



IMPLEMENTATION OF *DIGITAL ISLAMIC* (DIGISLAMIC) TO IMPROVE PROCESS STANDARDS AT SMA AL MUSLIM TAMBUN BEKASI

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Abstracts

Digital Islamic is a platform owned by the Al Muslim Foundation that utilizes integrated technology to help various educational processes, one of which is the learning process. This study aims to determine the implementation of Digislamic in the learning process at SMA Al Muslim Tambun in terms of George C. Edwards III's theory with four indicators, namely communication, resources, disposition and bureaucratic structure; and knowing the achievement of process standards after implementing Digislamic. This study used a descriptive qualitative approach. The results showed that communication was conveyed well, clearly and consistently; resources consist of adequate staff and have expertise in accordance with their duties and authorities, facility resources provided electronic devices, accounts, and the internet; the disposition of the foundation as a positive, firm, open, responsible and solutive leader and the management of the SMA unit as an implementer provide positive support; The bureaucratic structure applied is a *top down structural approach* and has complete and clear SOPs. The use of Digislamic provided a significant change in the standard of process at Al Muslim High School.

Keyword:

Implementation, Educational Technology, Digislamic, Process Standards

Introduction

Process standards are a reference in the implementation of the learning process in order to optimally develop students' potential, abilities, initiatives, and independence. Process standards consist of planning, implementing, and assessing the learning process (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022). All three are interrelated and have an important role in education so that they need to be optimized in their implementation in order to achieve quality education (Salsabila & Agustin, 2021). But in reality, obtained data from *The Learning Curve Pearson*, Indonesia is in the 40th position. In addition, data from the PISA Survey Institute (*Programme fo Internasional Sudent Assessment*), Indonesia is ranked 60th out of 61 countries (Prasojo, et al., 2018). This indicates that Indonesian education still needs to make improvements.

The learning process by utilizing technology provides a new revolution in the method applied as an optimization of the standard learning process. Its use can make the learning process start from planning, implementation and assessment more effective and efficient (Setyawan, et al., 2019), managing learning outcome data easier (Akbar & Noviani, 2019), accessing various interactive and fun learning resources (Kinesti, et al., 2022), meeting the need for educational facilities can be met quickly, the delivery of subject matter can be uniformized, the delivery of the learning process can be more standardized, improved learning quality (Efendi, 2018), more interesting and reliable data presentation, easier data interpretation (Saputra & Gunawan, 2021), increased motivation, understanding and interest in student learning (Sitepu, 2021), can even have a positive effect on student psychology (Azhar, 2019) and many other benefits. So it is hoped that with these various benefits, educational goals and targets can be achieved. In addition, there is also research conducted by Pratiwi, et al. obtained data as much as 64.7% of the public think that there is a need for the application of technology in education and 66% of the public stated that technology-integrated education is an important need to improve the quality of national education (Pratiwi, et al., 2022) This indicates that technology can be a solution for the world of education to be able to adapt in the era of globalization.

High school is a high school level that requires technology skills to prepare students for college or the growing world of work. Technology capabilities can help students to be able to adapt well to technological changes and different learning processes in the future. The Almuslim Foundation has been able to predict the development of the world of education in the future and is even determined to be at the forefront of digitalization of education. Apart from the rapid development of technology, the Covid-19 problem requires all sectors, including education, to adapt and master information and communication technology (Yusuf, 2023) so that this is a great opportunity in advancing the world of education. This is ultimately the basis for the creation of Digislamic as a platform that can help the process of technology-based education.

Before the existence of Digislamic, the standard process at the Almuslim Foundation was still not optimal, especially during the Covid-19 pandemic. The first stage is planning. Before Digislamic, various plans were still typed in word and could only be accessed by the teacher concerned, forms still needed to be printed, checks still needed to conduct meetings so it was quite a waste of time. The second stage is implementation, before the existence of Digislamic, the implementation was still carried out conventionally, namely teacher-centered and there was no learning content, and still using printed books. The last stage is assessment, before digislamic, assessment is calculated manually by the teacher with a high probability of error rate, this is enough to make the teacher have to spend enough time to be able to focus on doing calculations and double check so that errors do not occur. In addition, assessments cannot be directly seen by students and parents, even though students and parents are very enthusiastic to see the learning outcomes of students (Hudri & Pernata, 2023).

