

Optimizing Islamic Education Management to Improve Educational Quality in the Era of Digital Transformation

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Abstract

Digital transformation has brought fundamental changes to educational governance, including within Islamic educational institutions. These changes require renewed management systems to ensure that educational quality is maintained and continuously improved in response to contemporary demands. This article aims to analyze strategies for optimizing Islamic education management to improve educational quality in the era of digital transformation. This study employed a library research method with a qualitative descriptive approach by reviewing books, scientific articles, and relevant previous studies. The findings indicate that optimizing Islamic education management functions through technology-based planning, organizing, implementation, and evaluation can significantly enhance learning effectiveness, teacher professionalism, and institutional competitiveness. In conclusion, integrating digital technology with Islamic values is a strategic step toward creating superior, adaptive, and sustainable Islamic educational institutions.

Keywords: Islamic Education Management, Educational Quality, Digital Transformation, Islamic Religious Education.

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Introduction

Education is a primary instrument in building national civilization and a strategic foundation for developing competitive, high-quality human resources with strong character. From an Islamic perspective, education is not merely understood as a process of transferring knowledge, but also as a conscious effort to shape complete human beings through the strengthening of morality, spirituality, and humanitarian values. Therefore, the success of Islamic education should not only be measured by students' academic achievement, but also by the institution's ability to produce knowledgeable, faithful, and morally upright generations.

In this context, Islamic education management plays a highly strategic role. Management is not merely interpreted as an administrative activity, but rather as a systematic process integrating planning, organizing, implementation, supervision, and evaluation to achieve educational goals effectively and efficiently. According to Mhd. Habibu Rahman, the success of educational institutions is strongly influenced by leadership quality and managerial competence in managing all educational components in an integrated manner, particularly in responding to social dynamics and technological advancement.

Entering the era of digital transformation, the educational sector is experiencing rapid paradigm shifts. Technology has changed the ways people learn, teach, communicate, and manage educational administration. Traditional teacher-centered learning is gradually shifting toward more flexible, collaborative, and student-centered technology-based learning. This change presents significant opportunities for Islamic educational institutions to become more innovative, while simultaneously introducing complex new challenges.

Current realities show that many Islamic educational institutions still face various problems, including low digital literacy among educators, limited technological infrastructure, weak instructional innovation, and suboptimal institutional governance. Without adaptive management reform, Islamic educational institutions risk being left behind in global competition.

On the other hand, digital transformation should not diminish the essential identity of Islamic education. Technology must be positioned as an instrument to strengthen educational quality, not to replace the fundamental values that constitute the spirit of Islamic education. Therefore, a management model is needed that can harmoniously integrate technological advancement with Islamic values.

Based on this background, this article aims to analyze strategies for optimizing Islamic education management to improve educational quality in the digital transformation era while proposing adaptive, innovative, and value-based educational management practices.

Literature Review Concept of Islamic Education Management

Islamic education management is a systematic process of managing educational institutions through planning, organizing, actuating, controlling, and evaluating based on Islamic teachings and values. In Islamic thought, management is not merely administrative work but also a moral and spiritual responsibility directed toward public benefit (*maslahah*) [1].

According to Mujamil Qomar, Islamic education management involves the effective and efficient utilization of educational resources while adhering to the values of the Qur'an and Hadith. This indicates that its primary orientation is not only institutional success but also the formation of *insan kamil* (the complete human being) [1].

Its fundamental principles include *tauhid* (divine unity), *amanah* (trustworthiness), *musyawarah* (consultation), justice, and *ihsan* (excellence), which distinguish Islamic educational management from conventional administrative systems [2]. Furthermore, Rahman emphasizes that effective Islamic education management depends heavily on institutional leadership quality in building a productive and adaptive organizational culture [4]. **Educational Quality in the Islamic Perspective**

Educational quality generally refers to an institution's success in achieving predetermined goals. In Islamic education, quality extends beyond academic achievement to include moral development, character formation, and spiritual growth.

Edward Sallis explains that educational quality is achieved through continuous improvement, stakeholder satisfaction, and effective educational processes [10]. Abuddin Nata further states that indicators of Islamic educational quality include graduate quality, teacher competence, curriculum relevance, learning effectiveness, and institutional responsiveness to social and technological change [2].

Digital Transformation in Education

Digital transformation in education refers to the integration of digital technology into all aspects of educational implementation, including teaching, administration, communication, and evaluation. It has shifted education from conventional approaches toward more flexible, interactive, and learner-centered systems.

According to Selwyn, educational digitalization is not merely the use of technological devices but a broader cultural transformation requiring institutional readiness, educator competence, and curriculum adaptation to twenty-first century demands [17].

Within Islamic education, Hadi Saputra Panggabean argues that digital technology improves knowledge transfer and strengthens the internalization of Islamic values through more contextual and engaging learning media [3]. This is further supported by postgraduate research at Universitas Pembangunan Panca Budi showing that digital learning enhances student motivation and understanding of Islamic content [6], [9].

Research Methodology

This study employed a **library research** method using a **qualitative descriptive approach** to gain an in-depth understanding of strategies for optimizing Islamic education management in improving educational quality during the digital transformation era.

