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## Decision-Making in Determining the Islamic Education Management Model

H. Asep Idrus Alawi<sup>1</sup>, Obsatar Sinaga<sup>2</sup>

### **Abstract**

*Islamic education and spiritual guidance also have a prominent defining pattern in a Muslim's life and effectively foster Islamic education in the students, a management model has been investigated in this study that could the Islamic education management, its factors and determining factors, the consequences, and the factors that influence on the decision-making in education management model. To investigate this model, a qualitative research strategy was used, and the data was collected from administrators: principals, vice-principals, and other decision-making authorities of Islamic schools in Indonesia with the help of structured interviews and a total of 8 interviews were conducted. The collected data was analyzed using a thematic analysis and 4 themes were generated which emphasized different factors affecting the decision-making of Islamic education management and highlighted more influence of the policies, stakeholders, cultural values, harmony, and Islamic values as prominent factors in shaping the decision-making process.*

**Keywords:** *Islamic education, Education management, Decision-making.*

### **1. Introduction**

The problems related to educational world can be solved to maximum extent by effective management. The educational management is the integration of all the resources to deliver best education services to the students so that they can achieve the desired outcomes (Rahmatullah, 2021). Islamic education management is thus the use of the educational resources to guide the students spiritually, mentally and physically so that they can develop their selves in accordance with the teachings of Islam (Resufle & Rofiki, 2022) .

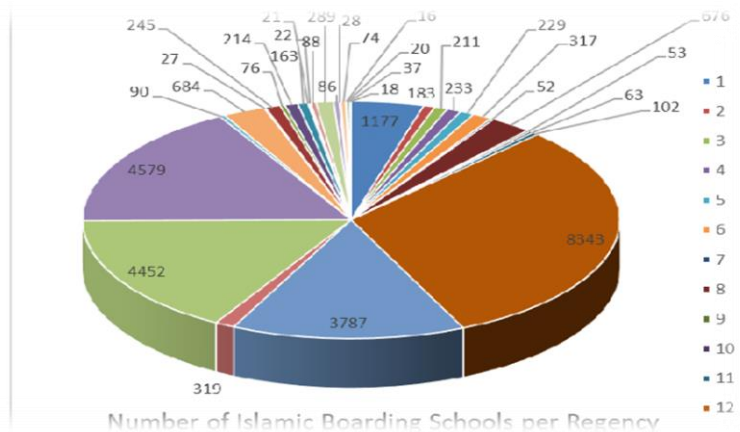
Indonesia a Muslim country with almost 87% of its population consisting of Muslim community has undergone severe shifts in the Islamic education policies. Being a religious state the government policies regarding the Islamic education management in Indonesia are in accordance with the religious beliefs of the community (Ismail, Ali, & Us, 2022). But, since the modernization of Islamic schools the Islamic education system has become weaker. To strengthen the Islamic system and to encumber this problem of Islamic education downfall the Islamic education management model has been developed by the government which employ the use of various policies to promote religious education so that the roots of Islam can be strengthen in the community via effective Islamic education management (Ekasari, Manullang, Syakhrani, & Amin, 2021).

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<sup>1</sup> Sekolah Tinggi Agama Islam Shalahuddin Al-Ayyubi, Email: [asephabib@staia.ac.id](mailto:asephabib@staia.ac.id)

<sup>2</sup> Padjadjaran University, Email: [Obsatar.sinaga@unpad.ac.id](mailto:Obsatar.sinaga@unpad.ac.id)

Islamic education management is the key process in any Muslim country to promote and strengthen the values of Islam so that the students can align their beliefs according to the teachings of Islam. The main principles of Islamic education management include the honesty, responsibility, sincerity, fairness, and trustworthiness. These principles are flexible in nature and their implementation results in the development of maturity in the children, and the nurturing of children towards the perfection (Siahaan, Wijaya, Ananda, Rohman, & Manurung, 2023). The data of Islamic boarding schools in Indonesia is depicted below:



**Figure 1:** Graphical Data for Islamic Boarding Schools In Indonesia.

**Source:** (Fathurrochman, Danim, Ab, Kurniah, & Ristianti, 2021a).

The main objective of the study is to find out the Islamic education management in Indonesia. The study also aims to delve deeper into the policies of decision making regarding the determination of Islamic education management model in Indonesia. The study also finds out the factor influencing these policies and the possible consequences of the implementation of these policies.

