

Managerial Strategy Facing the Challenges of Globalisation and the Digital Era

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ABSTRACT: *This study aims to analyse the various challenges faced by Islamic Religious Education (PAI) teachers at Junior High School (SMPN) 3 Palembang in the era of globalisation and to identify managerial innovations that can be applied to improve the quality of Islamic religious education. This study uses a qualitative approach with a case study type at SMP Negeri 3 Palembang. Data was collected by interviewing teachers and principals, observing how schools implement managerial strategies, and documenting the Lesson Plan, training reports, policies, and student learning outcome data. Data validity testing with triangulation of sources and methods. Qualitative data analysis using Miles and Huberman. The results of the study show that the challenges faced by SMP Negeri 3 Palembang include challenges in the use of technology, challenges in teacher competence, and challenges in diversity. Managerial strategies begin with planning with technology training, developing teacher intrapersonal skills, and developing a progressive curriculum. Organisation with collaboration between the treasurer, school committee, and parents of students for technology development, curriculum deputy for development of teacher intrapersonal competence, and curriculum team with Islamic Religious Education teachers for integration of multicultural values. Implementing technology integration in learning, training for teacher competency development, and integrating multicultural values in learning. Control with evaluation of the effectiveness of the use of learning media, evaluation of the application of learning models for teacher competency and evaluation of multicultural values in teaching. Further research is recommended to explore the long-term impact of technology training and multicultural values on student development and evaluate the effectiveness of new teaching methods in the context of cultural diversity in other schools.*

Penelitian ini bertujuan untuk menganalisis berbagai tantangan yang dihadapi guru Pendidikan Agama Islam (PAI) di Sekolah Menengah Pertama Negeri (SMPN) 3 Palembang di era globalisasi dan mengidentifikasi inovasi manajerial yang dapat diterapkan untuk meningkatkan mutu pendidikan agama Islam. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus di SMP Negeri 3 Palembang. Pengumpulan data dilakukan dengan cara wawancara guru dan kepala sekolah, observasi terhadap

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pelaksanaan strategi manajerial sekolah, dan dokumentasi Rencana Pelaksanaan Pembelajaran, laporan pelatihan, kebijakan, dan data hasil belajar siswa. Uji keabsahan data dengan triangulasi sumber dan metode. Analisis data kualitatif menggunakan Miles dan Huberman. Hasil penelitian menunjukkan bahwa tantangan yang dihadapi SMP Negeri 3 Palembang meliputi tantangan dalam pemanfaatan teknologi, tantangan dalam kompetensi guru, dan tantangan dalam keberagaman. Strategi manajerial diawali dengan perencanaan dengan pelatihan teknologi, pengembangan keterampilan intrapersonal guru, dan pengembangan kurikulum yang progresif. Pengorganisasian dengan kolaborasi bendahara, komite sekolah, dan orang tua siswa untuk pengembangan teknologi, deputi kurikulum untuk pengembangan kompetensi intrapersonal guru, dan tim kurikulum dengan guru Pendidikan Agama Islam untuk integrasi nilai-nilai multikultural. Menerapkan integrasi teknologi dalam pembelajaran, pelatihan untuk pengembangan kompetensi guru, dan mengintegrasikan nilai-nilai multikultural dalam pembelajaran. Kontrol dengan evaluasi efektivitas penggunaan media pembelajaran, evaluasi penerapan model pembelajaran untuk kompetensi guru dan evaluasi nilai-nilai multikultural dalam pengajaran. Penelitian lebih lanjut direkomendasikan untuk mengeksplorasi dampak jangka panjang dari pelatihan teknologi dan nilai-nilai multikultural terhadap perkembangan siswa dan mengevaluasi efektivitas metode pengajaran baru dalam konteks keberagaman budaya di sekolah lain.

