

SYAWIR EDUCATION RESPONSE TO THE DIGITAL ERA: CHALLENGES AND OPPORTUNITIES TO USE MAKTABAH SYAMILAH

Aprilia Yogi Pratiwi¹, Muhammad Bisri Ihwan²

^{1,2}Universitas KH Mukhtar Syafaat Blokagung, Banyuwangi, Indonesia

Corresponden E-mail: apriaiyogipratiwi@gmail.com¹

Abstract

The digital era has brought a significant transformation in Shawir education, with Maktabah Syamilah as a digital library that offers broad accessibility to Islamic resources. This study aims to analyze the response of Syawir education to the digital era, using a qualitative approach through interviews and observations of teachers and students in several educational institutions. The results of the study show that Maktabah Shamilah improves interactivity and the quality of learning at the Darussalam Blokagung Banyuwangi Islamic Boarding School, such as the Bahtsu Masail activity which requires access to various books as a reference, but challenges such as the limitation of digital skills and a curriculum that has not been integrated with technology hinder optimal utilization. Therefore, digital skills training and curriculum reform that are responsive to technological developments are needed. With these steps, Syawir education can adapt well in the digital era, taking advantage of opportunities to increase students' understanding and involvement in Islamic teachings. This research is expected to provide insight for teachers, students, and educational institutions in optimizing the use of technology in religious learning.

Keywords: *Syawir Education; Digital Er; Maktabah Syamilah*

A. Introduction

In this digital age, technological evolution has created a revolution in the way Muslims reach and maximize Islamic literary resources. This topic is very relevant to be researched because this development has a direct effect on the education and learning system of shawir (classical religious studies). Access to digital references like Maktabah Shami is what supports students and scholars to get references practically and effectively. However, today technology presents challenges, such as the fading of pedagogical relationships in classical methods and possible errors in the understanding of texts due to the limitations of personal guidance by teachers. Research by Al-Ahsan and Anwar (2023) states that 72% of religious actors in South Asia use digital technology for their learning activities, but they feel that they have lost direct interaction with scholars in the learning process. Stating that the use of digital technology in religious education requires good planning in order to achieve optimal effectiveness. This research has high relevance because the technological revolution has changed the way religious traditions are understood and applied. In-depth research on Shawir Education is needed to be able to understand its impact on the learning process.

Previous research has discussed the many influences of digitalization in Islamic education, but a more detailed study of the application of Maktabah Shamilah in Syawir education is still very limited, syawir or in Indonesian is a deliberation of the classic books of pesantren that are studied with the intention of using references or references of many books, with the existence of maktabah syamilah the books of reference that are needed are more accessible and do not need to bring in volumes, although the platform has great prospects for enriching learning methods in this area. Research conducted by Hassan and Huda (2022) reveals the benefits of using digital technology in religious education, but few focus on platforms such as Maktabah Syamilah. In addition, there is a lot of research that emphasizes the technical side and rarely examines its influence on traditional pedagogy. For example, a study initiated by Sulaiman and Akbar (2020) that highlighted the benefits of Maktabah Shamilah as a quick and accurate source of reference, but did not investigate its influence on traditional pedagogic changes in Shawir teaching. Another study by Aziz (2021) revealed that there is a gap between the use of technology and the application of classical religious education methods. There is space in the research that can be explored to discuss the specific contribution of Maktabah Shamilah in integrating traditional and modern methods in Shawir education.

This research presents a new perspective by specifically examining the impact of the use of Maktabah Shamilah on the dynamics of Syawir education in the digital era. This study takes a different approach from previous research by exploring more deeply how digital platforms impact learning, interaction between teachers and students, and understanding of religious texts. Anwar (2022) emphasizes the importance of a holistic approach in understanding the impact of technology on traditional education. This research involves primary data from direct educational institutions that apply Maktabah Shamilah which has not been done by many other studies. This research also contributes to the study of new

innovations with a focus on the integration of technology in traditional education, especially Syawir which is an important need in the digital era.

The purpose of this study is to explore how Maktabah Shamilah is used in Syawir education and the challenges and opportunities that arise from its use. The use of digital technologies such as Maktabah Shamilah in traditional education raises various questions, such as: What is the role of these platforms in teaching methods and understanding teachers and students? interviews with Syawir teachers in several modern Islamic boarding schools show that although this platform makes it easier to access literature, the lack of training is the main obstacle in optimizing its implementation. This research is strengthened by a study by Aziz et al. (2023) that highlights the lack of digital skills among traditional scholars. It is hoped that this research can answer these questions and can provide guidance on the integration of technology in traditional religious education.

