Progressive Islamic Education Management For The Metaverse Generation (A Critical Study)

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Abstract

The purpose of this article is to provide an overview and critical view of the negative impact of virtual interactions in the metaverse as a real threat to Islamic education. The Muhammadiyah Association which runs a progressive Islamic movement (Islamic Progressive) needs to take strategic steps towards this phenomenon. By exploring the founding documents and official documents of Muhammadiyah, various Islamic principles are explained which are effective in overcoming the negative impacts of the metaverse by reengineering . As a result, it is necessary to emerge 3 forms of metaverse, namely, (1) Shariat metaverse, namely a metaverse created to rid all metaverse components of values that conflict with the creed of monotheism (tauhid); (2) Sacred Metaverse: metaverse which was created to balance the virtual learning system by prioritizing worship activities; and (3) Silaturahmi Metaverse: metaverse created to strengthen students' interpersonal relationships.

Keywords: Education Management, Progressive Islam, Metaverse

A. INTRODUCTION

At the beginning of 2020, cyberspace was filled with discussions about the Metaverse becoming a top *story* in search engines. Many people are looking for metaverse issues as social restrictions increase due to the pandemic. So, any ideas for getting around the need for social interaction are exciting. Humans as social creatures need the presence of other humans even in virtual spaces. This is what the metaverse offers. What is a metaverse? Metaverse is a virtual world that contains 3D (three-dimensional) images that allow a person or group of people to meet directly (Kye, et.al, 2021) in the form of creating avatars in a certain virtual space (Lee, et al, 2021). This virtual space is reached with the help of additional devices augmented *Reality (AR), virtual reality (VT),* and blockchain to facilitate interaction (Kim et al, 2021) and other tools that are still emerging today.

Metaverse allows people to hold virtual concerts, and meetings, take part in training, increase their skills, and even attend recitations together. Metaverse also gives rise to *currencieskryptocurency* and creates a market mechanism for products called tokens or NFTs (*Non-Fungible Tokens*). The presence of NFT encourages digital asset transactions and trading activities. Where the form of NFT can be images, music, and videos. Metaverse is being worked on seriously after the emergence of exchange *toolskryptocurency* massively, even as an alternative investment. This is in line with changes in the lifestyle of the world community in the 4.0 era. where people are connected on social media and increasingly dependent on the internet (IoT/*Internet of Things*).

Then comes the usage of Big *Data* and Hybrid *Cloud Computing* which penetrates national boundaries both in interacting in the social, economic, and cultural world. The development of artificial intelligence increasingly increases the dimension of interaction that gives rise to excellence and marginalizes the big things that have existed so far (Hwang & Chien, 2022). Including the destruction of many large companies due to the emergence of new things that they never thought existed (disruption of the main) (Kasali, 2019). One of them is due to the development of the Metaverse. Metaverse is nothing new. Still, its appearance shocked many people, and they didn't expect it to arrive this quickly. Mark Zuckerberg was the one who made a quick move by launching Meta. as the new name for the corporation replacing the name Facebook. Even though we know, that Mark Zuckerberg has put Instagram and WhatsApp in his hands.

Even though it has appeared since 2014, the metaverse has been booming recently (Lee, et al, 2021). Is it true that a new metaverse will appear at the end of 2021 and early 2022? Schoolage children are very familiar with platform mobile games. Good in shape-arcade/ racing, simulation, up to games role-playing *games*. One of the popular simulation games is Roblox and Minecraft where children play real simulations (*Life simulation*). They built houses, plantations, farms, forts, bridges, cities, and so on. Not only do they contain buildings, but they can also fill them with various means of transportation and telecommunications. With just one touch, a wide selection of materials and ingredients in various patterns, types and colors can be selected. In an instant, a city with all its contents was formed. Extraordinary.