Keywords: *Managerial Strategies, Challenges, Globalisation, Digital Era*

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I. INTRODUCTION

The rapid development of technology due to globalisation significantly impacts the world of education, including at SMPN 3 Palembang. Teachers, especially Islamic Religious Education (PAI), face adapting to the ever-changing technology. In this era of globalisation, education is increasingly focused on using student-centred technology, which requires educators to adapt technology in the learning process (Etzkorn & Reese, 2022). This challenge is increasingly pressing for PAI teachers at Junior High School (SMPN) 3 Palembang, namely the need to integrate technology with an Islamic values approach. However, many of them still have limitations in digital literacy.

One of the main problems Islamic Religious Education (PAI) teachers face at SMPN 3 Palembang is the need for more skills in utilising technology for learning. In this context, research conducted by Hamari and Nousiainen shows that teacher readiness in utilising digital technology greatly affects the effectiveness of the learning process, especially in the era of 21st-century learning, which demands interactivity and integration of technology (Hamari & Nousiainen, 2015). Technology-based learning, especially post-pandemic, has become a basic need, and teachers at SMPN 3 Palembang are expected to be able to master it so that the education process continues to run optimally and is relevant to the demands of the times.

The challenges of globalisation force Islamic Religious Education (PAI) teachers at SMPN 3 Palembang to find methods that align Islamic values with modernity without

sacrificing the essence of religious teachings. In this case, Tolchah & Arfan Mu'ammam emphasised that the approach to Islamic education must adapt to the changing times brought by globalisation but still maintain the core of religious teachings to ensure the relevance of religious education is maintained in modern times (Tolchah & Arfan Mu'ammam, 2019). Globalisation has not only changed the learning methods at SMPN 3 Palembang but also influenced how teachers teach religious values to students in an increasingly diverse digitally connected society, requiring them to integrate technology into teaching to be more effective and exciting for students.

Globalisation presents various challenges in managing student diversity, mainly due to the increasingly broad access to global information through the internet and social media. This exposure impacts students' perspectives on religious and cultural values, which are essential to consider in the learning process. Therefore, a multicultural implementation design is needed to integrate this diversity. Multicultural education at SMPN 3 Palembang aims to eliminate barriers of difference, such as race, ethnicity, religion and culture, by emphasising the importance of tolerance (Wahyono et al., 2022). Through this approach, students are expected to understand and appreciate diversity to prevent discriminatory behaviour or the possibility of bullying due to differences.

Technological developments significantly impact student behaviour, bringing good and bad impacts (Dalimunthe et al., 2023). Technology facilitates access to information for students and teachers. It opens up opportunities for skill development in various fields through digital applications that support learning, such as interactive media and technology-based assessments. However, excessive use of technology can also lead to negative dependencies, where students become less concerned about their surroundings, including their teachers and friends (Nagano et al., 2015). This phenomenon is increasingly visible at SMPN 3 Palembang, where students are often tied to gadgets daily, which can interfere with social interactions and optimal teaching and learning processes.

The challenges arising from globalisation provide opportunities for innovation in education, especially in teaching Islamic Religious Education. Islamic Religious Education teachers at this school act as agents of change by utilising technology to improve the learning process and create more creative and relevant teaching methods. One innovative step that can be implemented is the development of technology-based teacher training and professional development programs. This program must include mastery of digital devices, project-based learning implementation strategies, and curriculum development relevant to global demands. This effort is in line with Salsabila's findings, which show the positive impact of using technology in post-pandemic education and is very important to ensure that Islamic Religious Education teachers at SMPN 3 Palembang can face increasingly complex educational challenges (DeLisa, 2024).

The Power Man management resource theory identifies the challenges Islamic Religious Education (PAI) teachers face in globalisation. In this context, the competency development theory emphasises the need to improve teachers' knowledge, skills, and abilities in order to adapt to changes, including the use of technology in the learning process (Looise & van Riemsdijk, 2020; Tolchah & Arfan Mu'ammam, 2019). In addition, the dynamic capability theory emphasises the importance of flexibility in school organisations to integrate and develop teacher competencies to face the

challenges posed by globalisation and technological advances (Felin & Powell, 2016; Looise & van Riemsdijk, 2020).