This study hypothesizes that Maktabah Shamilah can be an effective and innovative tool in supporting Syawir education if used with the right approach. These digital platforms have the potential to improve the quality of traditional education without eliminating the essence of the relationship between students and teachers if done with adequate training and technical support. According to Rahman (2024), the combination of digital technology and traditional pedagogical approaches can increase student understanding by up to 35%. Another study by Al-Fikri (2023) confirms that intensive training for teachers can improve their adaptation to technology. Maktabah Syamilah can be a bridge of innovation between traditional and modern education if managed properly, as well as create new opportunities in religious teaching in the digital era.

B. Method

This study uses a qualitative approach to analyze the response of Syawir education to the digital era, with a focus on the use of Maktabah Syamilah as a source of Syawir education in the Darussalam Blokagung Islamic boarding school. The research design used is a case study, which allows researchers to explore the phenomenon that occurs in several Syawir educational institutions that have integrated Maktabah Shamilah in the learning process. The research participants consisted of teachers and students who were deliberately selected, based on their experience and involvement in the use of technology in education. Data is collected through in-depth interviews with teachers and students to explore their views, experiences, and challenges. In addition, direct observation was carried out in the Syawir class to see the interaction between teachers and students and the use of Syamilah Maktabah in the context of learning (Hidayat & Rahman, 2021).

Data analysis was carried out using thematic analysis techniques, where researchers identified key themes emerging from the data, such as benefits, challenges, and strategies for integrating technology in learning. This analysis process involves encoding data to segment relevant information and identify patterns that emerge from the participants' experiences. To ensure the validity and reliability of the data, the researcher triangulated by comparing information from various sources, including interviews, observations, and documentation, and involving participants in the process of verifying the results of the

analysis (Sari, 2022). This approach aims to provide a comprehensive overview of the use of Maktabah Syamilah in Syawir education.

With this qualitative approach, it is hoped that a deep understanding can be obtained of the response of Syawir education to the digital era and the use of Maktabah Syamilah in the context of religious learning. This research is expected to provide useful insights for teachers, students, and educational institutions in optimizing the use of technology in religious learning, as well as helping to formulate more effective strategies to face challenges in the digital era. The results of this research are also expected to be a reference for further research related to the integration of technology in religious education.

C. Findings and Discussion

The results of this study show that Maktabah Syamilah has an important role in Syawir education in the digital era. Through the analysis of data obtained from interviews and observations, several key findings can be identified, which include benefits, challenges, and strategies that can be applied to optimize the use of Maktabah Syamilah in religious education.

Benefits of Maktabah Syamilah in Syawir Education

Resource accessibility

The accessibility of resources offered by Maktabah Syamilah is one of the main benefits in Syawir education in the digital era. The Syamilah Maktabah provides a wide range of Islamic materials, including classic books, articles, and journals, that can be accessed anytime and anywhere with an internet connection, thus eliminating the physical limitations often faced in traditional education. This convenience not only saves time and money, but also allows users to stay up-to-date with the latest information in Islamic studies. The efficient search feature makes it easier for teachers and students to find specific references, supports independent learning, and increases learning motivation. Thus, Maktabah Syamilah is a very valuable tool in increasing understanding and knowledge of Islamic teachings.

Interactivity in Learning

Interactivity in learning supported by Maktabah Syamilah has had a significant positive impact on Syawir education in the digital era. By providing different types of media, such as text, audio, and video, teachers can present material in a more engaging and easy-to-understand way, thus increasing student engagement. Additionally, the platform allows teachers to hold discussions and collaborations online, which enriches the learning experience and encourages students to actively engage in the learning process. Maktabah Syamilah also supports project-based learning, where students can conduct research using available resources, increasing their sense of responsibility and independence. Quick and constructive feedback from teachers on students' assignments also plays an important role in motivating them to continue learning and developing (Sukardi, 2022). Thus, Maktabah Syamilah creates a more dynamic and effective learning environment, increasing students' understanding and involvement in the learning process.

