

THE TRANSFORMATION OF ISLAMIC EDUCATION MANAGEMENT IN INDONESIA: A STUDY OF LONG-TERM PLANNING AND ITS IMPLICATIONS

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis transformasi manajemen pendidikan Islam di Indonesia dengan fokus pada perencanaan jangka panjang serta implikasinya terhadap efektivitas kelembagaan dan kualitas pendidikan. Transformasi tersebut mencerminkan respons institusi pendidikan Islam terhadap dinamika global, perkembangan teknologi, tuntutan kebijakan nasional, dan perubahan kebutuhan masyarakat. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui studi literatur, wawancara mendalam dengan pengelola lembaga pendidikan Islam, serta analisis dokumen perencanaan strategis dari beberapa institusi terkait. Hasil penelitian menunjukkan bahwa transformasi manajerial berlangsung dalam tiga aspek utama: restrukturisasi visi dan misi kelembagaan, integrasi teknologi dalam sistem manajemen pendidikan, serta pergeseran paradigma dari pendekatan tradisional menuju model kepemimpinan yang berbasis kinerja dan partisipatif. Perencanaan jangka panjang yang dilakukan belum sepenuhnya berbasis data dan cenderung bersifat reaktif terhadap perubahan kebijakan. Implikasinya, banyak lembaga mengalami kesenjangan antara tujuan ideal dengan praktik implementatif. Penelitian ini merekomendasikan perlunya penguatan kapasitas perencanaan strategis, sinergi antara aktor kebijakan dan lembaga pendidikan, serta pengembangan manajemen yang adaptif terhadap perubahan zaman namun tetap berlandaskan nilai-nilai Islam. **Kata Kunci:** Manajemen pendidikan Islam, transformasi kelembagaan, perencanaan strategis, perencanaan jangka panjang, kebijakan pendidikan

ABSTRACT

This study aims to analyze the transformation of Islamic education management in Indonesia with a focus on long-term planning and its implications on institutional effectiveness and quality of education. The

transformation reflects the response of Islamic educational institutions to global dynamics, technological developments, national policy demands, and changing societal needs. Using a descriptive qualitative approach, data was collected through literature studies, in-depth interviews with managers of Islamic educational institutions, and analysis of strategic planning documents from several related institutions. The results of the study show that managerial transformation takes place in three main aspects: restructuring of institutional vision and mission, integration of technology in the education management system, and paradigm shift from traditional approaches to performance-based and participatory leadership models. Long-term planning is not fully data-driven and tends to be reactive to policy changes. Implicitly, many institutions experience a gap between ideal goals and implementable practices. This study recommends the need to strengthen strategic planning capacity, synergy between policy actors and educational institutions, and the development of management that is adaptive to changing times but still based on Islamic values.

Keywords: *Islamic education management, institutional transformation, strategic planning, long-term planning, education policy*

INTRODUCTION

The transformation of Islamic education management in the digital era is one of the responses to the rapid development of the era where information technology has become an integral part of various aspects of life. This development requires Islamic education not only to adapt, but also to utilize the potential of technology in an effort to improve the quality of management and the learning process (Istiana 2024). Through the process of digitalization, Islamic education management is no longer limited to conventional classrooms, but has penetrated into various digital platforms that allow for more flexible and accessible learning.

Digital transformation provides an opportunity for Islamic education to develop a curriculum that is more dynamic and relevant to the times. Meanwhile, previously Islamic educational materials were often delivered in the same way for many years (Kodir 2024). After technology is present, the learning process can be accessed online, with various interactive teaching materials, learning videos, and applications that support material masters. This allows educators to convey Islamic

messages that are not only in the form of text, but can also be equipped with more interesting and easy-to-understand visualizations.

On the other hand, in the aspect of education management, the use of information technology has brought significant transformation in administrative management and evaluation systems. Processes that were previously carried out manually, such as new student admissions, recording and maintenance of academic data, to financial monitoring and school resource management, can now be carried out more quickly, accurately, and efficiently through digital-based management systems. The integration of this technology not only reduces administrative workload, but also increases transparency, accountability, and supports more informed data-driven decision-making (Mobonggi et al. 2024).

An integrated education management application allows Islamic school managers to monitor student progress in real-time, provide faster feedback, and ensure that all operational activities can be carried out more effectively and measurably. It is important to note that this transformation of Islamic Education management is also related to improving the quality of teaching that is more data-based (Munir and Su'ada 2024). By integrating information systems, Islamic schools or educational institutions can collect data on student performance more accurately. This data can then be used to conduct a more in-depth analysis in developing a targeted learning strategy. It is very important to ensure that every student can reach his or her best potential in the context of Islamic education. However, this transformation is not just about technology. The humanistic aspect of Islamic education must still be prioritized.