Several previous studies have identified the challenges Islamic education faces in the context of Globalization and Society 5.0. The low managerial skills and use of technology by Islamic Religious Education teachers are obstacles to their response to globalisation (Dalimunthe et al., 2023; Helfat & Martin, 2015). The need to improve technological skills and innovation in teaching methods by evaluating technology integration as a critical element to increase the relevance of learning in the modern era (Alabdulhadi & Alkandari, 2024; Suhid et al., 2021). The challenges of globalisation are related to technology and student diversity management, as well as the adaptation of Islamic values globally. This emphasises the importance of innovation in human resource management, especially the role of school management in supporting teachers in facing global challenges, including cultural diversity and current educational dynamics (Kusumaputri et al., 2021).

This research is in the context of SMPN 3 Palembang. This research emphasises the integration of technology in learning and the importance of innovation management through applying the POAC (Planning, Organizing, Actuating, Controlling) approach. This is expected to help Islamic Religious Education (PAI) teachers at SMPN 3 Palembang face the challenges arising from globalisation, cultural diversity, and demands for professionalism so that the quality of Islamic religious education can be improved effectively.

The purpose of this study is to analyse the various challenges faced by Islamic Religious Education (PAI) teachers at SMPN 3 Palembang in the era of globalisation, as well as to identify managerial innovations that can be applied to improve the quality of Islamic religious education. This study will explore ways technology integration, professional development, and student diversity management can be optimised through a POAC-based management approach. The urgency of this study arises from the urgent need to answer the challenges of significant issues faced by the world of education at SMPN 3 Palembang, which are increasingly complex due to the development and changes in the social influence of teaching methods and student interactions in the context of religious education.

Along with the increasing role of technology and cultural diversity in the context of education at SMPN 3 Palembang, Islamic Religious Education (PAI) teachers are expected to be able to innovate and adapt well. This study is essential in providing managerial guidelines for schools, so it is expected to facilitate the development of Islamic Religious Education teacher competencies. With the development of this competency, it is hoped that teachers can provide relevant and effective teaching in line with the demands of the changing times and be able to answer the challenges faced by students in an increasingly diverse society.

II. METHOD

This study uses a qualitative approach with a case study type at SMP Negeri 3 Palembang. The aim is to analyse the challenges Islamic Religious Education (PAI) teachers face in this school amid the globalisation era and to identify managerial innovations that can be applied to improve the quality of Islamic religious education (Yin, 2018).

Interviews with the principal and teachers at SMPN 3 Palembang were conducted to gather information about the challenges Islamic Religious Education (PAI) teachers face in the era of globalisation, especially in the application of learning technology. The questions given to the informants aimed to analyse the training needs required for PAI teachers and the management of cultural diversity in the classroom. In addition, the interviews also focused on identifying managerial innovations that can be applied in schools. This is done to improve the quality of Islamic religious education (Tomaszewski et al., 2020).

Field observation at SMPN 3 Palembang will allow researchers to directly observe the implementation of technology in learning, including how Islamic Religious Education (PAI) teachers integrate digital devices into learning. In addition, researchers can see how schools manage a culture of diversity in the classroom, considering that students at SMPN 3 Palembang come from diverse backgrounds. This study will also explore the innovation management implemented by schools to improve the quality of Islamic religious education so that the relevance of its teachings can be maintained amidst the dynamics of the development of the times and the existing social complexity.

Documentation used in educational management includes the Learning Implementation Plan (RPP) prepared by teachers, training reports attended by teaching staff, policies set by the school, and student performance data generated from the learning process. A well-designed lesson plan is a guideline in implementing learning activities, while training reports provide information on teacher professional development. School policies aim to ensure that all educational activities align with the institution's vision and mission, and student performance data is an essential indicator for evaluating the effectiveness of the teaching methods.