Based on the above research objectives following are the research questions for the study:

**RQ1:** What is Islamic education management model? What are the factors influencing it?

**RQ2:** What are the policies for decision making in determining the Islamic education management model in Indonesia?

**RQ3:** What factors influence the decision making in determining the Islamic education management model in Indonesia?

**RQ4:** what are the consequences of Islamic education management in Indonesia?

The study highlights the importance of Islamic education management in the promotion of religious education and culture among the citizens in Indonesia.

## 2. Literature Review

### 2.1. Systems Theory

This theory was proposed by Ludwig von Bertalanffy in 1940s and 1950s. Systems theory is vast theory that finds its application in multiple fields and sectors. This theory can also be used

in the context of educational systems and management of education systems and managing the models designed for educational management (Ramage, Shipp, Ramage, & Shipp, 2020). According to systems theory a system or an organization is a complex and dynamic collection of units such as inputs and outputs. The complexity is due to interrelation and interdependency of different units and elements in an organization. For example, efforts of employees and task completion are interdependent. This theory can help to build an understanding about how a system works and how we can use such information to make the system better (Hermanu, Sondari, Dimiyati, & Sari, 2022). In the context of this research the systems theory gives a deeper insight about the educational systems how we can make the systems better at a small scale to inducing improvements in the system at a large scale. This can only happen when one is extremely critical about a system and knows the system from inside out, then he can make great changes in the system that are adaptable to changing times favorable for everyone and optimize the outputs of the system. Systems theory therefore is crucial for development and nurturing of education management systems (Umar & Danburam, 2022).

## **2.2. Islamic Education Management Model**

Islamic education management model involves a diverse and strategic approach to develop learning skills among students and teaching skills among teachers. Three main areas considered as the core of the Islamic education management model are education (Saputra, Ermayani, & Masykuri, 2020), Islam and management. Education is a concept mostly people aware of, Islam is a religion whose teachings are centrally based upon Quran and Sunnah now the wider and broad of these three areas of Islamic education management model is management which comprises of strategies and planning to implement Islamic education in the institutes (Rifuddin, Ilham, & Nurdin, 2020). Islamic education management focus on the quality education of students as education is the key to keep up with changing times as the world of information technology is progressing at a remarkable pace. Currently Islamic education management model is facing troubles implementing quality education due to advancements in the fields of science other than its positive aspects as technological advancements focus on materialistic approach and Islamic education management model teaches values that are for the betterment of others and of our own (Shofiyyah, Komarudin, & Hasan, 2023). A sound educational model in this regard is required for Islamic education management. Islamic education management model is derived by the teachings of Holy Quran and AL-Sunnah which are a good source for personal and social management information as well as management as a crucial process (Pasrizal, Mutasar, Khaira, & Shabri, 2020). Management devise strategies and techniques but for these to work and yield utmost positivity a significant leadership is required. Leader must focus upon the teachings of Islam in management of education and develop departments specially for the professionals to get a deeper insight about the task at order for example Tarbiyah and Adab departments seen in Islamic universities (Sakinah, Cikka, & Yulan Tiarni Legistia, 2022). In order for the model to work, a polite and harmonious relation must be established among the leader of the management model and other professionals so that the leader might optimize the resources and skills at hand for the implementation of all the necessary measures and fulfill the tasks efficiently that needs to be completed (Sakinah et al., 2022).