This virtual playing field is where they meet friends and communicate in the form of chat and other communication codes. They promised to meet at an event (*Event)* who are scheduled and interact there. An interaction that is impossible during this pandemic. Terms such as bar or playing together appear as suggestions for them to play out a certain scenario in a playing event (event) that has been previously scheduled. They are very enthusiastic about taking part in this event like our generation of baby *boomers* enthusiastic about watching Bon Jovi perform the millennial generation looking forward to Westlife and Boyzone, or the Korean drama generation waiting for the release of BTS's new song.

On the parents' side, the development of the metaverse with all its ins and outs seems to go unnoticed. A new world that our educational leaders never imagined. Education policymakers also need extra and extraordinary steps to welcome the birth of a new era. It is an era where social media no longer dominates because of the abundance of misleading information due to the low literacy of our society. It turns out that social media can be easily manipulated for propaganda purposes which have bad effects on human life. In the metaverse era, we no longer feel 2D stimulation on social media but 3D stimulation that can replace the presence of a human figure to interact in virtual space. In the form of a self-avatar that can be shaped according to what we want (Tlili, et.al., 2022).

Was this metaverse created to welcome the arrival of the generation of Roblox, Minecraft and the like that seems to be stepping over the generation that currently dominates the world? The generation that we note as the failed generation because they spend most of their time with games *online*. What do we think is that the development process is not by existing educational
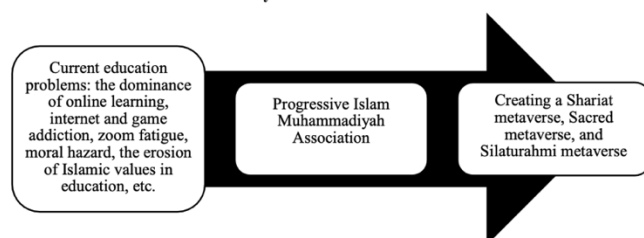
standards simply because we are turning away from paper rooms and classrooms and switching to online classes? Meanwhile, many of us have been the main players in creating indicators of progress from our generation's perspective for us to apply to the new generation, which could be our children and grandchildren.

The pandemic means face-to-face meetings are canceled. Because it will increase the risk of infection. Children are forced to do face-to-face learning with platforms such as WhatsApp, *video calls, zoom meetings*, *Google Classroom,* or other applications. This interaction is limited and only two-way. It is very difficult for early childhood and elementary school-age children to remain focused on teachers and instructors without direct assistance. It's no wonder they are more enthusiastic about playing on devices connected to the internet than attending class online for almost 2 years there has been no significant breakthrough. Negative effects also appear including Zoom Fatigue (Mystakidis, 2022), data misuse (Kye, et.al, 2021) and issues related to the metaverse ecosystem and the possible emergence of a digital explosion (digital big *bang*)(Lee, et al, 2021). Smart measures are needed so that our world of education is not swept away by this new world that seems to have no end.

B. WRITING PURPOSE

This article attempts to provide a picture of the real-world conditions currently experienced by the majority of our students. Students are forced to be exposed to the virtual world for longer due to the recent pandemic. So various negative impacts emerge that threaten our children's education and future. Critical analysis is part of the development of critical theory which assumes that science will only bring benefits when we free ourselves from domination and injustice (Idris & Sulaiman, 2018). Critical Theory was first defined by Max Horkheimer from Frankfurt School sociology in his essay in 1937. Critical Theory is a social theory oriented towards criticizing and changing society as a whole and the need to develop thinking to contribute to changing the world for the better (Bogdan & Biklen, 1997; Taylor et al, 2015). Critical Theory rejects value-free science because, in the view of critical theory, scientists are always inherent or related to society or the objects they study; So, the theory is not sterile from interests.

Figure 1

Systematic Discussion

Current education problems: the dominance of online learning, internet and game addiction, zoom fatigue, moral hazard, the erosion of Islamic values in education, etc. → Progressive Islam Muhammadiyah Association → Creating a Shariat metaverse, Sacred metaverse, and Silaturahmi metaverse

Critical analysis needs to be developed due to the online school phenomenon which has an impact on the large influence of online games (online games) on students. Student interactions with devices are longer and more intense than direct interactions with humans (parents and teachers). So, Education Management needs to develop thoughts and ideas based on Islamic values to overcome this problem. The thoughts and ideas raised in this article are those of Ahmad Dahlan the founder of Muhammadiyah. Muhammadiyah is a mass organization that has millions of students and an educational institution that was founded more than 100 years ago. Muhammadiyah's progressive Islamic principles are considered relevant as a theoretical basis for exploring strategies to overcome educational problems, especially in the metaverse generation who are currently facing a different world compared to their parents and teachers.

