

IMPLEMENTATION OF THE BASIC CONCEPT OF ISLAMIC EDUCATION MANAGEMENT IN THE MANAGEMENT OF ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract

<i>Article History</i>	<i>This study examines Islamic educational management as</i>
<i>Received :28-08-2026</i>	<i>a pivotal element in the administration of Islamic</i>
<i>Revised :13-09-2026</i>	<i>institutions, facilitating organizational goals through</i>
<i>Accepted :17-09-2026</i>	<i>planning, coordination, and oversight grounded in</i>
Keywords:	<i>Islamic values. It analyzes how foundational management</i>
<i>Islamic Education</i>	<i>concepts are operationalized within Islamic schools and</i>
<i>Management;</i>	<i>colleges, outlining core managerial functions, enabling</i>
<i>Islamic Educational</i>	<i>factors, practical obstacles, and effects on educational</i>
<i>Institutions;</i>	<i>standards. Employing a qualitative library-research</i>
<i>Management</i>	<i>approach, the study synthesizes information from</i>
<i>Principles;</i>	<i>scholarly books, academic journals, and relevant</i>
<i>Islamic Values;</i>	<i>regulations, then interprets the findings using descriptive</i>
	<i>qualitative analysis. Results indicate that Islamic</i>
	<i>educational management is enacted via planning,</i>
	<i>organizing, implementation, and control, all anchored in</i>
	<i>Islamic principles such as trustworthiness, integrity,</i>
	<i>responsibility, justice, and consultative decision-making.</i>
	<i>Effective management enhances teaching quality,</i>
	<i>strengthens teacher professionalism, improves</i>
	<i>institutional performance, and fosters students' moral and</i>
	<i>spiritual development. Successful implementation is</i>
	<i>supported by competent leadership, stakeholder</i>
	<i>collaboration, and adequate facilities, whereas limited</i>
	<i>financial resources, poor communication, and insufficient</i>
	<i>managerial skills impede effectiveness. The study</i>
	<i>concludes that robust Islamic educational management is</i>
	<i>essential for cultivating high-quality institutions and</i>
	<i>producing knowledgeable, responsible, and ethically</i>
	<i>grounded graduates.</i>

Introduction

Education has a very important role in shaping the quality of human resources and determining the direction of the development of a nation. The progress of a country is not only seen from economic and technological

developments, but also from the quality of education that its people have (Dihe and Wangdra 2023). Therefore, educational institutions must be managed properly in order to be able to achieve educational goals effectively and efficiently. In practice, the management of an educational institution should not be done carelessly; A clearly defined managerial framework is needed so that all educational activities are directed. One of the main determinants of the success of institutions in carrying out their roles and responsibilities is the conceptual foundation of education management (Efferi 2021). By implementing good education management, schools or educational institutions are able to build a structured, orderly learning atmosphere and contribute to improving the quality of educational services.

Empirically, a number of educational institutions still encounter various problems in their governance. Among them are program planning that has not been formulated comprehensively, coordination between educators that is less synergistic, the quality of educational services that have not met standards, and supervision of the implementation of learning that has not run optimally. In addition, there are also obstacles to the management of infrastructure, administration, and human resources (Fauzi and Fajrin 2022). The implication of these obstacles is the difficulty of realizing the goals of education to the maximum, which indicates that the application of the fundamentals of education management in the management of institutions has not been evenly distributed. In fact, education management plays an essential role in organizing, directing, and controlling all educational activities to be in harmony with the set goals.

Another obstacle that often arises is related to the limited capacity of managers in decision-making and the formulation of institutional development strategies. Not a few institutions are solely focused on the learning process without placing the managerial aspect holistically. As a result, various institutional programs run without a strategic direction and tend to fail to achieve optimal outputs. In a number of cases, internal conflicts between educators and managers are also an obstacle to the formation of a conducive educational climate (Selvi et al. 2024). This condition emphasizes that education management is not only related to teaching activities, but requires competence in organizing institutions professionally. Therefore, mastery of the basic concept of education management is a primary need for all stakeholders.

The need for good education management has actually been listed and strengthened in various legal rules that apply in Indonesia. In Article 31 of the 1945 Constitution, it is stated that every citizen has the full right to access educational services. Meanwhile, the government holds the main role and responsibility to build and run a national education system that is open and can be enjoyed by all levels of society without any restrictions. This provision indicates that education is a shared mandate that requires mature, directed, and sustainable management. Without the support of a clear management system, the implementation of national education will be difficult to achieve the goals that have been set (Nata 2019). Therefore, understanding and applying the basic concept of education management is a very important element in supporting the realization of quality education.

