The Influence of Education Management System in Determining the Success Implementation of Islamic Curriculum in Higher Learning Institutions in Indonesia

H. Asep Idrus Alawi[1], Obsatar Sinaga[2]

Abstract

Islamic education has equal weightage in a Muslim's life just like the other education level has. To check the successful incorporation of Islamic education in Indonesian higher education institutes, this study investigated the successful implementation of the Islamic education curriculum through the education management system. The study was conducted using a qualitative research methodology and the higher education institutes within the demographical boundaries of Indonesia were taken under investigation and data collection. The data collection strategy was semi-structured interviews conducted with the higher authorities and administrative staff who deal with the Islamic curriculum of the higher education institutes. The data was analyzed through thematic analysis which created different themes indicating several prospective constructs that defined the successful implementation of the Islamic education curriculum including systematic approaches, cultural alignment, structured decision making, agile response systems, etc. The contributions, limitations and future suggestions have been stated in the peripheral sections of the study.

Keywords: *Higher education, Islamic curriculum, education management, Indonesian higher education, adaptability, systematic approaches.*

Introduction

The education management system (EMS) is the planned and strategic working of humans and all the resources to run an educational system and execute all the policies to accomplish educational goals (Al-Ababneh & Alrhaimi, 2020). Islamic curriculum is related to the values, teachings and education of Islam and its successful implementation lies in the effective education management system (Ramdane & Souad, 2020).

In Indonesia the Islamic curriculum has faced many challenges. One of these challenges is the outdated curriculum. The educational curriculum in higher learning institutions is same as the pre-schools and basic schools that is mainly focusing on the public education subjects with the Islamic curriculum only confined to madrasas (Jaelani, 2022). In addition to it, if implemented in higher schools in Indonesia the Islamic curriculum is unable to deliver the deeper and strong insight into the Islamic culture and values to inadequate training of teachers which is another challenge faced by the Islamic curriculum in Indonesia. Moreover, limited resources and unequal opportunities are also the hindrance in the successful implementation of Islamic curriculum in the higher learning institutes of Indonesia (Prihatin & Subiyantoro, 2022).

[1] Sekolah Tinggi Agama Islam Shalahuddin Al-Ayyubi, Email: asephabib@staisa.ac.id
[2] Padjadjaran University, Email: Obsatar.sinaga@unpad.ac.id

These challenges of Islamic curriculum implementation in Indonesia have been addressed and solved by the education management system. Education management system (EMS) integrates different educational systems and develop the administrative systems (Marbun et al., 2020). The improved administration is in a better position to take better decisions regarding a curriculum and it also promote the learning atmosphere by building strong relationship between students and teachers. It tends to train the teachers and tend to hire the teachers with higher knowledge of Islamic education and teachings in order to promote the successful implementation of Islamic curriculum (El-Mubarak & Hassan, 2021).

The number of enrollments in the Islamic higher education institutes have been increased since 2007 in Indonesia which is depicted in the figure below:
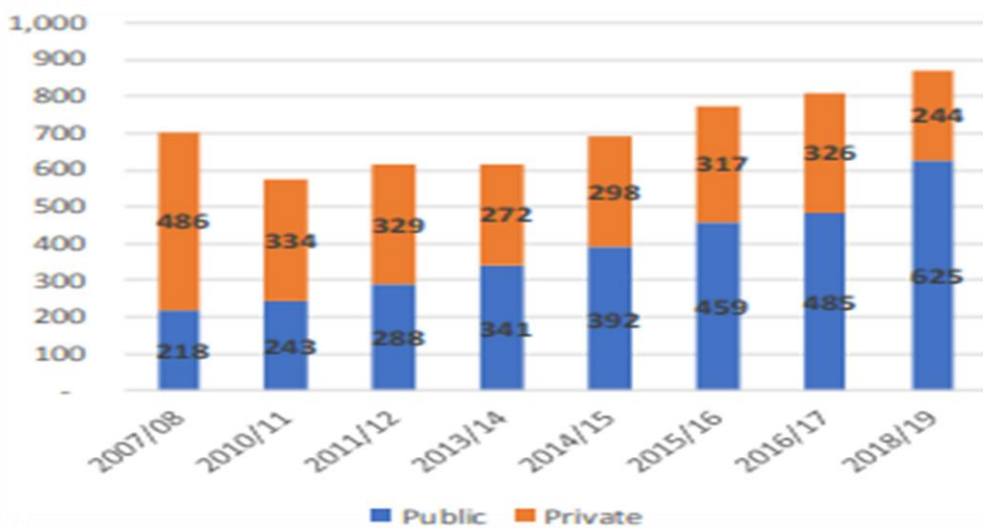
Figure 1: Number Of Students in the Islamic Higher Education Institutes by Ownership in Indonesia (2007/08-2018/19).
Source: Worldbank.org (Islamic higher education in Indonesia).

