Research Article

Darul Hikam Education Conference as a Supplement to the Governance of Islamic Science Education

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Abstract

This study aims to evaluate the science governance of Islamic education, which is strengthened by the annual activity, the Darul Hikam education conference (DHEC), which is held by the Darul Hikam Bandung college. The method used is a phenomenological type of qualitative research. The data is analyzed philosophically, historically and pedagogically. The results of this study indicate that science governance in Islamic education is a necessity to be adaptive to technological developments, especially the metaverse through the readiness of concepts, human resources, hardware and software, and support from government policies. The 2022 DHEC program discusses how education governance needs to be prepared for changes in digital technology through seminars and calls for papers.

Keywords: Science Governance, Islamic Education, Educational Conference, Metaverse.

A. INTRODUCTION

Darul Hikam is a private Islamic school in Bandung, holding an education conference with the theme of education and the metaverse on March 28-29 2022 at the El Royal Hotel Bandung City (Jabarexpress.com, 2022). Darul Hikam Education Conference is one of the annual events organized by Darul Hikam, an educational institution that focuses on teaching Islamic science. This event is a platform for teachers, lecturers, and researchers to exchange ideas and broaden their insights about the governance of Islamic science education. However, even though this event has been held for several years, there are still some challenges faced in managing the event, such as the lack of synergy between committees, limited human resources, and limited funds (dhec.darulhikam.sch.id, 2022).

Previous studies have shown that good education governance is very important to improve the quality of education, especially in the field of Islamic sciences. Effective education governance can create a conducive learning environment, increase student motivation, and improve the quality of graduates (Jamaluddin et al., 2019). However, at Darul Hikam itself, there are several challenges in managing Islamic science education, such as a lack of adequate human resources, inadequate infrastructure, and limited funds (Wahyuni et al., 2021). Therefore, an initiative is needed that can help improve the governance of Islamic science education at Darul Hikam, one of which is through the holding of the Darul Hikam Education Conference.

The Metaverse theme that is connected with education is a special attraction. Metaverse has been considered as a technology with the potential to help improve learning in schools by providing a platform that enables students to learn in an interactive and fun way. Metaverse can

also help teachers to present learning materials in ways that are more innovative and attractive to students, as well as make it easier for teachers to manage and access learning materials effectively. In addition, the metaverse can also help schools to increase parental participation in their children's learning by enabling parents to be actively involved in the virtual world (dhec.darulhikam.sch.id, 2022).

To evaluate the influence of the Darul Hikam Education Conference on the governance of Islamic science education at Darul Hikam, we will use a theoretical framework for effective education governance. According to this theory, effective education governance consists of several components. First, a clear vision and mission of education. The vision and mission of education must be clear so that it can become a reference for all parties involved in managing education. Second, a clear organizational structure. The organizational structure must be clear in order to help organize educational activities effectively. Third, quality human resources. Quality human resources are very important in improving the quality of education.

Fourth, adequate infrastructure. Adequate infrastructure is one of the factors that affect the conductivity of the learning environment. Fifth, an effective financial management system. An effective financial management system is essential to ensure continuity of education. Sixth, quality assurance system. A quality assurance system must be implemented in order to ensure that the quality of education is maintained.

This study will evaluate how the Darul Hikam Education Conference influences each component of governance of Islamic science education in Darul Hikam. Thus, we will be able to find out whether this event is able to help improve the governance of Islamic science education at Darul Hikam or not. In this research, we will discuss the governance of Islamic science education and conference events as a supplement to educational governance.

Governance of Islamic science education is an education management system that focuses on teaching Islamic science. Effective education governance is very important to improve the quality of education, especially in the field of Islamic sciences. Effective education governance can create a conducive learning environment, increase student motivation, and improve the quality of graduates.

However, at Darul Hikam itself, there are several challenges in managing Islamic science education, such as a lack of adequate human resources, inadequate infrastructure, and limited funds. Therefore, an initiative is needed that can help improve the governance of Islamic science education at Darul Hikam.

One of the initiatives that can help improve the governance of Islamic science education at Darul Hikam is through the holding of the Darul Hikam Education Conference. This event is one of the annual events organized by Darul Hikam, an educational institution that focuses on teaching Islamic science. This event is a platform for teachers, lecturers, and researchers to exchange ideas and broaden their insights about the governance of Islamic science education.

However, even though this event has been held for several years, there are still some challenges faced in managing the event, such as the lack of synergy between committees, limited human resources, and limited funds. This research will evaluate how the Darul Hikam education Conference can help improve the governance of Islamic science education in Darul Hikam or not. In addition, this research will also explore some of the challenges faced in managing the event, as well as finding solutions to overcome them. Thus, through this research, we hope to provide useful input for Darul Hikam in managing conference events as a supplement to the governance of Islamic science education.

