



Value-Based Transformation of Islamic Education Management in Strengthening the Governance of Contemporary Islamic Educational Institutions

Resi Dazia^{1*}, Ali Mumin Budiman², Ade Aspandi³, Dodi Suhendi⁴

¹Sekolah Tinggi Ilmu Syariah Nahdhatul Ulama Nusantara Tangerang, Indonesia

²Sekolah Tinggi Agama Islam Al-Falah Cicalengka Bandung, Indonesia

³Universitas Islam Al-Ihya Kuningan, Indonesia

⁴Institut Nahdhatul Ulama Ciamis, Indonesia

Email : residazia@ptmutangerang.ac.id

DOI: <https://doi.org/10.61987/jemr.v5i3.2229>

ABSTRACT

Keywords:

Islamic Education Management; Governance; Epistemology; Value-Based Management

*Corresponding Author

This study aims to examine the transformation of Islamic Education Management based on values through the integration of the principle *al-muhāfazah 'alā al-qadīm aṣ-ṣāliḥ wa al-akhdzu bi al-jadīd al-aṣlah* in strengthening the governance of contemporary Islamic educational institutions. This research employs a qualitative approach with a library research design combined with a phenomenological perspective to understand the practical meaning of value implementation in institutional contexts. Data were collected from classical and contemporary literature, as well as reflections on management practices in Islamic educational institutions. Data analysis was conducted using content analysis and thematic analysis to identify patterns of integration between traditional values and modern innovation. The findings reveal that the principle has strong relevance as an operational foundation in managerial decision-making, enabling a balance between preserving Islamic values and adopting modern innovations. Value-based management transformation contributes to more transparent, accountable, and sustainable governance, while fostering a hybrid management model integrating normative, adaptive, and transformational dimensions. This study offers a conceptual contribution to the development of integrative Islamic Education Management and provides practical implications for maintaining institutional relevance and competitiveness in the digital era.

Article History:

Received: January 2025; Revised: February 2025; Accepted: March 2026

Please cite this article in APA style as:

Dazi, R., Budiman, A. M., Aspandi, A., & Suhendi, D. (2026). Value-Based Transformation of Islamic Education Management in Strengthening the Governance of Contemporary Islamic Educational Institutions. *Journal of Educational Management Research*, 5(3), 2928-2939.

INTRODUCTION

Changes in the global landscape—marked by digital technological disruption, knowledge-based competition, and increasing demands for public

accountability have prompted Islamic educational institutions to undertake systematic and sustainable managerial transformation. In this context, Islamic Educational Management can no longer be understood merely as technical administrative practices but must be constructed as a system that integrates normative, epistemological, and operational dimensions (Agazu et al., 2025). The primary challenge is how to preserve the continuity of the Islamic intellectual heritage (*turāth*) while accommodating modern innovations relevant to the needs of the times (Hermawansyah, 2025).

The principle of *al-muhāfazah 'alā al-qadīm aṣ-ṣāliḥ wa al-akhdzu bi al-jadīd al-aṣlah* offers a philosophical foundation with conceptual breadth in addressing this problem. This principle serves not only as a guideline for preserving values but also as a transformative paradigm that enables a synthesis between tradition and modernity (Jinan et al., 2024). In practice, Islamic educational institutions such as pesantren, madrasahs, and Islamic universities face a dilemma between maintaining their classical scholarly identity and adopting modern management systems based on technology, efficiency, and global quality standards.

A number of studies have discussed the transformation of educational management through the lens of modern management theories, such as transformational leadership, good governance, and performance-based management. These findings emphasize the importance of organizational efficiency, transparency, and accountability in the management of educational institutions. However, such approaches tend to be secular and have not yet been fully integrated with Islamic epistemology (Tisnawati et al., 2024). On the other hand, studies on Islamic education have largely emphasized normative-theological aspects without providing adequate operational elaboration within the context of institutional governance.