The main objective of the present study is to find out the role of education management system in determining the success implementation of Islamic curriculum in Higher Learning Institutions in Indonesia. The study also aims to explore the foundations of strong Islamic curriculum and the best possible practices for the successful implementation of Islamic curriculum in Indonesia.

The research questions for the study are

RQ1: *What are the key aspects of an education management system? How is it related to the implementation of a curriculum?*

RQ2: *what is the Role of education management system in the implementation of Islamic curriculum?*

RQ3: *What is the influence of education management system in determining the success implementation of Islamic curriculum in Higher Learning Institutions in Indonesia?*

The research signifies the important role played by the education management system (EMS) in the successful implementation of Islamic curriculum in higher learning institutes of Indonesia.

Literature Review

Administrative Management Theory

The administrative management theory was developed by the Henri Fayol in 1916. According to this theory it is the collaborative working of the management and the employees to accomplish a shared goal (Kaul, 2020). Administrative theory or more precisely the public administration theory put forward the concept of managing public organizations such as educational institutes, financial sectors, etc. in a rational, organized, and planned manner so that the desired goal can be achieved smoothly. This theory proposes the concept of division of labor in order to complete a task and to implement the practices that formed through proper cognition that is the pre-planned ideas (Oglu Karimli & Oglu Baghirov, 2020). Administrative management is a key aspect in the education management system. In education management system both the administrative processes and the educational processes are improvised to achieve the desired educational goals. The successful implementation of educational curriculum seeks help in the administrative management via effective education management system (Ridei et al., 2021).

Role of Education Management Systems in the Successful Implementation of the Islamic Curriculum

Education management system manage and process the data related to the educational institutes such as pre-schools, basic schools, higher schools, and madrasas. The core components of an effective education management system are planning, organization, administration, co-ordination, and evaluation. Moreover, the educational direction and supervision are also encompassed by the education management system (Al-Ababneh & Alrhaimi, 2020). Islamic curriculum on the other hand is the educational curriculum that involves the Islamic education, teachings, values, and culture. Islamic curriculum offers a deeper and thoughtful insight into the religion of Islam, its values, its customs, and its teachings. The Islamic curriculum in any Muslim country is the main source of providing the students with knowledge about the religion 'Islam'. Through Islamic curriculum a deeper learning of the teachings of 'Holy Quran' and 'Ahadees' can be acquired which then paves the path for the spiritual development of students (Nurdiyanti et al., 2022).

The integration of public education and Islamic education into a curriculum is the fundamental way of promoting Islamic education and this integration into a curriculum can be devised through education management system (Pasrizal et al., 2020). Educational curriculum can be implemented and the desired value from them can be generated only by effective management. The education management system promote the administrative management and the educational environment (Fathurrochman et al., 2021). The digitalization of the school to accelerate on the road of success is greatly controlled by better decision making, improved management, better planning, and productive organization and enhanced co-ordination between teachers and students. All of these are the components of education management system and help to generate an educational system that is almost flawless and tend to deliver the best to its pupils. Islamic curriculum implementation in the educational institutes is this strengthened by the education management system (Ekasari et al., 2021).

Role of Education Management Systems in the Successful Implementation of the Islamic Curriculum in Higher Learning Institutes in Indonesia

Indonesia being the Muslim county with almost 87% Muslim population tend to maintain Islamic curriculum as a part of educational institutes (Fathurrochman et al., 2021). However,