## **2.3. Islamic Education Management in Indonesia**

The government and authorities of Indonesia are working at an astounding pace for the development of their education system by inculcating Islamic education and implementing

Islamic education management model in their schools and universities (Bahri et al., 2022). Indonesia with 87.2 percent of Muslim population is still lacking somewhere in the implementation of sound Islamic education management model. The education ministry is trying their best to hire Islamic scholars and researchers in this regard to help them with making an exceptional management hierarchy for the development of a sound Islamic education management model (Bahri et al., 2022). According to the research of Fathurrochman, Danim, Ab, Kurniah, and Ristianti (2021b) in context of Islamic education the learning process is grounded in spiritual and religious values that are critical, open and rational. State intervention is a positive factor for the implementation of Islamic education management model in Indonesia as state intervention can be used to depress a certain phenomenon and it can also work for its strong upholding (Kosim, Muqoddam, Mubarak, & Laila, 2023). The minister of education and religious affairs has worked closely in the past of Indonesia for the offering of Islamic education in schools and universities. Separate subjects for Islamic education are being introduced at an early level of education in schools which are compulsory for Muslim students to study. Some notorious events like “headscarves ban” were also faced by the Muslim community studying in schools but eventually the implementation of a sound and remarkable Islamic education management model changed everything and now almost every educational institute is providing appropriate and quality Islamic education as a compulsory or facultative subject (Wijaya, Abdurrahman, Saputra, & Firmansyah, 2021).

### **3. Research Methodology**

Examining the decision-making procedures involved in choosing Indonesia's Islamic educational administration model was the goal of this study. A thorough grasp of the viewpoints, experiences, and factors influencing decisions among managers of Islamic institutions in the nation was obtained through the use of the qualitative research technique.

#### **3.1. Sample Size and Selection**

The study aimed at administrators of different Islamic schools throughout Indonesia, with sample size consisting of eight respondents. To ensure a diverse representation of the sizes, locations, and levels of education of the various institutes, thoughtful choice of participants was employed.

#### **3.2. Target Population**

Administrators who actively participated in decision-making concerning the administration of religious education in Indonesia made up the study's population of interest. Vice-principals, principals, along with other significant stakeholders from the educational institutions took part.

#### **3.3. Data Collection**

Data were primarily gathered through organized interviews. A variety of topics pertaining to decision-making were covered by the questions.

#### **3.4. Data Analysis**

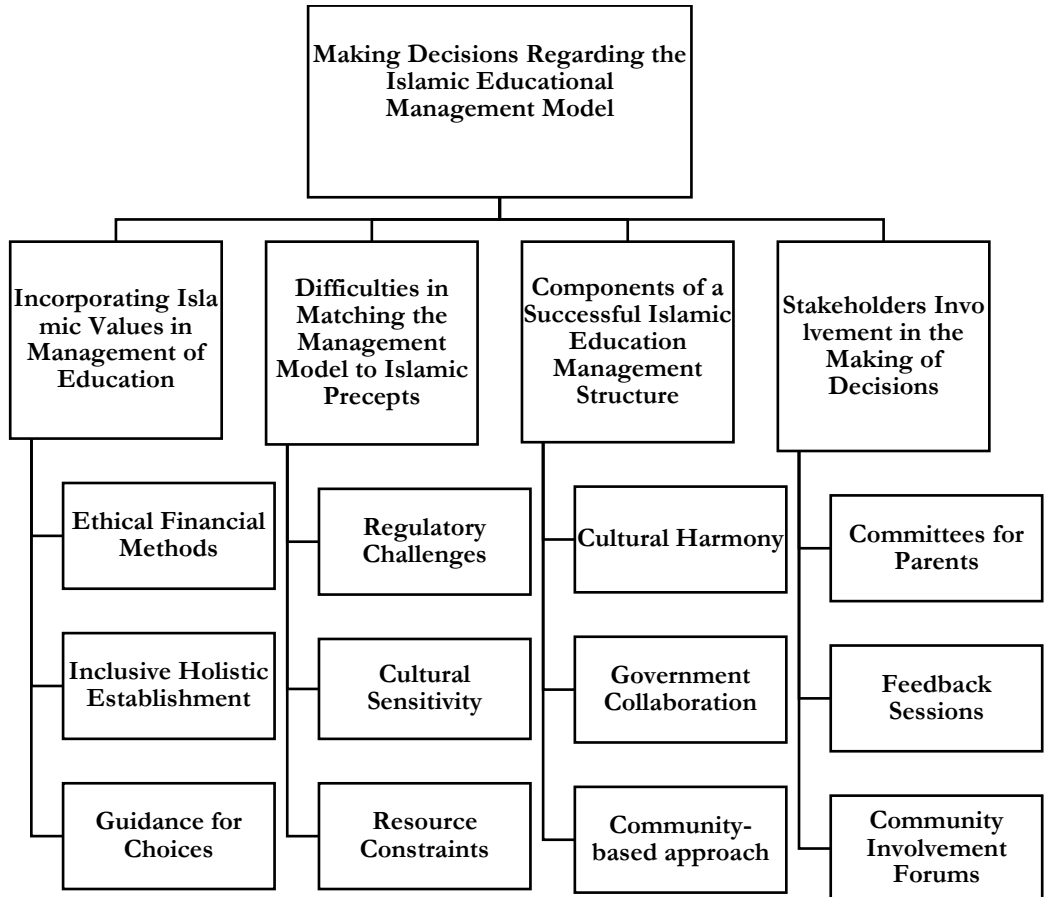
Thematic evaluation had been done to identify themes, patterns, as well as ideas that kept coming up in the discussions. Key themes were extracted from the transcriptions to provide a comprehensive understanding of the processes involved in decision-making.