In its implementation, it certainly cannot be separated from various factors that can affect policy implementation, namely communication, resources, disposition and bureaucratic flow (Yuliah, 2020). These four factors need to be studied in the implementation of policies in an educational institution so that the success rate of implementing a policy can be measured, in this case, namely the implementation of digislamic to improve process standards at Al Muslim High School.

Based on the background above, the author is interested in conducting research entitled "Implementation of *Digital Islamic* (Digislamic) to improve process standards at SMA Al Muslim Tambun Bekasi Regency".

Methods

The study took place from January to June 2023 at SMA Al Muslim Tambun, Bekasi Regency. The method used in this study is descriptive qualitative research method. Data collection in this study was through three ways, namely interviews, observations, and document studies. The main data source samples to be examined are the Head of Communication Affairs of Al Muslim Foundation, High School Principal, High School Teacher, High School Student and Parent of Al Muslim High School Student. The object observed is about the implementation of digislamic seen from four factors: communication, resources, disposition and bureaucratic flow in the process of planning, implementing and assessing learning. In addition, a document review was conducted to obtain data in the form of documents related to the implementation of digislamic in the standard process at Al Muslim High School.

The data analysis technique used in this study is the Miles and Huberman model. The data analysis process to be carried out consists of the process of (1) data reduction, (2) data presentation, (3) drawing conclusions. It is then verified to test the validity of the information by triangulation of source and time.

Results and Discussion

1. Implementation of *Digital Islamic* in the learning process at Al Muslim High School

a. Communication

Communication especially related to socialization in the learning process is given well from the foundation to management, teachers, students, and parents of high school units. The first socialization was simultaneously carried out in the 2020/2021 school year and after that, scheduled and unscheduled follow-up briefings were still given according to the needs in the learning process. Teachers are briefed at all standard stages of the process from planning to research and those who provide direction are the PMK Team, especially the coordinator of digislamic and the Head of Learning Resources affairs and carried out in the Al Muslim High School unit. Then students, broadly speaking, get direction related to the implementation process and assessment given by the teacher when in class. Meanwhile, parents do not get a detailed standard process briefing.

The communication factor in this case is very important socialization activities are carried out, especially in uniting perceptions and mindsets between the foundation and the high school unit then can also help teachers and students understand the use of digislamic in the learning process. Of the three standards of the learning process, assessment is the most important stage for socialization because it has more stages than others starting from making questions, making grids to entering questions into digislamic, this needs to be done with accuracy.

Socialization has been given clearly and consistently so that management, teachers, students and parents are able to understand well, this is also certainly supported by the appearance that both teachers, students and parents are able to explain the use of the application well.

b. Resources

In this case, resources are divided into three parts, namely human resources, facilities and budget. Human resources who are directly involved in the use of digislamic in the learning process are digislamic coordinators, heads of learning resource affairs, high school unit curriculum areas, teachers, students and parents.

Based on the results of the interview, it was found that 99% of teachers and 100% of high school unit students have been skilled in operating digislamic in all stages of the learning process. Regarding teacher ability, it can be strengthened by teacher assessment data for high school units to know the 2020/2021 and 2021/2022 teachings

Table 1 Average Paedagogic Competency Scores FY 2020/2021 and 2021/2022

Competence	Max Weight	2020/2021		2021/2022	
		Average	Percentage	Average	Percentage
Learning Implementation Competency	31	26,08	84%	26,57	86%
PBM Administration & Class Administration Competency	4,5	3,8	84%	3,83	85%

Source: Report and analysis of SMA Unit work report card

From the table above, it can be seen that in FY 2020/2021, 84% of teachers have been able to meet the competence of learning implementation, PBM administration and classroom administration. Then in FY 2021/2022, 86% of teachers have been able to meet the competence of learning implementation, and 85% of teachers have met the competence of PBM administration and classroom administration. From the table above, it can also be seen that there is a percentage increase from FY 2020/2021 to 2021/2022.

