Contemporary Innovation in Islamic Education Management for Enhancing Institutional Quality and Competitiveness

Muhammad Insan Jauhari[1] *, M Sayyidul Abrori[2], Abdul Khimmataliev[3], Fatima Zana Bora[4]

[1]*IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Indonesia*

[2] Universitas Ma'arif Lampung, Indonesia

[3] Chirchik State Pedagogical University, Uzbekistan

[4]University of Tirana, Albania

*E-mail: insan.jauhari.abbas@gmail.com

Submission: 03-03-2026, Received:11-03-2026, Accepted:28-04-2026

Abstract

This study aims to analyze management innovation in contemporary Islamic education in improving the quality and competitiveness of educational institutions. Technological advancement, social transformation, and increasing competition among educational institutions require Islamic educational institutions to implement more adaptive and professional managerial transformation while maintaining Islamic values as their institutional identity. In this context, management innovation becomes an essential strategy in strengthening institutional governance, improving educational quality, and enhancing institutional competitiveness in the contemporary era. This study employed an interpretative qualitative approach through the *Systematic Literature Review* method by examining relevant scholarly articles on contemporary Islamic education management. Data were collected through the identification, selection, evaluation, and review of literature relevant to the research focus, and were analyzed thematically through data reduction, categorization, interpretation, and synthesis. The findings reveal that management innovation contributes significantly to the transformation of Islamic educational governance through stronger strategic planning, more systematic task distribution, collaborative leadership, and the integration of digital technology in institutional management. Furthermore, management innovation contributes to educational quality improvement through strengthening teacher competence, developing learning systems, improving academic evaluation, and enhancing educational services. The study also finds that management innovation strengthens institutional competitiveness through increased public trust, broader institutional networking, and stronger Islamic educational identity as a distinctive institutional advantage. Theoretically, this study supports George R. Terry's management theory, Edward Sallis' *Total Quality Management* perspective, and Everett M. Rogers' *Diffusion of Innovation* theory, while also extending them through the finding that innovation in Islamic education is consistently aligned with Islamic values as ethical and normative foundations in institutional transformation. Therefore, management innovation can be understood as an important transformation strategy in improving the quality and competitiveness of Islamic educational institutions in the contemporary era.

Keywords: management innovation, contemporary Islamic education, educational quality, institutional competitiveness, Islamic education management.

INTRODUCTION

The rapid pace of social transformation driven by globalization, digitalization, and increasing public expectations regarding educational quality has created new challenges for Islamic educational institutions (Haningsih et al., 2026; Kuswadi et al., 2026; Moh. Solikul Hadi, 2024). The rapid pace of social transformation driven by globalization, digitalization, and increasing public expectations regarding educational quality has created new challenges for Islamic educational institutions (Alenezi, 2023; Ichsan & Susanti, 2025; Yuliana et al., 2026). Over the last few decades, Islamic education in Indonesia has experienced significant growth in terms of the number of institutions, public participation, and its contribution to human resource development. However, behind this progress, issues related to institutional quality and competitiveness remain major concerns.

Many Islamic educational institutions, particularly madrasahs and pesantren, continue to face complex managerial problems, including ineffective institutional governance, limited managerial innovation, inadequate use of information technology, and weak institutional positioning amid increasingly competitive educational environments (Hadi, 2018; Moh. Solikul Hadi, Alifia Azzahra Budi,

Ali Kuswadi, 2025; Sailer & Homner, 2019). These conditions place Islamic education in a crucial position between preserving its Islamic identity and responding to the demands of modern society, which increasingly requires efficiency, quality assurance, and professional management

Empirically, this phenomenon can be observed through the growing expectations of society toward Islamic educational institutions, which are no longer viewed merely as centers for transmitting religious values but are also expected to produce graduates who are academically competent, adaptive to change, and globally competitive. In practice, such expectations are not always matched by progressive management systems (Hadi et al., 2020; Hadi, Listiyani, et al., 2026). A number of Islamic educational institutions still rely on conventional managerial patterns centered on individual authority, with limited long-term strategic planning and a lack of integrated quality evaluation systems. As a consequence, many institutions experience developmental stagnation, face difficulties in maintaining public trust, and struggle to compete with other educational institutions that are more innovative and responsive to social change (Anjas Pratiwi & Hadi, 2022; Nuraini et al., 2025; Yuliana et al., 2026).