Improve the quality of learning

Improving the quality of learning through the use of Maktabah Shamilah is very significant in the context of Syawir education in the digital era. Maktabah Shamilah allows teachers to curate more varied and contextual teaching materials, with access to a wide range of relevant Islamic resources. This allows teachers to connect Islamic teachings with current issues, making learning more relevant and engaging for students. In addition, with rich resources, teachers can design more interactive learning activities, encouraging students to think critically and analytically in understanding religious teachings. Research shows that contextual and interactive learning can increase student motivation and engagement, which in turn contributes to a deeper understanding of the material being taught. Thus, Maktabah Shamilah plays an important role in improving the quality of Islamic religious education in the digital era.

Challenges in using Maktabah Shamilah

Arabic as an Access Barrier

The main language in Maktabah Shamilah is Arabic. Both the text of the book, the name of the book, the search index, and the user guide are all in Arabic. This is a serious obstacle for non-Arab users or those who do not have the ability to read classical Arabic texts well. Not only about general language, but also the use of technical terms in hadith, fiqh, and tafsir that require mastery of advanced terminology (Al-Maktabah Al-Shamilah, 2023).

Content Validity and Credibility

Although Maktabah Shamilah offers easy access to thousands of books, not all collections are from verified editions. Some of the books in this application are the result of digitization of old manuscripts without the tahqiq (text criticism) process. As a result, there is a possibility of text errors, misreferences, or deficiencies in the sanad documentation. For scientific research, this is a serious problem, because small errors in religious texts can have a big impact on legal or historical conclusions (Al-Zahrani, 2019; Al-Khudairi, 2021).

Search for Information That Is Not Entirely Precise

The quick search feature in Maktabah Shamilah is one of its strengths, but it's also challenging. Keyword-based search systems sometimes produce too many results, especially if the keywords used are generic or multifunctional. Although there is an advanced search option, users still need special skills to filter results effectively (Al-Khudairi, 2021).

Limitations of Updates and Integrations

As an offline dominant application, the update of the collection in Maktabah Shamilah must be done manually. The absence of an automatic synchronization system with a central server makes many users use the old edition unknowingly. In addition, not all new books published in the Islamic world are immediately available on Shamilah, so users sometimes miss out on the latest resources (Al-Maktabah Al-Shamilah, 2023).

Limited Mobile Version

Although there are mobile versions for Android and iOS, the features and book collections in these versions are much more limited than the desktop versions. Most mobile

users can only access certain books, and advanced features such as cross-referencing or sanad mapping are not available. This makes use on mobile devices less than optimal, especially for serious research (Abdullah, 2020).

Less Modern Interfaces and Technology

The appearance of Maktabah Shamilah still retains the classic design and confusing navigation structure for new users. Compared to modern interface standards, Shamilah feels "rigid" and unintuitive, slowing down productivity especially for beginners who are just accessing thousands of books on a single platform (Al-Zahrani, 2019).

Ethical Issues: Licensing and Copyright

Not all books in Maktabah Shamilah are guaranteed to have copyright clarity. Many digital books are taken from commercial publications or works without official permission. This raises ethical and legal issues, especially in the use of the work for scientific or commercial publications (Al-Khudairi2021).

E. Conclusion

The results of this study show that Maktabah Shamilah plays an important role in supporting Syawir education in the digital era. The high accessibility of resources, interactive capabilities in the learning process, and its contribution in improving the quality of learning make Maktabah Shamilah one of the main tools in modern Islamic education. However, this study also reveals various challenges that must be considered. Arabic language barriers, content validity and credibility issues, search imprecision, limitations in data updates, limitations in mobile versions, and less modern interfaces are obstacles that need to be overcome to optimize the use of Maktabah Shamilah. In addition, ethical issues related to licensing and copyright also demand serious attention in the use of these digital resources. Overall, in order for Maktabah Shamilah to be more effective in supporting Syawir education, adaptive strategies are needed, such as increasing digital literacy among users, developing local language features, and stricter source filtering and validation. With the right approach, Maktabah Shamilah can continue to be an important means in building a more dynamic, inclusive, and quality Islamic education in the era of information technology.