Furthermore, Law Number 20 of 2003 concerning the National Education System explains that education is an effort that is carried out consciously and

systematically designed to create a learning process that allows students to develop all their potential. The regulation also emphasizes that the implementation of education must be based on good management principles so that the goals of national education can be realized optimally. The management of the education sector includes a series of sequential processes, starting from the preparation of plans, program implementation, supervision of the course of activities, to the assessment of the overall results of the educational efforts (Ginting 2020). The quality of education services as a whole is not only determined by the quality of the teaching and learning process in the classroom, but also depends on how well the governance is implemented by the institution itself. From this point of view, the back and forth of an educational unit is greatly influenced by the management standards that are carried out. If the management is carefully arranged, orderly, and managed by competent personnel, then the opportunity to improve the quality of education while meeting the learning needs of students to the maximum will be wide open.

Overall, education governance in Indonesia has been established as a legal basis through Government Regulation Number 19 of 2005 concerning National Education Standards, along with various improvements and improvements that have been issued thereafter. In more detail, this regulation requires each education provider unit to meet management criteria which include the preparation of plans, the implementation of activities, supervision of the process, effective leadership, and performance assessments that are carried out continuously (Ramadani, Marcellah, and Mukhtar 2024). This provision makes it clear that education management is not only centered on teaching and learning activities, but includes all aspects that support the implementation of education. Therefore, every educational institution is obliged to implement management rules in the right way so that the quality of services provided can continue to improve.

Broadly, in the implementation of Islamic-based education, institutional governance matters occupy a very important and decisive position. This happens because the goals to be achieved are not only limited to developing the intelligence and insight of students. More than that, these goals also include the formation of noble disposition, habituation of commendable behavior, and the cultivation of spiritual values that are entirely sourced from Islamic religious teachings (Farmawati, Ramli, and Rahmatullah 2018). Madrasas, Islamic boarding schools, and Islamic schools carry the mandate to produce a generation that has broad scientific insights, solid faith, commendable behavior, and readiness to face various dynamics and challenges of the times. To realize these goals, an education management system is needed that is carefully prepared, carried out in a directed manner, and coordinated effectively while remaining oriented towards improving the quality of education. Therefore, the application of the basic principles of Islamic education management is one of the most decisive elements in supporting the effectiveness of the implementation and success of Islamic educational institutions in achieving their educational goals (Utami, Hsb, and Agustina 2025).

Basically, Islamic education management is a series of efforts in planning, coordinating, directing, and supervising all resources owned by educational institutions based on Islamic principles so that educational goals can be realized effectively and efficiently. Its implementation involves various stages, such as program formulation, grouping and structuring human resources, implementing

educational activities, monitoring the program, and assessing the results that have been achieved. With the implementation of proper Islamic education management, each component in an educational institution can carry out its duties and functions in harmony so that the entire educational process takes place in a directed manner and the goals that have been set can be achieved optimally (Fauzi and Fajrin 2022).

In fact, even though there are clear provisions, the implementation of education governance in a number of institutions still encounters various obstacles. One of the main causes is the regulations and policies in the education sector that continue to be updated, so that it often makes it difficult for education units to adjust the way of working and the management system that has been implemented. In addition, limited facilities, low managerial competence of some education personnel, and lack of community support are also obstacles in the implementation of education management. This condition has caused some educational institutions to not be able to carry out their management functions optimally.

Based on the description that has been explained earlier, this paper examines how the basic concept of educational governance according to Islamic views is applied in the management of similar educational institutions. In more detail, the discussion was directed to the main functions of management, namely the preparation of plans, the preparation of work structures, the implementation of activities, the control of the process process, and the assessment of the results achieved. This research is intended to show the important role of Islamic education management in improving the way institutions are managed, improving the quality of educators and students, creating a comfortable and supportive learning atmosphere, and helping to achieve all educational goals based on Islamic teachings. Therefore, this paper is expected to be a reference material for managers of Islamic educational institutions in order to implement a more directed, quality, and harmonious management system in line with religious values.