These challenges can be examined through the lens of classical management theory proposed by George R. Terry, who emphasizes that organizational success depends on the effectiveness of planning, organizing, actuating, and controlling (Yasyakur, 2017; Yuliana et al., 2026). Within the context of contemporary Islamic education, these managerial functions have not yet been implemented comprehensively in many institutions. Strategic planning is often not aligned with societal needs or technological developments; organizational structures are frequently not oriented toward continuous professional development; implementation of programs tends to remain administrative rather than transformative; and institutional evaluation is often conducted only as a formal requirement (Hair et al., 2014; Nuraini et al., 2025; Thi et al., 2025). Such imbalances directly affect educational quality and weaken institutional competitiveness.

At the same time, Everett M. Rogers' *Diffusion of Innovation* theory offers an important framework for understanding how organizations sustain themselves through adaptation and innovation (Chu, 2025; Cristache et al., 2025; Zaragoza-Sáez & González-Illescas, 2026). Rogers argues that institutional sustainability is closely linked to the ability to adopt, adapt, and disseminate innovation within a social system. In Islamic educational institutions, managerial innovation involves not only digital transformation or administrative modernization but also the reconstruction of leadership patterns, the development of organizational culture, improvement of educational services, and strategic responsiveness to societal needs. Institutions that successfully integrate innovation into their governance structures tend to become more adaptive and more capable of gaining public trust. Conversely, institutions that are slow to innovate often encounter declining quality and reduced competitiveness.

Furthermore, the perspective of *Total Quality Management* (TQM), as developed by Edward Sallis, emphasizes that educational quality should be understood as a continuous process involving all elements of an institution, including leadership, educators, students, and the wider community as stakeholders (Suparman et al., 2025; Yuliana et al., 2026). In the context of contemporary Islamic education, quality improvement remains challenging due to the limited integration between institutional vision, service systems, and stakeholder expectations (Hadi, Dzulfikar, et al., 2026; Luthfi Assagaf, 2026; Saidah & Fahmi, 2025). While some institutions have introduced innovations such as digital administration, integrated curriculum development, and human resource enhancement, the implementation of these strategies remains uneven and has not been sufficiently analyzed within acomprehensive academic framework.

Previous studies on Islamic education management have examined leadership in madrasahs, school-based management, and institutional quality improvement strategies. However, most of these studies tend to discuss management in a partial manner and have not specifically addressed

contemporary innovation in Islamic education management as a strategic approach linking institutional quality and competitiveness simultaneously. This issue becomes increasingly important as educational institutions today are expected not only to strengthen internal quality but also to enhance their external competitiveness in order to remain relevant and trusted by society. This gap highlights the need for further investigation regarding how managerial innovation functions as a strategic mechanism for improving both quality and competitiveness in Islamic educational institutions.

Based on these considerations, this study aims to analyze in depth the forms of contemporary innovation in Islamic education management, to examine them through relevant management and innovation theories, and to explore their contribution to improving institutional quality and competitiveness. This study is important because it provides both conceptual and practical insights into how Islamic educational institutions can develop management strategies that are responsive to contemporary challenges while maintaining Islamic values as their foundational principles.

The novelty of this research lies in its attempt to construct an analytical synthesis between modern management theory, innovation diffusion theory, and Islamic educational principles within a unified framework that positions quality and competitiveness as central indicators of institutional success. This study does not merely conceptualize innovation as a technical managerial instrument, but as a broader strategy of institutional transformation oriented toward sustainability, service excellence, and strengthening the identity of Islamic education in the contemporary era. Therefore, this research is expected to contribute academically to the development of Islamic education management studies while also offering practical guidance for Islamic educational institutions in designing innovative and competitive management strategies.

METHOD/EXPERIMENT

Research Design

This study employed an interpretive qualitative research design using a library research approach. This approach was chosen because the study focuses on understanding and interpreting the phenomenon of contemporary innovation in Islamic education management in improving institutional quality and competitiveness through in-depth analysis of scholarly literature. The interpretive paradigm views social reality as something constructed through experiences, interactions, and institutional meaning-making processes(Moelong, 2014). In this context, innovation in Islamic education management is understood as a dynamic process shaped by social developments, institutional demands, and Islamic values as the foundation of educational governance (Matthew B. Miles, A. Michael Huberman, 2014).

The interpretive qualitative design enables the researcher to examine the issue comprehensively and contextually by positioning literature as the primary source for understanding patterns of managerial innovation in contemporary Islamic educational institutions. Through this approach, the study seeks to construct a conceptual understanding of management innovation, quality improvement strategies, and their implications for institutional competitiveness (Creswell, 2018, 2023).

