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Reconstruction of Islamic Education Management Concept in Contemporary Perspective: A Systematic Literature Review

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ABSTRAC

This systematic literature review examines the reconstruction of Islamic education management concepts from contemporary perspectives in response to the evolving challenges faced by Islamic educational institutions amid globalization and digital transformation. The study aims to identify major conceptual developments, emerging management principles, and strategic directions for strengthening Islamic education management in the twenty-first century. Following the PRISMA 2020 guidelines, a systematic search was conducted across five databases: Scopus, Web of Science, ERIC, Google Scholar, and SINTA Indonesia. The search identified 47 eligible studies published between 2014 and 2025, which were analyzed thematically to identify recurring concepts and patterns. The findings indicate that the reconstruction of contemporary Islamic education management is built upon five fundamental pillars: value-based planning grounded in *Maqāṣid al-Sharīʿah*, prophetic leadership principles, adaptive curricula integrating religious and modern knowledge, holistic human resource development, and character-oriented evaluation systems. The review further reveals a paradigm shift from conventional and paternalistic management toward more participatory, integrative, adaptive, and value-driven models that harmonize Islamic principles with contemporary managerial practices. This transformation emphasizes not only institutional effectiveness but also ethical responsibility, human development, and social contribution. The study contributes a conceptual framework for developing resilient, adaptive, ethical, and contextually relevant Islamic education management systems capable of responding to technological, social, and educational changes while maintaining their foundational Islamic values.

Keywords: Islamic education management, contemporary perspective, reconstruction, systematic literature review, Maqāṣid al-Sharīʿah, educational leadership

ABSTRAK

Tinjauan literatur sistematis ini mengkaji rekonstruksi konsep manajemen pendidikan Islam dalam perspektif kontemporer sebagai respons terhadap berbagai tantangan yang dihadapi lembaga pendidikan Islam di tengah globalisasi dan transformasi digital. Penelitian ini bertujuan mengidentifikasi perkembangan konseptual utama, prinsip-prinsip manajemen yang berkembang, serta arah strategis penguatan manajemen pendidikan Islam pada abad ke-21. Dengan mengikuti pedoman PRISMA 2020, pencarian literatur dilakukan secara sistematis melalui lima basis data, yaitu Scopus, Web of Science, ERIC, Google Scholar, dan SINTA Indonesia. Pencarian tersebut menghasilkan 47 studi yang memenuhi kriteria dan diterbitkan pada periode 2014–2025, yang kemudian dianalisis secara tematik untuk mengidentifikasi konsep dan pola yang berulang. Hasil kajian menunjukkan bahwa rekonstruksi manajemen pendidikan Islam kontemporer bertumpu pada lima pilar utama, yaitu perencanaan berbasis nilai yang berlandaskan Maqāṣid al-Sharīʿah, prinsip kepemimpinan profetik, kurikulum adaptif yang mengintegrasikan ilmu keagamaan dan ilmu modern, pengembangan sumber daya manusia secara holistik, serta sistem evaluasi yang berorientasi pada pembentukan karakter. Kajian ini juga menunjukkan adanya pergeseran paradigma dari manajemen konvensional dan paternalistik menuju model yang lebih partisipatif, integratif, adaptif, dan berbasis nilai. Studi ini menghasilkan kerangka konseptual bagi pengembangan sistem manajemen pendidikan Islam yang tangguh, adaptif, etis, dan relevan dengan perubahan teknologi, sosial, dan pendidikan, tanpa kehilangan nilai-nilai fundamental Islam.

***Kata Kunci**: Manajemen Pendidikan Islam, Perspektif Kontemporer, Rekonstruksi, Tinjauan Literatur Sistematis, Maqāṣid Al-Sharīʿah, Kepemimpinan Pendidikan*

INTRODUCTION

Islamic education management occupies a strategic position in transmitting knowledge, developing moral character, and preserving religious values within Muslim communities worldwide (Roudoh, 2024). The contemporary educational landscape necessitates continuous innovation in management systems while remaining firmly grounded in Islamic sharīʿah values, underscoring the importance of integrating modernization of educational management with normative religious principles (Sangadah & Dinata, 2025). Islamic educational institutions ranging from pesantren and madrasahs to Islamic higher education institutions (PTKI) face complex challenges including curriculum relevance, human resource quality, limited facilities, and adaptation to technological developments (Handayani & Hadi, 2025).