This situation indicates a knowledge gap between pragmatic modern management theories and normative Islamic educational studies. This gap points to the need for the development of an Islamic educational management model that is not only adaptive to global changes but also deeply rooted in Islamic values. From an Islamic epistemological perspective, scholarly continuity is not interpreted as stagnation but as a dynamic process involving the reinterpretation and contextualization of values. The concept of *maqāṣid al-syarī'ah*, developed in contemporary studies, emphasizes flexibility, a systemic approach, and an orientation toward the public good as the foundation for decision-making (Silalahi* et al., 2023; Ariona et al., 2023).

Value-based management transformation in Islamic educational institutions is also closely linked to the role of leadership. Transformational leadership that integrates vision, values, and innovation is a key factor in driving sustainable organizational change. Leaders of Islamic educational institutions are

required not only to possess modern managerial capabilities but also spiritual depth and a commitment to Islamic values. Furthermore, the digitalization of education through management information systems, online learning, and the use of data in decision-making presents both opportunities and challenges that require structural and cultural readiness (Bolotio & Yusuf, 2025). Without a strong value foundation, digital transformation risks shifting the identity of Islamic education toward increasingly secular practices.

Based on the above discussion, the research question in this study is how to integrate the principle of *al-muhāfazah 'alā al-qadīm aṣ-ṣāliḥ wa al-akhḍu bi al-jadīd al-aṣlah* into the transformation of Islamic educational management to strengthen the governance of contemporary Islamic educational institutions (Elice et al., 2023). This study aims to conceptually and analytically examine the integration of these values into managerial practices, as well as to formulate a value-based management model capable of bridging the gap between tradition and innovation.

The main contribution of this study lies in its effort to bridge the gap between modern management theory and Islamic epistemology through a holistic, integrative approach. Thus, this study is expected to provide a theoretical contribution to the development of Islamic Educational Management while also serving as a practical reference for educational institution administrators in facing the dynamics of change in the global era (Deskasari et al., 2025).

RESEARCH METHODS

This study employs a qualitative approach with an exploratory-constructive design to understand and formulate a conceptual model of value-based transformation in Islamic education management. The research design combines library research with a phenomenological approach to capture the practical significance of value implementation within the context of institutional governance. The research focuses on Islamic educational institutions representing the typologies of pesantren, madrasah, and Islamic universities as units of analysis. The selection of these contexts is based on institutional characteristics that possess a strong foundation in scholarly tradition while simultaneously undergoing a process of adaptation to modernization (Deng et al., 2023). Data sources consist of primary and secondary data. Primary data was obtained through limited observation and phenomenological reflection on institutional management practices, while secondary data was derived from a literature review encompassing classical works (*turāth*), studies on *ushul fiqh* and *maqāsid al-syarī'ah*, as well as relevant contemporary scholarly publications on educational management and organizational governance (Azhari, 2024).

Data collection techniques were conducted through documentary studies and critical literature reviews, as well as contextual observations to understand

patterns of value implementation in managerial practices. Data analysis utilized content analysis and thematic analysis, carried out in stages through data reduction, thematic categorization, and in-depth interpretation to identify patterns of integration between traditional values and modern innovations. To ensure data validity, source triangulation and theoretical triangulation techniques were employed by comparing various perspectives from classical and contemporary literature, as well as modern management frameworks and Islamic epistemology. This approach enables the research not only to produce analytical descriptions but also to formulate an integrative, contextual, and applicable value-based Islamic educational management model for strengthening the governance of contemporary Islamic educational institutions.

RESULTS AND DISCUSSION

This section presents research findings obtained through documentary analysis, literature review, as well as limited observation and phenomenological reflection on management practices in Islamic educational institutions. The analyzed data includes institutional documents such as vision and mission statements, strategic plans, quality assurance systems, as well as leadership practices and managerial decision-making patterns (Dewi & Sahal, 2025). The results of the analysis indicate a strong tendency that Islamic educational institutions not only preserve traditional values but also simultaneously adopt modern innovations in institutional governance (Holilur Rahman et al., 2024).

The main findings of the study indicate that the principle of *al-muhāfazah 'alā al-qadīm aṣ-ṣāliḥ wa al-akhdzu bi al-jadīd al-aṣlah* functions as an operational principle in managerial decision-making. This principle is not merely understood as a normative doctrine but has been internalized into institutional practices, particularly in determining strategic policies related to curriculum development, human resource management, and technology-based administrative systems (Siahaan et al., 2023). Based on observational findings, administrators of Islamic educational institutions reflectively consider the balance between preserving classical values and the need for innovation in every organizational decision.