This study applies triangulation of sources and methods to test the validity of data related to the challenges faced by Islamic Religious Education (PAI) teachers in the era of globalisation, as well as identifying managerial innovations that can be applied to improve the quality of Islamic religious education. Source triangulation is carried out by collecting information from various informants, including school principals and teachers, to ensure that diverse perspectives can enrich understanding the challenges faced. Meanwhile, technical triangulation is applied by using several data collection methods, such as interviews and observations, to ensure the consistency and validity of the research results. By combining various sources and techniques, this study is expected to provide a more comprehensive picture of the challenges and innovations needed to manage Islamic religious education in schools (Turner et al., 2017).

Qualitative data analysis uses the Miles and Huberman method, which consists of three stages: data reduction, display, and presentation (Miles et al., 2014). In this data reduction stage, researchers select data obtained from interviews and documentation studies, focusing on the challenges faced by Islamic Religious Education (PAI) teachers in the era of globalisation. Relevant data will be compiled and described according to the field's reality. Furthermore, conclusions are drawn by recording all interview findings and documentation in field notes. These notes will be reviewed to separate data relevant to the study's focus from irrelevant data. After that, the classified data will be described, considering the research objectives: to identify managerial innovations in improving the quality of Islamic religious education. The final process will involve a comprehensive analysis to compile a report that describes the challenges and

innovations identified, thus ensuring the validity and accuracy of the data in the context of an objective study.

III. RESULT AND DISCUSSION

Challenge Management of Islamic Religious Education in the Era of Globalization

Challenge Technology

In the interview, Mrs. H revealed challenges in integrating technology into the learning method. Although aware of the potential of technology to increase student engagement, she felt unprepared because technology skills still needed to be improved. This caused teaching to rely on textbooks and manual tasks despite the expectation that students could adapt to technology. Mrs. H also highlighted the need for teacher training on technology integration in religious learning. In addition, not all students have equal access to technological devices at home, especially students from low-income families. Limited facilities at SMPN 3 Palembang, such as computers and unstable internet connections, could have improved learning effectiveness, especially when borrowing facilities from other schools for computer-based exams.

Technology integration in learning at SMP Negeri 3 Palembang faces several challenges. Mrs H stated that although she recognises the potential of technology to increase student engagement, technology skills still need to be improved, causing teaching to rely more on textbooks and manual assignments. The lack of teacher training on technology integration further exacerbates this problem, given that many teachers need to fully understand methods of utilising technology effectively (Januar et al., 2021).

Limited access to technology at home also creates inequality among students, especially for those who come from families who do not have gadgets or stable internet connections. This situation hinders the distance learning process and affects students' readiness to adapt to technology in education. During the pandemic, students have had difficulty following online learning, and this problem continues, resulting in inequality in implementing computer-based exams (Motevali Zadeh Ardakani et al., 2024).

Lack of adequate technological facilities in schools, such as insufficient computer labs to accommodate all students, is also a serious obstacle. This forces the use of manual methods such as writing on the board and printed materials, hampering learning effectiveness, especially in Islam (Ellison-Barnes et al., 2021). Given the challenges, collaborative efforts are needed to increase access to technology and support better integration into learning.

Teacher Competency Challenges

The results of the interview with Mr. LR revealed that there are challenges in integrating technology into Islamic education. Although he tries to keep up with developments through courses and training, there are obstacles, such as limited time and access to technology. He also emphasised the importance of social competence by involving parents and the community in the learning process. Observations at schools show that the use of technology is still limited, even though there are supporting facilities and active participation in activities involving community leaders. Therefore, more focused teacher training and increased digital literacy are needed to ensure that education is more relevant and of high quality by the demands of the times.

This is in line with the global challenges facing the world of education today, where the quality of teachers greatly influences student success. Competent teachers can prepare students to interact with an increasingly connected world. In this context, the competence of social teachers becomes essential, especially in involving parents and the community in the learning process (Smith & Whitley, 2023).

