

Institutional Management of Islamic Education in the Global Era: Integrating Modern Management Perspectives and Islamic Values

Wali Saputra¹, Khotimatus Solikhah², Devi Pramitha³

¹State Islamic University of Sultan Syarif Kasim Riau

²Islamic University of Darul Ulum Lamongan

³State Islamic University of Maulana Malik Ibrahim Malang

Email : wali.saputra@uin-suska.ac.id

Abstract

The management of Islamic educational institutions is facing increasingly complex challenges as a result of globalization, digital transformation, and growing demands for governance systems that are effective, adaptive, and globally competitive. At the same time, these institutions are expected to preserve Islamic values as the fundamental principles guiding every aspect of institutional management. This study aims to examine the development of research on the management of Islamic educational institutions in the global era, identify the forms of integration between modern management perspectives and Islamic values, and analyze the factors that facilitate or hinder their implementation. The study adopts a qualitative approach using a Systematic Literature Review (SLR) methodology based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines. Relevant literature was retrieved from Scopus, Google Scholar, Dimensions, Crossref, Garuda, and DOAJ, covering publications from 2016 to 2026. Following the processes of identification, screening, eligibility assessment, and final selection, 30 articles met the inclusion criteria and were subjected to thematic analysis. The findings reveal five major themes: (1) values-based Islamic leadership, (2) quality management and institutional governance, (3) digital transformation, (4) human resource development, and (5) institutional partnerships and innovation. The literature synthesis demonstrates that contemporary management concepts—including transformational leadership, strategic planning, Total Quality Management (TQM), good governance, and digital governance—can be effectively integrated with core Islamic values such as *amānah* (trustworthiness), *shūrā* (consultative decision-making), *‘adl* (justice), *ihsān* (excellence), and *maṣlaḥah* (public welfare). This integration contributes significantly to enhancing organizational effectiveness, educational quality, institutional culture, accountability, and the global competitiveness of Islamic educational institutions. This study concludes that the successful management of Islamic educational institutions depends not only on the effective adoption of modern management principles but also on the internalization of Islamic values as

the ethical and philosophical foundation underpinning all managerial functions. The integration of modern management approaches with Islamic values offers a comprehensive framework for strengthening institutional governance while ensuring that organizational development remains aligned with the objectives of Islamic education in an increasingly dynamic and globalized environment.

Keywords: institutional management; Islamic education; modern management; Islamic values; systematic literature review.

Introduction

Globalization has placed Islamic educational institutions in a position where they must strike a careful balance between institutional reform and the preservation of their Islamic identity (Hajar, 2024; Bahri, 2025). Rapid technological advancement, intensifying competition in educational quality, and increasing demands for public accountability require these institutions to develop governance systems that are more responsive, adaptive, and strategically oriented toward continuous improvement (Djundjunan, 2026; Khofi, 2025). Nevertheless, institutional management cannot be driven solely by administrative efficiency, as spiritual dimensions and Islamic ethical values remain the defining characteristics that distinguish Islamic educational institutions from other educational organizations (Djundjunan, 2026; Rahman, 2025). Consequently, the often challenging relationship between modernization and the preservation of religious values has positioned institutional management as a strategic issue within contemporary Islamic education research (Hajar, 2024; Shah, 2025). In this context, developing a management framework that integrates modern management theories with Islamic principles has become increasingly important as a response to the multifaceted institutional challenges of the global era (Djundjunan, 2026; Shah, 2025).

Although many Islamic educational institutions have introduced administrative reforms, the integration of Qur'anic values into institutional management systems remains far from optimal (Bahri, 2025; Dahliana, 2025). As a result, modern management practices often emphasize technocratic efficiency without being sufficiently connected to the ethical and spiritual objectives that constitute the philosophical foundation of Islamic education (Dahliana, 2025; Djundjunan, 2026). This imbalance may reduce the effectiveness of institutional governance because organizational development frequently prioritizes academic achievement without adequately integrating character formation and moral education. Recent studies further indicate that successful institutional reform depends largely on an institution's ability to harmonize professional management practices with Islamic values such as *amānah* (trustworthiness), justice (*'adl*), and *shūrā* (consultative decision-making), which serve as the ethical foundations of governance (Rahman, 2025; Harahap, 2025). Therefore, developing an institutional management model that successfully integrates professional management with Islamic values remains a fundamental priority requiring

comprehensive and systematic scholarly investigation (Bahri, 2025; Rahman, 2025).