Research Methods

This study applies a qualitative approach by means of literature study. This approach was chosen in order to provide a comprehensive overview and understanding of the basic principles of management and governance of educational institutions, through the study of various writing sources that are in accordance with the topic of discussion (Khoiron 2019). The materials and information needed are collected from various sources, such as textbooks, scientific papers, academic manuscripts, and official regulations related to the management of education with Islamic nuances.

After all the data is collected, the next step is to process it with qualitative descriptive analysis techniques. This process is carried out by researching and studying the content of literature that discusses the main tasks of Islamic education management, how to manage its institutions, and the application of management principles to improve the quality of education. The information that has been processed is then described in its meaning to show how important the role of the basic management concept is in regulating the course of the institution, as well as recognizing what elements can help the successful implementation.

Discussion

Definition of Islamic Education Management

Education management is an activity of planning, organizing, and managing educational resources that is carried out systematically so that educational goals can be achieved optimally (Wakila 2021). In its implementation, education management includes various activities such as planning, organizing, implementing, and supervising all activities that take place in educational institutions. Education management is basically the process of using various educational resources effectively to achieve predetermined goals. These resources include students, educators, education personnel, curriculum, infrastructure, finance, and other supporting elements (Permana and Sudrajat 2022). Good management allows all components to work in harmony in supporting the implementation of Education.

More than just administrative activities, education management functions to direct, regulate, and control all educational activities so that they run in a structured manner. The success of an educational institution is highly dependent on the quality of its management, because effective management can encourage the improvement of the quality of learning, educational services, and student achievement (Andi Tenriwaru, Safaruddin 2022). The better the management carried out, the greater the opportunity for educational institutions to improve the quality of learning, the quality of educational services, and student achievements.

Broadly speaking, in the scope of Islamic education, this management concept is manifested in the form of educational governance that is sourced from Islamic religious teachings and values (Farihin 2022). The main goal is not only to produce students who excel in the field of science, but also to form individuals who are firm in their faith, behave commendably, and are aware of their obligations as servants of Allah SWT.

Therefore, the implementation of this management system is always based on principles such as trustworthiness, honesty, fairness, responsibility, order, and prioritizing deliberative methods in making decisions (Wiyani 2022). According to the Islamic view, all activities that take place in the world of education are considered as a form of worship, so that each party involved bears professional obligations while upholding moral and spiritual responsibilities. Therefore, the success of education is not only seen from the final results achieved, but also from the conformity of the entire process with the Islamic values embraced (Amirudin 2020). This means that the success of an activity is not enough to judge from the final achievement alone, but also from the way it is carried out and its conformity with the foundation of the teachings that are used as guidelines.

This management system is the main guide in regulating all elements in Islamic educational institutions, be it madrasas, Islamic boarding schools, integrated Islamic schools, or other similar institutions (Andi Tenriwaru, Safaruddin 2022). Various important aspects such as curriculum preparation, teaching-learning process, student development, management of educators, provision of facilities, financial arrangements, and relationships with the surrounding environment, are all managed professionally but still adhere to religious values. If implemented properly, Islamic educational institutions are expected to be able to produce a generation that is not only academically intelligent, but also has noble morals and personalities that are in harmony with

Islamic teachings.

Basically, education governance in the Islamic view is based entirely on the teachings contained in the Qur'an and the words of the Prophet PBUH. From this source, a number of main principles are born that prioritize trustworthiness, a high sense of responsibility, orderliness in work, the spirit of mutual cooperation, and a way of deliberating in making decisions for every job carried out. Among these values, trust is the main principle that requires education managers to carry out their responsibilities honestly, fairly, and professionally (Winarti and Abidin 2022). Meanwhile, deliberation plays an important role in producing policies that are wise and acceptable to all parties involved.

In practice, Islamic education management is not only oriented to academic achievement, but also to character formation and the cultivation of Islamic values in the lives of students (Vera Diana Yulita, Abdul Halik, Nurully Kusuma Ningrum 2025). Therefore, every educational program needs to be designed to develop the potential of students as a whole, both from intellectual, emotional, social, and spiritual aspects.

In addition, Islamic education management functions to integrate various components of education, such as institutional leaders, teachers, education personnel, students, curriculum, infrastructure, financing, and relationships with the community. Integrated management of all these elements will support the creation of an educational process that is effective, adaptive to the times, and sustainable in improving the quality of education.