Observations in schools show that even though there are supporting facilities, the use of technology still needs to be improved. Therefore, more targeted teacher training and increased digital literacy are needed to make education more relevant and high-quality. Teachers must be able to teach global thinking skills and understand cultural diversity and foreign languages to prepare students to face the challenges of the times (Ballová Mikušková et al., 2024; Fedeli, 2022; Hunter et al., 2018).

Challenge Diversity

Mrs A said that the diversity of students at SMP Negeri 3 Palembang poses challenges in building tolerance and intercultural communication. Although religious education materials contain values of tolerance, many students still find it difficult to accept differences, especially those related to religion and culture. According to her, the role of teachers is vital in creating an inclusive environment; however, recommendations and rules alone are not enough. A holistic approach is needed to overcome bullying and discrimination. Observation results show that students tend to form groups based on cultural background, and the lack of involvement in discussions about tolerance leads to passive participation.

This reflects the broader challenge of managing learner diversity that requires an inclusive learning environment where differences are valued and understood (R. Widyastuti et al., 2022). To create such an environment, a holistic approach is needed that relies on advice and rules and involves the active involvement of all stakeholders, including teachers, parents, and students. For example, developing cross-cultural communication skills is essential to reduce bullying and increase understanding between students (Chae et al., 2023).

An inclusive attitude in the classroom, where students feel safe sharing and appreciate diversity, can encourage more active participation. In addition, educational institutions must ensure that learning materials reflect cultural diversity and the contributions of various groups so that students can better understand the world's complexity. In this context, good educational leadership is essential to manage diversity wisely, facilitate intercultural dialogue, and face the challenges of education in this era of globalisation (Storlie et al., 2015).

The challenges of managing Islamic Religious Education (PAI) teachers in the era of globalisation, as revealed in the study, are closely related to integrating technology in the learning process. Mrs. H and Mr. LR emphasised the limitations of technological skills and facilities available at SMPN 3 Palembang, which impact teaching effectiveness. This aligns with several previous studies stating that institutional education needs to adapt to technological developments to improve quality learning (Pabbajah et al., 2021; Smith & Whitley, 2023; Wulan et al., 2021). Minimal training for teachers also worsens the situation, causing teaching to rely on traditional methods such as textbooks. Therefore, developing teacher competencies in technology is essential to ensure they can effectively utilise digital resources (Du & Lyublinskaya, 2022; Elstad & Christophersen, 2017).

In addition to technological challenges, teacher competency development is a central issue in today's educational context. More broad skills, such as foreign language proficiency and cross-cultural understanding, are needed to prepare students for the global (Ballova Mikušková et al., 2024). As a step to improve the quality of education, it is essential for educational institutions to train teachers to continue developing relevant skills and knowledge continuously (Sabarudin et al., 2023).

The cultural diversity of students also poses a significant challenge in creating an inclusive learning environment. Ms. A highlighted the difficulty in building tolerance among students from different backgrounds. Research shows that a holistic approach is needed to address the potential for bullying and discrimination in the school environment. Policies that support diversity and promote cross-cultural understanding should be implemented by educational institutions (De-Abreu et al., 2022). By involving all stakeholders, including teachers, parents, and students, schools can create a safe space that allows each individual to appreciate cultural differences. In this context, the dynamic capabilities theory (Teece, 2016). Sabela and Teece emphasise the importance of educational institutions' flexibility to adapt to changing environments and leverage diversity as a strength in the learning process (Sabela et al., 2023; Teece, 2016).

Thus, the challenges faced in managing Islamic Religious Education teachers in the era of globalisation include aspects of technology, teacher competence, and cultural diversity. To face these challenges, strategic steps are needed, which include providing relevant training for teachers, increasing access to technology, and implementing policies that support diversity. Only with this method can education at SMPN 3 Palembang achieve optimal goals and be relevant to the development of the times. Effective technology integration and continuous development of teacher competence will significantly improve the quality of education, especially in the context of Islamic education.