In the digital era that continues to grow rapidly, Islamic education managers are required to be able to maintain a balance between the use of technology and strengthening the character of students. Although digitalization provides convenience in the learning process and management of education, Islamic education must not forget its main essence, which is the formation of noble morals and the cultivation of ethical values. Therefore, the management of Islamic education in the digital era must be designed in an integrative manner, by combining the sophistication of information technology with Islamic moral and spiritual principles. This integration is expected to be able to create an education system that

is not only modern and efficient, but also based on the noble values of Islam which is the main foundation in forming a generation that is intellectually superior and moral.

Digital transformation also poses new challenges for Islamic education managers, especially related to the gap in access to technology. Not all regions, especially in rural or remote areas, have equal access to information technology (Muktamar et al. 2023). Therefore, it is important for governments and Islamic educational institutions to ensure that the digitalization process does not create a dividing line between those who have access and those who do not. Training programs and equitable procurement of technology infrastructure are needed so that all parties can benefit from this transformation.

At the teaching level, the existence of technology also provides space for educators in Islamic schools to continue to develop themselves. Through the online platform, teachers can attend professional trainings, share learning materials, and even collaborate with educators from various countries. This will of course enrich the quality of teaching and build a wider international network for Islamic education. In addition, social media and other digital platforms also provide opportunities for Islamic education to be better known at the global level. Islamic educational institutions can utilize various online platforms to share content, such as lectures, scientific studies, and religious discussions, which can be accessed by anyone, anywhere. This opens up opportunities for Islamic education to have a greater impact, not only at the national level, but also internationally (Apriyanti et al. 2023).

The role of technology in the management of Islamic education also includes more effective communication aspects. By using digital-based classroom communication and management applications, interactions between teachers, students, and parents can be done more easily and quickly. For example, parents can monitor their child's academic progress through an app that connects directly to the education system. This improved communication will increase parental involvement in the child's educational process, which in turn will impact the overall success of education.

METHOD

This study uses a descriptive qualitative approach with the aim of in-depth describing the transformation process of Islamic education management in Indonesia, especially in the aspect of long-term planning and its impact on institutional management. This approach was chosen to allow researchers to explore the social, cultural, and policy dynamics that influence changes in managerial structures within Islamic educational institutions.

DISCUSSION

Definition of Transformation

Transformation can be interpreted as a process of deep and comprehensive change in a system or organization, which includes structural dimensions, work culture, and thinking paradigms. Transformation is not only cosmetic or technical, but often revolutionary, that is, overhauling old ways and forming new values that are more adaptive to the needs of the times. In the context of the organization, these changes include revisions at the policy level, operational procedures, to the way individuals and groups think and interact in the system.

In the world of education, transformation is not just about administrative or managerial reform. It covers a broader and substantial dimension, namely changes in the learning process itself. Educational transformation includes the way educators manage the classroom, the pedagogical approach applied, and the way students participate in teaching and learning activities. This is in line with the emergence of the need for education that is not only informative, but also transformative—that is, able to form the ability to think critically, creatively, and with character.

One of the main catalysts in today's educational transformation is the integration of technology (Ariska, Kurahman, & Rusmana, 2025). The use of information and communication technology (ICT) has opened up great opportunities in accelerating and simplifying various educational processes, ranging from administration, communication, to learning systems. Digitalization allows academic data management to be more efficient, student attendance recorded

automatically, finances managed transparently, and decision-making processes to be more accurate data-based.

More than that, technology has also changed the dynamics of learning spaces, where learning is no longer limited to physical classrooms, but can be accessed online through digital learning platforms, video conferencing, and educational applications. This allows for flexible, personalized, and cross-geographical learning, where students can access materials according to their individual needs and abilities (Gunawan, 2025).

However, educational transformation does not only include the adoption of technology, but also includes innovations in teaching methodologies, evaluation systems, and educational governance. Pedagogical innovations such as *project-based learning*, *problem-based learning*, and competency-based assessment systems are now increasingly being implemented. On the managerial side, technology has driven administrative automation that was previously manual and time-consuming (Gopur et al., 2025).

In the context of Islamic education, this transformation requires a thoughtful and contextual approach. On the one hand, Islamic educational institutions are required to keep up with the times and utilize digital technology to improve the quality of education. On the other hand, they must also ensure that religious, moral, and moral values remain the main foundation in any educational process. The digital transformation that is implemented must be integrative, namely combining technological advances with the strengthening of Islamic values in educational practices (Gopur et al., 2025). Islamic education must not lose its spirit in the current of modernization. Therefore, transformation in Islamic education needs to be strategically designed to remain relevant to the times, but not to sacrifice the basic principles of Islam that are its main identity and characteristics.