Then, related to facility resources. Teachers, students and parents get facilities provided by the foundation to support the use of digislamic applications in the learning process. This learning facility consists of four namely accounts, infrastructure, electronic devices and shared google drive. Teachers, students and parents, each get an account but the difference is that teacher and student accounts are required to use an email registered with the school and can be accessed via the web while parent accounts can use their own email. Then from infrastructure, the Al Muslim foundation has a fiber optic network with a bandwidth of 300 mbps. Teachers can use two to three tools, while students are only allowed one tool, namely tabs from school. Third, in terms of tools, each class has a projector installed, each teacher is facilitated with a 2 in 1 laptop and students are facilitated with a tab, where the laptop and tab will be changed every three years to get the best performance in terms of device quality. Fourth, there is a shared google drive, which is used by each unit to be able to enter each other and access various important files according to their respective units.

Furthermore, regarding budget resources, it was found that all budget resources for application development were digislamic, 100% came from foundations. Everything related to digislamic is a facility provided by the foundation and payments are included in the tuition fees paid by students every month without any significant additions. This is because it is a diversion of funds that initially contained the purchase of printed books, now diverted to get facilities related to this digislamic.

c. Disposition

In this attitude factor is divided into two, namely the attitude of the leader in this case the foundation, and the executor in this case teachers, students and parents. The attitude of the foundation is very optimistic to develop Al Muslim into the pioneer of the best digital schools. In addition, Al Muslim foundation is very open to other schools that have the desire to learn, collaborate and share stories in order to develop a digital education system according to the needs of each school. The foundation is very positive, firm and open with input and complaints submitted by the Al Muslim community and this is the management and teachers of the high school. One of them continues to improve applications that suit the needs of teachers and students in learning. Al Muslim Foundation upholds the principle of kinship.

The Foundation has also provided the best service according to needs and is divided into several stages: screening the digital capabilities of all management and teachers, providing training according to needs, and providing rewards or awards for

achievements achieved by management and teachers in the Senior High School Unit. In addition to management and teachers, the foundation is also open to parents. They are very receptive to criticism and suggestions for the sake of diislamicized improvement in the learning process. In this case, the unit also conducts a facility satisfaction survey to parents which is carried out once a year.

In addition to the foundation, the attitude of the management of the SMA unit is also very positive with the digislamic policy. Things that can be done by SMA management as a form of support so that digislamic runs optimally are using it as well as possible, maintaining the good name of digislamic, constantly providing reports on achievements or obstacles faced by high school units so that digislamic can continue to be improved and develop in accordance with the learning needs in high school.

Regarding teacher attitudes, at first, most teachers resisted any change because they felt in the comfort zone with conventional learning methods. However, over time, teachers felt the ease of the digislamic system set up by the foundation. The support that can be provided by teachers is that teachers use the digislamic application more in learning funds, they also understand the obligations so that using digislamic is also as good as possible.

Likewise with the attitude of students and parents, they are determined to use it to the best of their ability and give criticism and advice to help create a complete digislamic.

d. Bureaucratic Structure

The bureaucratic structure is a flow that needs to be passed through the implementation of a policy. The bureaucratic flow of the foundation in this case is the digislamic coordinator and the Head of Learning Resources affairs, then to the admin unit, namely the Vice Principal for Curriculum, then to the teacher and finally to students and parents. Various matters related to digislamic have been addressed by the foundation in an internal memorandum with no: 24/YAM-YPSAF/Management/VII/2020, minutes of handover of auxiliary devices, a statement letter of approval for the use of auxiliary devices and digislamic applications and there is also a performance appraisal. So that the use of digislamic as a learning support application can be well directed and used properly.

2. Achievement of the standard learning process at Al Muslim High School after implementing *Digital Islamic*

a. Planning stage

The digislamic application has now been able to help the planning process of making RPP and teaching tools needed. Planning in addition to these two things, has also been prepared by teachers but not included in digislamic but into a shared google drive owned by the foundation.

Table 2. Results of Document Review Learning planning in digislamic

Planning in digislamic
The development of the syllabus has contained: Subject identity, School identity Core competencies, Basic competencies, Main material, Learning models, Learning activities, Assessment, Time allocation, Learning resources. But currently the syllabus is contained in shared google drive
The development of lesson plans from the syllabus in the digislamic application has been complete and systematic, including: basic competencies, learning methodologies, learning objectives, learning activities, assessment tools, learning dates, meeting schedules and duration. Learning material resources, learning media, learning scenarios. Nmaun currently the majority of teachers are still with the embed system, have not input according to the columns available in digislamic
The allocation of time and study load according to the provisions has been recorded in digislamic, namely the duration of 1 hour of learning: 45 minutes, study load per week, study load per semester, study load per year.

