



Innovative strategies in islamic education management facing the era of global disruption

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ABSTRACT

The era of global disruption characterized by rapid technological advances, socio-cultural paradigm shifts, and dynamic economic changes, presents significant challenges and opportunities for Islamic education. This research explores innovative strategies in the management of Islamic education institutions that aim to adapt to educational transformation while maintaining Islamic values. Emphasizing on strategic leadership, curriculum innovation, digital integration and stakeholder collaboration, this study highlights how Islamic education can remain relevant, competitive and transformative. Through qualitative analysis and case studies, this research identifies best practices that align the goals of Islamic education with the demands of a globalized and digitized world. The findings suggest that a proactive, adaptive and visionary approach to education management is essential to cope with disruption and sustain students' holistic development in accordance with Islamic principles.

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Introduction

Educational institutions are considered to have an important role in preparing graduates who are ready to compete globally. Currently, educational institutions must also be able to answer the challenges of globalization by making changes to the learning process carried out. The education management carried out is expected to make educational institutions able to compete globally. One of the success rates of educational institutions to answer globalization is by providing graduates who are ready to work (Jayabalan & Dorasamy, 2024).

One of the global challenges that must be answered by educational institutions is the growing competition in the business world. The development of technology and information makes business competition not only occur domestically, but also business competition with competitors abroad. This needs to be a special concern for educational institutions so that existing students will not be left behind in the competition. Educational institutions are expected to be able to prepare their students to be able to have skills so that they can survive in global competition. One of the things that can be done is to increase the innovation and entrepreneurial spirit of existing students. Traditional learning methods that are generally used are considered unable to provide practical value to students. That is, old learning methods only focus on theory and do not prepare students to practice in the world of work. So that teachers are expected to be able to use learning methods that can increase student innovation and entrepreneurial abilities so that existing students can compete globally (Wei et al., 2024).

The phenomenon that occurs today is that many college graduates are not ready to enter the world of work, they only have theoretical skills but do not have practical skills. In Indonesia, every year there are 250,000 college graduates, which is smaller than the number of new

companies that grow per year. According to data from the Central Bureau of Statistics, new companies in Indonesia reach 380,000 companies per year. This should make it possible for all college graduates to immediately get a job. However, based on the facts on the ground, many college graduates in Indonesia are unemployed. This happens because the graduates do not have the skills needed to work. In addition, there is an increase in the number of foreign workers reaching 168,000 in 2023. The number of foreign workers increased by 50.66% when compared to the number of foreign workers in 2022. This needs to be a big concern for educational institutions because competition in the world of work does not only occur at the national level but has entered the global level (Hilir, 2023; Muhamad, 2024).

Another phenomenon that occurs today is the lack of equitable access to education in Indonesia. Good education is usually only centralized in big cities. Remote areas still have difficulties to receive proper access to education. This is also supported by the lack of teaching staff and the lack of educational infrastructure in Indonesia (Nasution, 2021; Triadinda, 2024).

Based on the existing phenomenon, this research will discuss the innovative strategies of Islamic education management in Indonesia in the face of global disruption. This research will be conducted with case studies and literature studies.

Islamic Education Management

Islamic education management is considered as one of the aspects that need to be done by educational institutions in order to survive in the midst of globalization. Changes in education management occurred on a large scale during the Covid-19 pandemic. All educational institutions are asked to adapt in a very fast time so that the learning process can still take place. This has caused a major change from the conventional face-to-face teaching and learning process to the online teaching and learning process. The use of online tools makes teaching staff expected to have the ability to learn so as not to present material monotonously, but to package the delivery of material in an interesting way so that students can still understand all the material provided without feeling bored because they have to do learning at home. Changes in the teaching and learning process not only confuse the teacher, students who receive learning materials must prepare various tools needed to support the learning process. The school is also expected to continue to improve the quality of video and audio in delivering the material. Not only that, the school also needs cooperation from parents to supervise their children. Because with distance learning, students will be more easily distracted by various things that make them not focus on following the lessons given. Online learning that is adopted is a learning process that emphasizes student activeness because students are asked to be able to explore the material provided by searching the internet or by actively asking teachers and friends if they feel unclear (Na'imah et al., 2023; Ratten, 2023; Zouine et al., 2024).