during the recent decade Islamic curriculum in Indonesia has faced many problems in Indonesia and in some regions is still facing the challenges. The problems faced by the Islamic curriculum is due to the modernization of the madrasas which were the only source of Islamic education in the past (Syafi'i & Yusuf, 2021). However, now a day Islamic curriculum is a part of education system but with the quality being compromised. The Islamic curriculum integrated unto the higher learning institutes of Indonesia is same as pre or basic school that is it is somewhat outdated curriculum. This outdated curriculum fails to develop the deeper and spiritual insight into the Islam (Werdiningsih et al., 2022). Moreover, students fail to develop the better learning of Islamic curriculum due to the communication gap and poor coordination between the students and the teachers. In addition to this the resources required for the productive Islamic curriculum implementation in higher institutes are deficient in Indonesia which poses another challenge for the successful implementation of Islamic curriculum in higher learning institutes of Indonesian(Uyuni & Adnan, 2020). All these challenges can be addressed by the effective education management system. According to the study of Latief et al. (2021) education management system is the source of bringing productivity through effective organization and planning. Education management system promote the educational coordination between the students and the teachers and develop a better comprehension of the Islamic education subjects in the students. Furthermore, the teacher training is also a practice of education management system. It trains the teachers with the best pedagogical methods and ten to increase their knowledge about Islamic curriculum (Rosyad, 2020). Education management system aims to develop and manage Islamic education curriculum in higher education institutes in Indonesia by involving human resources such as various Islamic scholars' teachings which help the education management system to achieve the goal of successful implementation of Islamic curriculum in the higher learning institutes of Indonesia. The more successful the implementation of the Islamic curriculum the better will be the comprehension of Islamic values and greater will be insight into the Islamic teachings (Yaqin et al., 2021).

Research Methodology

A qualitative approach to research was used in this study. Since qualitative research enabled a thorough comprehension of the intricate implementation of Islamic curriculum, it was considered appropriate.

Sample Size

A deliberate group of eight members from the administrative staff from different Indonesian higher education institutions participated in the research project. Those who directly managed the incorporation of Islamic courses were given preference in the selection process, which relied on their duties in managing as well as implementing policies pertaining to education.

Data Collection and Analysis

The data was collected via structured interviews, where a pre-approved list of questions was used for the interviews. The process of thematic analysis was used to analyze the information.

Results

The outcomes of thematic examination are as under. A brief summary of the concepts that were developed is shown in the figure.
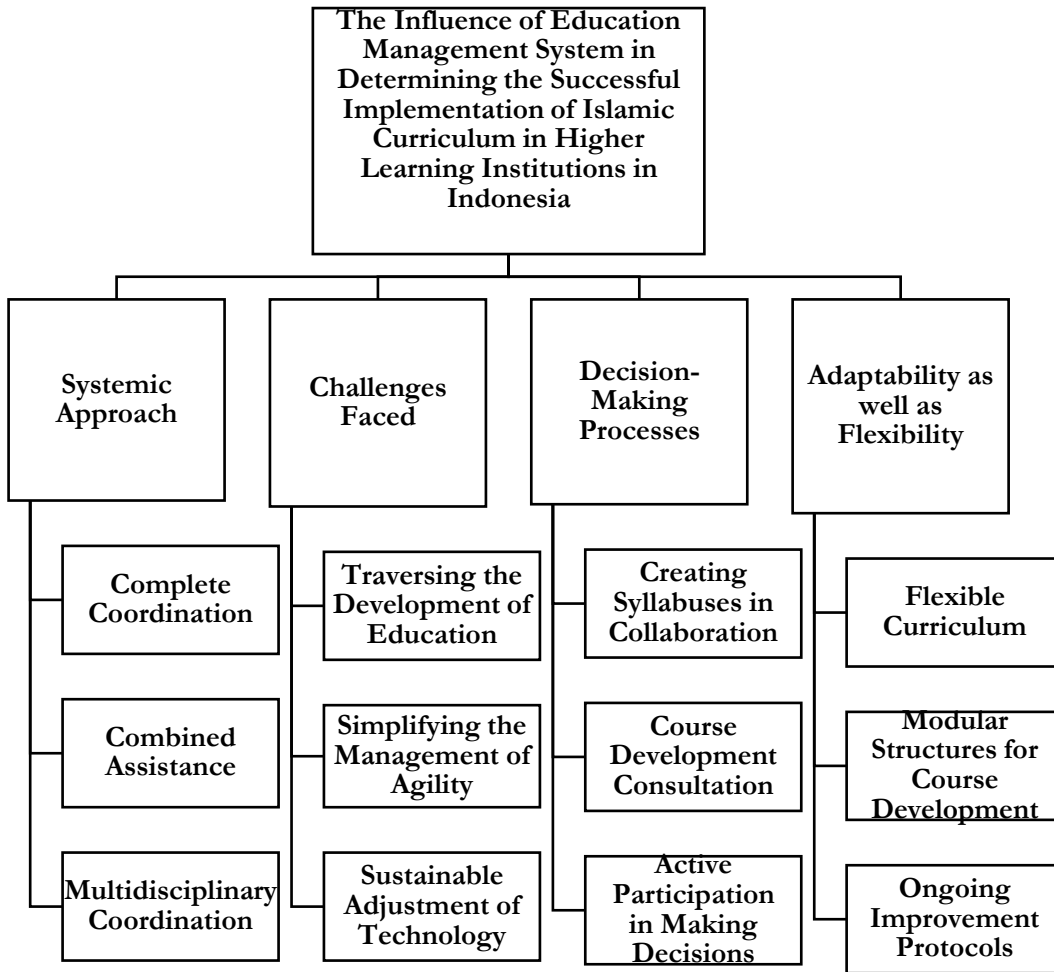
The Influence of Education Management System in Determining the Successful Implementation of Islamic Curriculum in Higher Learning Institutions in Indonesia

