic law. The results of this study are expected to serve as a reference for other Islamic educational institutions in facing the digital era without sacrificing religious values.

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