The rapidly changing global environment has also intensified the need for Islamic educational institutions to strengthen their competitiveness across all educational levels, from primary and secondary schools to higher education institutions (Bahri, 2025; Sumiati, 2024). Competition is no longer confined to rivalry with secular educational institutions but increasingly occurs among Islamic educational institutions themselves as they compete to earn public trust and societal recognition (Khofi, 2025; Haq, 2025). Under these conditions, organizational performance management, institutional reputation, strategic partnerships, and educational marketing have become increasingly important determinants of institutional success (Khofi, 2025; Haq, 2025). However, efforts to enhance competitiveness must remain firmly grounded in Islamic values to prevent institutional development from becoming driven solely by market-oriented competition (Khofi, 2025; Bahri, 2025). Accordingly, discussions of global competitiveness should be framed within an approach that simultaneously promotes institutional excellence and safeguards the integrity of Islamic values in educational management (Khofi, 2025; Rahman, 2025).

In addition to these challenges, digital transformation has emerged as a strategic issue in the management of Islamic educational institutions in the global era (Badriyah, 2025; Hajar, 2024). A growing body of research demonstrates that digital technologies contribute to expanding access to education, facilitating more personalized learning experiences, and improving the quality of educational services (Hajar, 2024; Moslimany, 2024). Nevertheless, the implementation of digital transformation continues to face significant obstacles, including inadequate technological infrastructure, insufficient human resource capacity resulting from limited professional training, and inconsistent institutional policies supporting digitalization initiatives (Dahlia, 2025; Badriyah, 2025). Furthermore, many Islamic education curricula have yet to adequately accommodate the development of digital competencies, creativity, and problem-solving skills, all of which are considered essential competencies in the Society 5.0 era (Badriyah, 2025; Salleh, 2025). Therefore, digitalization should not be viewed merely as a technological upgrade but rather as a comprehensive institutional transformation that must be strategically managed while remaining firmly rooted in Islamic values (Badriyah, 2025; Sumiati, 2024).

The success of institutional transformation in Islamic educational settings is closely associated with the effectiveness of organizational leadership (Djundjuran, 2026; Rahman, 2025). Existing literature consistently identifies transformational, spiritual, and charismatic leadership as the dominant leadership approaches within Islamic educational institutions because they effectively integrate organizational change with the Islamic principles underpinning institutional identity (Rahman, 2025; Arar, 2022). The application of values such as *tawhīd*, *amānah*, and *qiwāmah* has been shown to strengthen ethical governance, promote responsible decision-

making, and enhance stakeholders' trust in educational institutions (Rahman, 2025; Bahri, 2025). Despite these advantages, leadership effectiveness is often constrained by structural challenges, including organizational cultures resistant to change, gender-related biases, and institutional policies that are not consistently implemented (Rahman, 2025; Sumiati, 2024). Consequently, leadership in Islamic education should be understood not merely in terms of individual leadership capacity but also as the development of institutional systems capable of sustaining long-term organizational transformation (Rahman, 2025; Ahmed, 2020).

The effectiveness of governance in Islamic educational institutions is also closely linked to the quality of organizational culture and internal communication (Harahap, 2025). Studies have demonstrated that Islamic communication principles—including *ṣidq* (truthfulness), *amānah* (trustworthiness), *shūrā* (consultation), *adab* (ethical conduct), and *ḥikmah* (wisdom)—make significant contributions to decision-making quality, constructive conflict resolution, and stronger relationships among members of the academic community (Harahap, 2025). When organizational communication is participatory, transparent, and ethically grounded, it enhances governance effectiveness, academic productivity, institutional reputation, and long-term organizational sustainability (Harahap, 2025). Conversely, the implementation of institutional values may be hindered by organizational cultures resistant to change, the coexistence of dual management systems, and intergenerational differences in perspectives within the workplace (Harahap, 2025). These findings indicate that the successful integration of modern management practices and Islamic values depends fundamentally on establishing an institutional communication culture that is open, collaborative, and guided by ethical principles (Harahap, 2025).

Curriculum development occupies a strategic position in the management of Islamic educational institutions because it directly shapes institutional direction and long-term educational outcomes (Hajar, 2024; Moslimany, 2024). A central challenge is how to effectively integrate the classical Islamic intellectual tradition with contemporary scientific knowledge, labor market demands, and the competencies required in an increasingly interconnected global environment (Moslimany, 2024; Badriyah, 2025). Previous studies indicate that integrated curricula can enhance student engagement, strengthen the internalization of Islamic values, and improve academic achievement simultaneously (Moslimany, 2024; Salleh, 2025). Nevertheless, the implementation of integrated curricula continues to face significant obstacles, including weak standardization, limited institutional support, and insufficient collaboration among key stakeholders (Salleh, 2025). Accordingly, curriculum management should be positioned as a central component of institutional reform aimed at improving the overall quality and competitiveness of Islamic educational institutions (Moslimany, 2024; Djundjunan, 2026).