C. DISCUSSION DESCRIPTION

1. EDUCATIONAL MANAGEMENT IN GENERAL

Education Management is necessary so that the goals of education can be achieved. Management according to Fayol is a process of planning, organizing, implementing, and controlling various resources to achieve certain goals (Kottler, 2012). If it is related to the world of education, the ultimate goal is to achieve educational goals. The aim of national education based on the 1945 Constitution is to educate the nation's life. Meanwhile, the aim of National Education according to Law No. 20 of 2003 Article 1 paragraph 2 is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture, and responsive to demands for change. era. Law Number 20 of 2003 concerning the National Education System, Article 3, also states that national education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, and creative, be independent, and become democratic and responsible citizens. The aim of education thus has a holistic dimension and a future dimension while remaining rooted in Indonesian values.

The definition of educational management is all efforts made by both individuals and organizations to achieve educational goals. In this effort, efforts arise related to the process of planning, organizing, implementing, and supervising managing resources in the form of people, money, materials, methods and machines, even markets, and everything to achieve effective and

efficient educational goals (Gaol, 2020). Because this management is carried out in the world of education, the focus is on the teaching staff and the resources of education itself and involves the educational ecosystem including children, families, and communities. Experts put forward various definitions of educational management, but the essence of these explanations is the same, namely the organization of education which includes all elements of education to achieve a goal with a holistic dimension.

Another goal of education management is to create educational planning that is equitable, high quality, relevant, and accountable, increasing the positive image of education, and improving the quality of education because quality problems are caused by management (Rachman, 2021). Another goal is to create an active, creative, and effective learning atmosphere and learning process so that a fun and meaningful learning process will result for students and educators (Adi, 2022). Not only that, this goal also includes identifying weaknesses, strengths, opportunities, and threats in the implementation of education or within the framework of educational strategy positions (Ali, 2017). Another goal is to create students who are active in developing their potential so that they have religious and spiritual strength, self-control, intelligence, noble morals, and the skills they need (Rachman, 2021). In this way, the child will be useful in society, nation, and state. So, effective and efficient education management is important to implement.

2. PROBLEMS RELATED TO EDUCATION MANAGEMENT IN THE NEW NORMAL ERA

The main essence of Management is to manage an organization. Management also means good management which can give birth to an organization that can develop to achieve maximum goals. Educational Management can be defined as management in educational organizations, both formal and non-formal schools. The meaning of management is also a leadership mechanism in managing an organization. Education Management thus highlights the efforts of various parties in managing educational institutions or elements of organizational leadership. What are their efforts in managing educational organizations so that students receive good educational services? Is it related to facilities, materials, costs, and personnel (school principals, teachers, and other education personnel)?

Education management in the new normal era is facing the same hard blow as other fields. Because education is a process filled with humanitarian activities. Humanitarian activities are limited to prevent the spread of the C-

19 virus. Educational support facilities seem to have no meaning anymore. Whether it is a magnificent building, sports field, studio, or laboratory. Educational personnel are also affected. The real impact is learning at home, no longer in class or at school. Teachers are presented in virtual media. Students interact with sound and video passively. As a result, educational effectiveness and efficiency cannot be achieved as in the previous era.