The number of study groups and students has been recorded in digislamic: Study groups per unit of high school level education are 3 to 36. Each group consists of a maximum of 36 students. This can be seen in the list of student names in each classroom room owned by the teacher.

Source : Results of the study of learning planning documents

The purpose of digislamic, especially in this planning stage, is to achieve the effectiveness of teacher time, so that the time owned by teachers is not wasted much on administrative matters and focuses on improving competence. In fact, this can also accelerate student learning because they can learn anywhere and anytime through modules and other teaching tools that have been available at digislamic. In addition to achieving time effectiveness, with this digislamic, teachers are also required to be able to prepare learning methods that can encourage active students, various varied and challenging tasks, and creative and varied learning media.

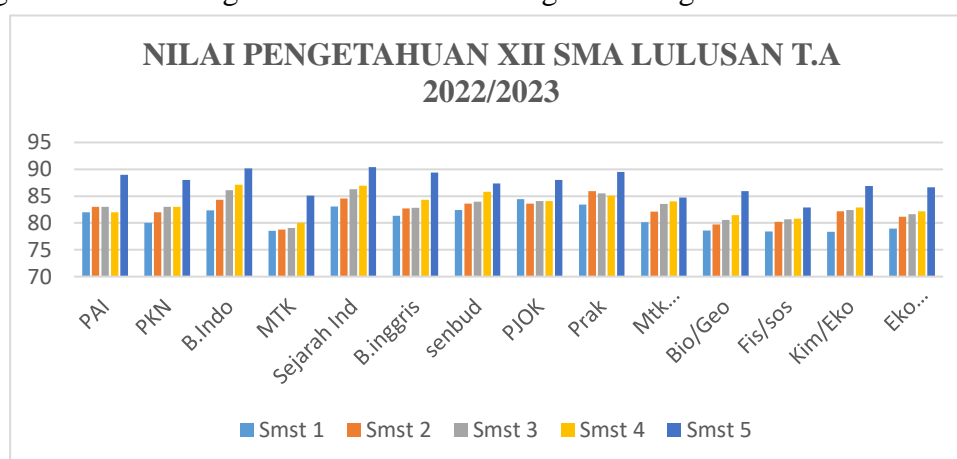
b. Implementation Phase

With digislamic, able to involve students actively in the learning process. From the results of observations in the field, student-centered learning (*student center*) which shows active and constructive student participation in learning activities. When teachers give students opportunities to ask questions, answer, discuss, do assignments, and come up with ideas, students are actively engaged, interactive, and creative.

In the implementation of learning, it also involves high thinking skills (HOTS), where students are given a problem trigger and students are directed to help solve the problem by providing rational explanations so as to produce the best solution from the problem trigger given.

After the digislamic there was an increase in student assessment, namely the assessment of attitudes, skills, and knowledge. In the attitude assessment, it can be seen that students who were previously passive and indifferent became more enthusiastic and asked a lot of questions, so yes, the average on the SB predicate is very good. On the assessment of his skills students become more critical and creative and the task of the teacher is only to provide stimulus to students. And in the assessment of student knowledge, it can be seen that there are fewer students who follow the remedial and even see an increase in grades which indicates that student understanding also increases the learning material in class.

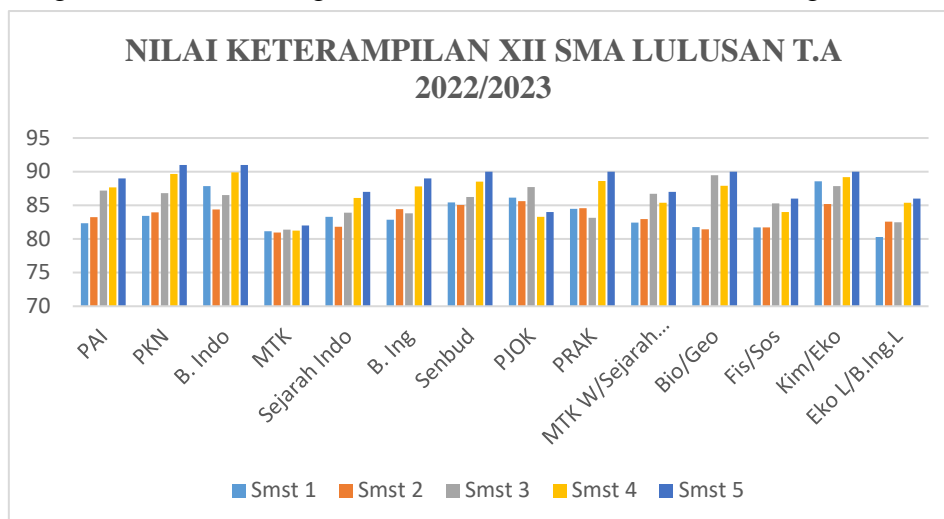
Figure 4.2 Knowledge Value of Class XII High School graduates of T.A 2022/2023



