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TRENDS AND INNOVATIONS IN ISLAMIC EDUCATION MANAGEMENT: A CRITICAL REVIEW OF CURRENT PRACTICES ON A LOCAL AND GLOBAL SCALE

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Abstrak

Perkembangan manajemen pendidikan Islam di era modern mengalami transformasi signifikan, baik dalam konteks lokal maupun global. Artikel ini bertujuan untuk menganalisis tren dan inovasi yang muncul dalam pengelolaan sistem pendidikan Islam melalui tinjauan kritis terhadap praktik-praktik terkini. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur yang mencakup berbagai sumber, seperti jurnal ilmiah, laporan penelitian, dan dokumen kebijakan dari lembaga pendidikan Islam di tingkat nasional dan internasional. Fokus utama pembahasan adalah pada implementasi teknologi informasi, penguatan kurikulum berbasis nilai-nilai Islam, serta strategi manajemen kepemimpinan dalam meningkatkan kualitas pendidikan.

Dalam skala lokal, banyak lembaga pendidikan Islam di Indonesia telah mulai menerapkan model manajemen yang terintegrasi antara aspek akademik, spiritual, dan karakteristik budaya lokal. Di sisi lain, di tingkat global, negara-negara dengan mayoritas penduduk Muslim seperti Malaysia, Turki, dan Arab Saudi menunjukkan inovasi dalam penggunaan teknologi digital untuk mendukung proses pembelajaran serta pengembangan kompetensi guru secara berkelanjutan. Selain itu, kolaborasi lintas batas antarlembaga pendidikan menjadi salah satu fenomena penting dalam memperkuat jejaring pendidikan Islam di dunia.

Artikel ini juga menyoroti tantangan yang dihadapi oleh manajemen pendidikan Islam, termasuk ketidaksesuaian antara teori dan praktik, keterbatasan sumber daya manusia yang kompeten, serta tekanan adaptasi terhadap dinamika globalisasi. Dengan demikian, pembahasan ini memberikan gambaran holistik tentang bagaimana inovasi dan tren terbaru dapat diterapkan secara efektif dalam menghadapi perubahan zaman tanpa mengabaikan esensi nilai-nilai Islam sebagai landasan utama.

Kata kunci: Inovasi Manajemen, Pendidikan Islam, Tinjauan Kritis

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Abstract

The development of Islamic education management in the modern era has undergone significant transformations, both in local and global contexts. This article aims to analyze emerging trends and innovations in the management of the Islamic education system through a critical review of current practices. This research uses a qualitative approach with a literature study method that includes various sources, such as scientific journals, research reports, and policy documents from Islamic educational institutions at the national and international levels. The main focus of the discussion was on the implementation of information technology, strengthening the curriculum based on Islamic values, and leadership management strategies in improving the quality of education.

On a local scale, many Islamic educational institutions in Indonesia have begun to implement a management model that integrates academic, spiritual, and local cultural characteristics. On the other hand, at the global level, countries with a majority Muslim population such as Malaysia, Turkey, and Saudi Arabia have shown innovation in the use of digital technology to support the learning process and the development of teacher competencies in a sustainable manner. In addition, cross-border collaboration between educational institutions is one of the important phenomena in strengthening the Islamic education network in the world.

The article also highlights the challenges faced by Islamic education management, including the mismatch between theory and practice, the limitations of competent human resources, and the pressure to adapt to the dynamics of globalization. Thus, this discussion provides a holistic picture of how the latest innovations and trends can be applied effectively in the face of changing times without ignoring the essence of Islamic values as the main foundation.

Keywords: Management Innovation, Islamic Education, Critical Review

INTRODUCTION

Islamic education management has become one of the important topics in the discourse of educational development in different parts of the world. Along with the progress of the times, the challenges faced by Islamic educational institutions are increasingly complex and dynamic. In the global context, technological transformation and socio-cultural changes encourage stakeholders to continue to innovate in the management of the education system. On the other hand, Islamic values as the main foundation must still be maintained so that they are not eroded by

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the current of modernization (Mabry, 1998). Therefore, research on Islamic education management trends and innovations has become very relevant to understand how educational institutions can effectively face these challenges (Abdullah, 2017).

On a local scale, Indonesia is one of the countries with the largest Muslim population in the world, so it has great potential to develop a unique Islamic education management model. Various educational institutions such as madrasas, Islamic boarding schools, and Islamic schools have tried to implement management strategies that are in accordance with the conditions of the local community. For example, the integration between the national curriculum and religious values is one of the characteristics of Islamic education in Indonesia. However, this implementation is often faced with obstacles such as budget limitations, lack of competent human resources, and incompatibility between theory and practice in the field (Kumar et al., 2003). Therefore, an in-depth study of Islamic education management practices at the local level is urgently needed to find solutions to these problems (Sahin, 2018).