Schooling at home creates massive student interaction with devices (Smartphones, Tablets, iPads, Computers). This has an impact on changes in student behavior related to games online *(game virtual)*. Even though many studies prove the bad influence this behavior has on students. There has been a lot of discussion about the bad effects of playing games on devices. Wardani (2015) Declaring games Clash *of Clan* (COC) is proven to encourage lifestyle changes that are related to the use of continuous and repeated playtime. Wardani (2015) also stated that COC games result in types of social interaction in the form of competition, controversy, and disputes or conflicts. This game provides facilities where players can play together and interact with other players, namely those named Clan. This interaction takes the form of conversation (chatting) and giving codes/signals to communicate with fellow players. Other research related to games, namely Putra, et.al 2017, stated that games that spend a longer duration of time affect the cognitive abilities of children aged 8 to 9 years. The mathematical abilities of children who play games for a long duration have lower scores (grades) than children who play games for a short duration. Playing games can help children learn if they are limited to a time duration of less than 3 hours per day.

Another study was conducted by Faradilla (2020) which focused on assessing internet dependence or internet addiction. This addiction is a syndrome experienced by teenagers who spend most of their time playing internet games. They cannot exercise self-control and behavior control when playing online games. The lower the self-control, the higher the internet dependence. Nur Dilla et al, 2018 also stated that internet gaming addiction can cause changes in the behavior of high school-aged adolescents related to sleeping, eating, and resting activities. Lestari and Wimbarti (2021) also stated that online games play online that students play together with their friends have encouraged gaming addiction which encourages mental health problems. Where the object of this research is junior high school students in Yogjakarta.

Anggraeni & Wihardja (2020) also stated that game addiction can lead to emotional problems and social problems. However, it is also stated that

learning achievement is not only due to the influence of playing online games but is also influenced by other factors such as selfmotivation, community and family support, and the social conditions of the school environment. So, parents must control their children's behavior regarding the use of devices and enforce the rules regarding the use of devices at school. Other research is related to the ease of internet access making teenagers the age group most exposed to problems related to technology use (Kuss et al, 2014). Teenagers also experience the influence of easy internet access related to smartphone use (Haug, et al., 2015), and games *online* (Hussain et al., 2012; Jiang, 2014).

Another quite different research was conducted by Yulianti and Ekohariadi (2020) who stated that learning using educational games can provide benefits to students. Benefits related to increasing interest in learning and increasing student learning outcome scores. Educational games have the advantage of being easily interactive and providing a richer user experience. However, this type of game has the disadvantage of being limited to running on certain memory systems. Kuss et al, (2014) games link actions and thoughts. And this is a form of innovation in learning. Educational games have been proven to provide training in thinking and role-playing in certain contexts.

The various studies above with data on students at various levels of education show that behavior related to games on devices or the internet carried out by students either alone or together with friends has become a lifestyle for the majority of our students. This phenomenon is real and we cannot deny it. Unfortunately, most of them have a bad effect on behavior and the learning process. Virtual game technology or games are developed by developers through a long research process (Lee, et.al, 2021). Gaming technologists use big data and algorithmic tools to find out what games attract the most interest. With the help of artificial intelligence, the variety of games increases manifold every year.

The vastness of Big Data and the Internet of Things (IoT) has made game technology develop into a super application in the 4.0 era. This super app drives the idea of connecting everyone in a platform that supports' *Connecting Society*" " As a result it created *game* simulation based on everyday *life* or everyday life in addition to other types of games. racing game *(arcade)* or GTA which contains violent content, faces resistance from regulations and protection from the government. Even the Chinese government has banned its people from playing games. because there are quite

a few games that have a bad influence on the players directly and society in general. Virtual game developers (Game Developers) do not remain silent. Games were developed that were friendlier to children, and did not contain violent content. Even games related to sports. That's not enough, the developers also deliberately created a gaming community consisting of many players (professional players) or gamers. They collaborate with certain product manufacturers for commercial purposes. This has given rise to new professions among the younger generation.

