

Descriptive Study of digital transformation in university education institutions Islamic University of Perlis Malaysia as a model

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Abstract

Digital transformation has forced organizations to take advantage of modern technologies, to be more aware, flexible at work, and able to innovate and innovate. With these features, they can keep pace with the times and adapt to renewable needs faster to achieve the desired results of their business and move towards success.

Through this research, the researcher will reveal the importance of digital education at Perlis Islamic University Malaysia and its obstacles, and measure it in line with creative planning, to implement the new university system, which will achieve a qualitative leap in the university's march based on quality and scientific research empowerment.

Keywords— digital transformation, university education, reality, challenges

INTRODUCTION

Increasing interest in the digital transformation of universities-especially developed countries-as is one of the vital topics that necessitate the revision of the entire university education system in its light, and the replacement of most of the functions of services and technology in all organizational levels of the University, and in all its activities and services (Ali, 2013, 3).

The university is surrounded by various challenges imposed by its scientific and professional characteristics and must move forward with the change to go beyond its traditional frameworks, and take its role as an effective tool in society in responding to global and technical changes as well as cognitive creativity, thus being responsible for the scientific and civilizational progress of its society (Mahjoub, 2006, 169).

Modern digital educational applications will necessarily contribute to a comprehensive change in all aspects of educational science, as has become clear in the emergence of new educational terms, such as digital learning, digital training, digital calendar, and other

related terms. therefore, those interested in the field believe that the principles, foundations, and educational practices will evolve in line with the nature and potential of modern digital technology.

Thus, the Islamic University of Perlis Malaysia needed to keep pace with modern developments in education through the use of teaching and learning techniques, to raise the level of academic achievement efficiently and effectively, and this requires the university to assist students in the use of various learning resources, foremost of which is training them on how to deal with digital information (Haj, 2014, 219).

What prompts the researcher to choose this topic is to be informed about the educational and learning situation closely through meditation and teaching at the university, which indicates the existence of problems in various fields of university work, and thus the digital transformation strongly forces the university to change its paths and traditional methods to a virtual structure based on modern technology that helps reduce time and efforts in teaching

and also works to improve performance and keep pace with the latest Times and rapid global developments.

Research problem:

From the above, it is clear that the Islamic University of Perlis - and other Islamic and Arab universities - face many of the problems imposed by the successive modern technical developments in the digital age, especially in an era of increasing demand for university education and frequent calls for literacy. confronting these problems requires upgrading the efficiency of the university education system. therefore, this humble research seeks to highlight the benefits of the transition to education, learning, and digital and the challenges facing the Islamic University of Perlis.

Research questions:

In the light of the above, the research questions crystallized in the following:

- 1 - What is the concept of digital learning
2. the importance of technology in teaching and learning
- 3 - What are the problems of digital transformation at the Islamic University of Perlis
- 4-How to overcome the problems of digital transformation at the Islamic University of Perlis.

Research objectives:

- 1-Statement of the concept of digital learning.
- 2-demonstrate the importance of technology in university education.
- 3-identify the problems and implications of digital transformation at the Islamic University of Perlis.
- 4-provide the necessary suggestions to overcome the challenges of digital transformation at the Islamic University of Paris.

Research hypothesis:

The research was based on the premise that the digital transformation of its various programs contributes effectively to the development of the performance of the Islamic University of Perlis, as well as the existence of obstacles that must be overcome.

Importance of research:

The importance of research is as follows:

- Provides a theoretical framework in a new template from the perspective of the researcher on the benefits and challenges of digital transformation at the Islamic University of Perlis.
- To come up with a set of conclusions and recommendations that officials of the Islamic University of Perlis on the development of university education can benefit from, in providing the elements of the digital age, which contribute to the effectiveness and efficiency of educational and teaching science.

Research methodology:

The researcher used the descriptive approach that describes what is an object and identifies the circumstances and relationships that exist between the facts.

Than search:

Digital has invaded various aspects of life and technological development has become one of the most important measures of the progress of nations, as technology has included different education systems. So there is digital teaching and learning, what is the concept of digital teaching and learning and education technology What is important in teaching and learning.

Digital education is the provision of electronic educational content through multimedia on the computer and its networks to the learner in a way that allows him to actively interact with this content, with the teacher and with his peers, whether asynchronous or asynchronous, as well as the possibility of completing this education in a time and place and at a speed that suits his circumstances and abilities, as well as the possibility of managing this learning also through the use of media. (Lonis Ali 2011)

Text, images, and audio are digitized into the computer's digital input units, such as scanners, mice, keyboards, speakers, etc., and then processed, stored, and digitally output as information. Digitization makes it easy to save, trade, and share all digitally processed content, anytime, anywhere. (Companion, 2019, P.).