Source: Results of the overall report card of XII high school students who graduated from T.A 2022/2023

From the diagram above, it can be seen that from the 14 subjects covered in the knowledge assessment in class XII of Al Muslim High School, they have increased grades from semester 1 to semester 5.

Figure 2. Class XII High School Skill Value T.A 2022/2023 graduates



Source: Results of the overall report card of XII high school students who graduated from T.A 2022/2023.

From the diagram above, it can be seen that of the 14 subjects covered in the skill assessment in class XII of Al Muslim High School, the majority experienced an increase in grades from semester 1 to semester 5.

In addition, the impact of the strategies applied by teachers in the classroom, the use of digislamic makes students become more active and the learning gym more enjoyable, this can be seen in the active interaction between students and teachers with students, enthusiasm and student learning motivation increases.

In the activities at Al Muslim High School, there are also reading and writing literacy habituation activities, even the students have produced works from literacy habituation activities, besides that there are also students who have become national speakers.

Then, the atmosphere in the classroom looks safe, comfortable and there is a good relationship between students and between students and teachers who seem to respect each other, trust, communicate well, and there is teacher encouragement so that students are actively involved in discussing. Teachers also seem to be able to use the best learning strategies so that students look very enthusiastic.

Then, from the observations, it can be seen that students and teachers are able to use facilities and infrastructure optimally in the learning process, namely various interactive learning digital applications, one of which is digislamic, tab facilities and internet networks well.

c. Assessment Phase

Learning assessment at Al Muslim High School can be carried out on two sides, namely the assessment of processes and results that are carried out continuously and systematically. Process assessment is an assessment carried out by the teacher whether the learning process runs smoothly, fun, active or not. In digislamic, the assessment of this process has been well facilitated, marked by the existence of a class journal feature that can be filled in by teachers related to class conditions and the suitability of planning with implementation in the field, such as whether the modules and teaching tools prepared are effectively marked by observations that indicate that the class is becoming more active.

The assessment of results in digislamic has also been well facilitated. Some assessment techniques are divided into three, namely attitude, psychomotor and

cognitive. Cognitively there are written and oral exams. Related to psychomotor assessment there are practices, projects, products, and portfolios. Attitude assessment includes social and spiritual attitudes. In processing data into final grades, it has been calculated using a computer system so that teachers only need to enter the grades of each subject and the final results are directly formed into a digital report card. In addition to the main assessment, remedial has also been facilitated in digislamic. Starting from making questions to the final grade stage. However, from the data obtained that students who go through remedial assessment are gradually decreasing or even non-existent, this is one of the positive impacts of digital learning carried out in Al Muslim.

Analysis

1. Implementation of *Digital Islamic* in the learning process at Al Muslim High School

Policy is inseparable from education management which is useful as a basis or guideline in order to achieve the vision and mission of education (Sudarajat, et al., 2021). In this case, it is digislamic, which is one form of policy. In principle, the implementation of digislamic at Al Muslim High School is one way to help achieve educational goals, one of which is the creation of quality process standards (Azza, et al., 2021).