Strengthening the quality of human resources, particularly teachers and educational staff, is another critical determinant of the sustainability of Islamic educational institutions (Dahlia, 2025; Salleh, 2025). Deficiencies in leadership capacity, strategic planning, resource management, and professional development programs can significantly hinder sustainable institutional development (Dahlia, 2025; Salleh, 2025). At the same time, teachers possess substantial religious capital that can become a valuable resource for promoting curriculum innovation when effectively managed through appropriate institutional strategies (Amalia, 2025). However, this same religious capital may also become a source of resistance when educational innovations are perceived as threatening the authenticity of Islamic educational values (Amalia, 2025). Consequently, human resource development strategies within Islamic educational institutions should balance professional capacity building with respect for established religious authority, institutional traditions, and Islamic ethical values (Khofi, 2025; Amalia, 2025).

In recent years, accountability and quality assurance have become increasingly prominent priorities in the governance of Islamic educational institutions (Djundjuna, 2026). The implementation of quality assurance systems, objective performance evaluation, and strategic planning constitutes an essential mechanism for enhancing institutional performance and educational quality (Djundjuna, 2026; Khofi, 2025). However, existing research suggests that quality assurance initiatives are unlikely to achieve their intended outcomes unless they are grounded in core Islamic values such as honesty, accountability, and collective responsibility in institutional governance (Djundjuna, 2026; Harahap, 2025). In other words, effective quality management requires a balance between professionally designed administrative procedures and the internalization of ethical principles derived from Islamic teachings (Djundjuna, 2026; Harahap, 2025). Consequently, further research on integrating modern management approaches with Islamic principles remains highly relevant and necessary for advancing institutional governance in Islamic education (Djundjuna, 2026; Saputra, 2025).

Beyond internal organizational challenges, Islamic educational institutions must also strengthen their institutional visibility and cultivate public trust in response to increasing external competition (Haq, 2025). Contemporary educational marketing strategies—including digital marketing, promotional mix, social marketing, Islamic branding, and experiential marketing—are increasingly recognized as effective approaches for attracting prospective students and enhancing institutional reputation (Haq, 2025). Despite this growing interest, research on the marketing of Islamic educational institutions remains relatively underdeveloped and has yet to establish a robust and integrated theoretical framework (Haq, 2025). Therefore, institutional marketing strategies should extend beyond conventional business principles by reflecting the moral identity, cultural heritage, and Islamic values that define the institution's character (Haq, 2025; Djundjuna, 2026). From this perspective, institutional image management

constitutes an integral component of Islamic educational management that requires strategic attention in navigating the challenges of globalization (Haq, 2025; Khofi, 2025).

At the global level, Islamic educational institutions are expected not only to fulfill their educational mission but also to contribute to the development of societies characterized by tolerance, democratic values, and social harmony (Muthoifin, 2025). Accordingly, the principles of multiculturalism, social justice, and respect for diversity should be incorporated into institutional governance so that management extends beyond administrative functions to encompass broader social and cultural responsibilities (Muthoifin, 2025). In line with this objective, promoting religious moderation has emerged as an increasingly important agenda for Islamic educational institutions in preventing radicalism and religious extremism (Musyahid, 2023). These moderation values are embedded through multiple institutional mechanisms, including curriculum development, school programs, ceremonial activities, and the active roles of teachers and educational institutions (Musyahid, 2023). Consequently, governance systems within Islamic educational institutions should be designed to strengthen moral resilience while fostering social cohesion within increasingly diverse societies (Dahlana, 2025; Muthoifin, 2025).

Global developments have also generated new challenges concerning the identity and epistemological foundations of Islamic education (Rahman, 2025). The influence of modernity, secularization, and increasingly complex identity constructions has created a demand for educational reform that extends beyond technical improvements to encompass conceptual and philosophical renewal (Rahman, 2025). Recent scholarship suggests that the traditional dichotomy between Islam and modernity is gradually being replaced by integrative approaches that reconcile the rich intellectual heritage of Islam with the realities of contemporary social and technological change (Rahman, 2025). Within the institutional context, this shift implies that Islamic educational management must be capable of embracing innovation while preserving the epistemological foundations and core values that constitute institutional identity (Rahman, 2025; Hajar, 2024). Therefore, the integration of modern management principles with Islamic values should be understood as part of a broader effort to reconstruct the identity of Islamic education in the contemporary era (Rahman, 2025; Hajar, 2024).