The data sources consisted of books, national and international journal articles, conference proceedings, educational policy documents, and previous relevant studies, including publications by lecturers and postgraduate students of Universitas Pembangunan Panca Budi [3], [4], [6], [7], [9].

The researcher acted as the primary instrument (*human instrument*), supported by literature analysis sheets to identify major themes, findings, and research gaps [11].

Data analysis employed the interactive model of Miles, Huberman, and Saldaña consisting of: **(1)** data reduction, **(2)** data display, and **(3)** conclusion drawing and verification [13].

Problem Solving Analysis

This study also used a **problem-solving analysis** approach to identify major challenges faced by Islamic educational institutions in the digital era and formulate practical conceptual solutions.

The main problems identified include: **(1)** low digital competence among educators; **(2)** weak managerial innovation; **(3)** limited technological integration in learning; and **(4)** concerns over the erosion of Islamic values due to technological dominance.

To address these challenges, this article proposes four strategic solutions: digital-based planning, human resource development, visionary leadership, and the integration of technology with Islamic values.

Results and Discussion

The literature review indicates that optimizing Islamic education management in the digital era cannot be achieved partially; instead, it requires a systematic, integrated, and sustainable approach. Digital transformation is not merely a technological shift but a broader paradigm change in institutional governance.

Four major dimensions determine the success of Islamic education management optimization: digital planning, teacher competency strengthening, visionary leadership, and integration of technology with Islamic values.

1. Digital-Based Planning as the Foundation of Modern Governance

Planning is the initial and most decisive function in educational management. In the digital era, planning should be supported by information systems capable of producing fast, accurate, and measurable data.

Educational management information systems enable institutions to map student needs, develop future-oriented curricula, manage schedules, and monitor academic performance in real time. This supports data-driven decision-making and institutional efficiency [3].

2. Strengthening Teacher Competence as a Pillar of Educational Transformation

Educational transformation cannot succeed without competent human resources, especially teachers. Teachers are expected not only to master subject content but also to possess digital competence, pedagogical creativity, and adaptability.

One major obstacle in Islamic education digitalization is low teacher digital literacy. Research by Hery Iswandi [9] found that digital applications in fiqh learning significantly improve student motivation and conceptual understanding compared to conventional teaching methods.

Therefore, sustainable training, workshops, professional learning communities, and technical mentoring are essential strategies.

3. Visionary Leadership in Driving Innovation

Leadership is central to successful educational management. In the digital era, school leaders must function not only as administrators but also as innovators, facilitators of change, and drivers of organizational culture.

Rahman [4] found that school leadership quality significantly influences teacher productivity and educational quality. Strong transformational leadership increases teacher motivation and institutional innovation.

4. Integration of Technology and Islamic Values

A common concern in the digital era is the possible erosion of Islamic values. However, this study shows that technology can instead strengthen Islamic values when used appropriately.

Islamic digital content, Qur'anic applications, interactive religious videos, and online Islamic learning platforms provide concrete examples. Dewi Agustin [6] demonstrated that digital innovation in Islamic education significantly improves students' internalization of Islamic values.

5. Strategic Model of Islamic Education Management Optimization

This study proposes a four-stage strategic model:

1. **Digital Planning** → strengthening technology-based planning and administration;
2. **Human Resource Development** → improving teacher and staff competence;
3. **Visionary Leadership** → strengthening transformational leadership;
4. **Islamic Value Integration** → embedding Islamic values throughout digitalization processes.

This model is considered relevant because it addresses modern institutional needs without abandoning Islamic identity.

Table 1. Strategies for Optimizing Islamic Education Management

No	Strategy	Impact
1	Digital Planning	Administrative efficiency and policy accuracy
2	Human Resource Development	Teacher professionalism and learning innovation
3	Visionary Leadership	Institutional quality improvement

4	Islamic Value Integration	Character strengthening and organizational culture
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Figure 1. Digital Transformation Model in Islamic Education Management Digital Planning → Human Resource Development → Visionary Leadership → Islamic Value Integration → Improved Educational Quality

Overall, the findings confirm that successful digital transformation in Islamic education depends not only on technology availability but also on management quality, leadership, and institutional commitment to Islamic values.

Conclusion

Based on the findings and analysis, it can be concluded that optimizing Islamic education management is a strategic necessity for improving educational quality in the digital transformation era. Technological change requires not merely technical adjustments in teaching but comprehensive transformation in institutional governance.

The success of Islamic educational institutions in the digital era depends on four major factors: digital-based planning, strengthening human resources, visionary leadership, and integrating technology with Islamic values.

Technology should not be viewed as a threat to Islamic educational traditions, but rather as a strategic instrument to strengthen learning quality, broaden educational access, and enhance institutional competitiveness.

Practically, Islamic educational institutions should develop gradual digital transformation policies, including infrastructure development, teacher capacity building, curriculum renewal, and digital evaluation systems.

Academically, this study contributes a conceptual model for optimizing Islamic education management that may serve as a reference for future research and policy implementation.

Future studies are recommended to use field research or mixed methods approaches to provide more comprehensive empirical evidence regarding the effectiveness of digital-based Islamic education management.

Ultimately, the future of Islamic education depends on institutions' ability to manage change intelligently, innovatively, and consistently while maintaining Islamic values as their fundamental foundation.

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