In the dimension of organizational culture, it was found that values such as sincerity (*ikhlas*), blessing (*barakah*), and etiquette (*adab*) remain the primary foundations in shaping institutional character (Sulhan & Hakim, 2023). These values are manifested in daily practices, such as the patterns of interaction between educators and students, a service-oriented work ethic, and an educational orientation that does not focus solely on academic outcomes but also on character development. At the same time, Islamic educational institutions have begun to adopt modern management approaches, such as performance-based strategic planning, strengthening public accountability systems, and the

digitization of administrative and academic services. To clarify this integration pattern, the following presents a synthesis of the research findings:

Table 1. Integration of Traditional Values and Modern Innovations in Islamic Education Management

Dimensions	Traditional Values	Modern Innovation	Forms of Integration
Organizational Culture	Sincerity, blessings, etiquette	Professionalism in the Workplace	Value-based work ethic
Leadership	Charismatic-religious	Transformational	Value-based visionary leadership
Governance	Trustworthiness, responsibility	Good Governance	Ethics-based accountability
Management Systems	Conventional administration	System Digitalization	Technology-based hybrid system
Evaluation	Moral judgment	Performance Audit	Comprehensive evaluation

Furthermore, the findings indicate a transformation in leadership styles. Leadership, which was previously dominated by charismatic-traditional figures, has evolved into transformational leadership that integrates an Islamic vision with an orientation toward organizational change. Institutional leaders serve not only as authoritative figures but also as agents of change capable of bridging the demands of modernity and traditional values. This indicates a paradigm shift in leadership toward a more adaptive and contextual model (Reni Suwenti et al., 2025).

In terms of governance, the implementation of these integrative principles contributes to strengthening internal quality assurance systems (Sarpendi & Komalasari, 2023). Institutions that integrate traditional values with modern innovations tend to have evaluation systems that are more transparent, accountable, and sustainable (Aulia & Yuliyanti, 2024). Digitalization serves as a strategic tool for enhancing administrative efficiency, information access, and the quality of educational services. However, findings indicate that the use of technology remains within the framework of normative values, thereby preserving the spiritual dimension that is a defining characteristic of Islamic education.