The importance of digital education:

The importance of digital transformation lies in its ability to contribute to solving human

problems on the one hand and to activate development and enhance its sustainability on the other hand, and this includes economic, social, environmental, but also cultural aspects: technology comes to be a catalyst and catalyst in all these aspects. In practice, improving the customer experience, flexibility, and innovation from start to finish are key factors for digital transformation, along with the development of new sources of revenue and ecosystems supported by information leading to the transformation of the business model (Ahmed Ibrahim, 2019, P. 30).

The objectives of digital education:

- * Ability to meet the needs and desires of learners cognitive and scientific.
- * Improve the retention and timely access of acquired information.
- * Quickly replenish information and knowledge and arrange them according to their importance and position pension.
- * Urge interaction and interaction between the two ends of the educational process) teacher and learner: pupil-school, a worker in the workplace (Ali, DS, 41).

Enhancing student experiences: focuses on improving student metrics such as retention and graduation rates, Course Success Rates, and other indicators that demonstrate overall success.

Improving competitiveness: this goal focuses on differentiating a university from a competing university using digital methods.

- * Create a culture of data-driven decision-making: this includes embracing a digital mindset in all areas of the campus for students, faculty, leadership, and other staff.
- * Improving resources: this goal covers everything from improving communication between officials to reducing costs related to the use of electricity (Spear 2020)

Digital education patterns:

1-Direct Digital Education: which is represented in those educational methods and techniques based on the world wide web of information to deliver educational content to the learner in real-time and the practitioner of education or training) department, factory.

2-indirect digital education: it is the process of learning through a set of training courses, and organized classes, which in turn includes an important educational installation, and this type of digital learning depends on the situation, the existence of multiple circumstances that do not allow the actual presence of the individual learner) student at school, or university, working in a professional environment. (Ali, 2011, p. 415)

The concept of means and technology of Education:

"Technology" is originally a Greek word derived from two words: techno(Techno) meaning craft or workmanship, and Logi(L) meaning art or science, hence it becomes clear to us that the meaning of this compound word is the art of craft or the science of craft or the art of workmanship, and it becomes clear to us from this meaning that the word technology is closely related to the Applied Science of technology, while the word (technology), the meaning of the method or method of doing something or doing an activity. (Al-Farjani, 2002, p. 27)

Definition of education technology:

The Presidential Commission on educational technology (1977) defined educational technology as "a systematic method of designing, implementing and evaluating the educational process in the light of specific objectives, and based on research results in communication and human learning, by employing a combination of human and non-human resources to reach a more effective education".

The British Council for educational technology defines it as "the development and application of systems, methods, and means to improve human learning". (Ahmed, 2006)

From the previous definition, education technology can be considered as a science-based on systematic thinking aimed at applying the results of scientific research and technological products associated with human communication and activating them in the service of the educational process by developing its consent and transforming it from the abstract theoretical form to a new form

based on realism, to achieve the goals of the educational process.

A look at virtual education:

I mean virtual education that achieves the immediacy of communication between students and lecturers electronically through a Network or networks so that the University or college becomes a network Institutional Digital Education must include the following components:

1-educational component: students - lecturers - educational materials - administrators - finance - library - laboratories - research centres-exams.

2. technological component: website - personal computers - network - digital educational conversion.

3-administrative component: objectives of digital education: philosophy of digital education - plans, programs, and budgets of digital education - timetables of digital education - strategy and objectives for both short-term and long-term-preventive control and therapeutic follow-up to the deviation of digital education programs.

Digital education includes the following electronic components: eBook, e-publishing, e - exams, e-learning, e-library, presentation of results and grades electronically, and registration in courses electronically.

Positive effects of using digital education:

The use of technology has a significant impact on the education system in all its elements and its effects:

1 - change the philosophy of Education: Education - under the use of educational technologies - has become available to all individuals at different levels and cultures, but the learner has the freedom to learn what he wants whenever he wants according to his academic abilities and psychological preparations.

2-change the role of the lecturer: after he was considered the main source of knowledge and the focus of the educational process, he teaches information and controls the learners inside the Hall, his roles varied after the use of teaching techniques, becoming a designer, facilitator, and organizer of activities and the educational environment, and he plays a diagnostic role for

the levels of the learners, and a guiding role during the follow-up. (Wahba, 2006, P. 8)

3-changing the role of learners: in traditional educational systems, the student played a passive role limited to watching presentations and receiving information, and after the use of educational techniques, he became the active and interactive participant position, becoming the focus of the educational process, where he took responsibility for his learning while interacting with audio-visual, readable and multimedia educational materials.

4 - Change the objectives of the curricula: it has become the provision of learners the skills of self-learning and continuous, and instill a love of knowledge and its collection and how to employ it in the era of the explosion of knowledge and information of the highlights of the general objectives of the curriculum.

