

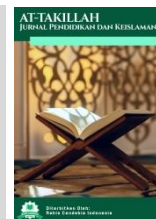


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Islamic Education Management in Improving the Quality of Educational Institutions

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A B S T R A C T

The improvement of educational quality has become a major priority for educational institutions in response to increasing global competition, rapid social change, and rising public expectations. Educational institutions are required not only to deliver academic knowledge but also to implement effective management systems that ensure efficiency, accountability, and continuous improvement. In the context of Islamic educational institutions, such as madrasahs, Islamic schools, and pesantren, quality improvement must be achieved while preserving Islamic values and institutional identity. Therefore, Islamic education management plays a strategic role in integrating professional management practices with Islamic principles to enhance institutional performance and sustainability. This study aims to analyze the role of Islamic education management in improving the quality of educational institutions through a comprehensive review of relevant literature. The research employed a qualitative approach using a library research (literature review) design. Data were collected from primary and secondary sources, including books, peer-reviewed journal articles, research reports, and official documents related to educational management, quality assurance, and Islamic education. The collected data were analyzed using descriptive-analytical techniques by identifying key management functions, strategies, and themes that contribute to quality improvement in Islamic educational institutions. The findings indicate that effective Islamic education management significantly contributes to institutional quality through the implementation of core management functions, including strategic planning, leadership, human resource development, resource management, and continuous evaluation. Strategic planning aligned with institutional vision, mission, and Islamic values provides clear direction and coherence in educational programs. Leadership grounded in ethical and spiritual principles fosters professionalism, motivation, and commitment among educators and staff. In addition, effective management of human resources, facilities, and finances supports a conducive learning environment and enhances institutional credibility. Continuous evaluation and quality assurance mechanisms enable institutions to monitor performance, identify weaknesses, and implement improvements in both academic achievement and character development. However, the study also reveals several challenges faced by Islamic educational institutions, such as limited management capacity, insufficient professional development, and difficulties in adapting modern management practices to traditional institutional cultures. These challenges highlight the need for capacity building, leadership training, and the adoption of innovative management approaches without compromising Islamic values. In conclusion, the study affirms that Islamic education management is a key factor in improving the quality and sustainability of educational institutions.

INTRODUCTION

The quality of educational institutions has become a central concern in the contemporary educational landscape, particularly in response to rapid social change, globalization, and increasing public expectations. Educational institutions are required not only to provide academic knowledge but also to ensure effective management systems that support sustainable development, accountability, and continuous improvement. In this context, management plays a crucial role in determining the success and quality of educational institutions. Without proper management, educational goals are difficult to achieve, regardless of the availability of resources or curriculum design.

Islamic educational institutions, such as madrasahs, Islamic schools, and pesantren, face unique challenges in maintaining and improving educational quality while preserving Islamic values and identity. These institutions are expected to produce graduates who are intellectually competent, morally upright, and spiritually grounded. Therefore, Islamic education management must integrate modern management principles with Islamic teachings to create an effective and value-based educational system. Islamic education management is not merely administrative in nature but also reflects ethical leadership, responsibility, and a commitment to continuous improvement guided by Islamic principles.

Effective management in Islamic education encompasses various aspects, including planning, organizing, implementing, and evaluating educational programs. Strategic planning helps institutions set clear visions and missions aligned with both educational standards and Islamic values. Organizational management ensures the efficient use of human resources, facilities, and finances, while leadership plays a vital role in motivating teachers and staff to perform professionally. Furthermore, systematic evaluation allows institutions to monitor performance, identify weaknesses, and implement improvements to enhance overall quality.

In recent years, the demand for quality assurance and institutional accountability has increased significantly. Islamic educational institutions are required to compete with other educational providers while maintaining their distinctive characteristics. This situation highlights the importance of professional management practices, such as quality management systems, teacher development programs, and stakeholder involvement. When implemented effectively, Islamic education management can improve institutional performance, learning outcomes, and public trust.

Based on these considerations, this article discusses the role of Islamic education management in improving the quality of educational institutions. It explores key management concepts, strategies, and challenges faced by Islamic educational institutions in achieving quality improvement. Through this discussion, the article aims to emphasize the importance of effective and integrated management as a foundation for enhancing the quality and sustainability of Islamic educational institutions in the modern era.

METHOD

This study employed a qualitative research approach using a library research (literature review) design. The purpose of this method was to analyze concepts, theories, and previous studies related to Islamic education management and its role in improving the quality of educational institutions. A qualitative approach was considered appropriate because the study focuses on understanding management practices, principles, and strategies rather than measuring statistical relationships.

The data sources consisted of primary and secondary literature, including books, peer-reviewed journal articles, research reports, and official documents related to educational management and Islamic education. Primary sources included classical and contemporary works on Islamic education management and general educational management theories. Secondary sources comprised academic journals, conference proceedings, and policy documents discussing quality improvement in educational institutions.