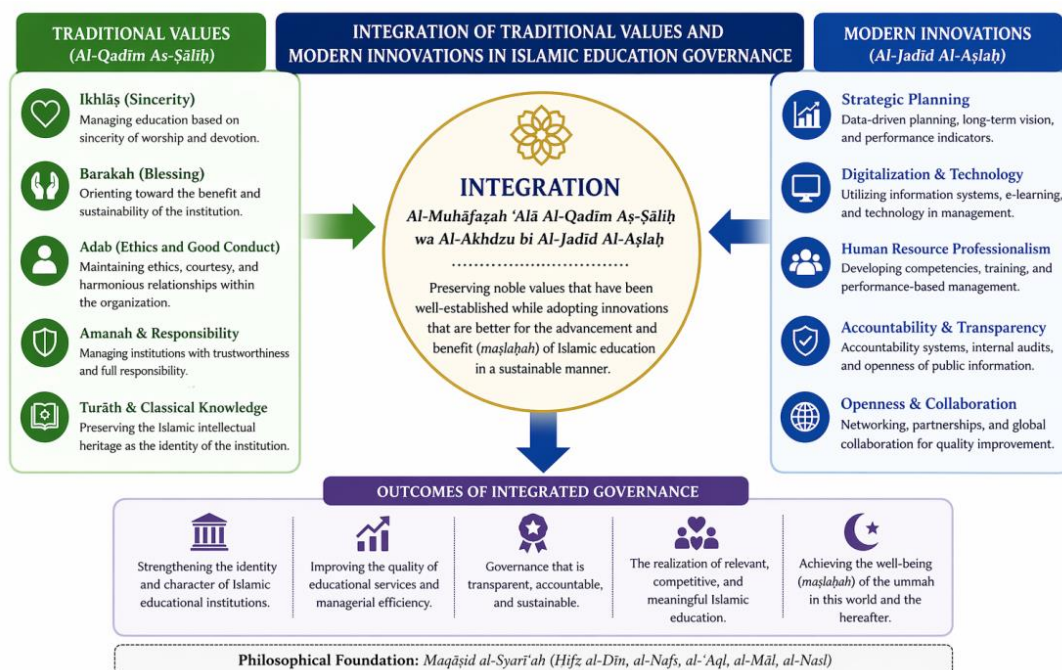


Figure 1. Integration of Traditional Values and Modern Innovation in Islamic Education Governance

Figure 1 illustrates the integration of traditional Islamic values with modern innovation in education governance as a complementary process, rather than a contradictory one. On the side of traditional values (*al-qadim as-salih*), fundamental elements such as *ikhlas*, *barakah*, *adab*, *amanah*, and scholarly heritage (*turath*) are highlighted; these form the ethical and cultural foundation of Islamic educational institutions. These values shape institutional identity while serving as a guide in building an organizational culture oriented toward service, meaningfulness, and sustainability (Mundzir, 2025; Maskin Maskin et al., 2025). On the other hand, modern innovation (*al-jadid al-ashlah*) encompasses the implementation of performance-based strategic planning, the digitization of information systems, human resource professionalism, and the strengthening of transparency and accountability. The presence of these innovations represents the institution's adaptive response to the dynamics of global change and demands for managerial efficiency (Ifrohan & Rohman, 2025; Julhadi & Ritonga, 2023).

The integration of these two dimensions is visualized through a synthesis process that produces a stronger and more contextual Islamic educational governance. The outcome of this integration not only enhances the quality of educational services and organizational efficiency but also strengthens the institution's Islamic identity in facing the challenges of modernity. Thus, the resulting governance is holistic, as it balances spiritual, ethical, and professional

dimensions. This model emphasizes that the transformation of Islamic educational management does not require abandoning tradition; rather, it uses tradition as a foundation for adopting more relevant innovations, thereby creating an educational system that is competitive while remaining rooted in Islamic values (Umar et al., 2024).

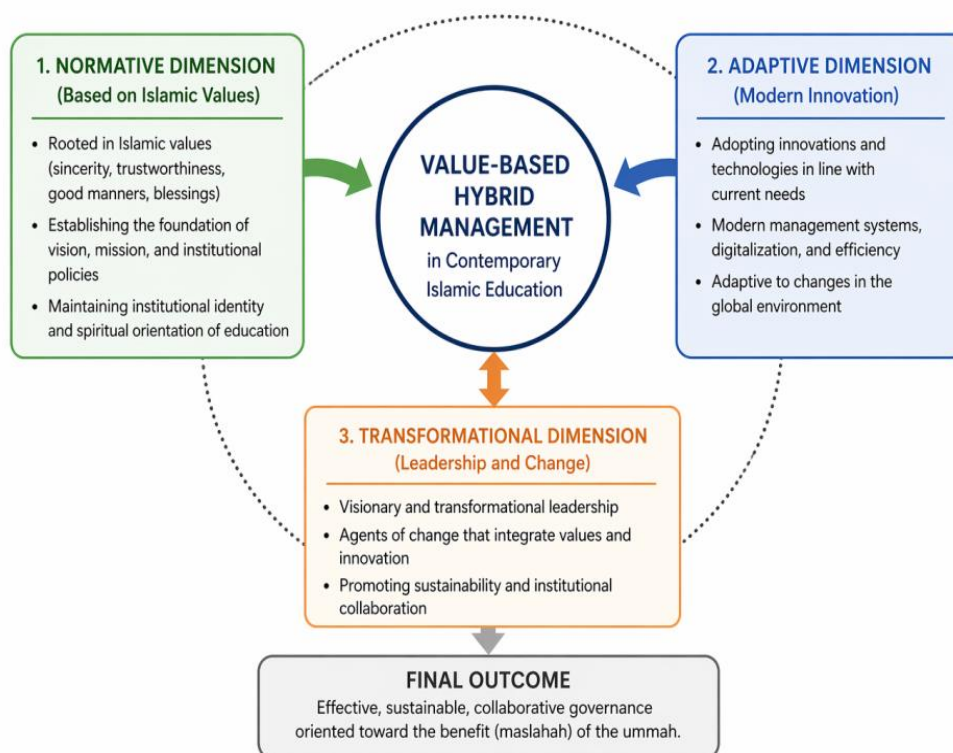


Figure 2. A Value-Based Hybrid Management Model in Contemporary Islamic Education