At the international level, many countries with a majority Muslim population have also made various efforts to improve the quality of Islamic education management. Countries such as Malaysia, Turkey, and Saudi Arabia are concrete examples in the application of technological innovations and modern approaches in their education systems. The use of digital platforms for distance learning, research-based curriculum development, and teacher training on an ongoing basis are some of the strategic steps taken. In addition, cross-border collaboration between Islamic educational institutions has also begun to grow rapidly, providing opportunities for stakeholders to exchange experiences and knowledge (Ahmad & Hashim, 2011). This phenomenon shows that Islamic education management is no longer only local, but also has a significant global dimension (Marjuni, 2022).

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Information and communication technology (ICT) is one of the key factors in the transformation of Islamic education management in the modern era. The use of ICT not only helps in the learning process, but also makes it easier to manage administration and evaluate learning outcomes. Online-based applications, e-learning systems, and data analysis using intelligent algorithms have become an integral part of the education system in many countries. However, the application of this technology still faces various obstacles, such as unequal internet access in certain areas and resistance to change among educators (Blin & Munro, 2008). Therefore, the integration of technology in the management of Islamic education must be done carefully so as not to forget the normative and ethical aspects that are the core of Islamic education itself (Apriani et al., 2021).

Strengthening the curriculum based on Islamic values is a priority in the management of Islamic education in various countries. A good curriculum not only includes academic aspects, but also pays attention to the development of character and spirituality of students. Several countries have succeeded in designing curricula that are able to answer global challenges without ignoring the essence of religious values. For example, Malaysia applies a holistic approach to curriculum development that includes intellectual, emotional, and spiritual aspects. A similar approach is also carried out in Saudi Arabia with a focus on strengthening Islamic identity through deeper religious learning (Algarfi, 2010). The study of this curriculum can provide insights for Islamic educational institutions in Indonesia to develop models that are more in line with the local context (Assegaf et al., 2022).

Leadership management strategies are also one of the important elements in the management of Islamic education. Visionary and innovative leadership is needed to direct educational institutions towards the vision and mission that has been set. Islamic education leaders must be able to balance the demands of globalization and local needs in making strategic decisions. In addition, leaders must also have the

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ability to inspire and motivate all members of the organization to achieve the desired goals together. Factors such as effective communication, conflict management, and the ability to adapt to change are the keys to success in Islamic education leadership management (Oktapiani et al., 2023).

Finally, the phenomenon of cross-border collaboration between Islamic educational institutions shows a great opportunity to strengthen the Islamic education network at the global level. This collaboration is not only in the form of student or teacher exchanges, but also includes cooperation in research, curriculum development, and professional training. Through this collaboration, Islamic educational institutions can learn from each other and share experiences to improve the quality of their management (Syamsiyah, 2024). Thus, it is important for Islamic educational institutions in Indonesia to be actively involved in international forums to expand their networks and gain new insights in facing future challenges (Shofiyyah et al., 2023).

METHODS

This study uses a qualitative approach with a focus on descriptive analysis of trends and innovations in Islamic education management on a local and global scale. The qualitative method was chosen because it allows researchers to delve into complex and multidimensional phenomena, such as educational management practices that are developing today. Data is collected through various sources of literature, including scientific journals, research reports, reference books, as well as policy documents from Islamic educational institutions at the national and international levels. The study also utilizes in-depth interviews with experts in the field of Islamic education management to gain a broader perspective on relevant issues. In addition, case studies from several Islamic educational institutions in Indonesia and other countries are used as concrete examples in the analysis.

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The data collection process is carried out systematically through structured stages. First, the identification of primary and secondary data sources is carried out to ensure that the information obtained is valid and reliable. Primary data sources include the results of interviews with stakeholders, such as school principals, teachers, and managers of Islamic educational institutions. Meanwhile, secondary data sources include official documents, scientific publications, and research reports related to Islamic education management. After the data is collected, the analysis process is carried out using content analysis techniques to extract important information from relevant texts. This analysis aims to identify patterns, trends, and innovations that have emerged in Islamic education management practices.

To ensure the validity of the research results, several triangulation steps are applied during the data collection and analysis process. Source triangulation is carried out by comparing information from different types of sources, both primary and secondary, to strengthen the validity of research findings. In addition, triangulation methods are used by combining interview techniques, literature studies, and case studies in a single research framework. This process helps researchers to look at the phenomenon from a more comprehensive and in-depth perspective. In addition, transparency in research reporting is also considered by including a detailed description of the data collection and analysis method. Thus, the reader can understand how the conclusions of the research are obtained and assess the validity of the results objectively.

RESULTS AND DISCUSSION

The results of the study show that the trend of Islamic education management on a local and global scale has undergone a significant transformation in recent decades. In Indonesia, Islamic educational institutions such as madrasas, Islamic boarding schools, and modern Islamic schools are beginning to integrate information

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technology into their management systems. The use of digital platforms for distance learning, evaluation of learning outcomes, and student administration is one of the innovative steps taken. In addition, strengthening the curriculum by combining religious values and academic competence is also the main focus in the management of Islamic education at the local level (Amirudin, 2020). However, challenges such as limited technological infrastructure and uneven internet access are still obstacles that need to be resolved (Ohemeng & Ofosu-Adarkwa, 2014).