Research Sites and Participants

In this library-based research, the research site does not refer to a specific geographical location but rather to the academic scope of the study, namely scholarly literature related to contemporary innovation in Islamic education management. The sources included national and international reputable journal articles, academic books, educational policy documents, conference proceedings, and previous studies relevant to the research topic. Literature searches were conducted through academic databases such as Google Scholar, Scopus, SINTA, and scientific journals focusing

on Islamic education management, educational innovation, educational quality, and institutional competitiveness.

Participants in this study were positioned as academic sources serving as the object of analysis, including scholarly publications and institutional documents containing data and ideas related to innovation in Islamic education management. The criteria for source selection included relevance to the research focus, academic credibility, publication recency, and theoretical contribution to contemporary Islamic education management studies. These criteria were intended to ensure that the selected literature adequately represented both discourse and practice in the field.

Data Collection

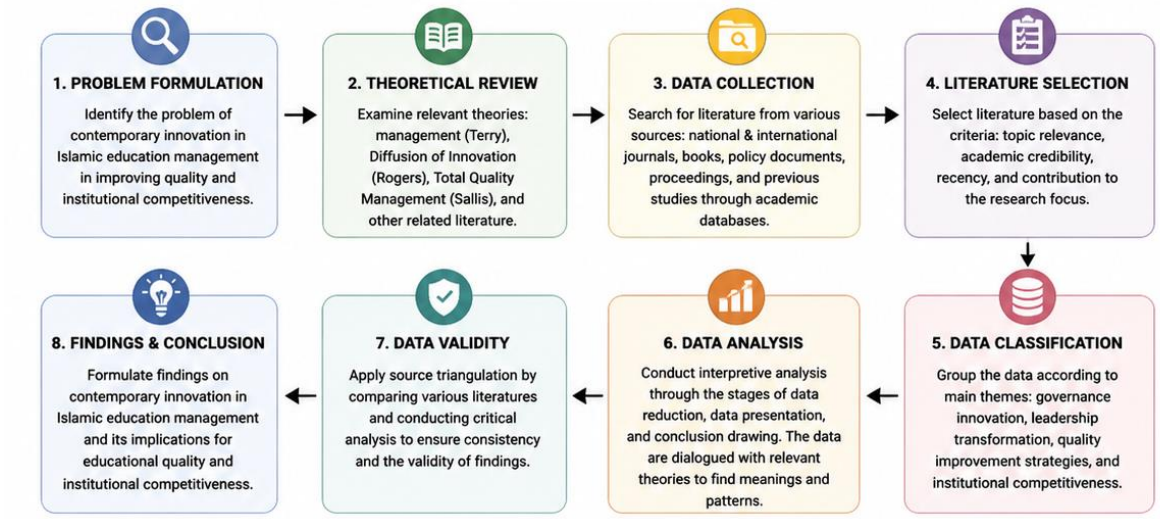
Data were collected through documentation techniques by identifying, selecting, and reviewing written sources relevant to the study. The initial stage involved literature searches using keywords such as *contemporary Islamic education management*, *innovation in Islamic education*, *quality of Islamic educational institutions*, and *institutional competitiveness*. The identified literature was then screened based on thematic relevance and academic quality.

The next stage involved classifying the collected data into major themes, including institutional governance innovation, transformation of Islamic educational leadership, quality improvement strategies, and strengthening institutional competitiveness. All collected data were systematically recorded and organized to facilitate the analysis process. This technique ensured that the gathered data remained focused, relevant, and supportive of in-depth scholarly argumentation.

Data Analysis

Data analysis was conducted using an interpretive qualitative analysis model through three continuous stages: data reduction, data presentation, and conclusion drawing. In the reduction stage, the researcher selected information most relevant to the research focus and excluded data unrelated to contemporary innovation in Islamic education management.

The data presentation stage involved organizing the data into thematic categories and presenting them in descriptive-analytical narratives. At this stage, the findings were critically engaged with George R. Terry's management theory, Everett M. Rogers' *Diffusion of Innovation* theory, and Edward Sallis's *Total Quality Management* perspective in order to identify patterns, relationships, and deeper meanings.The final stage involved drawing conclusions through critical interpretation of all analyzed data. The researcher interpreted how innovation in Islamic education management develops



within contemporary contexts, how it influences educational quality improvement, and to what extent it contributes to strengthening institutional competitiveness. To ensure validity, source triangulation was applied by comparing multiple relevant scholarly works, thereby producing consistent and academically reliable findings. The following will be explained in detail in the research flow image below:

RESULTS AND DISCUSSION

Transformation of Islamic Educational Governance through Management Innovation

The findings indicate that management innovation in contemporary Islamic education is most prominently reflected in institutional governance transformation. The reviewed studies consistently reveal a shift from conventional governance patterns—previously characterized by centralized authority, informal administrative systems, and limited strategic planning—toward governance structures that are more systematic, adaptive, and professionally organized.