The transformation of Islamic education management has become increasingly critical as institutions navigate the dual imperatives of maintaining authentic Islamic identity while responding to globalization pressures, digital transformation demands, and evolving societal expectations (Haryono & Maryani, 2025). Contemporary Islamic education faces various internal and external challenges that hinder its development, including limited funds, inadequate facilities, educators who are not yet professional, and learning methods that are not adaptive to modern needs (Haryono & Maryani, 2025). The persistent dichotomy between religious and secular education continues to underscore the urgency of reforming Islamic education through integrative approaches (Lathifah, 2025).

This systematic literature review aims to: 1. Synthesize contemporary scholarship on Islamic education management reconstruction 2. Identify key themes, conceptual frameworks, and theoretical foundations underpinning contemporary approaches 3. Analyze the integration of Islamic values with modern management principles 4. Develop a comprehensive conceptual model for reconstructing Islamic education management 5. Identify research gaps and provide recommendations for future scholarship and practice

Understanding contemporary approaches to Islamic education management is essential for educators, policymakers, and institutional leaders seeking to develop educational systems that are both religiously authentic and globally competitive (Hasibuan & Harahap, 2025). The integration

of spirituality and rationality in the management of Islamic educational institutions is central to forming a generation with excellent character, professionalism, and noble morals (Hasibuan & Harahap, 2025). This review provides valuable insights for developing managerial strategies that are adaptive to global transformation without abandoning Islamic identity.

Islamic education management integrates universal management principles with distinctive Islamic values and ethics, creating a holistic framework oriented toward worldly and spiritual welfare (Handayani & Hadi, 2025). The classical management functions of Planning, Organizing, Actuating, and Controlling (POAC) are enriched with Islamic values including Tawhid (divine unity), Shura (consultation), Amanah (trustworthiness), Ihsan (excellence), Adl (justice), and Maslahah (public benefit) (Handayani & Hadi, 2025). These principles provide the ethical foundation upon which contemporary Islamic education management is constructed.

The concept of Islamic education management as articulated through Quranic perspectives emphasizes teacher professionalism as the core foundation of educational administration (Zawaliyah & Nugraha, 2026). According to Quranic interpretation, teacher professionalism is formed through four interrelated dimensions: epistemological (faith-based knowledge), ethical (sincerity and trustworthiness), pedagogical (wisdom and educational methodology), and social (justice and exemplary conduct) (Zawaliyah & Nugraha, 2026). This multi-dimensional framework integrates ethical, pedagogical, and social principles in the management of madrasahs and Islamic educational institutions.

Contemporary Islamic educational institutions face mounting pressures related to digitalization, inclusivity, and accountability, while many governance frameworks remain fragmented, technocratic, or disconnected from the holistic philosophy of Islamic education (Hamdanah, 2025). The Maqāṣid-driven governance model offers a comprehensive scaffold for institutional transformation by linking ethical commitments with managerial functionality (Hamdanah, 2025). Rather than treating Maqāṣid as merely theological ideals, this model reconceptualizes them as strategic levers guiding curriculum design, organizational culture, staff development, and accountability practices.

The development of Artificial Intelligence has brought significant changes to Islamic education, with AI implementation offering substantial opportunities for administrative efficiency,

personalized learning, and data-driven decision-making optimization (Khoiruddin dkk., 2025). However, the dominance of technology poses serious challenges, including the decline of humanistic dimensions, spirituality, empathy, and interpersonal relationships within the educational process. This necessitates reconstructing human-centered Islamic education management that balances technological advancement with the objectives of Islamic education oriented toward forming *insan kamil* (the perfect human being) (Khoiruddin dkk., 2025).