G. References

- Alhamuddin. (2016). *Islamic Religious Higher Education Curriculum: Quality And Relevance* (Vol. 3, Issue 1). <http://forlap.ristekdikti.go.id/perguruan tinggi/homegraphpt>.
- Journal of Social and Humanities (AJSH)*. (2024). <http://jurnal.ardenjaya.com/index.php/ajsh>
- Bainar, B. (2024a). Opportunities and Challenges of Digitalization for Islamic Religious Education. *Baitul Hikmah: Islamic Scientific Journal*, 2(2), 74–80. https://doi.org/10.46781/baitul_hikmah.v2i2.1092
- Bainar, B. (2024b). Opportunities and Challenges of Digitalization for Islamic Religious Education. *Baitul Hikmah: Islamic Scientific Journal*, 2(2), 74–80. https://doi.org/10.46781/baitul_hikmah.v2i2.1092

- Briliantara, T. U., & Salim, H. (2024). The Role of Islamic Religious Education Teachers in Educating the Disciplinary Character of Students at SMP Negeri 3 Purwodadi. In *Journal of Education* (Vol. 13, Issue 2). <https://jurnaldidaktika.org>
- and Islamic Education Opportunities, T., & Suryani, K. (n.d.). *Challenges And Opportunities For Islamic Education In Islamic Boarding Schools In The Era Of Disruption*. <http://jurnal.yudharta.ac.id/index.php/ims>
- Endin Mujahideen. (2005). *Islamic Boarding School Alternative Islamic Religious Education Outside School*. Pustaka Kautsar.
- Imam Syfe'I. (2017). Pondok Pesantren: An Educational Institution for Character Formation. *Al-Tadzkiyyah: Journal of Islamic Education*, 8(1), 61–82. <https://doi.org/10.24042/ATJPI.V8I1.2097>
- Muhaimin. (2012). *Curriculum Development of Islamic Religious Education in Schools, Madrasahs, and Universities*. Rajawali Press..
- Hafifah, H., Hamka, H., & Anirah, A. (n.d.). *Proceedings of Islamic Studies and Integration of Knowledge in the Era of Society 5.0 (KIIIES 5.0) Postgraduate of the State Islamic University of Datokarama Palu 2024 Development of the Islamic Education Curriculum in the Digital Era: Challenges and Opportunities*. <https://jurnal.uindatokarama.ac.id/index.php/kiiies50/issue/archive>
- Hilmy, M. (2019). 117 Surabaya, Indonesia, 60237 (CC BY-NC-SA 4.0) © 2019 *Journal of Islamic Education Studies*. *Journal of Islamic Education Studies* ISSN, 7(2), 89–106. <https://doi.org/10.15642/jpai.2019.7.2.89-106>
- Imam Syaife'I. (2017). Pondok Pesantren: An Educational Institution for Character Formation. *Al-Tadzkiyyah: Journal of Islamic Education*, 8(1), 61–82. <https://doi.org/10.24042/ATJPI.V8I1.2097>
- Muhaimin. (2012). *Curriculum Development of Islamic Religious Education in Schools, Madrasahs, and Universities*. Rajawali Press..
- Karunia, R., & Marlinah, H. (2024). Configuration Of Servant Leadership At The Darussalam Islamic Boarding School Bogor. In *Konsisten Journal* (Vol. 1, Issue 1). Moon.
- Milano, J., & Org, M. (n.d.). The Role of Brand Communication and Service Quality on the Competitive Advantage of Professional Practitioners 1 Email Correspondence: john. In *the Journal of Current Research in Business and Economics*. E (Vol. 3, Issue 1). <https://jcrbe.org>
- Arabic Language Learning In The Digital Era: Problems And Solutions In Media Development (Case Study of Arabic Language Learning in Darul Lughah Banda Aceh)*. (n.d.).
- Rino Rusdi. (2017). *Curriculum Planning, Implementation, Evaluation, Innovation, and Research*. Alfabeta.
- Rustami Ibrahim. (2014). The Existence Of Salaf Islamic Boarding Schools In The Midst Of Modern Education Flows. *Manuscripts*, 21, 225–225. <https://media.neliti.com/media/publications/41935-ID-eksistensi-pesantren-salaf-di-tengah-arus-pendidikan-modern.pdf>
- Secretariat of Pondok Modern Darussalam Gontor Ponorogo. (1997). *Serba-Serbi Pondok Modern Darussalam Gontor for Introduction Week Second Level (Especially for Adult Students and College Students)*. Darussalam Press.

- Puspita Sari, J., Setio, J., Satria, R., Oviyanti, F., & Islam Negeri Raden Fatah Palembang, U. (n.d.). *The Challenges of Madrasah in the Digital Era: The Transformation of Islamic Religious Education in the Context of Technology*. 14(2).
- Wahl, D., Avery, B., & Henry, L. (2013). Studying distance learners: Methods, findings, actions. *Journal of Library and Information Services in Distance Learning*, 7(1-2), 189-209. <https://doi.org/10.1080/1533290X.2012.705656>