Systemic Approach	Challenges Faced	Decision-Making Processes	Adaptability as well as Flexibility
Complete Coordination	Traversing the Development of Education	Creating Syllabuses in Collaboration	Flexible Curriculum
Combined Assistance	Simplifying the Management of Agility	Course Development Consultation	Modular Structures for Course Development
Multidisciplinary Coordination	Sustainable Adjustment of Technology	Active Participation in Making Decisions	Ongoing Improvement Protocols

Figure 2. Mind Map of Main Themes.

Theme I: Systemic Approach

The learning administration technique at their institute is designed to integrate Islamic syllabus seamlessly. They have created specialized divisions to manage religious studies, guaranteeing instructors proficiency. Instructors' ability is improved by periodic instruction, as well as online tools facilitate the distribution of resources. This system supports an all-encompassing Islamic learning and makes execution easier. Moreover, the learning administration procedure at their institutes was purposefully created to support the efficacy of the religious course of study. In order to assist Islamic programs, they have set up an organized strategy that aligns educational and managerial duties. Consistent evaluations and surveys guarantee ongoing enhancement, fostering an atmosphere that supports successful execution. As per one of the respondents:

"The smooth incorporation of the religious syllabus is given top priority in our curriculum. Multidisciplinary boards have been formed to supervise the creation of courses, guaranteeing their pertinence and conformity to Islamic tenets. The incorporation of technology as well as interactive initiatives for instructors' growth improve the standard of education, creating a culture that is favorable to adoption in higher education."

Theme II: Challenges Faced

Although training for teachers has been successfully handled by the learning administration structure, it is still difficult to adjust to the changing Islamic teaching methods. Finding a middle ground between creativity and conventional wisdom is still difficult. Furthermore, although the mechanism takes care of syllabus coordination, quick adjustments are impeded by administrative hurdles. Enhancing the structure's effectiveness in carrying out Islamic learning could involve simplifying management procedures along with cultivating a flexible culture. As per one of the respondents:

"The problems with distribution of resources have been effectively addressed by the learning administration process. The necessity for ongoing technology advancements to satisfy changing didactic expectations, nevertheless poses a significant obstacle and necessitates ongoing instructor education as well as spending."

Theme III: Decision-Making Processes

Educational specialists, theologians, as well as educational leaders collaborate to make choices regarding the Islamic curriculum at their institutes. The panels for curriculum reviews meet on an ongoing basis to evaluate the courses and take into account various viewpoints in order to guarantee that the syllabus is thorough and well-balanced and reflects the principles of their institutes. Besides, choices about the Islamic courses are decided upon at their institutes via consultation. Groups responsible for developing curricula work together with instructors who specialize in religious education. An Islamic instruction that is intriguing is facilitated by periodic assessments, feedback from stakeholders, and accordance with academic objectives. As per one of the respondents:

"We use an active method at our university to make selections about the Islamic the curriculum. Academics, theologians, and specialists in education convene on frequently to evaluate the efficacy of curricula. The pupils' comments as well as feedback systems guarantee a modern, balanced religious education, improving the caliber of our courses as a whole."

Theme IV: Adaptability as well as Flexibility

Given its great adaptability, the learning administration system can easily adjust to the evolving requirements of Islamic programs. Improvements are guided by consistently needs evaluations, which are overseen by an adaptable course panel. Flexibility is ensured by ongoing growth of instructors, and pupils' input processes are essential. The structure places a high priority on keeping up with changing didactic and spiritual conditions in order to keep the Islamic learning services relevant and successful. Furthermore, learning administration mechanism places a strong emphasis on flexibility to accommodate changing needs for Islamic programs. A syllabus that is versatile in nature facilitates quick adjustments, and improvements are managed by a team that gets assigned. Modifications are guided by constant input from stakeholders, which includes faculty and pupils. Technology incorporation facilitates smooth transitions, creating an ever-evolving and adaptable structure that guarantees Islamic learning's continuous compliance with modern demands. As per one of the respondents:

"Constant improvement is given top priority in Indonesia's higher educational management structure, which incorporates flexibility to adapt to modifications in the implementation of Islamic courses. Frequent evaluations, surveys, as well as feedback systems make it possible to determine what needs to be changed. The methodical application of modifications is guided by a set procedure, which guarantees that the curriculum related to Islam is flexible, adaptable, along with in line with changing educational needs as well as social norms."