5-changing teaching treatments and strategies: teaching treatments have become centered around learners, instead of centered around lecturers, where these treatments and strategies are based on positive direct interaction between learners and educational technology developments. (Barhoum, 2008, p. 368)

Benefits of using technological means in teaching Arabic:

The technology has some characteristics and features that make it able to bring many benefits:

1-vitality of learning: technology offers students an interactive learning environment that encourages them to integrate into the process. (Al-Najjar, 2002 p. 302)

2-increasing student achievement: technology provides students with multiple and diverse sources of information, which contributes effectively to the process of teaching and learning the Arabic language, and studies have indicated that some students learn better when using audio or video sources. (Hussein Mohammed, 2005 p. 50)

3-taking into account individual differences: students differ among themselves, so they learn and develop in different ways and at various rates, and technological means can help students in education, and allow them to

progress at an appropriate rate and in a safe environment. (Fair 2007 p. 46)

4. multicultural education: technological innovations can transcend classroom walls and connect students and lecturers in reciprocal relationships at local and global levels.

Previous studies:

- A study (Mustafa Abdel Samieh Mohammed 2002) entitled: Towards a development model for Arab universities from the perspective of the digital organization of institutions:

The study aimed to identify the elements of the digital model of the Arab university organization in the context of determining what development and digital organization; the model addressed three dimensions of development are as follows: individuals, working groups in the digital university organization, then the organizational structure of the Digital University and how to re-structure it, the study used the descriptive: Digital transformation of universities can be achieved by adopting the policy of providing and making available information, delegating decision-making powers, empowering university staff, and providing training programs on the internet. digital transformation of universities requires restructuring university institutions so that each of them is linked internally to networks that provide information about the university, its structure and services, and how to access them, as well as linked to the International Information Network.

- Study (Osama Ali 2013) entitled: Digital Transformation of Egyptian universities: requirements and mechanisms:

The study aimed to come up with a set of proposed mechanisms to achieve the digital transformation of Egyptian universities: -

- The success of the process of digital transformation of universities does not depend on the effectiveness of the transformation process only, but it requires the capabilities, skills, and personal characteristics of the university leaders, and all members of the university community to reflect their faith and commitment to the process of digital transformation and its implications, in addition to developing strategies in addition to building

the capabilities of leaders and individuals; to support and support change in light of the concepts of integrating ICT in all areas and activities of the University.

- Study Balyer & Oz,2018 titled: academics "perspectives on digital transformation in education:

The study aimed to identify academics ' perspectives on digital transformation in education in terms of program and management processes. The study sample consisted of (20) faculty members working in nine different universities in the Department of Educational Sciences.

- Study Brynjolfsson, E and Hitt, L.M 2002) entitled Digital organization preliminary results of the" Massachusetts Institute of Information Technology" study on the culture and productivity of the organization using the internet:

The study aimed to identify the characteristics of institutions that use modern technologies and the relationship to improve and increase the productivity of the organization to be present in the competitive environment, the study used the descriptive approach, and reached the study to the following:

- The digital organization is characterized by several special and important practices, which distinguish it from others, the most important of which is: an information system that is open and available to all at any time, empowering members and giving them the freedom to make decisions at administrative levels, linking outstanding performance to a certain system of incentives, effective investment of the digital culture of the organization, focusing on training new employees through the internet.

It also states that information technology is not the main factor in increasing the efficiency of the organization, but rather that there is a set of organizational practices, in addition to the culture of the organization, which has the greatest impact, to activate the role of Information Technology and then visit the productivity of the organization and the efficiency of its personnel.

Comment on previous studies:

Differences: current research differs from previous studies in its application and sample, as these studies were applied to an environment different from the current research environment. Aspects of agreement: the agreement between this research and previous studies is their focus on the digital transformation of universities.

- One of the most important features that distinguish the digital organization from others is an information system that is open and available to everyone at any time, empowering the organization's members and giving them the freedom to make decisions at managerial levels, as well as linking the rewards of motivation directly to digital efficiency and investing the digital culture of the organization.

Recommendations:

In the light of my experience in the field of technology education, and the findings of studies and research I recommend the following:

1-utilization and optimal employment of digital educational technologies in all educational stages in the provision of theoretical and practical courses.

2-pay attention to the planning, design, and development of curricula and courses at different stages of education in a digital way; to transform educational attitudes from traditional to digital.

3-follow-up experiments in advanced universities in the field of artificial intelligence technologies, and smart educational technologies, especially; to employ those technologies in the educational process at the University of Perlis Islamic.

4-start preparing the necessary infrastructure in universities, and develop the requirements and equipment for the use of digital educational technologies and other modern e-learning styles.

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