Empirical evidence from the reviewed literature demonstrates three dominant patterns.

First, institutional planning has become increasingly strategic. Several studies reveal that Islamic educational institutions have begun formulating medium- and long-term development plans, integrating institutional vision with measurable targets and performance indicators. This marks a significant departure from previous managerial practices, which were largely operational and focused on short-term needs.

Second, clearer organizational structures and role distribution have emerged. The reviewed studies show that responsibilities are no longer concentrated solely on institutional leaders, but are increasingly delegated across academic, administrative, and quality assurance units. This distribution of authority contributes to greater institutional efficiency and reduces dependency on individual leadership.

Third, digital technology has become a major instrument of governance innovation. Recent studies demonstrate that Islamic educational institutions increasingly employ digital systems for academic administration, student data management, internal communication, and institutional evaluation. These developments indicate that governance transformation is not merely structural but also technological.

These findings strongly support George R. Terry's theory of management, particularly the functions of *planning, organizing, actuating,* and *controlling*. Strategic institutional planning reflects Terry's planning function, while clearer division of tasks aligns with organizing. The implementation of digital systems and collaborative institutional practices reflects actuating, whereas monitoring systems and routine evaluations strengthen controlling.

However, this study also extends Terry's theoretical framework. Within Islamic educational institutions, governance transformation is not driven solely by efficiency and productivity. It is also deeply shaped by Islamic values such as *amanah* (trustworthiness), *musyawarah* (collective consultation), and moral accountability. Consequently, management innovation in Islamic education does not merely imitate modern administrative models but adapts them within an Islamic ethical framework.

When compared with previous studies, these findings are largely consistent with earlier research emphasizing that governance modernization contributes to institutional effectiveness. Previous studies highlighted professional leadership and stronger administrative systems as important factors. This study confirms those findings while adding a contemporary dimension: governance transformation in Islamic education is increasingly influenced by digitalization and changing societal expectations regarding educational services.

Therefore, the findings support George R. Terry's theory and previous empirical studies while simultaneously broadening the theoretical understanding of governance innovation by emphasizing the integration of managerial professionalism with Islamic institutional values.

Management Innovation and the Improvement of Educational Quality

The findings reveal that management innovation has a direct and significant contribution to improving the quality of Islamic education. Across the reviewed studies, educational quality consistently appears as a primary outcome of institutional innovation. Empirical evidence highlights four central patterns.

First, management innovation contributes to the improvement of learning processes. The reviewed studies indicate that institutions implementing innovative management practices tend to develop more structured learning systems, integrate digital instructional media, and encourage more interactive and student-centered classroom practices.

Second, teacher competence is strengthened through institutional innovation. Several studies report that Islamic educational institutions increasingly organize professional development programs, workshops, and regular evaluations aimed at improving pedagogical quality and teacher adaptability.

Third, academic evaluation systems have become more comprehensive. Rather than focusing solely on student achievement outcomes, institutions increasingly evaluate teaching effectiveness, curriculum implementation, and classroom processes.

Fourth, stakeholder satisfaction has improved. The literature consistently shows that parents and communities respond positively to institutions that demonstrate responsive services, transparency, and effective communication.

These findings strongly support Edward Sallis' *Total Quality Management* theory, which emphasizes that quality is a continuous institutional process involving all organizational members. The reviewed evidence confirms this perspective: quality improvement is not the responsibility of leadership alone but involves teachers, administrators, students, and external stakeholders.

At the same time, this study extends Sallis' framework in a significant way. In the context of Islamic education, educational quality is not measured exclusively through academic achievement and institutional efficiency. The reviewed literature demonstrates that quality also includes religious discipline, Islamic character formation, moral development, and the cultivation of a spiritually supportive educational environment.

This distinction becomes particularly important because it positions quality in Islamic education as multidimensional. Academic excellence and service effectiveness remain essential, but they are inseparable from the institution's success in internalizing Islamic values.

When dialogued with previous studies, the findings are consistent with earlier research that identified a positive relationship between management innovation and educational quality. However, this study contributes a broader perspective by emphasizing that quality in contemporary Islamic education consists of both academic excellence and spiritual-moral development.

Thus, the findings support Edward Sallis' theory and previous empirical research while expanding the concept of quality through the integration of educational management and Islamic value-based development.