Based on the overall findings, this study constructs a value-based model for the transformation of Islamic education management consisting of three main dimensions: the normative dimension rooted in Islamic values, the adaptive dimension that accommodates modern innovations, and the transformational dimension that emphasizes the role of leadership in driving institutional change (Khairrina & Shalihah, 2025; Rafika Nisa, 2025). These three dimensions interact dynamically and form a hybrid management pattern relevant to the challenges of the digital age.

These findings align with various previous studies in the field of educational management, particularly regarding transformational leadership and performance-based governance. The concept of transformational leadership emphasizes the importance of vision, inspiration, and organizational change, which in this study is expanded by incorporating spiritual dimensions and

Islamic values as the basis for transformation (Yugo, 2025; Wedi et al., 2025). Thus, leadership is not only oriented toward performance achievement but also toward ethics and blessings as part of the organization's objectives.

In the context of governance, the principles of transparency, accountability, and efficiency which serve as indicators of good governance are also found in the practices of Islamic educational institutions. However, this study indicates that these indicators do not stand alone but are enriched by normative values such as trustworthiness, sincerity, and moral responsibility. This underscores that governance in Islamic education possesses distinctive characteristics that cannot be fully explained by conventional management theories (Sumanti et al., 2024; Siti Romlah et al., 2025).

From an Islamic epistemological perspective, these findings reinforce that the continuity of tradition does not conflict with innovation but rather serves as the foundation for contextual and sustainable transformation. An approach emphasizing the integration of values and practices demonstrates that the transformation of Islamic educational management is not deconstructive but constructive, while maintaining the continuity of values (Falah et al., 2025). Furthermore, digitalization, as part of modern innovation, has proven to significantly contribute to the effectiveness of governance; however, it still requires value-based control to prevent the reduction of education's meaning to a mere technical process.

Thus, this study not only confirms previous findings but also offers a conceptual synthesis in the form of a value-based hybrid management model. This model demonstrates that the integration of tradition and innovation constitutes a strategic approach to addressing the dynamics of global change, while simultaneously reinforcing the position of Islamic Educational Management as a discipline characterized by integrative qualities and high relevance in the contemporary context.

CONCLUSION

The conclusions of this study indicate that the transformation of Islamic education management based on values is an essential strategy for responding to the dynamics of global change, characterized by technological disruption, demands for accountability, and increasing institutional competition. The integration of the principle of *al-muhāfazah 'alā al-qadīm aṣ-ṣāliḥ wa al-akhdu bi al-jadīd al-aṣlah* has proven capable of serving as both a philosophical and operational foundation for balancing traditional values with modern innovation, thereby producing governance that is more transparent, accountable, and sustainable without eroding the epistemological identity of Islamic education. The research findings affirm that values such as sincerity, etiquette, and a focus

on blessings remain the foundation of organizational culture, while modern management practices such as digitization, strategic planning, and quality assurance systems are adopted contextually and selectively. Conceptually, this study produces a value-based hybrid management model that integrates normative, adaptive, and transformational dimensions as a framework for managing contemporary Islamic educational institutions, while bridging the gap between modern management theory and Islamic epistemology. Thus, Islamic Educational Management is positioned as a dynamic, contextual, and public-interest-oriented discipline, and holds high relevance in addressing the challenges of the global era; therefore, further research is recommended to empirically test the implementation of this model across various institutional contexts and to further examine the integration of value-based digital technologies to strengthen the sustainability and competitiveness of Islamic educational institutions.