Strategy Management of Islamic Religious Education in the Era of Globalization

The strategic management of SMP Negeri 3 Palembang faces various global challenges which aim to be preventive and remedial actions for problems with a management function approach or POAC (Planning, Organizing, Actuating, Controlling) in Figure 1 (Mulyono & Wekke, 2018).

Planning

In terms of technology, there is a routine training plan for teachers related to using digital devices and learning platforms. This training is needed to improve teacher skills and support the integration of technology in Islamic Religious Education (PAI) learning.

Regarding teacher competency, SMP Negeri 3 Palembang plans to develop interpersonal skills, including language proficiency and cultural understanding. Training is carried out through workshops with a collaborative approach that encourages the application of problem-based teaching methods and the development of global skills.

Regarding cultural diversity, school planning implements a progressive curriculum integrating multicultural and religious values in learning. This aims to create an inclusive environment and respect cultural and religious differences among students.

Organising

Regarding technology, the principal collaborates with the treasurer, school committee, and parents of students to design the procurement of technological devices that support the learning process. The involvement of various parties ensures that the technology implemented is by the actual needs of the school. Regarding teacher competency, the principal, and the curriculum vice principal select teachers with special skills to join the curriculum development team. They are responsible for organising training and workshops to improve teachers' interpersonal skills, including language proficiency and cultural understanding. In cultural diversity, the curriculum development team led by the principal collaborates with Islamic Religious Education (PAI) teachers to integrate multicultural values into the curriculum. Their task is to design active learning that encourages a culture of inclusion, thereby creating a learning environment that respects and appreciates cultural and religious differences among students.

Actuating

The school has integrated technology-based learning models by providing classes with modern teaching aids, such as digital whiteboards, projectors, and Wi-Fi access, and using Google Forms for evaluation. Regarding teacher competency development, the principal designed a training program to improve teachers' abilities in learning innovation, use of technology, and implementation of effective teaching strategies. In addition, SMP Negeri 3 Palembang appreciates and integrates multicultural values in the learning process, which is very important considering the cultural diversity in Indonesia. By involving Islamic Religious Education (PAI) teachers, the school shows awareness of the need to teach multicultural values to students.

Controlling

Regarding technology, the principal routinely evaluates the results of curriculum development by emphasising technology integration in the learning process. This evaluation includes the effectiveness of digital learning media and the understanding of teachers and students regarding the use of the technology. With careful monitoring, the principal can identify areas that require more attention, such as teachers' ability to apply technology-based learning methods.

At the beginning of the 2023 school year, it was revealed that many teachers needed to optimally utilise technology. This finding indicates the need for additional training to improve teacher competency in using modern devices. In response, the school designed training and seminars to deepen teachers' understanding of the application of technology in learning. This program is carried out twice a year and includes academic supervision to address problems that arise as early as possible.

Regarding teacher competency, the evaluation also includes evaluating the application of learning models that are by the needs of students in the digital era. In this context, the principal actively monitors teachers' feedback so that they can conduct an in-depth evaluation of the teaching strategies implemented. By involving teachers in the evaluation process, the school creates space for continuous improvement based on practical experience and input from all parties involved in education. In terms of diversity, evaluation is done by strengthening the cultural values of diversity in learning. Thus, teachers are expected to develop their abilities to create learning that respects and integrates diverse cultures by the increasingly diverse characteristics of students.