Discussion and Conclusion

Discussion on the Key Findings

The previous section has shed light on the output of the data analysis and have reported different themes and a mind map covering the main crux or most crucial concepts highlighted by the participants of the study. The themes of the study have highlighted some challenges encountered and tackled by the administration of the Islamic schools including the financial or policies related constraints which were adjusted by favorable environment and system adjustment. This result of the study was back supported by the empirical findings of a study which has also mentioned the challenges and the appropriate strategical policies adopted within the Indonesian education system (Kosim et al., 2023).

The other themes enlightened different strategies, processes, and processes that have been practices by the Islamic schools to effectively incorporate the Islamic curriculum in the education system. The themes have mainly highlighted that the Islamic curriculum was incorporated with the help of a systematic approach and Islamic laws and guidelines were incorporated; thorough discussion and involvement of the different team members and teachers to develop an effective Islamic curriculum structure for the students and in the last, the designed curriculum was developed in such a shape that it can be adjusted according to changing needs and required form according to the environment and circumstances. All these finding have a bottom-line concept that the Islamic education curriculum of Indonesia is a whole package developed with high expertise have a maximum productivity and flexibility level and have been incorporated very successively and effectively in the education management setups for the constructive development of the students (Budiarto & Salsabila, 2022; Zikri & Syafii, 2023).

Conclusion of the Study

The study developed its aim to investigate the role education management system play in the successful incorporation and implementation of Islamic education curriculum in Indonesian higher education institutes and to fulfill this aim, the study has developed three research objectives to achieve. The study grounded its strategy based on the underpinning concepts of qualitative research methodology and used a semi-structured interview technique for the data collection. The thematic analysis performed on the collected data implied four themes reflecting the most highlighted strategies and key features of education management system. Thus, based on the key findings, the study portrayed the incumbent role of the education management system in incorporating a successful Islamic education management system in Indonesia.

Implications

This study has provided many novel contributions to the empirical literature and the practical life. The study has highlighted the prioritized focus of the education management system in giving equal weightage to the Islamic curriculum and also illustrated the incumbency of the Islamic education curriculum in the higher education institutes. Further, this study also highlighted the prominent adoption and effective implementation of the Islamic education for the betterment of the students in Indonesia. These contributions can be a green light for other countries education sector as well for the incorporation of Islamic education curriculum and to enhance the Islamic proportions and qualities in their students.

Limitations of the Study

This study also has some limitations observed during the research journey and these limitations can be used by the future scholars for avoiding any ambiguities. This study has targeted the higher education institutes and have used interviews data collection and was facilitated with a small sample size that has been used for results compilation. This study has only investigated the successful integration of the Islamic education and have not investigated the effective outcomes or any constructive outcomes of this education in students.

Future Research Directions

The above-mentioned research limitations can be used by the future scholars for their studies along with these suggestions. First, the future scholars can investigate the same investigated concepts using a quantitative research methodology and can facilitate the literature with generalized and more robust empirical implications. Second, the future studies can elucidate the expected results or outcome or benefit of implementing the Islamic education and to highlight the key areas that have more effective role so that they can be practiced by other education institutes as well.

References

Al-Ababneh, H. A., & Alrhaimi, S. A. (2020). Modern approaches to education management to ensure the quality of educational services. *TEM Journal*, *9*(2), 770.

Budiarto, M. A., & Salsabila, U. H. (2022). Optimizing Islamic Education Towards the Golden Era of Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, *3*(1), 1-19.

Ekasari, S., Manullang, S. O., Syakhrani, A. W., & Amin, H. (2021). Understanding Islamic Education Management in Digital Era: What Experts Say. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, *6*(1), 127-143.

El-Mubarak, A. M. O. I., & Hassan, I. (2021). Challenges of Islamic Education in the Era of Globalization: A Proposed Holistic Solution. *International Journal of Academic Research in Progressive Education and Development*, *10*(3), 337-349.