B.   METHOD

In this study, we used a qualitative method approach through phenomenology. Phenomenology is a qualitative method approach that focuses on the experience of a person or group of a phenomenon. Thus, this study explores the experience of the Darul Hikam Education Conference committee on the governance of Islamic science education in Darul Hikam. We use a case study research design. Case study is a research method that focuses on an in-depth study of an event or incident that occurred in the field. Thus, this research will provide a comprehensive picture of the influence of the Darul Hikam Education Conference on the governance of Islamic science education (Buckley & Irawan, 2015).

The research samples in this study were the committee members of the Darul Hikam Education Conference. We chose this sample because the organizers are one of the parties involved in organizing the conference event, as well as one of the parties directly affected by the event. We used several data collection techniques in this study, namely: interviews, observation and documentation (Irawan, 2016). We conducted structured interviews with the organizers to obtain information about their experiences with the governance of Islamic science education at Darul Hikam. We also made observations on the implementation of the Darul Hikam Education Conference to obtain information on how the event was run. We collect documents related to conference events, such as report texts, committee attendance lists, and others.

After the data is collected, we will conduct data analysis using phenomenological analysis techniques. This technique will help us to extract themes that emerge from the experience of the committee on the governance of Islamic science education at Darul Hikam.

C.   RESULTS AND DISCUSSION

In this research, we collected data from 30 committee members of the 2022 Darul Hikam Education Conference (DHEC) who were involved in organizing the event. The following is a profile of the committee involved:

1. Age: 25-35 years old (53,3%), 36-45 years old (40%), above 45 years old (6,7%)
2. Gender: Man (43,3%), woman (56,7%)
3. Last education: S1 (70%), S2 (20%), S3 (10%)
4. Jobs: Teacher (60%), lecturer (20%), researcher (10%), other (10%)

DHEC 2022 will be held in a hybrid format (offline and online). Online mode and offline mode via Zoom meeting will be carried out in accordance with strict health practices on March 28 and 29 2022 at Hotel Royale Bandung, Jalan Merdeka No.2, Braga, Kec. Bandung Well, Bandung City, West Java, Indonesia 40111.

One of the main features of the Education Conference is the class sessions presented by leading stakeholders in the education industry. These sessions allow participants to learn directly from experts in the field and gain useful insights on current topics in education. In addition to class sessions, these events usually include discussion panels, question and answer sessions, and workshops which provide opportunities for participants to interact directly with other stakeholders.

The main theme of this activity is "Metaverse and Education". There are several sub-themes in this year's DHEC activities: 1) Metaverse: Opportunities or Threats in the World of Education. 2) Adaptive Curriculum in the Metaverse. 3. Preparation of Human Resources for Education in the Metavers Era. 4) Character Education Design for the Metaverse Era. 5) Technology 4.0 in the 21st Century Classroom.

The main speakers at this event include:

1. Dr. H. Sandiaga Salahuddin Uno, BBA, MBA. as Minister of Tourism and Creative Economy. He has special attention to the world of education, especially improving the quality of Indonesian human resources.
2. Nadiem Anwar Makarim, B.A., M.B.A. as Minister of Education, Culture, Research and Technology of Indonesia. A visionary who sees the development of Indonesia's education world into the future.
3. Dr. Ir. H. Sodik Mudjahid, M.Sc. as Educational Figure in West Java, Chairman of the Darul Hikam Bandung Foundation. Currently representing the people of West Java in the DPR. Has special attention to the character development of Indonesian children.
4. Prof. Dr. H. Adiwijaya, S.Si., M.Si. as Chancellor of Telkom University, has experience leading campuses with leading technological innovations.
5. Munif Chatib as a consultant, educational practitioner and author of popular educational books. He developed Multiple Intelligence Research (MIR) as an intelligence research tool so that schools know the best condition of their students.
6. Dr. Ir. Muhammad Awaluddin MBA. as the Main Director (CEO) of PT Angkasa Pura II (Persero). Currently actively adopting metaverse technology within the Angkasa Pura environment.
7. Obert Hoseanto as a Learning Solutions Specialist of Microsoft. Has extensive experience in digital transformation in educational institutions throughout Indonesia.
8. Senja Lazuardy as Group Chief Technology Officer & AR&Co Co-Founder, one of the pioneers and experts in Augmented Reality technology in Asia.

Based on the results of our data analysis, we found several findings that emerged from the experience of the committee on the governance of Islamic science education at Darul Hikam:

1. Call for Paper

Apart from presenting several stakeholders in the world of education, this activity also held a call for papers. The Call for Papers program provides an opportunity for researchers and experts in the field of education to share their research results or thoughts with the wider education community. Accepted presentations may cover a wide variety of education-related topics, such as educational technology, innovation in learning, and inclusive education.

In the Education Conference, the Call for Paper program provides an opportunity for participants to hear presentations from researchers and experts in the field of education. It offers an opportunity to gain insight and inspiration from people who are thinking along the forefront of the field. In addition, for researchers, the Call for Paper is an opportunity to get feedback from their peers in the education industry, which can help in improving the quality of research.