REFERENCES

- Agazu, B. G., Kero, C. A., & Debela, K. L. (2025). Transformational leadership and firm performance: a systematic literature review. In *Journal of Innovation and Entrepreneurship* (Vol. 14, Number 1). <https://doi.org/10.1186/s13731-025-00476-x>
- Ariona, V. D., Inayati, N. L., Apriantoro, M. S., Ashfahany, A. El, & Tjandra, E. A. (2023). Charting the Course of Islamic Education Management Research: A Comprehensive Bibliometric Analysis for Future Inquiry. *Munaddhomah*, 4(4). <https://doi.org/10.31538/munaddhomah.v4i4.711>
- Aulia, A., & Yuliyanti, Y. (2024). The Strategic Role of Islamic Education Management in Integrating Islamic Value-Based Character Education in the Digital and Technology Era. *IJoIS: Indonesian Journal of Islamic Studies*, 5(2). <https://doi.org/10.59525/ijois.v5i2.548>
- Azhari, M. (2024). the Transformation of Islamic Education Management Based on Digitalization: Innovative Strategies Toward Globally Competitive Educational Institutions. *International Journal of Management and Islamic Education (Ijmie)*, 2(1).
- Bolotio, R., & Yusuf, N. (2025). Transformative Islamic Education Management in The Revitalization of The Mapalus North Minahasa Muslim Community. *Nazhruna: Jurnal Pendidikan Islam*, 8(1). <https://doi.org/10.31538/nzh.v8i1.87>
- Deng, C., Gulseren, D., Isola, C., Grocutt, K., & Turner, N. (2023). Transformational leadership effectiveness: an evidence-based primer. *Human Resource Development International*, 26(5). <https://doi.org/10.1080/13678868.2022.2135938>

- Deskasari, S., Yarnita, Y., Wendra, Z., Yuliani, T., Negeri, S., Talang, G., & Yunus Batusangkar, M. (2025). Basics of Islamic Education Management. *Jurnal Ilmu Sosial Dan Pendidikan (JISIP)*, 9(1).
- Dewi, A. D. M., & Sahal, Y. F. D. (2025). The Perspective of Islamic Education Management is Seen from The Management of George R. Terry. *An-Nuha: Jurnal Sosial & Humaniora*, 3(1). <https://doi.org/10.63005/annuha.v3i1.1>
- Elice, D., & S. (2023). Philosophy of Islamic Education Management: Islamic Education Management Challenges in Facing Globalization Era. *Journal of Multidisciplinary Cases*, (33). <https://doi.org/10.55529/jmc.33.28.34>
- Falah, Z., Syahlarriyadi, S., Juniarti, H., & Diyana, M. (2025). The Role of Digital Transformation in Managing Islamic Religious Education Learning. *Mimbar Pendidikan*, 10(3).
- Hermawansyah, H. (2025). Eco-Pesantren-Based Islamic Education Management. *Fitrah: Jurnal Studi Pendidikan*, 16(1). <https://doi.org/10.47625/fitrah.v16i1.982>
- Holilur Rahman, Madhar Amin, & Mustaminah. (2024). Islamic Education Marketing Management. *LECTURES: Journal of Islamic and Education Studies*, 3(1). <https://doi.org/10.58355/lectures.v3i1.81>
- Ifrohan, I., & Rohman, M. (2025). Islamic Education Management Strategies in Enhancing the Quality of Human Resources Based on Islamic Character. *Edusoshum: Journal of Islamic Education and Social Humanities*, 5(1). <https://doi.org/10.52366/edusoshum.v5i1.144>
- Jinan, M. R., Syapiuddin, M., & Nasri, U. (2024). Holistic Integration: Syariah Finance Principles in Islamic Education Management. *Jurnal Ilmiah Profesi Pendidikan*, 9(2). <https://doi.org/10.29303/jipp.v9i2.2243>
- Julhadi, & Ritonga, M. (2023). Human Resource Management in Islamic Educational Institutions to Improve Competitiveness in Society 5.0 Era. *International Journal of Sustainable Development and Planning*, 18(2). <https://doi.org/10.18280/ijstdp.180231>
- Khairrina, K., & Shalihah, N. M. (2025). Islamic Education Management: Innovation and Challenges in the Digital Era. *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora*, 4(3).
- Maskin Maskin, Buya Riadi, Saidina Saidina, Lenny Marlina, & Febriyanti Febriyanti. (2025). Digital Transformation in Islamic Education Management: Strategies of Madrasah Principals in Improving the Quality of Technology-Based Learning. *International Journal of Education and Literature*, 4(3). <https://doi.org/10.55606/ijel.v4i3.302>
- Mundzir, Moh. (2025). Transforming Management of Islamic Educational Institutions in Indonesia: Concepts, Strategic Shifts, and Implementation Challenges. *Al-Tahrir: Jurnal Pemikiran Islam*, 25(2). <https://doi.org/10.21154/altahrir.v25i2.11551>