Fathurrochman, I., Danim, S., Ab, S. A., Kurniah, N., & Ristianti, D. H. (2021). Theoretical review of the implementation Islamic boarding school curriculum management in Indonesia. *International Journal of Education Research and Development*, *1*(1), 1-15.

Jaelani, D. A. (2022). Problems of Islamic Education Curriculum in Indonesia. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, *3*(3), 491-496.

Kaul, K. (2020). Administrative Theories: Comparison between Classical and Scientific Management Theory. *Issue 3 Int'l JL Mgmt. & Human.*, *3*, 1498.

Kosim, M., Muqoddam, F., Mubarok, F., & Laila, N. Q. (2023). The dynamics of Islamic education policies in Indonesia. *Cogent Education*, *10*(1), 2172930.

Latief, S., Sari, Y. A., Yusuf, M., Armila, A., & Hidayat, R. E. (2021). The Development of Islamic Education and Strengthening of National Education System of Indonesia. *International Journal on Advanced Science, Education, and Religion*, *4*(2), 86-99.

Marbun, D. S., Effendi, S., Lubis, H. Z., & Pratama, I. (2020). Role of education management to expediate supply chain management: a case of Indonesian Higher Educational Institutions. *International Journal of Supply Chain Management (IJSCM)*, *9*(1), 89-96.

Nurdiyanti, Y., Yamin, M., & Mustafa, I. (2022). The Curriculum Basis of Islamic Education Perspective Ali Ahmad Madzkur. *Nazhruna: Jurnal Pendidikan Islam*, *5*(2), 555-571.

Oglu Karimli, V. M., & Oglu Baghirov, H. S. (2020). Administrative management theory at high educational institutions and its following stages. *Administrative Management Theory at High Educational Institutions and Its Following Stages*, 133-138.

Pasrizal, H., Mutasar, A., Khaira, K., & Shabri, H. (2020). Implementation of educational management in integrated Islamic schools. *PROCEEDING IAIN Batusangkar*, *1*(1), 115-124.

Prihatin, A. U., & Subiyantoro, S. (2022). Problems of Islamic Primary and Secondary Education in Era 4.0 In Indonesia. *Nazhruna: Jurnal Pendidikan Islam*, *5*(1), 123-138.

Ramdane, T., & Souad, M. (2020). Islamic curriculum. In *Oxford Research Encyclopedia of Education*.

Ridei, N. M., Tytova, N. M., Diegtiar, O. A., Pavlenko, D. H., & Slabetskyi, O. M. (2021). Administrative Management of Improvement Processes of Socio-Cultural Forms Based on Principles of Sustainable Development of Education. *Journal of Higher Education Theory and Practice*, *21*(14), 102-111.

Rosyad, A. M. (2020). The integration of Islamic education and multicultural education in Indonesia. *Al-Afkar, Journal For Islamic Studies*, 164-181.

Syafi'i, I., & Yusuf, S. (2021). The Role And Challenges Of Islamic Education In Indonesia In The Disruptive Era: The Analysis Of The System Of Islamic Education Character In Indonesia. *Akademika: Jurnal Pemikiran Islam*, *26*(1), 107-120.

Uyuni, B., & Adnan, M. (2020). The Challenge of Islamic Education in 21st Century. *SALAM: Jurnal Sosial dan Budaya Syar-i*, *7*(12), 1079-1098.

Werdiningsih, D., Azami, M. I., & Zuhairi, A. (2022). The Implementation of the Latest Curriculum in Indonesia: Perspectives and Challenges.

Yaqin, H., Hartati, Z., Salabi, A., Bahri, S., & Mizani, H. (2021). Influence of Image-building, Financial Stability and Curriculum development on Education Management with Moderating effect of Educational Leadership: An Islamic Perspective. *Eurasian Journal of Educational Research*, *94*, 422-443.

Zikri, A., & Syafii, A. G. (2023). Internalizing Religious Moderation Values Into The Islamic Education At University. *Journal of Namibian Studies: History Politics Culture*, *34*, 1122-1138.

Interview Questions

1. Could you explain your institution's overall system of education management and the way it was created to make the Islamic courses easier to implement?
2. According to your observations, what particular difficulties or barriers has the system of education management either addressed or created for the higher educational institutes effective implementation of the Islamic education?
3. How do decisions about the Islamic syllabus get made in your institute's education management method?
4. How much flexibility as well as adaptability is built into the system of educational management to meet the changing demands of enforcing the Islamic courses? What systems exist to handle modifications?