Based on the current trend, many learners are more interested in distance learning, especially for working students. Various higher education institutions have also prepared online learning to facilitate students so that they can carry out teaching and learning activities without coming directly to campus. This is one of the additional points that students consider in choosing a campus. To be able to accommodate the needs of existing students, the university is expected to present a learning site that is easy to use. For example, to access learning videos, certain technology specifications are not required. This is because not all students have the purchasing power to buy certain technology. In addition, not all students are in locations that can be reached by a strong internet network. So that the university IT needs to always make improvements. The existing campus site is also expected to have a display that is easy to use, so that students are not confused in accessing menu options. The existing campus site should also be personified according to the needs of the students concerned, so that they do not need to record an agenda regarding the collection of assignments, because the campus site will get personalized notifications to students' emails to remind them so that they can submit assignments on time (Krupcała & Januszewski, 2020).

Lembaga pendidikan memiliki peran penting dalam pengembangan dan mobilitas sosial ekonomi. Lembaga pendidikan yang ada dituntut untuk bisa mempersiapkan lulusan agar siap kerja dan memiliki nilai lebih dalam persaingan secara global. Hal ini membuat lembaga pendidikan menghadapi tantangan dari berbagai aspek mencakup teknologi dan

pengembangan karyawan. Besarnya peran lembaga pendidikan membuat mereka harus terus kompetitif. Berbagai upaya yang dilakukan oleh lembaga pendidikan antara lain dengan meningkatkan kualitas dari seluruh karyawan yang ada, meningkatkan komunitas akademis lokal, bekerjasama dengan perusahaan nasional maupun internasional, meningkatkan kualitas pengajar, serta memberikan berbagai fasilitas yang menunjang proses belajar mengajar. Instansi pendidikan diharapkan bisa berfokus pada transfer pengetahuan melalui metode pembelajaran yang inovatif dan memiliki pemahaman yang lebih mendalam tentang sumber daya intelektual yang dimiliki. Adanya pengembangan modal intelektual yang dilakukan tidak hanya dapat meningkatkan kinerja organisasional, tetapi juga bisa meningkatkan kerjasama dengan industri yang ada. Pengembangan sumber daya intelektual juga dianggap bisa membuat instansi pendidikan tetap memiliki nilai kompetitif di tengah persaingan global. Dimensi dari sumber daya intelektual meliputi: (a.) sumber daya manusia, merujuk pada aset tidak terlihat, yang merupakan pengetahuan, keahlian, kemampuan, dan pengalaman yang dimiliki oleh sumber daya manusia yang ada di sebuah instansi pendidikan; (b.) modal structural, yang mencakup pusat data, proyek riset, infrastruktur riset, proses pembelajaran, dan reputasi; (c.) modal relasional, merupakan aset tak terlihat yang merujuk pada hubungan dengan pemangku kepentingan internal dan eksternal (Jayabalan & Dorasamy, 2024).

Educational institutions need to know about the importance of knowledge management to respond to the challenges of globalization. Knowledge management is an asset owned by educational institutions and can be used as a foundation to ensure the sustainability of the institution. The management is a process of managing and creating knowledge that not only benefits the institution, but also benefits the surrounding community. The ability to manage assets in the form of knowledge is an important thing that needs to be done by educational institutions to maintain their existence in the midst of global competition. In doing knowledge management, it is necessary to know that all existing asset entities are important. The assets owned can be in the form of senior management, employees, and so on. The purpose of educational institutions is to disseminate knowledge to the wider community, this is what distinguishes educational institutions from companies that are oriented towards production and profit. The implementation of knowledge management is an important thing that must be done so that the objectives of educational institutions can be achieved optimally. The four objectives to be achieved through knowledge management are as follows: creation and preservation of knowledge sources, improving access to knowledge, improving the knowledge environment, and giving value to knowledge (Vyas, 2024).