Basic Concepts of Islamic Education Management

In general, the basic concept of educational governance is the main foundation in Islamic educational institutions. This principle regulates the management and development of the institution, so that all activities take place smoothly, planned, and still lead to the goals that have been set (Neri Wijayanti 2023). In more detail, in the scope of Islamic education, management is not only interpreted as administrative affairs or recording documents, but as an effort to regulate, direct, utilize, and develop all existing potentials and resources in an appropriate and cost-effective manner, in order to achieve educational goals that are in line with Islamic teachings (Muhammad Hasan Basari, Annisa 2025).

The smooth running of all activities in Islamic educational institutions is highly determined by the quality of the implementation of the management system that is run. Management plays a role in ensuring that every work step is organized in an orderly and continuous manner. If management is done correctly, the quality of the teaching and learning process can be improved, the ability of educators and staff can be developed, and the needs of students can be better met (Wiyani 2022). Therefore, the success of a school or madrasah is highly dependent on the ability of its leaders to implement management rules effectively.

In essence, education management is a series of efforts to regulate and direct all educational activities through the stages of planning, preparation of work structures, implementation, and supervision, so that goals are achieved in an efficient and targeted way. Education itself is a unified system composed of various elements that are interconnected, such as institutional leaders, teaching staff, students, learning materials, supporting facilities, and the surrounding environment (Niken Ristianah 2022). Therefore, all of these elements must be

managed in an integrated and coordinated manner so that the education process runs optimally. In the environment of Islamic educational institutions, the management system is an important foundation in realizing the ideals, directions, and goals of the institution. Clear arrangements help institutions develop appropriate programs and strategies to form students who are intelligent, behave, and have personalities that are in accordance with Islamic values. Without good governance, it will be difficult to achieve educational goals perfectly (Yanto 2021).

The application of Islamic education management is realized through various management functions, one of which is planning. This function is the initial stage in determining the direction of education implementation by designing work programs, setting targets, developing learning strategies, and preparing the resources needed to support the achievement of educational goals (Donal Lintong, Loso Judijanto, Mutoharoh 2025). A systematic and thorough planning can help Islamic educational institutions anticipate various obstacles and minimize risks that may arise during the implementation of the program. In practice, educational planning can be carried out through the preparation of annual programs, educational calendars, curriculum development, planning religious activities, and the preparation of school budgets according to the needs of the institution (Efferi 2021). In simple terms, if it is carefully arranged from the beginning, the entire series of educational activities will take place more regularly and structured. In addition, proper planning also makes it easier for institutions to adapt to the changing times and respond to the growing needs of the community.

The next function is organizing. Organizing is an activity of determining and distributing duties, responsibilities, and authority to all components in educational institutions (Wakila 2021). Broadly speaking, in Islamic educational institutions, school principals play the role of leaders who determine the direction and regulate the course of the organization. Meanwhile, teachers are in charge of carrying out teaching and learning activities as well as fostering the development of students. On the other hand, administrative staff play a supporting role so that all services in the field of education can run smoothly. A clear division of tasks will create good coordination so that each program can be implemented effectively. Good organization is also able to increase the work productivity of all school residents (Winarti and Abidin, 2022). Through good organization, each individual can understand his or her duties and responsibilities clearly so that educational activities run more regularly and in a more directed manner. In addition, the organization also strengthens coordination and cooperation between components of educational institutions in supporting the achievement of Islamic education goals.

The next management function is the implementation (actuating), which is the process of carrying out all the plans that have been prepared. In Islamic educational institutions, this stage includes learning activities, moral development, implementation of religious programs, educator competency development, and various other educational programs (Ginting 2020). At this stage, the principal plays the role of directing, guiding, and motivating all school residents so that each program can be carried out optimally. Effective implementation will support the achievement of educational goals while improving the quality of educational services.

Overall, in addition to the implementation stage, supervision (controlling) is one of the main functions in education governance. The main goal is to ensure that every activity and program carried out takes place in accordance with the design that has been agreed upon from the beginning (Mulyasa 2018). Through this process, any obstacles or shortcomings that arise can be immediately identified, so that improvement steps and further assessments can be carried out without waiting too long. Within the scope of Islamic education, supervision efforts are implemented through various ways, such as assisting the teaching and learning process, checking the effectiveness of the institution's work programs, assessing the performance of educators, and monitoring student development as a whole (Tanjung et al. 2022). Therefore, if implementation and supervision are carried out properly, a more orderly and targeted management system will be formed. This not only encourages the improvement of the quality of education and the quality of services provided, but also helps create a conducive learning atmosphere, as well as making it easier to achieve the goals of Islamic education to the maximum.