- Rafika Nisa. (2025). Transformation Of Islamic Education Learning Management: Integration of Computer-Based Tests and Ethical Values of Evaluation in Islamic Education. *IJGIE (International Journal of Graduate of Islamic Education)*, 7(1). <https://doi.org/10.37567/ijgie.v7i1.3973>
- Reni Suwenti, Eti Kurniawati, Een Masdariah, Enung Nugraha, & Naf'an Tarihoran. (2025). Leadership Transformation in Islamic Education Management: Systematic Literature Review. *Sosioedukasi: Jurnal Ilmiah Ilmu Pendidikan Dan Sosial*, 14(2). <https://doi.org/10.36526/sosioedukasi.v14i1.5639>
- Sarpendi, S., & Komalasari, M. A. (2023). The Role of Islamic Education Management in Improving Human Resources: A Review of the Implementation of Islamic Education in Indonesia. *Bulletin of Science Education*, 3(3). <https://doi.org/10.51278/bse.v3i3.831>
- Siahaan, A., Wijaya, C., Ananda, R., Rohman, F., & Manurung, O. (2023). Islamic Education Management: A Study of Multicultural Paradigm. *Educational Administration: Theory and Practice*, 29(1). <https://doi.org/10.17762/kuey.v29i1.585>
- Silalahi*, M. R., Fahmi, M. R., & Siregar, A. (2023). Principles of Islamic Education Management. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(2). <https://doi.org/10.24815/jimps.v8i2.24643>
- Siti Romlah, L., Pahrudin, A., Fauzan, A., Kesuma, G. C., & Purnama, R. (2025). Institutionalizing OBE through Transformative Curriculum Management: Insights from an Indonesian Islamic University. *Munaddhomah*, 6(4). <https://doi.org/10.31538/munaddhomah.v6i4.2319>
- Sulhan, A., & Hakim, L. (2023). Emancipating Islamic Education Management through Good-Quality Santri Character Cultures: Insights from Indonesia. *Eurasian Journal of Educational Research*, 2023(103). <https://doi.org/10.14689/ejer.2023.103.012>
- Sumanti, S. T., Nunzairina, & Salminawati. (2024). The Evolution of Islamic Educational Institutions in North Sumatra Indonesia. *Nazhruna: Jurnal Pendidikan Islam*, 7(1). <https://doi.org/10.31538/nzh.v7i1.4419>
- Tisnawati, N., Noormawanti, N., Murtadlo, M., & Pahrudin, A. (2024). The Role of Philosophy in the Development of Islamic Education Management. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 9(1). <https://doi.org/10.31851/jmksp.v9i1.14419>
- Umar, M., Ismail, F., Rahmi, S., & Arifin, Z. (2024). Transforming of Moderate Character Education in Islamic Educational Institutions. *Nazhruna: Jurnal Pendidikan Islam*, 7(1). <https://doi.org/10.31538/nzh.v7i1.4168>

- Wedi, A., Mardiana, D., & Umiarso. (2025). Digital Transformation Model of Islamic Religious Education in the AI Era: A Case Study of Madrasah Aliyah in East Java, Indonesia. *International Journal of Learning, Teaching and Educational Research*, 24(8). <https://doi.org/10.26803/ijlter.24.8.37>
- Yugo, T. (2025). Improving the Quality of Islamic Education through Pesantren-Based Management in Indonesia. *Journal of Educational Research and Practice*, 3(2). <https://doi.org/10.70376/jerp.v3i2.357>