Islamic higher education institutions, in particular, face increasingly complex transformation challenges driven by growing expectations for international accreditation, innovation capacity, and global collaboration (Sumiati, 2024). These transformation processes continue to encounter obstacles, including limitations in human resource quality, organizational cultures that are insufficiently adaptive to change, and unequal access to technological infrastructure (Sumiati, 2024; Hajar, 2024). Nevertheless, significant opportunities have emerged through the expansion of international partnerships, the adoption of educational technologies, and the enhancement of digital competencies, all of which can strengthen institutional

competitiveness in the global higher education landscape (Sumiati, 2024). The literature further indicates that adaptive educational models combined with the promotion of educational entrepreneurship can enhance both the relevance and long-term sustainability of Islamic universities in responding to global transformations (Sumiati, 2024). Accordingly, transformation strategies for Islamic higher education deserve greater scholarly attention within the broader discourse on the institutional management of Islamic education in the global era.

From a values-based perspective, the management of Islamic educational institutions is not solely directed toward achieving organizational efficiency but also toward embedding Islamic ethics within every dimension of institutional governance (Dahliaana, 2025; Saputra, 2025). Core Islamic values—including *ikhlaṣ* (sincerity), *al-‘adl* (justice), *amānah* (trustworthiness), *shūrā* (consultative decision-making), *raḥmah* (compassion), and the principle of *ḥalāl-ṭayyib* (lawful and wholesome)—are widely recognized as enriching organizational decision-making processes and enhancing the implementation of educational programs (Dahliaana, 2025; Saputra, 2025). Furthermore, interdisciplinary approaches that integrate management science, ethics, and curriculum development have been identified as promising frameworks for fostering Islamic educational systems that are more contextually relevant, responsive, and transformative (Saputra, 2025). These findings suggest that Islamic values should not merely function as normative ideals but must be translated into concrete institutional mechanisms, governance structures, and managerial practices (Djundjuran, 2026; Bahri, 2025). Consequently, investigating practical models for implementing the integration of Islamic values into contemporary management practices has become an increasingly important area of scholarly inquiry (Dahliaana, 2025; Bahri, 2025).

From an academic perspective, research on leadership and educational management within Muslim societies has expanded considerably over the past decade, although there remains a need for more comprehensive syntheses at the institutional level of Islamic education (Ahmed, 2020). International studies have predominantly focused on school leadership, organizational culture, educational policy, and social justice as major themes of investigation (Ahmed, 2020; Arar, 2022). By contrast, studies that systematically integrate modern management theories with Islamic values into a unified institutional framework remain relatively fragmented and dispersed across the literature (Arar, 2022; Haq, 2025). This fragmentation highlights the need for a Systematic Literature Review (SLR) capable of mapping the evolution of research themes, identifying prevailing strategies and implementation challenges, and uncovering existing knowledge gaps in a comprehensive manner (Arar, 2022; Badriyah, 2025). Accordingly, the present study, entitled *Institutional Management of Islamic Education in the Global Era: Integrating Modern Management Perspectives and Islamic Values*, offers both significant academic value and substantial practical relevance for

advancing theory and institutional practice in Islamic educational management (Arar, 2022; Shah, 2025).

Drawing upon the synthesis of previous studies, it is evident that the primary challenge confronting Islamic educational institutions lies in maintaining competitiveness, organizational adaptability, and professional excellence without compromising the Islamic identity that constitutes their institutional foundation (Hajar, 2024; Shah, 2025). This challenge encompasses multiple interconnected dimensions, including leadership, curriculum development, organizational culture, technological innovation, quality assurance systems, institutional communication, marketing strategies, and the implementation of religious moderation initiatives (Hajar, 2024; Musyahid, 2023). Although the integration of modern management and Islamic values has increasingly been recognized as a central paradigm in the development of Islamic education, its practical implementation continues to encounter structural, cultural, and conceptual barriers (Rahman, 2025; Harahap, 2025). Therefore, a systematic review of the existing literature is essential to synthesize the diverse approaches that have emerged and to develop a comprehensive institutional management model capable of responding effectively to the dynamic challenges of the global era (Dahlia, 2025; Bahri, 2025). Against this background, the present study seeks to contribute to the development of a sustainable institutional management framework that harmoniously integrates contemporary management principles with Islamic values, thereby strengthening the governance, resilience, and long-term development of Islamic educational institutions in the twenty-first century (Djundjuran, 2026; Khofi, 2025).

Research Methods

This study employed a qualitative research approach using the Systematic Literature Review (SLR) method to identify, critically examine, evaluate, and synthesize the existing body of knowledge on the management of Islamic educational institutions in the global era. A qualitative approach was selected because it facilitates an in-depth understanding of complex organizational and educational phenomena through the interpretation of relevant scholarly literature. The SLR methodology enables researchers to systematically map existing studies, thereby providing a comprehensive overview of the evolution of concepts, theoretical perspectives, and practical applications related to the integration of modern management principles with Islamic values in the governance of Islamic educational institutions. Consequently, this study not only summarizes the current state of knowledge but also identifies existing research gaps and proposes directions for future scholarly inquiry.