Management of Islamic Education Institutions

The management of Islamic educational institutions is an effort to regulate and develop all components of education so that the goals of Islamic education can be achieved optimally. This activity not only covers the administrative and operational aspects of the institution, but also focuses on fostering character, morals, and Islamic values that are the basis for the implementation of education (Sindi Pebiola, Muhammad Faizul Amirudin 2025). Therefore, the management of Islamic educational institutions has its own peculiarities, namely combining management principles with Islamic values in every activity carried out.

Basically, Islamic educational institutions do not only focus on developing the intelligence and insight of students. More than that, this institution also aims to form a solid personality in faith, have a sense of piety to God Almighty, and uphold noble morals. For this reason, all elements in the educational environment must be carefully regulated, neatly arranged, and carried out continuously, so that the ideals of Islamic education can be realized with maximum results (Yuswardi 2021). When governance runs well, it will be easier for institutions to carry out their duties in providing balanced teaching and coaching, covering aspects of science, social relations, moral values, and spiritual life.

In general, in the view of Islamic education governance, an institution is seen as a single system consisting of various elements, where each part is interconnected and works together to strengthen each other. These elements include madrasah leaders, teaching staff, support staff, students, learning materials, supporting facilities, financial arrangements, and relationships with the surrounding environment. All of these elements have an important role to support the success of achieving the educational goals that have been set (Sahlan 2010). Each component needs to be managed and synergized optimally so that educational goals can be achieved. Integration between components is an important factor in supporting the success of the implementation of education, while the ineffectiveness of one component can affect the overall performance of the institution.

Broadly speaking, when viewed from the point of view of Islamic teachings, the governance of an educational institution is not only guided by how appropriate

and economical the resources used. More than that, its implementation must also be based on values that originate from religion itself (Andi Tenriwaru, Safaruddin 2022). One of the main rules is trustworthiness, which requires everyone to carry out their duties and obligations with sincerity, honesty, and high commitment. Meanwhile, the principle of deliberation is the basis for determining steps or policies, so that the decisions taken can consider the interests of all parties and provide comprehensive benefits (Mulyasa 2018). On the other hand, the principle of justice demands equal and balanced treatment for everyone in accordance with their rights and obligations, regardless of origin or discrimination against each other. All of these values are the main foundation for realizing a reliable, open, and accountable management system for Islamic educational institutions.

In addition, Islamic educational institutions are also required to have the ability to adapt in line with the advancement of science and technology that continues to develop very quickly. This condition requires various innovations in the implementation of education, such as the use of information technology, the development of more effective learning methods, the improvement of educator competence, and the improvement of the administrative system. These efforts are needed to support the improvement of the quality of education and maintain the relevance of Islamic educational institutions to the needs of the times (Donal Lintong, Loso Judijanto, Mutoharoh 2025). Nevertheless, any form of reform carried out must still be based on Islamic values that characterize and identity Islamic educational institutions.

Based on this description, the management of Islamic educational institutions can be understood as a process that takes place continuously in managing all elements of education by combining management principles and Islamic teachings. Governance that runs well and appropriately will support the implementation of all educational tasks to the maximum, improve the quality of services provided, strengthen the process of forming students' personalities, and give birth to a generation that is intelligent and knowledgeable while upholding noble morals. For this reason, the way of managing Islamic educational institutions is one of the key elements to realize a quality educational unit, managed professionally, but always based on the values of Islamic teachings.

Implementation of the Basic Concept of Islamic Education Management in the Management of Islamic Education Institutions

Basically, the application of the main principles of Islamic education governance is a step to integrate the management function with religious values in each stage of education implementation (Putri et al. 2024). The goal is that all available resources can be used appropriately and economically, in order to realize the educational goals that have been set. If this system is implemented correctly, Islamic educational institutions not only focus on academic achievement, but also shape the behavior, identity, and personality of students that are in harmony with Islamic teachings.