Data collection was conducted through systematic identification, selection, and review of relevant literature. Academic databases, digital libraries, and institutional repositories were used to obtain sources by applying keywords such as Islamic education management, educational quality, institutional effectiveness, and quality improvement. The selected materials were carefully examined and organized according to their relevance to the research focus.

The data analysis technique used in this study was descriptive-analytical analysis. The collected data were analyzed by identifying key themes, management functions, and strategies related to quality improvement in Islamic educational institutions. These findings were then interpreted by comparing various scholarly perspectives and synthesizing them into a comprehensive understanding of how effective management contributes to institutional quality enhancement.

To ensure the credibility of the analysis, source triangulation was applied by comparing information from different authors and types of literature. The results of the study are presented descriptively in narrative form, supported by relevant theoretical references.

RESULTS AND DISCUSSION

The results of this study indicate that Islamic education management plays a crucial role in improving the quality of educational institutions through the systematic implementation of management functions that are aligned with Islamic values. Effective management enables Islamic educational institutions to operate efficiently while maintaining their distinctive religious identity. The literature reviewed shows that quality improvement is closely linked to how well institutions plan, organize, implement, and evaluate their educational programs.

One significant finding is that **strategic planning** is a fundamental element in improving institutional quality. Islamic educational institutions that establish clear visions, missions, and goals based on both national education standards and Islamic principles tend to demonstrate better organizational direction and performance. Strategic planning helps institutions anticipate challenges, allocate resources effectively, and design programs that respond to stakeholders' needs. In this regard, Islamic values such as trust (*amanah*), responsibility, and sincerity serve as ethical foundations for planning processes.

The discussion also reveals that **leadership and human resource management** are key factors in enhancing educational quality. Leaders in Islamic educational institutions are expected to act not only as administrators but also as moral role

models. Effective leadership encourages teacher professionalism, continuous development, and a positive work culture. The literature emphasizes that teacher competence and commitment significantly influence learning quality, and well-managed professional development programs contribute to improved instructional practices and student outcomes.

Another important result concerns **organizational management and resource utilization**. Proper management of facilities, finances, and learning resources supports a conducive learning environment. Islamic education management promotes efficiency, transparency, and accountability in resource use, which strengthens institutional credibility and public trust. Institutions that apply quality management principles, such as continuous improvement and stakeholder involvement, are more capable of sustaining educational quality.

Furthermore, **evaluation and quality assurance** emerge as essential components of Islamic education management. Regular monitoring and evaluation allow institutions to assess program effectiveness, identify weaknesses, and implement corrective actions. The discussion highlights that evaluation should be conducted not only to measure academic achievement but also to assess character development and spiritual growth, which are core objectives of Islamic education.

Despite these positive findings, the study also identifies several challenges. Some Islamic educational institutions still face limitations in management capacity, professional expertise, and adaptation to modern management practices. In certain cases, management activities remain traditional and lack systematic quality assurance mechanisms. Therefore, the discussion emphasizes the need for capacity building, leadership training, and the integration of contemporary management approaches without compromising Islamic values.

Overall, the results and discussion demonstrate that effective Islamic education management significantly contributes to improving the quality of educational institutions. By integrating professional management practices with Islamic ethical principles, educational institutions can enhance institutional performance, learning quality, and stakeholder satisfaction. Strengthening management systems is thus essential for ensuring the sustainability and competitiveness of Islamic educational institutions in the modern era.

CONCLUSION

This study concludes that Islamic education management plays a vital role in improving the quality of educational institutions when it is implemented in a systematic, professional, and value-based manner. Effective management enables Islamic educational institutions to achieve their educational goals while maintaining their Islamic identity and ethical foundations. By integrating modern management principles with Islamic values, institutions can enhance both academic quality and moral development.

The findings indicate that strategic planning, effective leadership, human resource development, efficient resource management, and continuous evaluation are key components of quality improvement in Islamic educational institutions. Strong leadership and professional teachers, supported by transparent and accountable management systems, contribute significantly to improving institutional performance and learning outcomes. In addition, consistent quality assurance mechanisms help institutions adapt to changing educational demands and sustain continuous improvement.

However, the success of Islamic education management depends on the readiness of institutions to strengthen management capacity, develop leadership competence, and adopt innovative approaches while remaining grounded in Islamic principles. Therefore, improving management practices is essential for enhancing institutional quality, public trust, and competitiveness.

In conclusion, Islamic education management serves as a strategic foundation for improving the quality and sustainability of educational institutions. Strengthening management systems based on Islamic values and professional standards is crucial in preparing educational institutions to meet contemporary challenges and to produce graduates who are intellectually capable, morally upright, and spiritually grounded.

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