The integration of religious and general knowledge has emerged as a central concern in contemporary Islamic education discourse (Hasibuan & Harahap, 2025). The modernization of Islamic education represents a response to contemporary challenges demanding reforms in systems, curriculum, and teaching methods, with pioneers like Muhammad Abduh and Ahmad Dahlan emphasizing the importance of integrating religious science with general science, rationality in understanding Islamic teachings, and progressive character formation (Hasibuan & Harahap, 2025). This modernization is not a form of secularization but an effort to refresh Islamic values for contemporary relevance.

Islamic education in Indonesia has historically played a key role in shaping both religious and societal values, yet faces pressure to evolve amid globalization, technological advancement, and modern societal demands . Research has revealed significant gaps in technology integration, narrow curricula lacking modern subjects, and insufficient emphasis on critical thinking and intercultural competence (Wajdi dkk., 2025). These findings highlight the need for curricular reform, greater use of digital tools, and teaching methods that promote critical engagement with both religious and secular knowledge.

METHOD

Research Design

This systematic literature review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines to ensure methodological rigor, transparency, and reproducibility. The review adopts a qualitative synthesis approach, integrating findings from diverse primary studies to develop comprehensive understanding of Islamic education management reconstruction.

Search Strategy

The literature search was conducted across five electronic databases representing both global and regional scholarly repositories:

Table 1: Database Search Strategy

Database	Focus Area	Records Identified
Scopus	Multidisciplinary peer-reviewed literature	245
Web of Science	High-impact academic journals	187
ERIC	Education-focused research	156
Google Scholar	Broad academic coverage	312
SINTA Indonesia	Indonesian scholarly publications	124
Total		**1,024**

The search strategy employed a combination of Boolean operators with the following keywords: ("Islamic education management" OR "manajemen pendidikan Islam" OR "Islamic educational leadership" OR "Islamic school governance") AND ("contemporary" OR "modern" OR "reconstruction" OR "reform" OR "transformation"). The search was limited to English-language publications from 2014 to 2025 to capture recent developments while ensuring sufficient historical context.

Eligibility Criteria

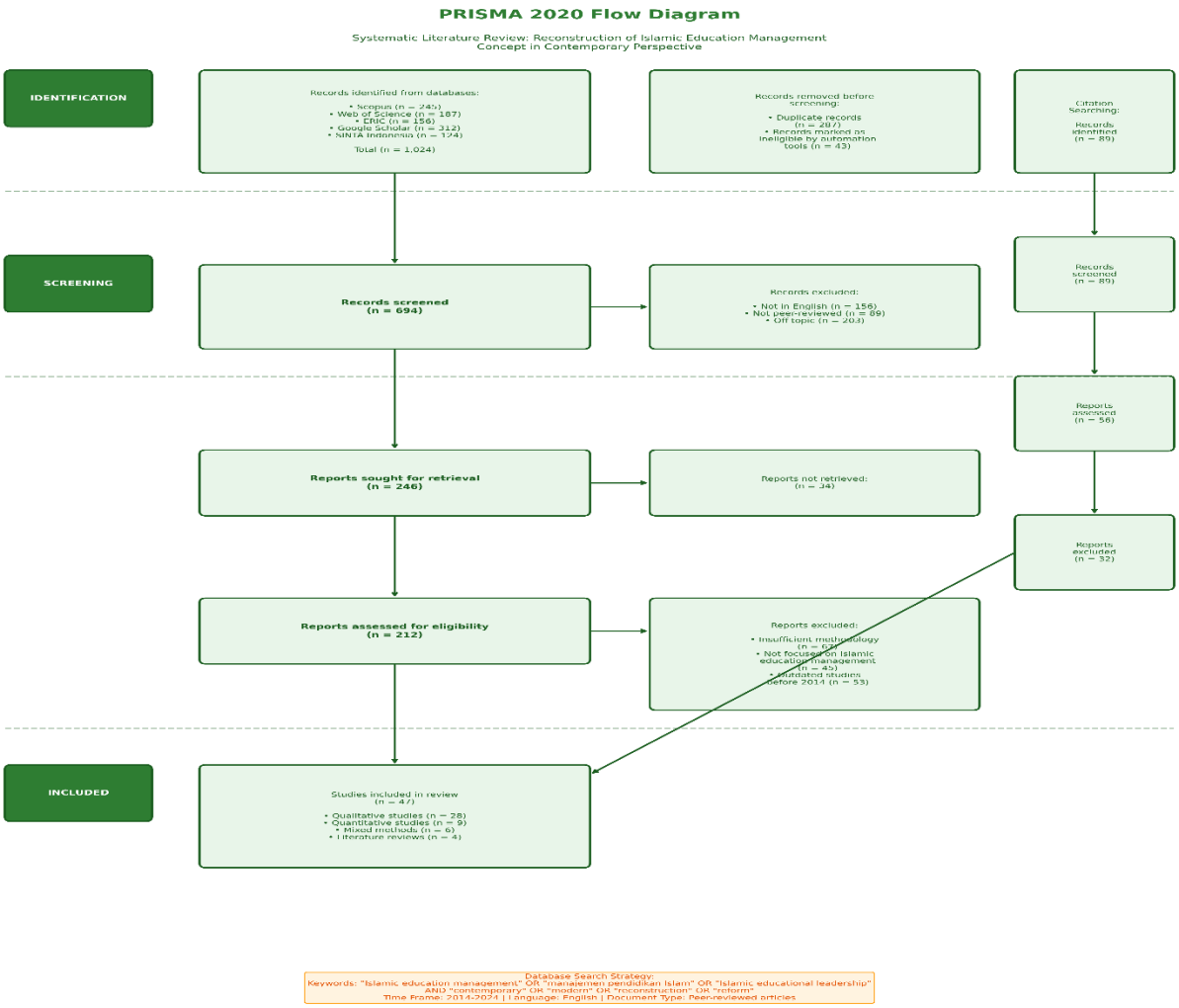
Inclusion Criteria: - Peer-reviewed journal articles, conference proceedings, and book chapters - Studies addressing Islamic education management concepts, frameworks, or practices - Publications in English language - Studies published between 2014 and 2025 - Research conducted in any geographic context