When this governance is implemented effectively, institutions can prepare activity plans that are in accordance with internal conditions, student needs, and the dynamics of the ever-changing development of the world of education (Wakila 2021). A carefully prepared program will be a guide for all institutional members in carrying out their duties and obligations as best as possible. In addition, this

system also plays a role in regulating the division of roles and authorities firmly. Institutional leaders, teaching staff, educator staff, and the administration have their respective responsibilities that complement each other in order to achieve common goals (Caswanda, Entis Sutisna 2024). With a neat arrangement, everyone understands their duties so that all activities run more orderly, directed, and coordinated with each other. This condition will form a more professional work pattern and improve the performance of institutional management.

Furthermore, the implementation of Islamic education management not only serves to regulate the operation of the institution, but also becomes a determining factor in improving the overall quality of education. Good management will give birth to a teaching and learning process that is neatly arranged, quality, and focuses on the needs of students (Aliyyah, Mulyadi, and Kholik, Abdul 2019). Teaching staff can carry out their duties optimally because they are supported by careful planning, adequate facilities, and an orderly work system. In addition, this system also encourages institutions to continue to develop teaching methods, utilize appropriate learning media, and improve the professional abilities of educators (Muhammad Hasan Basari, Annisa 2025) As a result, the quality of educational services received by students can continue to improve over time.

In addition, the implementation of Islamic education management helps school principals in making decisions appropriately and wisely. Every policy implemented in schools must be based on accurate data, information, and evaluation results. School principals need to consider various aspects, such as student needs, learning outcomes, teacher performance, and the condition of facilities and infrastructure before determining a policy (Fakhtur Rohman, Ahmad Ramli 2023). With the implementation of good Islamic education management, the decision-making process becomes more objective and able to provide greater benefits for the development of educational institutions.

The application of Islamic education management is also reflected in the implementation of various educational programs that are prepared based on the needs of institutions and students. Each activity or program is prepared through a careful and detailed planning stage, then carried out regularly and involves all parties and elements within the educational institution (Selvi et al. 2024). In carrying out all activities, Islamic values such as trustworthiness, a high sense of responsibility, order at work, and the spirit of mutual cooperation are used as a reference for all institutional members in carrying out their respective duties and roles. As a result, every educational process is not only aimed at achieving the planned goals, but also at the same time forming habits and ways of working that are in harmony with the teachings of Islam.

In addition, the implementation of Islamic education management can be seen from the optimal management of educational resources (Caswanda, Entis Sutisna 2024). Educational institutions strive to utilize educators, infrastructure, finance, and various facilities that are available effectively to support the learning process. Managing all existing resources appropriately and regularly will encourage the improvement of the quality of educational services, as well as create a more comfortable and supportive learning atmosphere for students.

To ensure that all programs run according to their goals, Islamic educational institutions also carry out regular supervision and evaluation activities. Monitoring is carried out to observe the progress of each program that has been prepared,

while the assessment aims to measure how far success has been achieved while recognizing various obstacles that arise during the process (Fitriyani, Ahmad, Siti Aisyah, Utayah, Jerry 2026). The findings of this activity are then used as a reference to improve and improve the educational activity plan, so that the quality of services and the teaching-learning process can continue to improve continuously.

The implementation of Islamic education management that runs well brings various benefits for the progress of the institution (Efendi and Sholeh 2023). This beneficial impact is not only seen from the improvement in the quality of the teaching and learning process, but also from the formation of good student personalities, the increasingly professional of educators, the creation of a supportive educational atmosphere, and the development of the institution as a whole (Danil 2017). One of the most noticeable advantages is the improvement in the quality of students. Institutions that are managed appropriately can organize educational activities that are structured, clearly directed, and in accordance with the needs of each student

In the view of Islamic education, the success of students is not judged solely by their academic grades or achievements, but also by the development of morals, faith, discipline, a sense of responsibility, and their ability to get along and interact in community life. Therefore, Islamic education strongly emphasizes the balance between the mastery of knowledge and the formation of a noble identity. Another benefit that is no less important is the progress of Islamic educational institutions as a whole. This progress can be seen from the improvement of the quality of learning, the development of teacher professionalism, the availability of better facilities and infrastructure, and the increase in various achievements achieved by students (Utami, Hsb, and Agustina 2025). Along with the improvement of the quality of educational institutions, public trust will also grow, so that the institution can play a more maximal role in producing a generation that is intelligent, virtuous, and has a superior personality.