### 3.5. Ethical Considerations

The research adhered to ethical guidelines, ensuring participant confidentiality, given consent, and privacy.

## 4. Results

The results of organized interviews conducted with Indonesian educational managers (principals along with vice-principals) to gather qualitative information are presented in this section. Four main thematic areas emerged from the thematic examination of the data assessment, as illustrated in Figure 1:



**Figure 1.** Mind Map.

#### 4.1. Theme I: Incorporating Islamic Values in Management of Education

In Indonesia, schools integrate Islamic principles into governance by aligning laws with Sharia principles and ensuring that financial transactions adhere to ethical standards. Decision-makers place a high value on justice as well as transparency and strive to foster an environment where Islamic morality is mirrored in teaching methods. Moreover, Islamic values, which promote inclusivity and unity, have a strong impact on the structure of schools. The complete growth

of pupils is highly valued by policymakers, who integrate Islamic ethical standards into educational programs. Administrators take decisions based on Islamic ethics as well as academic success with the support of training sessions and seminars. According to one of the respondents:

“Our compass when traversing educational management is derived from Islamic values. Impact on society is given top priority, and decisions are made in accordance with Islamic views on the well-being of the community. The curriculum upholds moral principles, which helps students grow as people. We make decisions through consultation (Shura), with the goal of creating morally sound humans.”

Figure 4.1 shows the word cloud for theme I:



**Figure 4.1.** Word Cloud for Theme I.

#### 4.2. Theme II: Difficulties in Matching the Management Model to Islamic Precepts

There are challenges in traversing Indonesia's complex regulatory environment. Overcoming entails having a constructive conversation with authorities and proving how the Islamic curriculum supports national objectives. Clear communication as well as cooperative efforts go a long way toward filling in regulatory voids and guaranteeing compliance without sacrificing Islamic principles. Furthermore, it is difficult to reconcile Islamic principles with various cultures. Building a respectful and compassionate culture is a necessary part of overcoming. Frequent forums for candid conversations and workshops foster communication and allow for a sophisticated strategy that honors Indonesia's diverse heritage as well as Islamic values. According to one of the respondents:

“Sometimes the complete incorporation of Islamic concepts is hampered by a lack of resources. Strategic allocation of resources, innovative partnerships, as well as community involvement are required to overcome this. Forming partnerships with groups that share similar values increases the effect and guarantees that the institute will always uphold Islamic principles even in the face of resource constraints.”



Figure 4.2 shows the word cloud for theme II:



**Figure 4.2.** Word Cloud for Theme II.

### 4.3. Theme III: Important Components of a Successful Islamic Education Management Structure

Islamic values should be integrated in a manner that honors and blends in with regional customs to embrace Indonesia's various cultures. In order to prevent Islamic education from becoming a source of division, an effective framework should promote cultural harmony. Besides, in order to ensure that the Islamic educational structure complies with national principles, close cooperation with government agencies is necessary. For the structure to remain viable over time in Indonesia, forming alliances and making sure that educational policies are followed, are important. According to one of the respondents:

“The community-centric strategy ought to come first. Involve community members in the creation of the framework and modify instructional tactics to suit particular requirements. Interacting with elected officials, religious leaders, as well as parents increases students' awareness, feeling of belonging, and reinforces the framework's effects.”