Exclusion Criteria: - Non-peer-reviewed publications (magazines, newspapers, blogs) - Studies not specifically addressing Islamic education management - Publications in languages other than English - Studies published before 2014 - Editorial commentaries without empirical or theoretical contributions

Study Selection Process

The selection process followed the PRISMA 2020 framework depicted in Figure 1. Initial database searching identified 1,024 records. After removing 287 duplicates and 43 records marked ineligible by automation tools, 694 records underwent title and abstract screening. Following this screening phase, 448 records were excluded for being non-English (156), non-peer-reviewed (89), or off-topic (203). The remaining 246 reports were sought for full-text retrieval, with 34 reports unavailable. Full-text assessment of 212 reports resulted in exclusion of 165 studies due to insufficient methodology (67), lack of focus on Islamic education management (45), or outdated content (53). The final synthesis included 47 studies.

Figure 1: PRISMA 2020 Flow Diagram



Data Extraction and Analysis

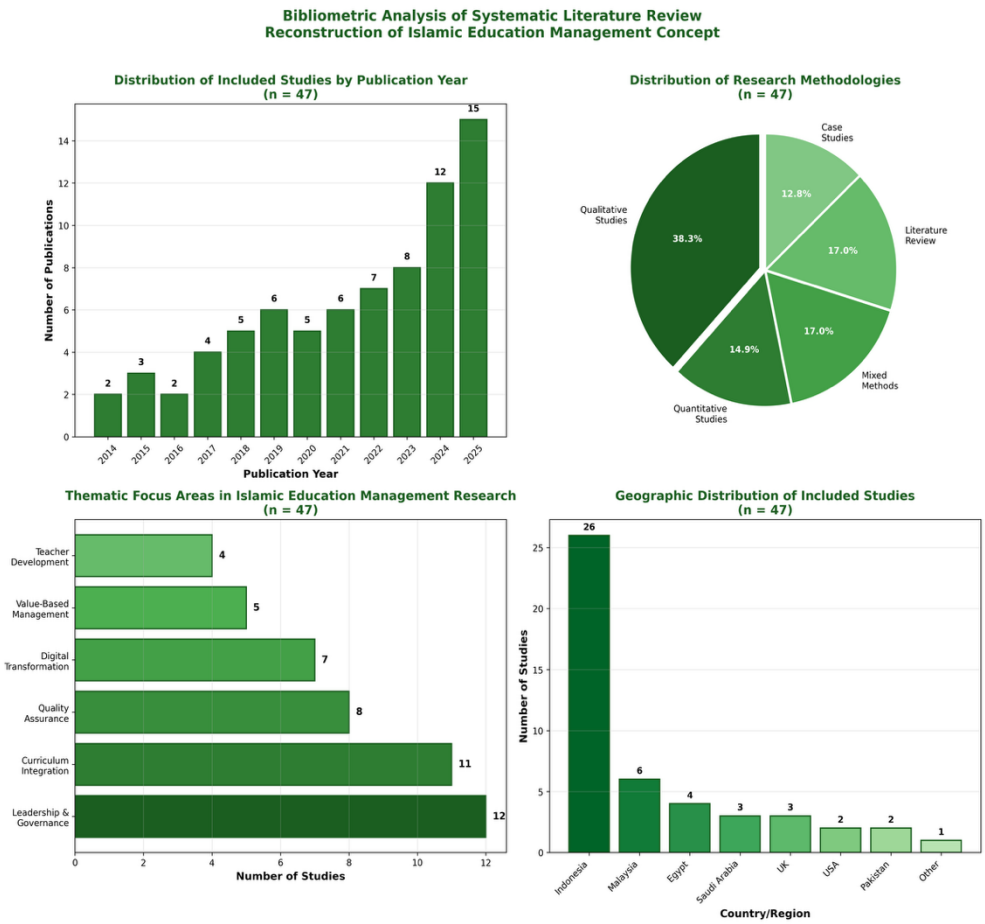
Data extraction was performed using a standardized coding framework capturing: study characteristics (author, year, country, methodology), theoretical frameworks employed, key concepts and themes, main findings, and implications for practice. Thematic analysis was employed to identify patterns, categories, and overarching themes across the included studies.

RESULT AND DISCUSSION

Overview of Included Studies

The systematic search yielded 47 studies meeting the eligibility criteria. Figure 2 presents the bibliometric analysis of included studies across four dimensions: publication year distribution, research methodology, thematic focus areas, and geographic distribution.

Figure 2: Bibliometric Analysis of Included Studies



The analysis reveals a notable increase in publications after 2020, reflecting growing scholarly attention to Islamic education management amid the COVID-19 pandemic and accelerating digital transformation. Indonesia dominates the geographic distribution (55.3%), followed by Malaysia (12.8%) and Egypt (8.5%), indicating the concentration of Islamic education management scholarship in majority-Muslim nations with established Islamic educational systems.

Thematic Findings

Table 2: Summary of Key Themes and Representative Studies

Theme	Description	Key Findings	Representative Studies
Value-Based Planning	Strategic planning grounded in Maqāṣid al-Sharīʿah	Integration of normative-ethical grounding with structural-operational mechanisms	(Hamdanah, 2025; Sangadah & Dinata, 2025)
Prophetic Leadership	Leadership models derived from Quranic principles	Balance between al-quwwah (managerial capacity) and al-amānah (moral integrity)	(Pranoto dkk., 2025; Roudoh, 2024)
Curriculum Integration	Harmonizing religious and general knowledge	Hybrid curriculum combining religious scholarship, general studies, and digital competencies	(Ikhsan Mubarok, 2026; Tasman Hamami, 2022)
Quality Assurance	Internal quality assurance systems in Islamic schools	Pesantren values integration with national education standards	(Thoyib, 2022)

Theme	Description	Key Findings	Representative Studies
Digital Transformation	Technology adoption while preserving Islamic values	Digital leadership enhancing decision-making and quality monitoring	(Azman dkk., 2025; Saugi dkk., 2025)
Teacher Development	Professional and spiritual growth of educators	Continuous training, prophetic competencies, and ethical role modeling	(Jobeda Khanom, 2025; Zuhaeriah dkk., 2020)