In carrying out the implementation, based on the theory of George C. Edwards, there are four factors that mutually influence the implementation of digislamic policies in the learning process, namely communication, resources, disposition or attitudes and bureaucratic structure.

a. Communication

One of the successes of a policy implementation can be achieved if the communication process runs effectively. If bad communication is established, there will be misperceptions and even the executors cannot carry out the stipulated objectives (Bhakti, et al., 2022). But this is different from what happens at the Al Muslim foundation, they provide the best communication. One form of communication carried out by the foundation is the form of socialization (Sukmana, et al., 2014). Communication carried out by the foundation to the community has three dimensions of communication that have been carried out optimally. The three dimensions of transmission, clarity, and consistency are important things that need to be considered in the communication process related to digislamic in learning. These three dimensions are given by the foundation not only to policy actors but also to policy targets and other parties who have direct or indirect interests in the policy of being initiated in the learning process (Widodo, 2021). This is the right thing that the foundation does to all its staff in order to have a unified understanding that is complete and equitable to achieve the goals of quality process standards.

In terms of transmission or delivery, the Al Muslim foundation has done very well, this can be seen from several attitudes, namely first, various administrative preparations such as decrees that become reinforcement and socialization carried out continuously; secondly the absence of opposition even received a positive response from the SMA unit; the three bureaucratic flows are not an obstacle to the delivery of digislamic information to the SMA unit (Yuliah, 2020).

Then from the dimension of clarity, delivery and consistency (*concistency*) have been done well by the foundation. The various information provided by the foundation has not changed in content, although those who convey it are different people. Various information and orders given clearly and consistently will give birth to policy implementation that runs smoothly and effectively (Yuliah, 2020) This can be seen from classroom activities that run actively so that an effective learning process occurs. Teachers and students are able to utilize and operate the digislamic application well and

learning activities look very fun, active and interactive and this is one of the indicators of achieving plenary level process standards (Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2021).

b. Resources

If the policy instructions are clear, sufficient resources are needed in terms of quality and quantity (Nalien, 2021). Resources are one of the important factors to carry out a policy, resources consist of human resources, facilities and budget. Human resources in this case are first, digislamic coordinators under the field of Quality and Quality Assurance (PMK) focusing on developing technology systems. the second Head of Learning Resources Affairs (Kaur SB) who is under the field of education. Third, the admin of the high school unit, in this case the vice principal for curriculum who oversees teachers in implementing digislamic in the learning process, is assisted by a School Administration whose duty is to help input some data related to learning. Fourth, namely the teacher who is in charge of implementing digislamic in the learning process starting from planning, implementation and assessment, besides that the teacher is also tasked with providing information and direction to students and parents. The fifth is students who carry out digislamic implementation in the implementation process and part of the learning assessment process. Sixth, parents who are involved in monitoring several activities in the implementation and assessment of students in learning.

In this case, it can be seen that the resources that implement digislamic in the learning process consist of adequate staff who have the best expertise in carrying out the duties and authorities given. In addition, all resources involved also know the various things that need to be done and how to do them so that they are able to implement digislamic in accordance with their functions (Yuliah, 2020).

Facility resources are various physical facilities available to be a supporting factor for the implementation of digislamic implementation in the learning process (Yuliah, 2020). Various facilities have been provided by the foundation to implementers in the SMA unit, namely from infrastructure, accounts, and electronic tools to support the learning process with complete and good conditions.

Budget resources also contribute to the successful implementation of digislamic in the learning process. In this case, the budget arrangement has been done well by the foundation and all payments have been included in the student's tuition fee every month so that parents are no longer charged to pay additional fees.

c. Disposition

The implementer already knows the various things that need to be done, the adequate quantity and quality of resources, then the next thing that is needed is the attitude of the implementer himself (Nalien, 2021). Behavioral tendencies or attitudes are related to the willingness and commitment of the implementers in implementing digislamic applications in the learning process. Ability or ability alone is not enough if it is not balanced with willingness and commitment in working together to carry it out.

The digislamic policy in order to improve this learning process within the scope of Al Muslim has been implemented effectively because the attitude possessed by the foundation as a leader is very positive, optimistic, firm, open, responsible and solutive. In addition, the learning process can run effectively because it gets positive responses and support from implementers in this case management, teachers, students and parents of high school units. This is certainly very good because the goals to be achieved in this case are designed to help the effective learning process, can only be achieved when there is good collaboration between leaders and implementers (Yuliah, 2020).

d. Bureaucracy

This bureaucratic structure is related to the organizational structure of the organizer or even also participates as a policy implementer and this is also applied in the bureaucratic flow of implementing digislamic that the foundation is also involved as an implementer (Yuliah, 2020).