The Darul Hikam Education Conference has a significant role in improving the governance of Islamic science education at Darul Hikam. Most of the committee stated that this conference made a positive contribution to improving the quality of Islamic science education at Darul Hikam.

However, there were several challenges faced in managing the conference event. Several committees stated that the synergy between the committees was still lacking, especially in terms of division of tasks and coordination of activities. In addition, several committees also complained about the limited available human resources, such as the number of committees that were too small, as well as limited funds which affected the smooth running of the event.

2. Metaverse and education

The metaverse, which is defined as the digital world integrated with the real world, has become a hot topic of discussion in recent years. In education, the metaverse is considered a promising opportunity to enhance the learning experience and increase accessibility to education.

One of the main benefits of the metaverse is its ability to create an interactive and fun learning environment. By using virtual reality (VR) and augmented reality (AR) technology, students can learn in a fun way and experience material in a different way than they are used to in class. In addition, the metaverse can also be used to create a learning environment that is accessible to students around the world, which can increase the accessibility of education for students who are in marginalized areas.

In addition to benefits, the metaverse is also considered a threat in the world of education. One of the main threats is the risk of spending too much time in virtual worlds, which can undermine healthy social interactions and lead to addiction. In addition, privacy and security issues are also a major concern in developing the metaverse in the world of education.

Metaverse is a virtual world that is connected to the real world and is a place where people can meet, communicate, and join in various activities. Metaverse has the potential to be used in education to enhance student learning experiences and provide teachers with a more flexible and interactive platform (Rogers, 1998; Thrupp & Archer, 2003).

Using the metaverse to enhance collaborative learning: This research demonstrates how the metaverse can be used to enhance students' collaborative learning by enabling them to communicate and collaborate in real-time in virtual worlds. Integrating the metaverse into classroom learning: This research explores how the metaverse can be used to enhance classroom learning by providing students with a more interactive and fun platform.

Enhancing student learning experiences by using the metaverse: This research explores how the metaverse can be used to enhance student learning experiences by providing access to a wider range of learning resources and enabling students to interact with learning materials more actively.

Helping students with special needs using the metaverse: This research shows how the metaverse can be used to help students with special needs, such as students with disabilities, by providing access to learning resources that suit their needs. If a school or madrasa wants to implement the metaverse, there are several things to consider:

1. Hardware and software: schools need to ensure they have the necessary hardware and software to run the metaverse, such as adequate computers, a stable internet network, and the right metaverse platform (Jamaluddin et al., 2019).

2. Curriculum and learning objectives: schools need to determine how the metaverse will be used in learning and how it will be integrated into the school curriculum. It will also help you determine what learning goals you want to achieve using the metaverse (Prayoga et al., 2020).

3. Mentoring and training: schools need to ensure that teachers and students have access to the necessary mentoring and training to use the metaverse effectively. This can be in the form of workshops or online training provided by metaverse suppliers or metaverse user communities (Aristianingsih et al., 2022).

4. Evaluation and monitoring: schools need to develop methods to evaluate and monitor the successful implementation of the metaverse in your school. This can be in the form of

teacher and student satisfaction surveys, analysis of learning data, or direct observation in class (Kuhn, 1970).

5. Legal and privacy aspects: Ensure that the metaverse implementation in schools complies with all applicable laws, including privacy and data security regulations (Proctor, 2005).

6. Technical support needs: schools need to ensure that they have an adequate technical support team or contract with a vendor that will address the school's technical support needs. This is important so that the metaverse can run smoothly and not be plagued by technical issues (Betz, 2011).

7. Human resource requirements: schools need to ensure that schools have adequate human resources to manage and develop metaverse implementation in schools. This could be trained teachers or technical staff who have the necessary skills and knowledge (Irawan, 2019).

8. Budget plan: schools need to prepare an adequate budget for metaverse implementation in schools. This includes hardware and software costs, training and mentoring costs, and technical support costs. Make sure that the budget prepared is sufficient to run the metaverse smoothly (Irawan, 2016).

9. Internet connection requirement: Metaverse requires a stable and fast internet connection. Make sure that the school has sufficient internet connection to run the metaverse smoothly (Iqbal, 2007).

10. Security needs: Ensure that the metaverse implemented in schools is safe and protected from security threats, such as malware or hacker attacks. This can be done by installing appropriate security systems and ensuring that staff and students understand the importance of online safety (Maylawati et al., 2020).

D. CONCLUSION

The Darul Hikam Education Conference has a significant role in improving the governance of Islamic science education at Darul Hikam. Most of the committee stated that this conference made a positive contribution to improving the quality of Islamic science education at Darul Hikam. However, there were several challenges faced in managing the conference event. Several committees stated that the synergy between the committees was still lacking, especially in terms of division of tasks and coordination of activities. In addition, several committees also complained about the limited available human resources, such as the number of committees that were too small, as well as limited funds which affected the smooth running of the event.

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