Theme 1: Value-Based Strategic Planning

The reconstruction of Islamic education management fundamentally requires strategic planning grounded in Islamic values. Research demonstrates that the Maqāṣid al-Sharīʿah framework provides operational foundations for managerial decision-making, enabling balance between preserving Islamic values and adopting modern innovations (Sangadah & Dinata, 2025). The implementation of Maqāṣid al-Sharīʿah plays a crucial role in institutional development, serving as a catalyst for meaningful change that enhances institutional efficiency and innovation while fostering educational systems oriented toward achieving balance between worldly and spiritual objectives.

Value-based management transformation contributes to more transparent, accountable, and sustainable governance, fostering a hybrid management model integrating normative, adaptive, and transformational dimensions (Dazia dkk., 2026). The principle of *al-muhāfaẓah 'alā al-qadīm aṣ-ṣāliḥ wa al-akhdẓu bi al-jadīd al-aṣlaḥ* (preserving beneficial traditions while adopting superior innovations) has strong relevance as an operational foundation, enabling educational institutions to maintain Islamic identity while embracing modernization (Dazia dkk., 2026).

Strategic planning in Islamic educational institutions must integrate SWOT Analysis with Islamic values to formulate comprehensive strategies addressing strengths, weaknesses, opportunities, and threats (Handayani & Hadi, 2025). The Strategy Canvas approach helps institutions visualize and design operational models that balance academic excellence, Islamic character, and social relevance

(Handayani & Hadi, 2025). This strategic orientation ensures that Islamic educational institutions remain competitive while maintaining their distinctive mission.

Theme 2: Prophetic and Transformative Leadership

Leadership reconstruction represents a central pillar in contemporary Islamic education management. The ideal leadership of Islamic education requires balance between *al-quwwah* (managerial capacity and professionalism) and *al-amānah* (moral integrity and spiritual responsibility), as reflected in Quranic teachings (Roudoh, 2024). The synthesis between classical and contemporary thought produces a transformative Islamic leadership model capable of addressing challenges of professionalism, institutional governance, and social change in modern Islamic education.

Transformative leadership in Islamic education must integrate prophetic values, principles of adaptation and innovation, and collaborative practices in response to institutional challenges (Musaddad, 2025). The Islamic transformational leadership model promotes educational quality improvement by shaping inclusive, ethical, and *maslahah*-oriented learning ecosystems. However, implementation faces cultural, structural, and normative resistance, requiring policy adjustments, leadership training based on prophetic values, and strengthening of participatory governance.

Leadership from the perspective of the Quran requires not only institutional management ability but also moral integrity, social sensitivity, and spiritual wisdom (Pranoto dkk., 2025). The principles of *fa'fu 'anhum* (forgiveness), *wasṭaghfir lahum* (seeking forgiveness), and *shawirhum fil amr* (consultation) represent strategic formulas for building participatory leadership in the era of disruption (Pranoto dkk., 2025). This paradigm shift moves toward leadership that is *rahmatan lil-'alamin* (mercy to all creation) adaptive to modernity yet rooted in divine values.

Theme 3: Integrative Curriculum Development

Curriculum reconstruction represents a critical dimension of contemporary Islamic education management. Research indicates that pesantren curricula are increasingly adapting to integrate general knowledge, religious studies, and digital literacy (Ikhsan Mubarok, 2026). This integration produces hybrid curricula combining religious scholarship, general education, and digital

competencies, ensuring both relevance to 21st-century skill demands and continuity of Islamic intellectual traditions.

The holistic-integrative curriculum model developed by Muhammadiyah demonstrates successful reform addressing the dichotomous problems in Indonesian Islamic education (Tasman Hamami, 2022). This curriculum develops students' potentials including spiritual, emotional, intellectual, and transcendental intelligence in an integrated manner, representing a future Islamic education model for sustainability (Tasman Hamami, 2022). The approach integrates science and technology with Islamic values, producing graduates who are faithful, pious, and possess noble character.