The review followed the systematic review framework proposed by Kitchenham (2004) and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines updated by Page et al. (2021). These internationally recognized frameworks were adopted because they emphasize transparency, methodological rigor, objectivity, and reproducibility

throughout the review process. The review consisted of several sequential stages: formulation of research questions, development of the literature search strategy, establishment of inclusion and exclusion criteria, article screening and selection, quality assessment, data extraction, thematic synthesis, and systematic reporting of the findings.

The first stage involved the formulation of the research questions (RQs), which guided every subsequent phase of the review. The research questions were designed to ensure that the literature search remained focused on the central objectives of the study. Specifically, this review addressed three questions: (1) How has research on the management of Islamic educational institutions evolved in the global era? (2) How are modern management concepts integrated with Islamic values in the governance of Islamic educational institutions? (3) What factors facilitate or hinder the implementation of this integration? These research questions informed the selection of search keywords, the screening process, and the synthesis of the findings.

The literature search strategy was developed by searching several major scholarly databases, including Scopus, Web of Science, Google Scholar, Dimensions, Crossref, and Garuda. Employing multiple databases broadened the scope of the search and reduced the likelihood of overlooking relevant studies. Literature searches were conducted using combinations of English and Indonesian keywords connected with Boolean operators (AND and OR). The search terms included "Islamic educational management," "Islamic education institution," "modern management," "Islamic values," "educational leadership," "Islamic education management," "management of Islamic educational institutions," and "global era." To ensure that the review reflected recent developments in the field, only publications published between 2016 and 2026 were considered.

To ensure the relevance and methodological quality of the selected studies, explicit inclusion and exclusion criteria were established prior to the screening process. Studies were included if they: (1) were peer-reviewed journal articles; (2) were published between 2016 and 2026; (3) examined the management of Islamic educational institutions; (4) discussed the integration of modern management principles with Islamic values; (5) were available in full text; and (6) were written in either English or Indonesian. Conversely, conference proceedings, editorials, opinion articles, popular publications, undergraduate theses, master's theses, doctoral dissertations not subsequently published in academic journals, and studies unrelated to the research objectives or unavailable in full text were excluded from the review.

The literature selection process followed the four-stage PRISMA framework: identification, screening, eligibility, and inclusion. During the identification stage, all records retrieved from the selected databases were compiled and documented. The screening stage involved the removal of duplicate records followed by an initial assessment of titles and abstracts to determine relevance. Articles that passed this stage underwent full-text review during the eligibility phase to verify their alignment with the research

objectives and inclusion criteria. Finally, studies satisfying all eligibility requirements were included in the final dataset for detailed analysis and synthesis.

Following article selection, each study underwent a quality assessment to ensure methodological rigor and the credibility of the evidence synthesized. The assessment considered several criteria, including the relevance of the study to the review objectives, the clarity of its research aims, the appropriateness of its methodology, the validity and reliability of its data, and its contribution to the advancement of knowledge in Islamic educational management. Studies that failed to meet acceptable methodological standards were excluded from the final synthesis.

Data were subsequently extracted from all eligible articles using a standardized extraction form to ensure consistency across studies. The extracted information included the authors, publication year, country or research context, research objectives, methodology, research setting, principal findings, modern management concepts examined, Islamic values integrated, and the implications of each study for the management of Islamic educational institutions. This structured dataset served as the foundation for the thematic analysis and synthesis.

The extracted data were analyzed using thematic analysis, a qualitative analytical approach widely employed in systematic literature reviews. The analytical process consisted of open coding, categorization of similar concepts into broader themes, identification of relationships among themes, and the development of a narrative synthesis. This approach enabled the identification of recurring patterns concerning the evolution of research, the integration of modern management principles with Islamic values, the factors facilitating and constraining implementation, and future opportunities for strengthening the management of Islamic educational institutions in response to globalization. The resulting synthesis provides a comprehensive understanding of the current state of research while offering conceptual recommendations for future investigations.

To enhance the validity, credibility, and transparency of the review, every stage of the Systematic Literature Review was carefully documented and conducted in accordance with the PRISMA 2020 guidelines. The literature search strategy, article selection procedures, quality assessment process, and thematic analysis were systematically reported to facilitate reproducibility by future researchers. Furthermore, the use of multiple scholarly databases, clearly defined inclusion and exclusion criteria, rigorous quality assessment, and objective thematic synthesis collectively strengthen the reliability of the findings. Through this systematic approach, the study provides a robust evidence base that contributes both theoretically and practically to the advancement of institutional management in Islamic education within the context of an increasingly globalized educational landscape.