Educational institutions play an important role in socioeconomic development and mobility. Existing educational institutions are required to be able to prepare graduates to be work-ready and have more value in global competition. This makes educational institutions face challenges from various aspects including technology and employee development. The magnitude of the role of educational institutions makes them have to continue to be competitive. Various efforts made by educational institutions include improving the quality of all existing employees, improving the local academic community, collaborating with national and international companies, improving the quality of teachers, and providing various facilities that support the teaching and learning process. Educational institutions are expected to focus on knowledge transfer through innovative learning methods and have a deeper understanding of their intellectual resources. The development of intellectual capital can not only improve organizational performance, but can also increase cooperation with existing industries. Intellectual capital development is also considered to be able to make educational institutions still have competitive value in the midst of global competition. The dimensions of intellectual capital include: (a.) human capital, referring to invisible assets, which are knowledge, skills, abilities, and experience possessed by human resources in an educational institution; (b.) structural capital, which includes data centers, research projects, research infrastructure, learning processes, and reputation; (c.) relational capital, which is an invisible asset that refers to relationships with internal and external stakeholders (Jayabalan & Dorasamy, 2024).

In order to face globalization, education management needs to pay attention to the cultural differences of all parties involved in an educational institution. The existence of globalization

will make the scope of services of educational institutions increase. Students who are served are not only students from within the country, but students from abroad are also the scope of an educational institution. In addition, existing employees and educators will also be increasingly diverse backgrounds. To be able to provide optimal services, the ability to communicate interpersonally is needed, which includes cultural sensitivity, attention to diverse cultures, and cultural effectiveness. To be able to increase sensitivity to existing cultural diversity, usually the management will carry out various cross-cultural activities that can increase the understanding of all parties involved. For example, by conducting cultural week activities that will introduce the culture of all existing employees and students. The existence of this activity will also increase the sense of appreciation and respect for different cultural backgrounds. The existing agenda can be done online or offline to increase the understanding of all members of the educational institution regarding the existing cultural differences (Kondo et al., 2024).

Innovation and Entrepreneurship

One of the global challenges that must be answered by educational institutions is the growing competition in the business world. The development of technology and information has made business competition not only occur domestically, but also with competitors abroad. This needs to be a special concern for educational institutions so that existing students will not be left behind in the competition. Educational institutions are expected to be able to prepare their students to be able to have skills so that they can survive in global competition. One of the things that can be done is to increase the innovation and entrepreneurial spirit of existing students. Traditional learning methods that are generally used are considered unable to provide practical value to students. That is, old learning methods only focus on theory and do not prepare students to practice in the world of work. So that teachers are expected to be able to use learning methods that can increase student innovation and entrepreneurial abilities so that existing students can compete globally (Wei et al., 2024).

One of the things that can be done is to use project learning. Students will receive a detailed explanation of the material, then they are expected to create a project based on the material. The project to be completed is expected to improve students' ability to innovate and think practically. If at first the assessment was carried out only by written tests focusing on students' cognitive abilities, the projects given can make students more able to think creatively. In addition, students can also relate the theories they have learned to the problems that arise in the project. This method can train students to think critically but still use the basis of various theories given in class. The existence of targets that must be achieved in the project carried out will also make students hone their thinking power to be able to achieve these targets within a predetermined time. Giving projects for assessment can also make teachers more able to provide assistance to existing students, because students can ask for assistance to the teacher to ask for solutions if there are obstacles in doing the project (Wei et al., 2024).