Management Innovation as a Strengthening Factor of Institutional Competitiveness

The reviewed literature demonstrates that management innovation significantly contributes to strengthening the competitiveness of Islamic educational institutions. Empirical evidence reveals several dominant trends.

a. *First*, institutions implementing management innovation tend to gain stronger public trust. Several studies report that professional governance, transparent administration, and responsive educational services improve institutional reputation within society.
b. *Second*, many studies indicate increasing student enrollment in institutions that successfully implement innovative academic and managerial systems.

c. *Fourth,* an especially important finding is the strengthening of institutional identity. Several studies reveal that institutions implementing innovation are often better able to preserve and communicate their Islamic educational identity while remaining adaptive to social and technological change.

These findings strongly support Everett M. Rogers' *Diffusion of Innovation* theory, which argues that institutions adopting innovation more effectively tend to achieve stronger growth and better adaptation within their social environment. The reviewed evidence clearly confirms this theory. Institutions that adopt digital systems, strategic leadership models, and service innovation demonstrate greater institutional resilience and stronger competitiveness than those maintaining conventional systems.

However, this study also expands Rogers' theory. In Islamic educational institutions, innovation adoption is not automatic or purely pragmatic. Rather, innovations are selectively accepted and carefully evaluated according to institutional values and religious identity. This suggests that innovation diffusion in Islamic education is more complex than Rogers' linear adoption model. Innovation is accepted when it contributes to institutional improvement while remaining compatible with Islamic values and educational traditions.

Previous studies similarly concluded that innovation strengthens institutional competitiveness. This study supports those conclusions while adding an important dimension: competitiveness in Islamic education is built not only through modernization but also through the preservation and strategic strengthening of Islamic identity as a distinctive institutional advantage.

Therefore, the findings support Rogers' theory and prior studies while contributing a broader conceptual understanding of value-based innovation adoption in Islamic educational institutions.

Synthesis of Findings and Comprehensive Discussion

A comprehensive reading of the literature reveals an interconnected pattern among these dimensions. Governance transformation appears as the initial institutional foundation. More structured planning systems, clearer organizational arrangements, leadership distribution, and the integration of digital administrative tools create a more adaptive organizational environment. Once governance becomes more effective and responsive, institutions are better positioned to improve educational quality through curriculum development, teacher professionalization, evaluation systems, and service enhancement. These improvements in educational quality then strengthen institutional competitiveness by increasing public trust, student enrollment, partnership opportunities, and institutional legitimacy. Ultimately, these interconnected processes contribute to the long-term sustainability of Islamic educational institutions in a rapidly changing educational landscape.

This relationship suggests that management innovation operates as a multidimensional and systemic process. Innovation in one institutional area creates effects in other areas. Improvements in governance influence learning effectiveness; better educational quality strengthens public trust; stronger trust improves competitiveness; and increased competitiveness reinforces institutional continuity. Therefore, management innovation in Islamic education should not be understood as isolated reform, but as a holistic organizational transformation.

From a theoretical perspective, the findings strongly support George R. Terry's management theory. The literature clearly demonstrates that innovation enhances the effectiveness of planning, organizing, actuating, and controlling within Islamic educational institutions. Strategic planning becomes more measurable and future-oriented; organizational structures become more functional; implementation becomes more collaborative; and evaluation processes become more systematic through the use of monitoring and digital technology.

However, this study also expands Terry's framework. In Islamic educational institutions, managerial effectiveness is not determined solely by organizational efficiency. Institutional decisions are also shaped by ethical and religious principles such as *amanah* (trustworthiness), accountability before God and society, collective consultation (*musyawarah*), and commitment to Islamic educational

values. This indicates that contemporary Islamic educational management combines administrative rationality with moral-spiritual responsibility. In this sense, management innovation in Islamic education represents a contextual adaptation of modern management theory rather than direct institutional imitation.

The findings also strongly support Edward Sallis' Total Quality Management theory. The reviewed studies consistently show that quality improvement is achieved through continuous institutional innovation involving all members of the educational community. Teachers, administrators, students, and stakeholders contribute to maintaining and improving institutional quality. This confirms Sallis' argument that quality must be embedded in organizational culture and sustained through ongoing improvement.

At the same time, the present study broadens the meaning of educational quality within Islamic education. While Total Quality Management generally emphasizes customer satisfaction, organizational performance, and continuous improvement, the reviewed literature demonstrates that Islamic educational institutions define quality more comprehensively. Academic achievement remains important, but quality also includes character formation, religious discipline, spiritual maturity, and the internalization of Islamic ethical values. Thus, educational quality in Islamic institutions operates through the integration of measurable academic performance and value-based educational outcomes.