Results and Discussion

Research Findings

Following the stages of the Systematic Literature Review (SLR) conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, a total of 268 articles were retrieved from several major academic databases, including Google Scholar, Scopus, Web of Science, Dimensions, Crossref, and Garuda. All retrieved records subsequently underwent an identification process to remove duplicate publications and verify their relevance to the objectives of the study. This stage was intended to establish a robust body of literature that was directly aligned with the research focus, thereby ensuring that the subsequent analytical process could be conducted in a systematic, rigorous, and objective manner.

During the screening stage, articles were evaluated based on their titles and abstracts to determine their relevance to the research topic, namely the institutional management of Islamic educational institutions in the global era through the integration of modern management perspectives and Islamic values. Studies that were irrelevant to the research objectives, failed to meet the publication-year criteria, or were unavailable in full-text format were excluded from further analysis. Subsequently, an eligibility assessment was conducted through a comprehensive review of the full text of each article to ensure compliance with all predetermined inclusion criteria. As a result of this selection process, 30 articles were deemed eligible and were included as the primary sources for the synthesis.

The distribution of the selected studies indicates that research on the institutional management of Islamic educational institutions has experienced substantial growth throughout the 2016–2026 period. Most of the publications originated from Indonesia, followed by Malaysia, Saudi Arabia, Egypt, Pakistan, Türkiye, and several other Middle Eastern countries. The predominance of studies conducted in Indonesia reflects the increasing scholarly interest in strengthening the governance of Islamic educational institutions in response to national demands for educational quality improvement as well as the broader challenges of globalization. Meanwhile, studies from other countries reveal a similar trend toward reinforcing institutional management through more professional, adaptive, and quality-oriented approaches.

The analysis of the selected literature further demonstrates a notable shift in research emphasis from administrative and operational issues toward a more comprehensive strategic management perspective. Earlier studies primarily focused on conventional organizational management practices, whereas research conducted over the past decade increasingly emphasizes the integration of leadership, organizational governance, digital transformation, human resource development, quality culture, and institutional innovation. This transition reflects the growing expectation that Islamic educational institutions should be capable of adapting to rapid technological developments, changing external environments, and intensifying competition within the educational sector.

Based on the coding process and thematic analysis, five major themes emerged from the reviewed literature. The most frequently discussed theme was Islamic values-based leadership, which appeared in 10 articles (33.3% of the selected studies). The second theme concerned quality management and institutional governance, identified in seven articles (23.3%). Digital transformation in Islamic education and human resource development each appeared in five articles (16.7%), while institutional partnerships and organizational innovation were addressed in three articles (10.0%). This thematic distribution indicates that leadership remains the dominant concern in the development of institutional management within Islamic educational settings.

The findings also reveal that the modern management concepts most frequently adopted across the reviewed studies include Transformational Leadership, Total Quality Management (TQM), Strategic Management, Good Governance, Knowledge Management, Human Resource Management, and Digital Governance. These frameworks are applied to enhance institutional effectiveness through strategic planning, organizational culture development, educational service quality improvement, information technology utilization, and human resource capacity building. However, rather than being implemented in the same manner as in business organizations, these management approaches are adapted to the distinctive characteristics of Islamic educational institutions, whose missions encompass both religious and social responsibilities.

Across all reviewed studies, a consistent pattern emerged in which Islamic values were not positioned as alternatives to modern management theories but rather as ethical and moral foundations underpinning managerial functions. Core Islamic values such as amanah (trustworthiness), shura (consultation), 'adl (justice), ihsan (excellence), ikhlas (sincerity), maslahah (public benefit), and ukhuwah (brotherhood) were integrated into organizational planning, organizing, implementation, supervision, and evaluation processes. This integration fosters a management model that not only emphasizes organizational effectiveness and performance achievement but also promotes justice, accountability, social responsibility, and the holistic development of all members of the educational community.

Beyond conceptual considerations, the majority of the reviewed studies also highlight leadership quality as a decisive factor influencing the successful implementation of institutional management in Islamic educational institutions. Educational leaders function as change agents who are capable of integrating Islamic vision and values with the demands of organizational professionalism. Leadership characterized by exemplary conduct, consultation, transparency, accountability, and service-oriented principles has been shown to enhance educators' work motivation, strengthen organizational culture, and cultivate a more productive, collaborative, and adaptive educational environment.

The synthesis further indicates that digital transformation has become an increasingly significant issue in the management of Islamic educational

institutions. The adoption of management information systems, digital learning platforms, electronic administrative services, and communication technologies has contributed substantially to improving institutional efficiency and service quality. Nevertheless, several studies also identify persistent implementation challenges, including inadequate technological infrastructure, limited digital competencies among educators, budgetary constraints, and organizational resistance to change. These findings suggest that successful digital transformation requires supportive institutional policies, sustained investment in human resource development, and strong leadership commitment to ensure effective implementation.