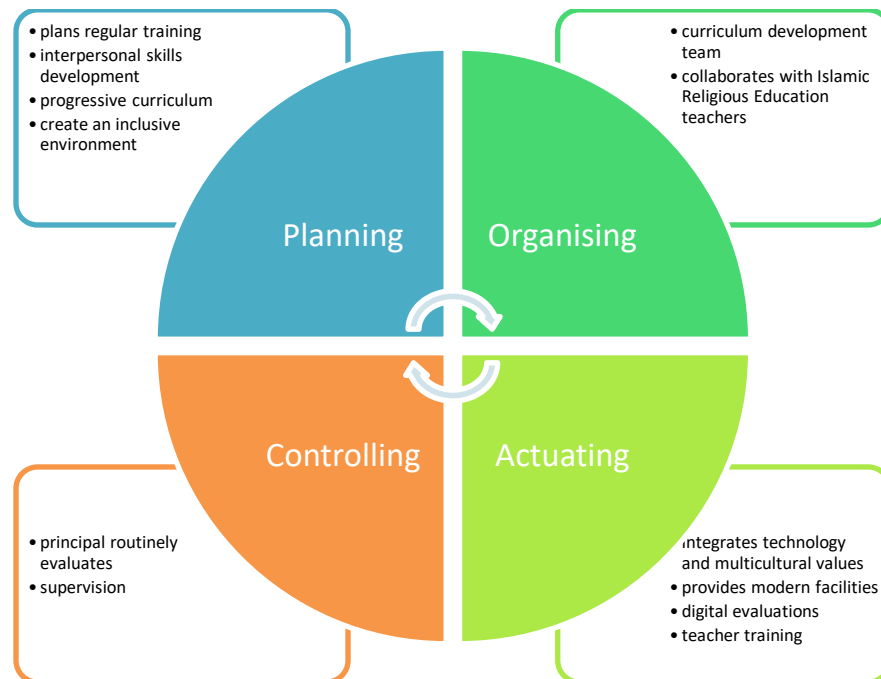


Figure 1. Managerial Strategy Facing the Challenges of Globalisation and the Digital Era in SMPN 3 Palembang

In facing the challenges of globalisation, SMP Negeri 3 Palembang formulated strategic steps to manage Islamic Religious Education (PAI) teachers more effectively. One of the main strategies is to provide routine technology training in line with efforts to improve teacher skills in utilising digital platforms for Islamic Religious Education learning. This approach is critical considering the increasingly advanced technology relevant in modern education, thus enabling more dynamic and interactive learning (Hali et al., 2021).

In addition, a focus on developing teachers' interpersonal skills, including language proficiency and cultural understanding, can be achieved through collaborative workshops. This aims to strengthen teachers' competence in more multicultural classrooms, thus aligning with a holistic approach that pays comprehensive attention to students' academic and personal development (Ayala Franco et al., 2023). This strategy also strengthens the integration of multicultural and religious values in the curriculum, which encourages creating a learning environment that respects diversity.

SMP Negeri 3 Palembang applies the theory of educational institution management with a systematic approach to organising PAI teachers. The principal actively involves various stakeholder interests, including the treasurer and parents, to ensure that the procurement of learning technology is by the school's needs. This approach reflects the importance of collaboration in educational management (Mazaraki et al., 2021). In addition, the development of teacher competencies through training and workshops shows an effort to improve interpersonal skills that are important in the context of cultural diversity. By integrating multicultural values into the curriculum, the school creates an inclusive learning environment that is harmonious with the principles of effectiveness and efficiency in educational management. Technology integration at SMP Negeri 3 Palembang shows the school's commitment to adopting modern learning methods to improve learning effectiveness. Modern tools such as digital whiteboards, projectors, and Wi-Fi access allow teachers to deliver material in a better, interactive,

and exciting way. Using evaluation platforms such as Google Forms shows the school's efforts to utilise technology for assessment, which is efficient and provides fast and accurate feedback to students. This aligns with the view that technology can enhance students' learning experiences and help them become more involved in the learning process (Rinaldi & Kianfar, 2021).