Education should not only be broad, accessible and of good quality. The education provided is expected to continue to evolve with the times. Educational institutions are expected to always be updated about the qualities needed in the world of work, so that they can prepare existing students to be able to compete globally. The abilities needed by students in order to prepare themselves to compete in the world of work are the ability to solve problems, create knowledge, cooperation, have the ability to organize themselves, and can apply technology well. This makes educational institutions to be able to always innovate, one of which is by doing open innovation. Open innovation allows the involvement of third parties to assist educational institutions in formulating the right strategy to prepare students to compete globally (Cornet et al., 2024; Koshiry et al., 2023; Mezinska et al., 2024).

Educational innovation is carried out so that educational institutions can provide optimal services to students and this innovation is carried out to answer the challenges of changing times and globalization. Educational innovation focuses on how the management of educational institutions can improve the quality and productivity of education. As a provider of prospective workers, educational institutions are expected to always be aware of the specifications desired by job providers. Educational institution managers are expected to be

able to innovate to develop the teaching and learning process, solve existing problems in educational institutions, and increase the involvement of all parties involved. The existence of globalization makes education an open activity that is not limited to a certain scope. Based on existing developments, education currently has a physical and virtual structure. To be able to help educational institutions continue to make changes, assistance is needed from various parties both internal and external. Internal parties that can support change are management, teachers and students. They have a role to improve the performance of existing educational institutions. Meanwhile, external parties consist of parents, job providers, and experts in their fields. These external parties will always monitor the output produced by educational institutions. With the cooperation of internal and external parties, existing educational institutions are expected to compete globally and produce graduates who are ready to work (Karolcik & Markova, 2023; Sanchez & Esteban, 2023; Sareen & Mandal, 2024).

Technology Utilization

The existence of globalization is followed by technological developments that can change the workings of all parties involved in the world of education. One of the utilization of information technology is by using chatGPT which enables users to be able to process scientific work only by entering a few keywords. The existence of chatGPT also makes it easier for students to provide a deeper understanding of the material presented. ChatGPT is a product of the development of artificial intelligence. ChatGPT can indeed make it easier for students to be able to deepen their knowledge, however, there needs to be a change in supervision so that existing students do not just use ChatGPT to complete tasks and not use their thinking power. The development of this technology makes educational institutions have to think actively about the research methods used so that students do not fully rely on technology to complete their work. Strict supervision from the school also prevents students from plagiarism. ChatGPT itself is one of the IT products that can be useful if used correctly. The use of ChatGPT can deepen the analysis done because ChatGPT collects all the data on the internet and combines the data into one. However, if students rely too much on ChatGPT, then they will lose their thinking power and cannot think optimally when they encounter certain problems (Abdalla et al., 2024; Ayanwale & Ndlovu, 2024).

One of the things that needs to be considered in dealing with globalization is to improve the digital literacy of students from an early age. Digital literacy is the ability to understand, use, and improve digital effectiveness and efficiency. Digital literacy also requires the ability to search, evaluate, create and communicate information from various digital platforms along with the ability to be ethical and critical of existing digital content. To make digital literacy work optimally, continuous learning is needed. Sustainable learning can be defined as a learning process that aims to increase awareness, knowledge and skills for long-term sustainable living and affects the thinking power of existing students. Innovations in the teaching and learning process through digitalization are considered effective in improving students' digital literacy. For early childhood students, improving digital literacy can be done by using educational applications, interactive software, and game-based approaches. The success of improving digital literacy is also inseparable from the support of all existing stakeholders. It takes cooperation from schools, teachers, parents, local communities and technology companies to optimize digital literacy from an early age. Digital literacy from an early age taught to students is one of the efforts of educational institutions to prepare existing students to face globalization. As a party responsible for disseminating knowledge, educational institutions are considered as one of the parties that must play an active role in improving students' digital literacy (Sari et al., 2024).