Overall, the findings of this review demonstrate that integrating modern management principles with Islamic values contributes positively to the effectiveness of institutional management in Islamic educational institutions. This integrated approach strengthens organizational governance, enhances the quality of educational services, fosters a professional and values-driven organizational culture, and improves institutional competitiveness amid the challenges of globalization. The synthesis of previous studies therefore confirms that successful institutional management in Islamic educational institutions depends not only on the adoption of contemporary management practices but also on the internalization of Islamic ethical values as the guiding foundation for all managerial processes.

Discussion

Integrating Modern Management with Islamic Values

The synthesis of the thirty selected studies indicates that the paradigm of institutional management in Islamic educational institutions has undergone a substantial transformation over the past decade. The management of Islamic educational institutions is no longer confined to administrative and operational functions but has evolved toward a more strategic, adaptive, participatory, and quality-oriented approach. This transformation has been driven by the pressures of globalization, rapid advances in information technology, increasing competition among educational institutions, and growing public expectations regarding the quality of Islamic education. In response to these challenges, contemporary management concepts—including strategic planning, transformational leadership, performance management, quality assurance, good governance, and continuous improvement—have increasingly been adopted as key instruments for enhancing organizational effectiveness.

Nevertheless, the reviewed studies consistently demonstrate that these modern management concepts are not implemented in the same manner as they are in business organizations. Instead, they are adapted to reflect the unique characteristics, mission, and values of Islamic educational institutions. Across all studies, Islamic values remain the fundamental basis for every managerial function. The principle of *amanah* (trustworthiness) provides the ethical foundation for integrity and accountability, while *shura* (consultative decision-making) strengthens participatory governance. The

value of 'adl (justice) guides fairness in organizational management, whereas ihsan (excellence) encourages continuous quality improvement. In addition, the concept of maslahah (public benefit) directs institutional policies toward generating meaningful contributions for students, society, and the wider Muslim community. The integration of these principles produces a management model that extends beyond organizational performance indicators by simultaneously promoting ethical conduct, character development, institutional sustainability, and social responsibility.

Leadership as the Dominant Determinant of Institutional Success

Leadership emerged as the most prominent theme across the synthesized literature. Nearly all reviewed studies identify principals of madrasahs, leaders of pesantren (Islamic boarding schools), and administrators of Islamic schools as the primary actors responsible for institutional transformation and organizational success. Leadership is understood not merely as an administrative responsibility but as a dynamic process of influencing, motivating, and empowering members of the institution to achieve educational goals effectively. Consequently, leadership quality represents a strategic determinant of the successful implementation of institutional reforms and managerial innovations within Islamic educational settings.

The findings further reveal that transformational leadership is the management approach most frequently adopted, particularly when integrated with Islamic leadership principles such as *uswah hasanah* (exemplary leadership), *amanah* (trustworthiness), *shura* (consultation), 'adl (justice), and *khidmah* (service). This integrated leadership model has been consistently associated with higher levels of teacher motivation, stronger organizational culture, greater institutional innovation, and increased commitment among organizational members toward achieving institutional goals. In this context, leaders function not only as decision-makers but also as moral exemplars who cultivate a professional, collaborative, and values-driven organizational culture that supports continuous educational improvement.

Digital Transformation in the Management of Islamic Educational Institutions

The rapid advancement of information technology has significantly reshaped the management practices of Islamic educational institutions. The synthesized studies indicate that digital transformation has been implemented across multiple organizational functions, including institutional administration, academic information systems, digital learning platforms, stakeholder communication, institutional evaluation, and quality assurance mechanisms. The adoption of digital technologies has enabled educational institutions to improve operational efficiency, accelerate service delivery, expand access to learning opportunities, and enhance the accuracy of data and information management.

Despite these advances, the implementation of digital transformation continues to face significant challenges. Most studies identify inadequate technological infrastructure, limited digital competencies among educators, budget constraints, and organizational resistance to change as the primary barriers to successful implementation. Furthermore, several studies express concern that technological advancement, if not accompanied by the reinforcement of Islamic values, may weaken the character-building dimension of Islamic education. Therefore, digital transformation within Islamic educational institutions should be pursued through a balanced approach that integrates technological innovation with spiritual and ethical development, ensuring that digital advancement continues to support the holistic objectives of Islamic education.