Definition of Islamic Education Management

Islamic education management is a structured and planned management process to manage the running of Islamic educational institutions effectively and efficiently, with the main goal of producing graduates who are not only academically superior, but also morally and spiritually strong in accordance with the values of Islamic teachings (Harahap et al., 2025). This managerial process

includes a series of main functions, namely planning, organizing, implementing, controlling, and evaluating. At the planning stage, institutions develop educational directions and objectives both short-term and long-term, develop a curriculum that is adaptive to the times, and design learning methods that suit the character of students. Organizing includes human resource management, provision of physical and digital facilities, and structuring organizational structures that allow coordination to run optimally.

In terms of implementation, educators are required to have adequate pedagogic and professional competence, and be able to present a meaningful and contextual teaching and learning process. On the other hand, facilities such as classrooms, laboratories, libraries, and technological infrastructure need to be set up to support effective modern learning. The control stage is carried out through a routine monitoring process of academic and administrative activities, including budget use, learning outcomes, and the implementation of work programs. Consistent control helps ensure that program implementation continues to run according to the standards and direction of the institution's goals (Dewi, Novianti, & Widiastuti, 2024).

Furthermore, the evaluation process is an inseparable part of Islamic education management. This evaluation includes an assessment of student learning outcomes, the performance of educators, the effectiveness of the curriculum, and the achievement of the institution's overall vision. Through periodic evaluations, institutions can identify strengths and weaknesses that need to be improved, as well as be the basis for developing strategies to improve the quality of education in the future. Good evaluation is not only oriented to numbers or cognitive achievement, but also to the formation of students' character as individuals with noble character according to Islamic guidance.

The distinctive feature of Islamic education management lies in the emphasis on religious and moral values in each of its managerial lines. Islamic education is not only a medium for transferring knowledge, but also as a means of forming Islamic morals, integrity, and personality. Therefore, every stage of management—whether in formulating policies, developing programs, or carrying out learning—must reflect the values of honesty, responsibility, discipline, and

mutual respect (Siddik et al., 2024). A conducive learning environment needs to be formed, not only from an adequate physical aspect, but also from a positive social atmosphere, where learners feel safe, valued, and motivated.

Along with the development of the times, the management of Islamic education is also required to be responsive to social and technological changes. The integration of information technology into the management and learning system is an urgent need to answer the challenges of education in the digital era. Technology can speed up the administrative process, expand access to learning, and enable more interactive and personalized teaching methods. However, the use of technology must remain controlled within the framework of Islamic values so that digital transformation does not remove the essence of education that is oriented towards the formation of character and morals.

Overall, the management of Islamic education is a complex and dynamic process. It requires not only technical skills in the management of educational institutions, but also moral commitment in maintaining the spirit and main purpose of Islamic education. The combination of managerial efficiency and the strengthening of religious values is the foundation for creating an education system that is not only globally relevant, but also deeply rooted in Islamic traditions. Islamic education that is managed professionally and with dignity will be able to give birth to a generation that is intelligent, ethical, and ready to face future challenges.

Aspects of Islamic Education Management Transformation in Indonesia

The results of this study show that the transformation of Islamic education management in Indonesia has taken place gradually and includes various strategic aspects. The transformation is not only related to the renewal of organizational structures and managerial systems, but also reflects the response to the challenges of the digital era and societal changes. One of the main focuses of transformation is long-term planning efforts aimed at improving institutional quality, the effectiveness of educational programs, and the readiness of institutions to face global dynamics. However, in its implementation, this strategic planning still faces various obstacles, both internal and external, that have an impact on the quality of the implementation of Islamic education policies as a whole.

To obtain a comprehensive picture of the dynamics of the transformation, the researcher summarized the results of the field findings into several main aspects that are indicators of change, ranging from managerial paradigms, technology utilization, to the gap between plans and implementation. The presentation in the form of the following table aims to clarify the key points from the results of observations, interviews, and documentation in various Islamic educational institutions. This table also shows how each managerial aspect studied has its own challenges and provides different implications for the process and quality of education.