Curriculum modernization in Islamic education is most effective when adopting holistic frameworks that simultaneously strengthen spiritual development, intellectual growth, and digital competence (Muhsin dkk., 2026). The integration of digital literacy with religious knowledge, student-centered learning application, and innovative digital pedagogy increases engagement while protecting learners from misinformation in online religious content (Muhsin dkk., 2026). This modernization is not rejection of tradition but necessary reinterpretation and implementation of Islamic teachings in digital contexts.

Theme 4: Quality Assurance Systems

Internal quality assurance systems (SPMI) represent essential mechanisms for ensuring educational excellence in Islamic institutions. Research demonstrates that pesantren-based schools implementing excellent internal quality assurance systems can survive and face contemporary challenges (Thoyib, 2022). The quality assurance system based on pesantren values integrates National Education Standards (SNP) with distinctive Islamic characteristics including local content curriculum of calligraphy and *kitab kuning* (classical Islamic texts) studies.

Quality assurance in Islamic educational institutions encompasses standard setting, quality mapping, quality compliance planning, implementation, and evaluation (Thoyib, 2022). The implementation varies across different types of institutions public schools, private schools, and pesantren-based schools each adapting quality standards to their unique contexts (Thoyib, 2022). Successful implementation requires professionalism of actors, transparent school management, and involvement of parents, community leaders, and religious figures.

The internal quality assurance system based on pesantren values demonstrates effectiveness through incorporating values of independence, responsibility, social togetherness, morality and spirituality, and simplicity (Thoyib, 2022). These values permeate all stages of quality assurance from standard setting through implementation and evaluation, creating distinctive quality cultures that balance modern management requirements with Islamic institutional character (Thoyib, 2022).

Theme 5: Digital Transformation and Human-Centered Approaches

Digital transformation presents both opportunities and challenges for Islamic education management. Digital leadership significantly enhances decision-making, coordination, instructional innovation, and data-driven quality monitoring (Saugi dkk., 2025). Leaders actively utilize digital platforms to support participatory, evidence-based governance. The integration of Islamic values including trustworthiness, discipline, and ethical digital conduct reinforces consistency and depth of quality culture implementation, creating leadership models that are both technologically adaptive and morally grounded.

However, the reconstruction of human-centered Islamic education management must respond to the dominance of AI and technology (Khoiruddin dkk., 2025). This reconstruction should develop through five main aspects: strengthening spiritual leadership, integrating technological ethics, revitalizing empathy culture in learning, reinforcing *tawhid* values in educational governance, and developing collaborative educational systems based on humanistic technology (Khoiruddin dkk., 2025). AI cannot replace the humanistic role of teachers and spiritual values in Islamic education. Pesantren face the critical challenge of navigating digital era disruption, with leadership managing rapid technological adoption while ensuring institutional growth without compromising foundational Islamic identity (Azman dkk., 2025). Guided by visionary leadership, pesantren have great potential to transform into modern and progressive Islamic education centers through effective balance between technology adoption and preservation of fundamental Islamic values (Azman dkk., 2025).

CONCLUSION

This systematic literature review reconstructs the concept of Islamic education management by synthesizing contemporary studies published between 2014 and 2025. The findings reveal a paradigm shift from conventional management toward an integrative model that harmonizes Islamic values with contemporary educational management in response to globalization, digital transformation, and evolving educational challenges. The review identifies five fundamental pillars of contemporary Islamic education management reconstruction: value-based strategic planning grounded in Maqāṣid al-Sharīʿah, prophetic leadership, adaptive curriculum development, holistic human resource development, and character-oriented quality assurance. These pillars collectively provide a comprehensive framework for strengthening the governance and sustainability of Islamic educational institutions while preserving their distinctive Islamic identity.

The main contribution of this study is the development of an integrated conceptual framework that brings together fragmented discussions in previous studies into a unified perspective on contemporary Islamic education management. Practically, the framework offers guidance for policymakers and leaders of Islamic educational institutions in designing governance systems that are adaptive, ethical, and globally competitive. Future research should empirically validate this framework across various Islamic educational contexts and develop measurable indicators for each of its five pillars.

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