To survive in the midst of global competition, an educational institution is also expected to be able to carry out digital innovation. The existence of digital innovation not only makes all students able to use technology reliably, but they can also create technology that can be useful to support teaching and learning activities. The existence of digital innovation makes students' minds develop, so they can contribute to creating digital services that are more interactive and easy to use. Digital innovation requires a deep understanding of technology and how to make technology more useful. Existing educational institutions are expected to prepare their

graduates to be able to present digital innovations that are beneficial to the surrounding environment. Understanding technology can make students create technological innovations, such as smart cities. If many graduates from an educational institution can implement digital innovations, it will make people interested in studying at that educational institution (Huang et al., 2024).

To prepare graduates to compete globally, one of them is to adapt to the developments that occur. Currently, the existing industry has shifted to industry 4.0 which is oriented towards the use of technology. To be ready for the world of work, university graduates are expected to have the ability to use communication and information technology. Educational institutions must capture this and need to revolutionize. At first, education services were carried out conventionally, but to improve students' ability to use technology, education services can be changed so that they can be done digitally. The existence of digitalization in the world of education not only makes students to change, employees and educators must also be able to adapt to existing changes. If an educational institution still uses traditional ways to provide services, then they will be left behind due to changes in global demands. The change of services from conventional to digital needs to really get the attention of all parties involved in educational institutions, because the migration process that occurs will take time and requires expertise to manage existing digital services (G. Li et al., 2024; Wilson & Sy, 2021).

Method

This research uses a qualitative approach with a combined method of case study and library research. The purpose of this approach is to deeply understand innovative strategies in Islamic education management in facing the era of global disruption, both in terms of empirical practice and theoretical thinking. Case studies were conducted to explore the implementation of innovative managerial strategies in several Islamic education institutions that have shown successful adaptation to the challenges of the disruption era, especially in the fields of technology, curriculum and governance.

The data collection technique used in this research is through literature study. The existing literature study was conducted by reading various scientific articles related to the various steps taken by educational institutions in responding to the challenges of globalization. The data obtained were analyzed using the thematic analysis method, by grouping the data based on main themes such as curriculum innovation, management digitalization, transformative leadership, and adaptation to global challenges. The analysis process was conducted iteratively, by triangulating data from various sources to obtain a complete and in-depth understanding.

Result and Discussion

1. Lack of Readiness to Face Globalization

Based on case studies revealed by Triadinda (2024) and (Putri, 2024), access to education in Indonesia has not been evenly distributed and has not shown a mature readiness to face globalization. The inequality that occurs is due to limited access and inadequate educational infrastructure. In addition, the geographical conditions in Indonesia also do not allow for equal access to education. Social and cultural barriers are also an obstacle to equal access. There are still some cultures in Indonesia that think that education is not important. The limited number and inadequate quality of teachers are also considered barriers to equitable access to education. Based on existing case studies, urban areas in Indonesia can get better access to education compared to remote areas. The readiness of educators is also important to be able to face the challenges of globalization needs to be a concern so that educational institutions can prepare students to become graduates who are ready to compete globally.

Based on existing case studies, the lack of readiness to face globalization occurs because education in Indonesia has not experienced equity. In fact, this is the era of globalization and all educational institutions must be ready to face globalization so as not to be left behind by other countries. One of the things that has been highlighted is the lack of equal access and lack of educational infrastructure. This can be minimized by digitizing education. Li et al. (2023)

suggested the importance of digitalization in education so that the education process is not only done face-to-face, but can be done digitally. The digitization of education allows all students to access learning materials provided by teachers. If it is related to Indonesia, currently, the process of independent learning outside of school can be done with Ruang Guru. In the past, additional learning was done together with tutors, but now the additional learning process can be done digitally. Digitization allows students to learn anytime and anywhere, so there is no reason for them not to come to school. However, to be able to do digital learning, it is necessary to increase digital literacy. Sari et al. (2024) argued that digital literacy possessed by students allows them to search, manage and use various information obtained through the internet. This increase in digital literacy can be an important asset for Indonesian students who are widely spread throughout Indonesia. With the increase in digital literacy, students will not rely on the material provided from the teacher alone, but they can search for the material needed independently.