The approach applied in the implementation of digislamic in the learning process is a structural approach, namely an approach that is *Top-down* (Azza N, et al., 2021). In this case, related policies are digislamic, have been planned, implemented, and evaluated structurally. In addition, it can be seen that command and supervision according to levels in the bureaucratic structure are very important (Yuliah, 2020) in implementing digislamic in order to create an effective learning process.

One important structural aspect in the organization is that there are operational procedures as guidelines for implementers in carrying out their duties (Yuliah, 2020). In this case, the Al Muslim foundation has also arranged it, namely in an internal memorandum with no: 24/YAM-YPSAF/Management/VII/2020, minutes of handover of auxiliary devices and a statement letter of approval for the use of auxiliary devices and digislamic applications. So that the use of digislamic as a learning support application can be well directed and used properly.

2. Achievement of the standard learning process at Al Muslim High School after implementing *Digital Islamic*

Process standards are one of the important parts in the National Education Standards. Based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 16 of 2022, Process standards Process standards are minimum criteria for a learning process that is used as a guideline in carrying out an effective and efficient learning process in order to optimally develop the potential, ability, initiative, and independence of students (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022). In order to produce quality process standards, the learning process needs to pay attention to one of its principles, namely using information and communication technology in order to create learning effectiveness and efficiency (Howay, 2020) in this case the Al Muslim foundation has fulfilled this principle through the birth of digislamic to help the educational process in Al Muslim.

The Process Standard consists of three stages, namely planning, implementing and assessing the learning process (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022). The first stage is learning planning as minimal as possible consisting of syllabus, Learning Implementation Plan (RPP), preparation of resources, methods, models, materials, learning media, teaching modules, learning assessment tools, and learning scenarios (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2016). In this case the digislamic implemented in Al Muslim has contained most of the planning, the input of the syllabus is done separately in a shared google drive. In the preparation of various supporting tools in the learning process, a quality learning strategy is needed and can encourage students to actively participate and interact with each other (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

The use of technology has a lot of potential to improve the quality of learning, one of which is able to increase educational productivity such as accelerating the learning process, reducing teacher workload in administration so that teachers can focus on coaching and developing student learning activities and improving teacher capabilities. (Ahmad, et al., 2021) This is certainly in accordance with one of the goals of the birth of digislamic, namely the achievement of teacher time effectiveness that focuses on developing learning and improving teacher competence besides that it can also accelerate the learning process of

students because they can repeat learning from anywhere and anytime through modules and other teaching tools contained in digislamic.

The second stage is the implementation of learning using the digislamic application. Based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No 209 / P / 2021 related to Criteria and accreditation tools for primary and secondary education; Process standards, especially the stages of learning implementation, are in points 12, 15, 16, 17 and 18. From each of these items, each level of conclusion has a minimum score range of 1 to a maximum score of 4 obtained from the results of document review analysis, observation and interviews. (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021). learning that occurs at Al Muslim High School using digislamic is student-centered; active involvement of students in the learning process such as asking, discussing, using media; involving teacher skills in high thinking in order to be able to guide students in solving a problem; and the presentation of material connected to real life. Then, from the data on students' cognitive, attitude and psychomotor scores, it can be seen that there is an increase every semester. This is if referring to accreditation tools, it is found that these results fall into the level 4 category with performance achievements, namely in the learning process, students are given the opportunity to learn actively, involve higher-order thinking skills, and present material that is in accordance with real life so as to achieve optimal learning outcomes (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021).

In addition, the learning that occurs at Al Muslim High School even though it uses technological devices, does not reduce the slightest interaction between students and students with teachers, it can even be seen that the interaction between the two is increasingly more active and interactive so as to make learning more interesting, fun and students' enthusiasm in learning is increasing. This is included in the maximum level category, namely the learning process is very dynamic with the appearance of student interaction with teachers, interaction between students, students are more enthusiastic in learning and the atmosphere is more pleasant (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021).

At Al Muslim High School, there are also reading and writing literacy habituation activities, even students have produced works from literacy habituation activities, besides that there are also students who have become national speakers. This is included in the maximum level category, where schools hold reading and writing literacy habituation activities so that they can form a culture of reading and writing outside the classroom, produce works and publish these literacy works in the community (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021). However, this activity has not been facilitated in digislamic.