An example of a game is Roblox. In this game, players can choose the game simulation they want. Roblox provides facilities that can connect one player to another, even with many players. Another facility in this game is that they can meet at various events or occasions. They develop strategies for each other to win the game to get items or rewards that can be used to replace their Avatar or create a better version of the Avatar. A stronger avatar so that it can defeat the enemy. The enemies are other players and also other characters developed by the developer. When children interact with friends and win games, feelings of joy, pride, and joy arise. Also, get recognition. The more prizes that are collected, the higher the level of the game that can be played so that there is a feeling of satisfaction that children feel after playing Roblox. Without us realizing it, these children have been playing in the metaverse even without the support of headsets or microchips with sensors.

The immersion of students in the world of games raises the question, of what is wrong with our Education Management so that students are more enthusiastic about playing games than going to school. What is wrong with the theories and concepts in Educational Management that we have created and developed so far?

Education management focuses too much on schools and educational institutions. In the pandemic era, students spend most of their time at home. The government's recommendation is to stay at home to reduce the chance of being infected with Covid-19. Learning at home with applications creates problems because not all parents can operate the technology. The teacher's condition is also the same, some teachers experience difficulties with the use of technology for the learning process (Netolicky, 2020; Azhari & Fajri, 2021). Students themselves ultimately solve problems related to the use of learning technology while studying at home. Therefore, it is time to change the focus on the education process at home. This includes empowering parents as the main supervisors of the education process at home. School education

management theories and concepts need to be brought to the home realm. So it is necessary to change the educational perspective by placing students and parents as the main actors in the educational process (Azhari & Fajri, 2021). The second option is to bring the school into the student's virtual space, including in the form of a metaverse.

3. DEVELOPING PROGRESSIVE ISLAMIC CONCEPT TO ENRICH THE THEORY AND PRACTICE OF EDUCATION MANAGEMENT IN THE METAVERSE GENERATION

Metaverse is a combination of various technological elements such as Virtual *Reality, Augmented Reality,* and other tools where users can directly interact in the digital world (Kim et al, 2021). This phase allows netizens to be in the digital space together to interact, discuss, play, attend concerts, and so on. according to Mark Zuckerberg, Metaverse is an advanced version of social media. Media where there are no more spaces and partitions that separate users. Metaverse is a hyperspatial media that becomes a bridge for the representation of a person with other people in the form of certain characters called Avatars (Ning et al, 2021). They are connected to Augmented Reality (AR), Virtual Reality (VR), and Artificial Intelligence (AI) devices so they can feel the sensation of approaching real reality. Elon Musk even stated that the next stage of the metaverse would be to implant microchips in the human brain. The goal is clear, to be able to interact more freely in virtual space.

Interaction as a bridge to the teaching and learning process is a topic of discussion both in Education Management and in Metaverse. Education is a never-ending process so it requires tools to direct the process. One of the tools is Management. The management element that is closely related to education is the human element. Humans are social creatures who are bound by various kinds of norms and religious rules. When management is viewed as a human science, the appropriate perspective is from a leadership perspective. It is the leader who will initiate the process of change and innovation. The leader is also the party most responsible for the creation of a new era (Middlehurst, 2021). The Management Science Revolution occurred since the era of Thomas Kuhn and developed along with changes in society, and alongside other scientific disciplines.

Education management can also be interpreted as school management (Rachman, 2021). Namely a set of tools to influence behavior used by a person or several people in achieving educational goals through school. A school is a

place where children gain an understanding of values and culture that make their human values more meaningful. Schools are the spearhead of national character development. However, the pandemic era has eroded the role of schools (Azhari & Fajri, 2021). The pandemic seems to make us realize that education is the responsibility of families and communities and not just the responsibility of schools and teachers. The pandemic means that children are at home most of the time. As a result, the role of family and parents becomes dominant.

Education Management contains the meaning of a series of activities from the beginning to the end process which includes implementation activities and the objects worked on by its components (Rachman, 2021). Analysis is required regarding the following processes and components in Table 1:

Table 1 Scope of Education Management Development

Educational Resources	Management Functions			
	Planning	Organizing	Actuating/Leading	Controlling
Man	√	√	√	√
Money	√	√	√	√
Methods/Media	√	√	√	√
Material	√	√	√	√
Machines	√	√	√	√
Minutes	√	√	√	√
Marketing	√	√	√	√
Information	√	√	√	√

Source: Rachman, 2021

Rachman (2021) states that the table above is not limited to school educational institutions but also to other non-formal educational institutions that provide face-to-face education (and training). However, research for virtual classes is *included podcasts or virtual classroom still* limited.