Figure 4.3 shows the word cloud for theme III:



**Figure 4.3.** Word Cloud for Theme III.

“Religious leaders, instructors, as well as parents should be invited to participate in community-based forums. Collaboration in decision-making is ensured by these forums that foster open discourse. Decisions about the management of Islamic understanding become more thorough, representative of community principles, and accepted by many, when different points of view are incorporated.”

**Figure 4.4.** Word Cloud for Theme IV.

## 5. Discussion and Conclusion

### 5.1. Discussion of the Key Findings

Kurdish Studies



raise difficulties in effective management as highlighted by Mahfud (2019) which has debated on the curriculum in Indonesia with its associated factors. The last theme of the study revealed the importance of the stakeholders' role in defining the extent of the decision making and illustrated that the stakeholders and the policymakers have a prominent role in ensuring sustainable education management (Al Farisi, Syarifuddin, & Zuhri, 2023). The study indicated another important factor of cultural harmony in Indonesian schools that has a prominent place in the eyes of decision-makers while making any policy for the education system and it indicates the need to understand the nature of the majority of the cultures nature, multicultural values understanding and development of a strategy best-fit for cultural effectivity but ensuring the concept of Islamic education (Rosyad, 2020).

## **5.2. Conclusion of the Study**

The study developed and investigated the aim of determining the factors and determinants that affect the decision-making of Islamic education management. To fulfill this aim, the study used a qualitative research strategy with interview-based data collection. The target population was the principals and vice principals of the Islamic schools in Indonesia. The data collected through structured interviews was analyzed using thematic analysis and different key points were generated. The findings revealed that the policymakers, the implemented policies, Islamic values, the culture of the society and the schools, associated stakeholders, and the difficulties of effective communication are the main highlighted key determinants that have significant contributions in defining the decision-making for education management.

## **5.3. Significance of the Research**

This study has made many theoretical and practical contributions. This study has used a qualitative strategy and has provided an in-depth understanding of the incumbency of the Islamic education for the Muslim students and facilitated the literature with the existence, importance, and extent of practices of Islamic education present in the high schools of Indonesia. Further, this study has highlighted the role of stakeholders, different policies, and the government's role in defining the decision-making patterns and highlighted further the challenges associated with the implementation of Islamic education management. The study highlighted the issues of effective communication and the development of an appropriate and efficient culture as the main obstacles. The study contributed to the practical field by highlighting the challenges and importance of stakeholders in determining the Islamic education management in high schools and indicating the need to pay attention to the Islamic education management system for its better functioning.

## **5.4. Limitations**

This study has the limitation of limited sample size. The study used only principals and vice principals as the target population and has not targeted the administration authorities of other education institutes and has its contributions confined to the high schools in Indonesia. Next, the study used a qualitative research method and provided only an in-depth understanding of the Islamic education management model but did not provide any information based on a generalized viewpoint.

## 5.5. Future Suggestions

Based on research limitations, the study has suggested some suggestions that can be investigated in the next studies. The investigated empirical model Islamic education management model is a very effective strategy that should be investigated in other demographical and geographical contexts to contribute to its incumbency and to illustrate its value to the literature and society. Further, a quantitative research strategy should be used, and a generalized viewpoint could be shared in the literature.

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### Interview Questions

1. In what ways does your Indonesian educational institution presently incorporate Islamic principles into its management as well as decision-making procedures?
2. What obstacles do you encounter in Indonesia while trying to match Islamic values with educational management framework, and how these obstacles are overcome?
3. What important Indonesian-specific factors should be considered when creating a successful Islamic education management framework, in your view?
4. How are people in the community, parents, as well as educators in Indonesia included in the processes of making decisions regarding management of Islamic education?