Luque-martínez et al. (2024) revealed that if you want to do digital learning, then the various parties involved must have readiness. The educational institution must ensure that the material provided can be accessed by all students without any interference. For example, educational institutions need to ensure the quality of videos or images used to share materials with students. In addition, students are also expected to be ready for digital education. This means that students are expected to be responsible for themselves to commit not to open sites that are not related to the teaching and learning process.

Li et al., (2024), Roberts & Candi (2024), Sanchez & Esteban (2023) and Wang et al., (2023) revealed that the scope of education is not only physical, but education can also be done online. With the teaching and learning process carried out online, there is no reason for the lack of equitable access to education. Plus, there is ChatGPT that can be used to support teaching and learning activities. Abdalla et al. (2024) suggested that the use of ChatGPT is a natural thing in the world of education today, because by using ChatGPT, students can get the additional information needed related to the learning material provided. However, the use of ChatGPT also needs to be limited so that existing students do not use ChatGPT to do assignments because it will have an impact on reducing students' ability to analyze problems. In addition, students who are accustomed to using ChatGPT to do assignments will become lazy and unwilling to think critically.

The existence of digitalization in education can also answer the problems that exist in the case study put forward by Triadinda (2024) and Putri (2024) which reveal that in Indonesia, one of the obstacles to facing globalization in the world of education is due to a lack of manpower. With digitalization, it can expand the reach of the teaching and learning process. In a sense, if usually the classroom can only accommodate 30 students, with online learning it can expand the capacity of the students being taught. For this digital learning process to be carried out optimally, it also requires the role of parents to supervise. So that students really open the learning material and are not distracted to do other things. From the government side, equal distribution of infrastructure for internet access also needs to be done. One of the important things to do digital learning is with internet access, if existing students do not have adequate internet access, then the digital learning process will not be able to run optimally.

2. Quality of College Graduates and Global Competition

Hilir (2023) reveals the current condition in Indonesia, which is a cause for concern. In 2023, based on data from the Central Bureau of Statistics, there should be a total of 398,000 new companies. Compared to the number of graduates per year, which reaches 250,000, all new graduates should be able to find work. However, in reality, not all university graduates can find work quickly. This is due to the lack of skills and expertise possessed by college graduates. Companies have their own qualifications for human resource procurement. However, it turns out that not all college graduates meet the qualifications set by the company. The existence of this imbalance makes college graduates become students who are not ready to work. This shows that education in Indonesia still cannot face globalization.

Nasution (2021) also revealed that universities in Indonesia have not been able to produce graduates who have sufficient abilities to compete in the world of work. Existing universities

still focus on theory, even though when entering the world of work, adequate practical skills are needed. College graduates are also considered not to have the expertise to solve practical problems that exist in the world of work. This is an important concern, because in the era of globalization, competition for jobs does not only occur at the national level, but graduates from abroad can also work in Indonesia. If educational institutions in Indonesia do not pay close attention to this, many university graduates in Indonesia will become unemployed.

Muhamad (2024) revealed that in 2023 there were 168,000 foreign workers working in Indonesia. This number has increased by 50.66% compared to the previous year. The opening of access to work globally makes Indonesian university graduates must be ready to compete with foreign university graduates. If the quality of education in Indonesia does not improve, then graduates from Indonesia will lose to graduates from abroad.