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The condition of school institutions in the pandemic era for the Metaverse generation has encouraged the idea of developing thinking concepts for engineering to enrich the theory and practice of Educational Management. The engineering proposed in this paper is based on history 100 years ago, which had the same background and obstacles. That is a massive change for the better. Ahmad Dahlan's reform steps in starting Muhammadiyah were used as a basis for engineering educational management. This is relevant because the challenges faced by Islamic students at the time of Muhammadiyah's birth were the same as the challenges faced by Islamic students today. That is, they both face new things in their lives.

Engineering is offered in the form of concepts and basic thinking. Education Management needs to be developed within virtual media platforms such as games and metaverse. Educational management is needed because the penetration of the virtual world into children's lives is considered too dangerous (Tlili, et.al, 2022). Education managers and educational policymakers need to immediately take strategic steps to overcome the various negative impacts of the dominance of the virtual world on our students. Schools and society must take over the task of educating from the dominance of technology which could marginalize human values and Islamic values. This is by the spirit of Islamic renewal which is the ideology of the Muhammadiyah organization. Metaverse in the form of real games is clear evidence of educational challenges. So various problems arise. Progressive Islam is the spirit of the Islamic movement which always strives to find solutions to various problems faced by the people. Where problems always arise as part of technological developments.

The main basis for engineering is to return to the Qur'an and the Sunnah of the Prophet and be oriented towards tajdid which opens the door to ijtihad for progressive Islam (Ali, 2017). Another aim is to restore the Muhammadiyah Islamic educational institution as a trusted forum for shaping Indonesian human character according to the educational objectives in Law Number 20 of 2003. What must be considered in this engineering is to maintain aspects of monotheism or Aqidah Worship Muamalah and understanding of Islamic teachings. This is what KH Ahmad Dahlan appointed as the founder of Muhammadiyan more than 100 years ago (Darban, 2000).

The first renewal is to cleanse the Islamic Aqidah from all kinds of Shirk in the field of worship, cleanse the way of worship from bid'ah, and in the field of muamalah, cleanse the practice of interacting with others from

khurafat beliefs (Nashir, 2019). The second step taken was to establish modern education that combined religious studies and general education. Or the integration of faith and progress (Kuntowijoyo, 1985; Nashir, 2019). The third step taken by Ahmad Dahlan was to expand his movement to women's organizations as a medium for alleviating women's oppression at that time regarding injustice in the field of education (Nashir, 2019). Women's education at that time was something that was seen as contrary to cultural values and progress.

These three reform steps taken by Ahmad Dahlan can be used as a basis for creating a successful Metaverse generation that can provide benefits to religion and the nation. Namely by creating technology for education that is full of reform values like Ahmad Dahlan's thoughts. It is hoped that the ideas for forms of educational management presented in this article will be able to overcome the negative impacts of the metaverse world which currently dominates the lives of our students. This idea can be applied in the form of an application or platform that is full of progressive Islamic values.

The first is to create a Shariat Metaverse. Namely, the metaverse was created to clean all components in the metaverse media from values that conflict with the faith of monotheism (taudid). Educational platforms, whether games or applications used for virtual educational processes or the use of the metaverse, can be continued as long as they do not violate Islamic beliefs and principles. However, Islam is a perfect religion that has guidelines for living life and interacting with other humans. By increasingly incorporating Islamic values in all aspects of games *or learning simulations* virtually. The learning process does not only contain cognitive aspects but also requires strengthening motivation in religion. It is hoped that further developments will emerge. Super application developers or developers will develop concepts and foundations for the development of Shariat Metaverse-based Education Management.