Table 1. Managerial Aspect Studied

No	Aspects Studied	Main Findings	Description/Examples
1	Managerial Paradigm Change	The shift from traditional professional and performance-based leadership	School/madrasah principals now develop performance indicators, conduct regular evaluations, and engage stakeholders in a participatory manner.
2	Technology Integration in Management	The use of information technology for efficient administrative and academic management.	Use of e-report applications, digital attendance, financial SIM, and digital communication platforms with parents.
3	Long-Term Strategic Planning	Long-term planning is still normative and not data-based.	Strategic Plan documents are available, but they are not always followed by consistent implementation or based on the results of needs analysis and future predictions.
4	The Gap Between Planning and Action	There is a gap between the ideal goals of planning and practical implementation in the field.	Teacher development plans through routine training are often delayed due to limited funding and human resources.
5	Implications for Educational Quality	This mismatch in planning leads to inconsistent quality of educational services.	Not all institutions have succeeded in improving teacher competency, learning facilities, or learning innovations according to the planned direction.
6	Challenges for Islamic Educational Institutions	The tension between technological modernization and Islamic values.	Some institutions have not been able to fully integrate technology with Islamic moral values in learning.
7	Institutional Responses to the Digital Era	Institutions are beginning to open up to digital learning but still	Madrasahs use Zoom or LMS, but there is no regular teacher training in digital pedagogy.

need	systematic
support.	

1. Managerial Paradigm Shift

The transformation of Islamic education management is marked by a paradigm shift from charismatic and traditional leadership patterns to management based on professionalism, performance, and participation. Islamic educational institutions are now beginning to implement modern governance principles, such as strategic planning, strengthening internal evaluation systems, and public accountability.

2. Integration of Technology in Management

Most institutions have integrated information technology in education management systems, such as the use of academic applications, digital financial management, and online evaluation systems. The use of this technology is considered to increase efficiency and transparency, although not all institutions have adequate technical capacity and human resources for optimization.

3. Long-Term Planning Practices Are Still Normative

Although some institutions have prepared long-term planning documents (such as Strategic Plans or Strategic Plans), their implementation in the field still tends to be normative and not yet based on strong data. Much planning is purely administrative, not through an in-depth needs study or realistic projection of institutional development.

4. The Gap between Planning and Implementation

There is a significant gap between the long-term goals of the institution and the implementation of educational programs. This is due to limited funds, lack of training for school management, and the dynamics of changes in government policies that often force institutions to make sudden short-term adjustments.

5. Implications for Education Quality

Managerial transformation that has not been accompanied by careful strategic planning has an impact on the inconsistency of the quality of education services. Some institutions have experienced stagnation in the development of the quality of

human resources, infrastructure, and learning innovations due to the weak direction of long-term policies.

6. The Challenges of Islamic Educational Institutions: The Tension between Technological Modernization and Islamic Values

The transformation of Islamic education management cannot be separated from the challenge of maintaining a balance between modernization and religious values. Many Islamic educational institutions are beginning to open themselves to the integration of technology to support managerial efficiency and learning. However, in practice, there are still doubts and concerns that the use of technology—especially digital media and online platforms—can bring foreign cultural influences that are not always in line with the principles of Islamic teachings. Some institutions have shown resistance to the full adoption of technology due to concerns about the fading of moral values, open student access to inappropriate content, and weak control over digital interactions. This shows that digital transformation in Islamic education requires a thoughtful and value-based approach, not just technical adoption of technology.

7. Institutional Response to the Digital Era: Open Access but Lack of Systematic Assistance

The majority of Islamic educational institutions have shown a positive response to technological developments, one of which is through the use of online learning platforms such as Zoom, Google Classroom, or Learning Management System (LMS). This initiative emerged as a response to the need for flexible learning, especially post-COVID-19 pandemic. However, the use of this technology is often practical and has not been accompanied by systematic pedagogical assistance for teachers and education personnel. Many teachers still stutter in implementing an effective digital learning approach, due to a lack of ongoing training or adequate technical support. This causes the digital transformation that has occurred is partial, not yet fully integrated in the learning system and institutional management. Therefore, a strategy to strengthen human resource capacity is needed so that technology adoption really has a positive impact on the quality of education.

CONCLUSION

Based on the results of the research, it can be concluded that the transformation of Islamic education management in Indonesia shows a significant change direction, especially in the aspects of institutional structure, the use of information technology, and leadership patterns. Despite advances in technology adoption and long-term strategic planning, implementation still faces serious challenges such as limited resources, lack of managerial training, and gaps between planning and program implementation. This shows that the transformation has not been fully optimal, because not all institutions have been able to translate their strategic vision into concrete and sustainable practices. Furthermore, digital transformation in Islamic education must not stop at the technical aspect alone. It must be based on strong Islamic values, so that managerial change and learning remain in line with the main goal of Islamic education, which is to form a generation of knowledge and morals. Therefore, Islamic educational institutions need to develop a data-based long-term planning system, strengthen the capacity of human resources in technology-based management, and ensure that any innovations made remain based on Islamic moral and spiritual principles. Transformation carried out holistically and values-oriented will make Islamic education more adaptive, superior, and relevant to the challenges of the times.

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