The atmosphere in the classroom looks safe, comfortable and there is a good relationship between students and between students and teachers who seem to respect each other, trust, communicate well, and there is teacher encouragement so that students are actively involved in discussions. Teachers also seem to be able to use the best learning strategies so that students look very enthusiastic. This is included in the level 4 category, namely teachers are able to implement learning procedures by paying attention to safety, comfort, cleanliness and physical and psychological ease in student learning by building good interaction between students, teachers and students so that learning objectives are achieved (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021).

Students and teachers seem to be able to use facilities and infrastructure optimally in the learning process, namely various interactive learning digital applications available such as digislamic or those that are not available such as quiziz, tab facilities and internet

networks properly. This is included in the maximum level category, namely the learning process can utilize the facilities and infrastructure available in schools both available and the creations of teachers and students as media and learning resources that can have a positive impact on the quality of learning and the achievement of student learning outcomes (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021).

The last stage is the assessment of the learning process at Al Muslim High School, in the accreditation tool of the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No 209 / P / 2021 contained in points 13 and 14.

The assessment at Al Muslim High School has certainly been systematic and has used various assessment techniques. Learning outcomes at Al Muslim High School, as a whole, have been calculated systematically and even able to produce categories according to the abilities of students who can then later be given a follow-up plan of their achievements, whether increasing abilities such as enrichment or improvement. In addition to learning outcomes, there is also an assessment of the learning process. In this case, digislamic has also facilitated it well, namely with the class journal feature that can be filled in by teachers related to the learning process during class which can later be input, improvement or development of the learning process. This is certainly in accordance with level 4, namely teachers carry out the process assessment process and learning hasol using various techniques to determine the achievement of learning objectives systematically and continuously which is aimed at improving student learning processes and outcomes (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021).

In digislamic, there is also a remedial feature that has been well systemized from the start of making questions to the final grade stage. However, from the data obtained that students who go through remedial assessment are gradually decreasing or even non-existent, this is one of the positive impacts of digital learning carried out in Al Muslim. This is also in accordance with level 4, namely that teachers carry out remedial programs in a systematic, structured and sustainable manner using strategies and affecting the improvement of student learning outcomes. (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021).

Conclusion

Based on the results of data collection and data analysis in the study, it was concluded that in the implementation there are four factors that influence each other, namely communication, resources, disposition and bureaucracy. Communication factors consist of three dimensions, namely transmission, clarity, and consistency. These three dimensions have been carried out optimally by the Al Muslim foundation.

Resource Factors consist of human resources, facilities and budget. The human resources owned by the Al Muslim foundation are adequate and have expertise in accordance with their duties and authorities. Facility resources that have been provided by the foundation to implementers in the SMA unit are from infrastructure, accounts, and electronic equipment. In addition, related budget resources have been well prepared by the foundation and all payments have been included in the student's tuition fee every month so that parents are no longer charged to pay additional fees.

The third factor is attitude or disposition. The attitude possessed by the foundation as a leader is very positive, optimistic, firm, open, responsible and solutive. In addition, the learning process can run effectively because it gets positive responses and support from implementers in this case management, teachers, students and parents of high school units.

The fourth factor is bureaucratic structure. The approach applied in the implementation of digislamic in the learning process is a top-down structural approach. In addition, there are also SOPs as guidelines for implementers in carrying out their duties.

Related to the achievement of the standard learning process at Al Muslim High School. In the first stage of Planning, the digislamic implemented in Al Muslim has contained most of the planning, the input of the syllabus is done separately in a shared google drive.

Then the stages of learning implementation, the learning process that occurs at Al Muslim High School takes place actively by involving all students and developing higher-order thinking skills so that the learning process is effective and efficient. In addition, students also seem to actively participate and the learning atmosphere in class is fun. Then, in Al Muslim High School there is a habit of reading and writing literacy but this has not been facilitated in digislamic. In learning, it is also seen that teachers can create a learning atmosphere that pays attention to safety, comfort, cleanliness and facilitates students in the learning process. In addition, it is also seen that the available facilities and infrastructure are utilized optimally during the learning process.

The third stage is the assessment of learning processes and outcomes. Both have been well and systematically facilitated in digislamic and both have been used as a basis for improvement. In addition, in digislamic there has also been a remedial or enrichment program given to students if needed.

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