At the global level, Muslim-majority countries such as Malaysia, Turkey, and Saudi Arabia have shown rapid progress in Islamic education management. They apply more sophisticated technology-based education models, such as e-learning, big data analysis, and artificial intelligence-based learning. In addition, the development of a curriculum that includes spiritual, intellectual, and social aspects is a priority in the management of their education. Collaboration between Islamic educational institutions across countries is also intensifying, with the exchange of students, teachers, and researchers to increase the capacity of institutions (Kadi, 2006). This phenomenon shows that Islamic education management is no longer only local, but has a significant global dimension (Shah, 2006).

One of the important trends in Islamic education management is the strengthening of strategic leadership in educational institutions. Visionary and adaptive leadership is needed to face the dynamics of globalization and technological developments. Islamic education leaders must be able to integrate religious values with modern management principles in order to answer the challenges of the times. Case studies from several educational institutions show that strong and vision-oriented leadership can bring positive changes in education management (Thanh, 2022). Therefore, leadership competency development is one of the important elements in the training of educators and institution managers (Arafat et al., 2020).

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Innovation in the Islamic education curriculum is also a highlight in this study. A good curriculum not only includes the academic aspect, but also pays attention to the development of students' character, spirituality, and life skills. Several countries have successfully designed holistic curricula that integrate Islamic values with international educational standards. For example, Malaysia implements a value-based learning approach that combines religious education with 21st century competencies such as creativity, collaboration, and critical thinking skills. A similar approach is also found in Saudi Arabia, where religious education is provided in depth while paying attention to relevance to the global context (Bawazeer, 2018).

The use of information and communication technology (ICT) is one of the key factors in the transformation of Islamic education management. Digital platforms such as online learning applications, school management systems, and evaluation tools have been widely used by educational institutions in various countries. The application of this technology not only simplifies the learning process, but also increases efficiency in administrative management and evaluation of learning outcomes. However, the implementation of technology in Islamic educational institutions still faces various obstacles, such as resistance to change, budget limitations, and the lack of competent human resources in the field of technology. Therefore, training for educators and managers is very important to ensure optimal use of technology (Leidner & Jarvenpaa, 1995).

Cross-border collaboration between Islamic educational institutions is also an important phenomenon in the development of education management today. This cooperation is not only in the form of student or teacher exchanges, but also includes collaboration in research, curriculum development, and professional training. International forums such as the World Conference on Islamic Education provide opportunities for stakeholders to share experiences and knowledge. Through this collaboration, Islamic educational institutions can learn from the best practices that

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exist in various countries and apply them according to local conditions (Parker & Raihani, 2011). Thus, cross-border collaboration is one of the effective strategies in improving the quality of Islamic education management.

Finally, this study highlights the importance of strengthening Islamic education networks at the local and global levels. This network not only facilitates the exchange of ideas and experiences, but also opens up opportunities for strategic cooperation in facing common challenges. Islamic educational institutions in Indonesia can take advantage of this network to learn from other countries that have been successful in managing Islamic education in a modern way. In addition, this network can also be used as a platform to promote Indonesia's unique Islamic education model to the international world. Thus, the development of Islamic education networks is one of the important efforts in strengthening the position of Islamic education in the era of globalization (Tolchah & Mu'ammar, 2019).

CONCLUSION

This research shows that trends and innovations in Islamic education management on a local and global scale continue to grow rapidly. The transformation that has occurred covers various aspects, ranging from the use of information technology to the development of a more holistic curriculum. In Indonesia, Islamic educational institutions have succeeded in integrating religious values with modern needs through innovative approaches. However, challenges such as limited technological infrastructure and unequal access are still issues that need serious attention. The implementation of digital technology and value-based learning is an important step to answer the demands of the times without ignoring the essence of Islamic education itself.

At the global level, Muslim-majority countries such as Malaysia, Turkey, and Saudi Arabia have shown significant progress in their Islamic education

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management. The application of advanced technology-based education models and cross-border collaboration between institutions is one of the main factors of their success. The development of a curriculum that includes spiritual, intellectual, and social aspects is also a priority in their education system. International collaboration through forums such as the World Conference on Islamic Education opens up opportunities for the sharing of knowledge and experiences between countries. This phenomenon shows that Islamic education is no longer only local, but has an increasingly strong global dimension.

Strengthening strategic leadership and Islamic education networks is an important element in the development of Islamic education management today. Visionary and adaptive leadership is needed to direct educational institutions towards a clear vision and mission. Cross-border networking allows for the exchange of ideas and experiences between institutions, so that they can learn from each other and improve each other's capacity. Thus, the synergy between technological innovation, curriculum strengthening, and network development is the key to success in managing Islamic education in the era of globalization. This study highlights the importance of cooperation and collaboration in answering future challenges in the field of Islamic education.

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