The progress of Islamic educational institutions is highly dependent on the role of the principal as the main leader of the institution (Fikri 2019). If they have adequate management skills, the principal can unite and direct all elements in the school environment to work in an integrated manner to realize the educational goals that have been set (Rohmah, Meliana, and Ayu 2024). Furthermore, he is also tasked with encouraging the improvement of the qualifications and professionalism of teaching staff, as well as creating a supportive, healthy, and optimal work environment.

In addition to the leadership aspect, the success of Islamic educational institutions is also influenced by the ability to utilize information and communication technology developments (Muhammad 2025). If applied in an appropriate and appropriate way, technology can help improve the quality of learning activities, facilitate and accelerate various services for all institutional residents, while making the management system run more regularly and resource-efficient. Therefore, the implementation of good Islamic education management is the main requirement so that institutions can grow and develop, have advantages over other institutions, and be able to adapt to the dynamics of changing times that continue to take place.

More deeply, the success of the implementation of Islamic education management is not only determined by the arrangement of a neat work system and program, but also depends on how Islamic values themselves are internalized into every daily work habit and culture. If principles such as trust, responsibility, deliberation, and justice are only used as written rules without being implemented seriously, then the governance implemented will not achieve maximum results (Wiyani 2022). Therefore, it is necessary to have a collective awareness from all institutional members to make these values the basis for thinking and acting, not just a complement in planning documents.

In the context of decision-making, for example, the principle of deliberation is the key so that every policy taken does not only benefit one party, but also accommodates common interests. Through a process of open discussion and exchange of ideas, various views and inputs can be carefully considered before a decision is made. This will foster a sense of belonging and shared responsibility, so that when the policy is implemented, no party feels forced or harmed (Dihe and Wangdra 2023). Equity-based leadership also ensures that every resource and development opportunity is provided in a balanced manner, regardless of one's background, status, or job title. This attitude will give birth to a harmonious work environment, mutual respect, and free from unfair competition.

In addition to internal aspects, the management of quality Islamic education is also characterized by the ability of institutions to build close and mutually beneficial relationships with the surrounding environment, including the community and parents of students. Community involvement in the educational process is one of the important elements that often determines the long-term success of the institution. Through regular and transparent communication, institutions can understand the expectations and needs of the community, as well as convey the developments and achievements that have been achieved (Ginting 2020). This form of cooperation can be realized in various activities, ranging from the provision of supporting facilities, joint supervision, to involvement in student moral development activities outside of class hours.

On the other hand, the challenges faced in managing Islamic educational institutions in the modern era are not light. In the midst of such rapid social and cultural changes, institutions are required to remain firm in holding on to religious principles, but remain flexible in adjusting the method of delivering materials and management systems. The ability to filter information and take advantage of scientific advances without losing one's identity is a test in itself. Therefore, competency development for all education personnel must be carried out on an ongoing basis, both through training, further study, and other professional development activities. The higher the quality of human resources, the stronger the foundation of the institution in dealing with various dynamics and challenges that arise.

Thus, the management of Islamic education is actually a complete and interconnected system, where each component, value, and activity has its own role that cannot be separated. When all these aspects are managed with full awareness, sincerity, and professionalism, Islamic educational institutions will not only be able to produce a generation that is intellectually intelligent, but also has the steadfastness of faith, social sensitivity, and readiness to face the challenges of life in the future.

Conclusion

The management of Islamic education has a very basic role in the implementation of educational institutions, because it is a guideline to direct the entire process of activities to be in harmony with the values of Islamic teachings. Through the implementation of its main functions, namely planning, organizing, implementing, and supervising, institutions can manage various resources more appropriately and efficiently in order to achieve the set goals. This goal is not only limited to improving students' academic abilities, but also includes fostering faith, piety, the formation of noble morals, and the development of all self-potential in a balanced manner.

The success of its implementation is influenced by a number of interrelated factors. Capable leadership, a harmonious work atmosphere, and the availability of adequate facilities are the main supporting elements. On the other hand, obstacles such as limited funds, suboptimal communication systems, and inadequate managerial skills can hinder the achievement of educational goals. Therefore, the implementation of Islamic education management needs to continue to be strengthened through improving the quality of human resources, developing leadership skills, and utilizing all existing potentials to the maximum. With directed management based on religious teachings, educational institutions will be able to improve the quality of services, create an effective learning process, shape the personality of students, and realize all the goals of Islamic education in a sustainable manner.

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