Nevertheless, this study identifies a distinctive characteristic that extends Rogers' theory. Innovation adoption in Islamic educational institutions is not purely based on speed, efficiency, or external trends. Instead, innovations are selectively adopted based on their compatibility with Islamic institutional identity and educational values. Several reviewed studies indicate that institutions often evaluate innovation not only through practical benefits but also through religious and cultural appropriateness. This means that diffusion of innovation in Islamic education is value-filtered and identity-based. Innovation is welcomed when it strengthens institutional development without weakening the institution's Islamic mission. When compared with previous studies, the findings largely confirm existing scholarship that identifies a positive relationship between management innovation and institutional development in Islamic education. Earlier studies generally emphasize leadership effectiveness, modernization of administration, quality improvement, and educational competitiveness.

This study supports those conclusions. However, it also contributes a broader analytical understanding in several important ways.

a. previous studies often discuss governance, quality, or competitiveness separately. This study demonstrates that these dimensions are deeply interconnected and mutually reinforcing.
b. study shows that innovation in Islamic education is always negotiated through Islamic institutional values and identity.
c. this study offers a stronger conceptual explanation regarding why some Islamic educational institutions are more adaptive and competitive than others: not simply because they innovate faster, but because they are able to integrate innovation with institutional values in a balanced and strategic manner.

These findings therefore provide both theoretical and practical implications.

Theoretically, this study contributes to the development of Islamic educational management scholarship by positioning innovation as a contextual and value-based managerial strategy. It proposes that innovation in Islamic educational institutions should be understood through a dual framework: organizational effectiveness and Islamic value orientation.

Practically, the findings imply that institutional leaders should not perceive innovation merely as adopting modern systems or technological tools. Innovation must be strategically designed, institutionally integrated, and aligned with educational mission and Islamic identity. Sustainable competitiveness is achieved not only by becoming modern and efficient, but by maintaining authenticity while responding effectively to contemporary change.

In broader terms, the study confirms that contemporary Islamic educational institutions are currently undergoing a major transformation. They are increasingly required to operate within dynamic social expectations, technological advancement, and educational competition. In this context, institutions that are capable of integrating management innovation with Islamic institutional values are more likely to achieve higher educational quality, stronger legitimacy, greater competitiveness, and long-term institutional sustainability. Therefore, management innovation in contemporary Islamic education can be understood as a transformative institutional strategy that bridges professionalism and religious identity, strengthens organizational performance, enhances educational quality, and positions Islamic educational institutions more competitively in the contemporary educational environment.

CONCLUSION

This study demonstrates that management innovation plays a highly strategic role in the transformation of contemporary Islamic education. Based on a systematic review of the selected literature, the findings indicate that management innovation is not merely an administrative reform, but has developed into a broader institutional strategy affecting governance, educational quality, institutional competitiveness, and the long-term sustainability of Islamic educational institutions amid increasingly dynamic social change and technological advancement.

In terms of institutional governance, the study found that management innovation encourages a transition from traditional management patterns toward more professional, adaptive, and structured systems. This transformation is reflected in stronger strategic planning, clearer task distribution, more collaborative leadership practices, and the growing integration of digital technology in institutional administration and management. These developments suggest that contemporary Islamic education increasingly positions institutional governance as a fundamental response to current challenges while maintaining Islamic identity and institutional values.

Regarding educational quality, the findings reveal that management innovation contributes significantly to improving teaching and learning processes, strengthening teacher competence, improving academic evaluation systems, and enhancing educational services. Quality in contemporary Islamic education is not only understood through academic achievement and managerial effectiveness, but also through Islamic character formation, students' spiritual development, and the establishment of educational environments grounded in Islamic values. Therefore, educational quality in Islamic institutions is shaped through the integration of professional management and religious value internalization.

The study also found that management innovation has a strong relationship with institutional competitiveness. Institutions that consistently implement innovation tend to gain stronger public trust, increased student enrollment, wider partnership networks, and a more competitive institutional position within the broader educational environment. Importantly, competitiveness is not achieved solely through modernization and service development, but also through the institution's ability to preserve and strengthen its Islamic identity as a distinctive institutional advantage.

Theoretically, the findings support George R. Terry's theory of management functions, Edward Sallis' *Total Quality Management* perspective, and Everett M. Rogers' *Diffusion of Innovation* theory. At the same time, this study extends those theoretical frameworks by demonstrating that innovation in Islamic education does not operate in a neutral organizational context, but is consistently shaped by Islamic ethical principles and institutional values throughout the transformation process.