In the context of teacher competency, the training program designed by the principal focuses on strengthening teachers' abilities in innovating learning, using technology, and effective teaching strategies. This is very important because teachers are a vital component in the success of education. Anjarwani explain that the learning process must involve teachers as facilitators who convey information and direct students to build their knowledge through direct experience. In other words, the success of implementing a curriculum that integrates various disciplines depends on the teacher's ability to design holistic and relevant learning experiences (Anjarwani et al., 2023).

The commitment of SMP Negeri 3 Palembang to appreciating and integrating multicultural values in learning is significant amidst the cultural diversity in Indonesia. By involving Islamic Religious Education teachers, the school shows awareness of the importance of teaching multicultural values to students. This approach enhances students' understanding of cultural diversity and encourages them to appreciate differences, which in turn can create an inclusive learning environment (Detienne et al., 2023).

The principal of State Junior High School 3 Palembang is conducting regular evaluations to evaluate the integration of technology in learning, focusing on the effectiveness of digital media and teacher and student understanding. Initial findings from the 2023 school year indicate that many teachers still need to optimize the use of technology, indicating the need for further training to improve their skills. The training and seminar programs held twice a year create space for continuous improvement through feedback to teachers, in line with the principles of supervisory management that emphasise measurement programs (La Guardia, 2021; Wang, 2022). The principal of State Junior High School 3 Palembang is conducting regular evaluations to evaluate the integration of technology in learning, focusing on the effectiveness of digital media and teacher and student understanding. Initial findings from the 2023 school year indicate that many teachers still need to optimize the use of technology, indicating the need for further training to improve their skills. The training and seminar programs held twice a year create space for continuous improvement through teacher feedback, in line with the principles of supervisory management that emphasise measurement programs (Başarı et al., 2017; Onder & Tezer, 2017).

Educational management at SMP Negeri 3 Palembang shows an effective POAC (Planning, Organizing, Actuating, Controlling) management approach to address the challenges of the globalisation era in Islamic religious management (Mulyono & Wekke, 2018). In terms of planning, the school designs a holistic curriculum, integrates religious values with technology and interpersonal skills, and creates a learning environment that focuses on academic aspects and students' personal development. Organisation is reflected in a clear division of tasks and collaboration with parents in procuring educational technology. This approach is in line with Miskiah's findings, which show that technology integration in learning increases student engagement, as well as Vilppola who emphasises the importance of continuous training for teachers to develop their professionalism (Miskiah et al., 2019; Samoylenko et al., 2021; Vilppola

et al., 2022). This shows that careful planning and good organisation can create a more effective learning atmosphere.

In terms of control, the principal implements strict evaluation of the use of technology, student learning outcomes, and teacher competency development. This periodic evaluation is essential to ensure the achievement of learning objectives and improving education quality. Research by Webb et al. shows that adequate supervision improves teacher performance and student learning outcomes (Webb et al., 2017). In addition, research by Wetchan et al. underlines the importance of ongoing supervision to adjust educational programs to meet expected standards (Wetchan et al., 2023). The findings at SMP Negeri 3 Palembang reflect that control carried out through supervision and evaluation functions continuously as a tool to improve education quality and adapt to the challenges of globalisation. By implementing POAC management, SMP Negeri 3 Palembang can innovate in Islamic religious education management, focusing on collaboration and continuous quality improvement.

IV. CONCLUSION

SMP Negeri 3 Palembang has successfully formulated strategic steps to face the challenges of globalisation in managing Islamic Religious Education (PAI) teachers. The school creates a dynamic, inclusive learning environment through routine technology training and development of interpersonal skills. The implementation of POAC management has also proven effective in improving the quality of education, with the principal actively conducting evaluations and collaborating with stakeholders. The results of this study indicate that integrating technology and multicultural values in the curriculum is essential to increase student engagement and teaching effectiveness. Collaboration between teachers, parents and other stakeholders strengthens efforts to create a harmonious learning environment. Further studies are recommended to explore the long-term impact of technology training and multicultural values on student development and evaluate the effectiveness of new teaching methods in the context of cultural diversity in other schools.

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