Source	Case Study	Coding
Databoks.katadata.co.id.	The number of foreign workers in Indonesia Globalization	Globalization
Kompasiana.com.	Education challenges in the era of globalization	Globalisasi
Kumparan.com	Undergraduate human resources that have no competitive value Education challenges	Tantangan pendidikan
Kompasiana.com.	Education challenges in the globalization and digital era Globalization, digitalization	Globalisasi, digitalisasi
Setneg.go.id.	Challenges in equalizing education in Indonesia Education challenges	Tantangan pendidikan

Table Of Education Challenges In Indonesia

Based on existing case studies, it can be seen that many graduates in Indonesia are still not ready to compete globally. Even graduates of domestic universities have not been able to get jobs in Indonesia. This is homework for universities, because one of the targets of higher education that must be achieved is to prepare graduates who are ready to work and can compete globally. Sanchez & Esteban (2023) revealed that external parties involved with educational institutions will always monitor the output produced by educational institutions. These external parties include companies that will act as users of the output of educational institutions. If external parties cannot use graduates from educational institutions, then existing institutions are considered unable to produce good output. In fact, the output of educational institutions not only comes from within the country but also from abroad.

Adel et al. (2022), Bazzi & Bazzi (2021), Cabrilo et al. (2024), Iqbal & Piwowar-sulej (2022), and Sciarelli et al. (2020) suggest that in a higher education environment there is expected to be a high value of innovation. This innovation value must be carried out by all members of the institution so that they are ready to compete globally. This innovation will make all existing members feel unhappy to be in a comfort zone, they will continuously make changes in order to develop and prove themselves. The innovations made will make students able to think critically to face various problems faced. If the ability to think critically has increased, then students will be able to think creatively to solve existing problems. It should be noted that the ability to think creatively and the ability to solve problems are things that must be owned by the workforce because when doing work, they will not be supervised continuously by their superiors. Akimov et al. (2023) suggested that to prepare graduates who are ready to work, competencies for critical thinking, cooperation, collaboration, communication, and creative thinking are needed. Existing higher education institutions are also expected to not only provide theoretical learning, but also practical. To improve the above abilities, higher education institutions are expected to provide many group projects that sharpen students'

critical thinking. However, universities must also be prepared with precise measurements of the success standards of the projects undertaken.

To be able to prepare graduates who are ready to compete, graduates are expected not only to work in companies, but graduates are even expected to have entrepreneurial skills. Altynbassov et al. (2024), Eloranta et al. (2024), Kalnbalkite et al. (2023), and Winborg & Hagg (2023) revealed the importance of the role of universities to prepare graduates who have entrepreneurial skills. This is one of the answers to the challenges of globalization faced by the world of education. By preparing students to be entrepreneurial, existing universities prove that their graduates are able to compete globally. Currently, entrepreneurial businesses do not only compete locally, but business competition occurs internationally. Existing higher education institutions are expected to provide direction to their students to improve their entrepreneurial skills. Various entrepreneurial projects that are given, should be given assistance and really developed carefully. So that after students graduate, they not only have a diploma, but they already have a business prospect that can be developed properly in the future. Furthermore, this entrepreneurial ability can also help the government to absorb labor. The role of educational institutions to prepare graduates who are ready for entrepreneurship can help the government to reduce unemployment.

Conclusion

Based on the various explanations that have been conveyed, it can be seen that in the era of globalization, educational institutions need to make changes in order to survive in the midst of existing competition. Education management needs to be done well so that the graduates produced can be ready to work and are not only limited to theoretical abilities. Even educational institutions are also expected to be able to produce graduates with a level of entrepreneurial ability. So that graduates do not only rely on working in companies, but are able to create their own businesses. Existing educational institutions must also be ready to make changes to the learning process. If initially most of the teaching and learning process was done face-to-face, the teaching and learning process needs to be done digitally to increase the reach of teachers. The existence of digital learning can also reduce the level of inequality in access to education. The success of educational institutions to answer global challenges is also inseparable from the role of parents who are in charge of supervising their children. As well as the role of the government to provide facilities and infrastructure used to support the teaching and learning process.

This research has limitations, namely this research only uses literature studies to see the readiness of education management in Indonesia in the face of globalization. Future research is expected to be conducted with interviews to find out in detail about the readiness of education management in facing globalization. Future research is also expected to conduct interviews with users of college graduates, to be able to provide concrete evidence of the readiness of college graduates in facing globalization.

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