In conclusion, management innovation in contemporary Islamic education can be understood as an essential and sustainable institutional transformation strategy. The success of Islamic educational institutions depends not only on their ability to adopt modern innovation, but also on their ability to integrate such innovation with institutional vision, social needs, and Islamic values. This integration becomes a key factor in improving educational quality, strengthening institutional competitiveness, and ensuring the sustainability of Islamic education in the contemporary era.

ACKNOWLEDGEMENTS

The author expresses sincere gratitude to Allah SWT for His blessings and guidance, which made the completion of this study possible. The author also extends appreciation and heartfelt thanks to all individuals and parties who have provided support, assistance, and valuable contributions throughout the research process, both academically and personally. It is hoped that this research will contribute to the advancement of contemporary Islamic education management, particularly in strengthening the quality and competitiveness of Islamic educational institutions in responding to ongoing contemporary challenges.

REFERENCES

Alenezi, M. (2023). *education sciences Digital Learning and Digital Institution in Higher Education*.

Anjas Pratiwi, & Hadi, M. S. (2022). The Urgence of Siti Bariyah's Thinking in Islamic Education 5.0. *Journal of Contemporary Islamic Education*, *2*(2), 147–165. https://doi.org/10.25217/jcie.v2i2.2579

Chu, T. S. (2025). *Artificial Intelligence in Curriculum Design : A Data-Driven Approach to Higher Education Innovation*.

Creswell, J. W. (2018). A Mixed-Method Approach. In *Writing Center Talk over Time*. https://doi.org/10.4324/9780429469237-3

Creswell, J. W. (2023). Research Desain Qualitative Quantitative and Mixed Methods Approaches. In *Oxford English Dictionary*. https://doi.org/10.1093/oed/8864581802

Cristache, N., Croitoru, G., & Florea, N. V. (2025). The influence of knowledge management on innovation and organizational performance. *Journal of Innovation and Knowledge*, *10*(5). https://doi.org/10.1016/j.jik.2025.100793

Dinata, F. R., Azikiwe, N., & Firmansyah, D. (2026). *Conceptual Model of Blended Learning-Based Islamic Religious Education Learning Management for Strengthening the Digital Literacy of Senior High School Students*. *2*(2), 40–53.

Dinata, F. R., & Hadi, S. (2024). Penerapan Manajemen Pembelajaran Menggunakan Metode Salafiyah di Pondok Pesantren Darul Ulum Al-Bahriyah Gisting Jaya. *Jurnal Manajemen Pendidikan Islam*, *1*(1), 51–56. https://doi.org/10.63097/6gkrv212

Dinata, F. R., & Kuswadi, A. (2024a). Manajemen Ekstrakurikuler Bidang Musik dalam Mengembangkan Minat dan Bakat Siswa di SMK PGRI Sumber Agung. *Islamic Management : Jurnal Manajemen Pendidikan Islam*, *1*(1), 16–23. https://doi.org/10.63097/p74v3702

Dinata, F. R., & Kuswadi, A. (2024b). Manajemen Pendidikan Kepala Sekolah dalam Mengaplikasikan Visi dan Misi di SMK Negeri 1 Pakuan Ratu. *Islamic Management : Jurnal Manajemen Pendidikan Islam*, *1*(1), 7–15. https://doi.org/10.63097/vsgqcx74

Dinata, F. R., & Kuswadi, A. (2025). *Kolaborasi Pesantren dan Perguruan Tinggi Islam : Model Manajemen Kemitraan Berkelanjutan*. *2*(1), 8–14.

Dinata, F. R., Manan, A., & Novianti, D. (2024). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Suasana Disiplin Kerja Tenaga Guru di SMK Negeri 1 Pakuan Ratu. *Islamic Management : Jurnal Manajemen Pendidikan Islam*, *1*(1), 31–43. https://doi.org/10.63097/bpgf3242

Hadi, M. S. (2018). *Implementasi Model Pengembangan Multiple Intellegence Dalam Meningkatkan Kecerdasan Natural Peserta Didik Melalui Metode Project Based Learning Di Kelas X Manpk Yogyakarta Pada Mata Pelajaran Fikih*. 152.

Hadi, M. S., Abrori, M. S., & Zahra, D. N. (2020). Pengembangan Multimedia Interaktif Macromedia Flash Profesional 8 Pada Pembelajaran Al-Qur'an Hadis Kelas X Semester Genap Di Man 1 Yogyakarta. *At-Tajdid : Jurnal Pendidikan Dan Pemikiran Islam*, *3*(2), 148. https://doi.org/10.24127/att.v3i2.1123

Hadi, M. S., Dzulfikar, N. A., & ... (2026). Revitalizing Educator Ethics in Tarbawi Hadith: Analysis of Moral-Based Learning Methods in the Digital Era. *Indonesian Journal of …*, *1*(1), 17–24. https://doi.org/10.58353/ijire.v1i1.310

Hadi, M. S., Listiyani, D., Kaisari, M., & Leila, S. S. (2026). *Islamic Education Management in the Digital Era : A Bibliometric Study of Da ' wah -Based Digital Transformation in Yogyakarta (2020 – 2024)*. *2*(2), 15–28.