Strengthening Governance and Quality Management

Another major theme emerging from the reviewed literature is the strengthening of institutional governance through the implementation of Good Governance principles and Total Quality Management (TQM). The reviewed studies consistently demonstrate that strategic planning, quality assurance systems, continuous evaluation, transparency, accountability, and evidence-based decision-making contribute positively to improving the quality of educational services. These management practices enable Islamic educational institutions to become more responsive to environmental changes while effectively addressing the increasingly dynamic expectations of society.

A distinctive characteristic of Islamic educational institutions lies in their ability to integrate modern governance principles with spiritual and ethical dimensions. Accountability is understood not only as responsibility toward governments, communities, and institutional stakeholders but also as moral accountability before Allah SWT. This perspective nurtures an organizational culture grounded in honesty, discipline, professionalism, and Islamic work ethics. Consequently, the implementation of quality management in Islamic educational institutions contributes not only to improved educational performance but also to the development of a values-based organizational culture characterized by integrity, ethical responsibility, and religious commitment.

A Conceptual Model of Institutional Management for Islamic Educational Institutions in the Global Era

Drawing upon the synthesis of all reviewed studies, this research proposes an integrative conceptual model for the institutional management of Islamic educational institutions in the global era. The proposed model comprises four interrelated components. The first component consists of Islamic values as the philosophical foundation of institutional management, encompassing the principles of amanah (trustworthiness), shura (consultation), 'adl (justice), ihsan (excellence), and maslahah (public benefit). These values guide the formulation of institutional vision, strategic decision-making, resource management, and organizational evaluation, ensuring that

all institutional activities are grounded in strong ethical and spiritual principles.

The second component involves the implementation of contemporary management practices, including strategic planning, transformational leadership, quality management, the digitalization of educational services, and human resource management. The third component focuses on strengthening organizational culture through collaboration, innovation, continuous learning, and the capacity development of all institutional members. The fourth component emphasizes institutional performance enhancement, reflected in improved educational quality, higher levels of student and community satisfaction, greater organizational effectiveness, stronger institutional competitiveness, and the long-term sustainability of Islamic educational institutions.

The proposed conceptual model suggests that the success of Islamic educational institutions in the global era depends not only on their capacity to adopt contemporary management theories but also on their ability to internalize Islamic values throughout every managerial function. The integration of these two perspectives creates a management system that is professional, adaptive, and quality-oriented while simultaneously preserving the identity, character, and educational mission of Islamic institutions. Accordingly, Islamic educational institutions are better positioned to develop into globally competitive centers of educational excellence capable of making meaningful contributions to the development of ethically grounded, competent, and socially responsible human resources.

Conclusion

Based on the findings of this Systematic Literature Review (SLR) of 30 peer-reviewed studies, it can be concluded that research on the institutional management of Islamic educational institutions in the global era has evolved considerably, particularly in its efforts to integrate modern management perspectives with Islamic values. Rather than being contradictory, these two perspectives are complementary and mutually reinforcing, resulting in a management model that is effective, adaptive, professional, and firmly grounded in the ethical principles of Islam. The synthesis demonstrates that the integration of contemporary management approaches with Islamic values provides a comprehensive framework for strengthening institutional performance while preserving the distinctive identity and mission of Islamic education.

The review further indicates that the effectiveness of institutional management in Islamic educational institutions is shaped by several interrelated factors, including values-based leadership, quality management, digital transformation, human resource development, and sound institutional governance. Islamic values such as amanah (trustworthiness), shura (consultation), 'adl (justice), ihsan (excellence), and maslahah (public benefit) serve as the ethical foundation that strengthens the implementation of contemporary management concepts, including transformational leadership,

strategic planning, Total Quality Management (TQM), good governance, and digital governance. Together, these elements establish a holistic management framework that simultaneously promotes organizational effectiveness, educational quality, ethical responsibility, and sustainable institutional development.

While the global era presents significant opportunities to enhance educational quality, institutional competitiveness, and organizational sustainability, it also introduces substantial challenges, including rapid technological advancement, evolving strategic environments, increasing competition among educational institutions, and the growing demand for human resources who possess both professional competence and strong moral integrity. Consequently, Islamic educational institutions must continue to develop management models that effectively integrate innovation, professionalism, and Islamic values in a sustainable manner. Such an approach is essential for enabling these institutions to remain responsive to global developments while maintaining their religious identity and educational objectives.

This study contributes conceptually by synthesizing the existing literature into an integrated model of institutional management for Islamic educational institutions that is responsive to the demands of the global era. Nevertheless, the study has certain limitations, as it relies exclusively on peer-reviewed journal articles that met the predefined inclusion criteria within a specified publication period. Future research is therefore encouraged to complement Systematic Literature Review with empirical investigations, such as case studies, survey research, or mixed-methods approaches, to provide a more comprehensive understanding of how the integration of modern management principles and Islamic values is implemented across diverse types of Islamic educational institutions.

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