Second, is the Sacred Metaverse. Metaverse was created to balance the virtual learning system by prioritizing worship activities. The basis is the importance of limiting time in front of the screen by encouraging students to carry out activities that prioritize physical and spiritual activities. Namely by carrying out religious rituals as a means of neutralizing the negative effects of exposure to online games. Worship activities need to be increased in time and quality. Because students need to sharpen their brains and hearts so that they have strong faith and are not lulled by the virtual world. Education

management needs to explore various more interesting approaches in providing face-to-face lessons that are integrated with worship activities. This allows the emergence of concepts and foundations for the development of sacred metaverse-based Education Management to counter secular metaverse-based Education Management.

The third is to create a metaverse of Silaturahmi or friendship. Metaverse was created to strengthen students' interpersonal relationships. Through direct communication and interaction. Even though students are used to the virtual world, they still need to be encouraged to view the importance of human relationships with the real world. Gathering to create dialogue and explore Islamic ideological ideas so that educational institutions are no longer exclusive. Communities outside the internet (non-virtual) still need to be formed to sharpen students' sensory abilities so that they are open to new things that provide benefits. The concept and basis for the development of this third Educational Management is based on the metaverse of Silaturahmi (friendship).

Figure 2

Advanced Islamic Education Management for the Metaverse Generation
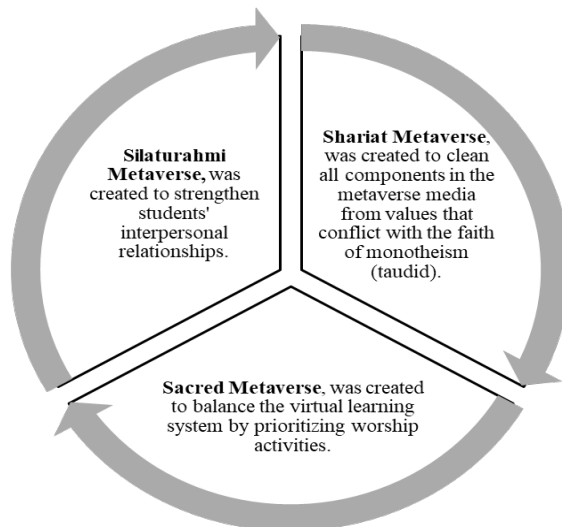
The three forms of engineering in the field of metaverse-based Educational Management above which have sharia, sacred, and friendly content are expected to be able to offset the negative effects of the increasingly massive use of the metaverse in the world of education. The development of the metaverse in the world of education will not be as fast as in other fields. For example in the fields of business, economics, and the field of technology. This is to the character of the world of education which tends to be conservative and cautious in accepting all new things.

But there's no harm in preparing ourselves as early as possible. So that when that era arrives we will be ready to fortify our students with good character full of Islamic values.

Kasali, 2019 stated that currently, almost everything is experiencing disruption due to the massive innovation process carried out by the younger generation. they build startup companies*(start-ups)* that prioritize practicality and convenience. They grew up in an era where practicality and simplicity were the main values. The educator's task is to balance this value with a good foundation of faith. Meanwhile, many of us who carry out roles as teachers, coaches, leaders, mentors, and managers of educational institutions are part of the past generation, who are still tied to the past.

D. CONCLUSION

Education Management faces big challenges in the current era. As a result, it is necessary to engineer Educational Management into a metaverse form that is by progressive Islamic values. Education management must change because students as learners also experience changes in characteristics. Students become more aware of technology and respond quickly to the results of new technology such as in the gaming world and the Metaverse world that has developed recently.

Education experts today need to develop strategies, methods, and forms of new metaverse platforms based on the views of K.H. Ahmad Dahlan, among others, by creating: first the Shariat Metaverse, namely the metaverse which was created to cleanse all components of the metaverse from values that conflict with the aqidah of monotheism. Second, the Sacred metaverse was created to balance the virtual learning system by prioritizing worship activities. The third Silaturahmi metaverse was created to strengthen students' interpersonal relationships. It is hoped that this form of metaverse will be able

to offset the dominance of the metaverse that currently exists and is devoid of Islamic values.

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