Hair, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review*, *26*(2), 106–121. https://doi.org/10.1108/EBR-10-2013-0128

Haningsih, S., Nudin, B., Harimurti, S. M., & Zainuddin, N. (2026). *Managing Educational Quality in Islamic Senior High Schools : Academic Character Integration through Strategic Education*

Management. *5*, 259–273.
Ichsan, I., & Susanti, Y. (2025). Digitalization of Education Management: Challenges and Opportunities in the Hybrid Learning Era. *Journal of Pedagogi*, *2*(4), 36–43. https://doi.org/10.62872/66y2j952
Kuswadi, A., Feri Riski Dinata, Ermayanti, Dwi Novianti, & Moh. Solikul Hadi. (2026). Educational Management Model for Transforming Islamic Religious Education in the Digital Era: Integrating Religious Literacy and 21st-Century Competencies. *Berkala Ilmiah Pendidikan*, *6*(1 SE-Articles), 280–288. https://journal.kurasinstitute.com/index.php/bip/article/view/1936
Luthfi Assagaf, Z. A. dan F. R. D. (2026). *A Quality Management Model for Character Building Based on the Love- Based Curriculum (KBC): An Analysis of Organizational Communication in Islamic Education*. *15*(1).
Matthew B. Miles, A. Michael Huberman, J. S. (2014). *Qualitative Data Analysis A Methods Sourcebook*. SAGE Publications Sage UK: London, England.
Moelong, L. J. (2014). *Metodologi Penelitian Kualitatif*. Rosda Karya.
Moh. Solikul Hadi, Alifia Azzahra Budi, Ali Kuswadi, F. R. D. (2025). *Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur*. *7*(2). https://doi.org/10.25217/jrie.v7i1.
Moh. Solikul Hadi, D. (2024). Efektifitas Instrumen Penilaian Pendidikan Agama Islam Untuk Meningkatkan Kemampuan Berpikir Kritis Dan Kreatif Peserta Didik Di Smk Muhammadiyah Mlati Yogyakarta. *Berkala Ilmiah Pendidikan*, *4*(1), 28–34.
Nuraini, N., Subagiya, B., & Basri, S. (2025). Islamic Education Teachers' Strategies in Instilling Character Education at MTs Al-Ahsan Bogor. *Journal of Educational Management and Strategy*, *4*(1), 1–14. https://doi.org/10.57255/jemast.v4i1.1409
Saidah, A., & Fahmi, M. (2025). *The Imperative of Integrating Knowledge and Adab in Reconstructing Islamic Education in the Digital Era : A Study of Al- Attas ' s Thought*. *11*(2), 123–136.
Sailer, M., & Homner, L. (2019). *The Gamification of Learning : a Meta-analysis*.
Suparman, S., Hadi, M. S., Amalia, M., & Rose, S. (2025). Heutagogical Self-Directed Learning in an Indonesian Islamic Senior High School: Teacher Scaffolding, Digital Practices, and Policy Implications. *HEUTAGOGIA: Journal of Islamic Education*, *5*(2), 239–252. https://doi.org/10.14421/hjie.2025.52.08
Thi, N., Thao, P., Huu, D., Ly, M., & Quang, N. (2025). Evaluating GPT-enabled learning : Challenges and opportunities for academic performance in a global context. *Sustainable Futures*, *10*(November), 101523. https://doi.org/10.1016/j.sftr.2025.101523
Yasyakur, M. (2017). Strategi Guru Pendidikan Agama Islam Dalam Menanamkan Kedisiplinan Beribadah Sholat Lima Waktu. *Edukasi Islami Jurnal Pendidikan Islam*, *5.09*(2), 1185–1230.
Yuliana, L., Hamdi, S., & Perdana, R. (2026). Quality Assurance in Islamic Higher Education: Global Trends, Challenges, and Future Directions. *Munaddhomah*, *7*(1), 202–215. https://doi.org/10.31538/munaddhomah.v7i1.2547
Zaragoza-Sáez, P., & González-Illescas, M. (2026). Knowledge management influence on the innovation capability of firms in the aquaculture industry. *Aquaculture*, *612*(August 2025). https://doi.org/10.1016/j.aquaculture.2025.743213