



THE SCOPE OF ISLAMIC EDUCATION MANAGEMENT AND LEADERSHIP WITH A QUALITATIVE APPROACH METHOD

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Abstract

This research discusses the scope of management and leadership in Islamic education using a qualitative approach. The main focus of this research is to understand how management and leadership systems are applied in Islamic educational institutions, as well as to identify the challenges faced in their management. The research method used is a qualitative-descriptive approach with data collection techniques through observation, in-depth interviews, and documentation. The results of the study show that effective management of Islamic education must be based on Islamic principles, such as the values of monotheism, justice, and the welfare of the ummah. In addition, leadership in Islamic education must prioritize morals and exemplary in order to create a conducive learning environment. It was also found that the main challenges in Islamic education management include limited resources, lack of professionalism in management, and resistance to innovation. By understanding the strategic role of management and leadership in Islamic education, it is hoped that Islamic educational institutions can optimize their performance and quality of education.

Keywords: Islamic Education Management, Leadership, Qualitative Approach, Challenges of Islamic Education

INTRODUCTION

Islamic education has an important role in shaping the character and morals of students in accordance with Islamic values. In this context, the management and leadership of Islamic education is a key factor in determining the direction, strategy, and effectiveness of education delivery. Good management will ensure that the educational process runs systematically and efficiently, while effective leadership will inspire and motivate all parties involved in the world of Islamic education. The qualitative approach in this study is used to explore in depth how management and leadership systems in Islamic education are applied in various institutions. Through this approach, it is hoped that a more comprehensive understanding of the roles and challenges in the management and leadership of Islamic education can be obtained in order to produce solutions that are relevant for the development of Islamic education in the future. Islamic education is a fundamental aspect in forming individuals with noble character and extensive knowledge in accordance with Islamic teachings. Along with the times, the challenges in the management and leadership of Islamic educational institutions are increasingly complex. Effective management and visionary leadership are needed so that the Islamic education system can run optimally and be able to produce graduates who are not only intellectually intelligent but also have high morality. In reality, many Islamic educational institutions still face various obstacles, such as limited resources, lack of a professional management system, and leadership that is not fully oriented towards change and innovation. Therefore, the study of the scope

of management and leadership of Islamic education is crucial in improving the quality of education based on Islamic values. The qualitative approach in this study is the right tool to understand how management and leadership are applied in Islamic education, as well as how the challenges faced can be overcome. By understanding these aspects in depth, it is hoped that more effective solutions and strategies can be found to improve the quality of Islamic education at various levels.

LITERATURE REVIEW

The theoretical study in this study includes basic concepts regarding management, leadership, and qualitative approaches in Islamic education studies. Islamic education management theory Islamic education management is a process of planning, organizing, implementing, and evaluating based on Islamic principles. According to experts, management in Islamic education must be oriented towards the values of monotheism, justice, and the welfare of the ummah. Management models that are often applied in Islamic educational institutions include school-based management (SBM) as well as participatory management involving various stakeholders. Islamic Education Management Theory integrates traditional Islamic values with modern management practices to improve the effectiveness of educational institutions. This theory emphasizes a theocentric approach, focusing on the spiritual and moral dimensions of educational management, which are often overlooked within secular frameworks. Ontology, Epistemology, and Axiology: The integration of these three dimensions is essential. Ontologically, he emphasizes monotheism; epistemologically, it combines revelation with empirical knowledge; and axiology focuses on *maslahah* (public interest) (Achmad & Fitria, 2024). Management Principles: Key principles include monotheism, fairness, and trust, which guide decision-making and resource management in educational settings (Subkan, 2025) (Sari et al., 2024).

Practical Implementation of Management Strategies: Effective management of Islamic education involves planning, organizing, and controlling resources while ensuring alignment with Islamic values (Windayani et al., 2022). Case Study: Research shows that institutions that implement these principles report improved educational quality and organizational sustainability (Subkan, 2025). While the integration of Islamic values into education management is beneficial, challenges remain, such as balancing these values with the demands of modern education and ensuring commitment among stakeholders (Sari et al., 2024). Islamic Education Leadership Theory Islamic educational leadership theory emphasizes the integration of Islamic values into educational practice, with a focus on character development and ethical guidance. This approach not only aims to cultivate future leaders but also emphasizes the importance of role models in educational settings. The following sections outline the key aspects of this leadership theory. Character Development Islamic education prioritizes the formation of noble character, taking from the Qur'an and Sunnah to instill values such as honesty, responsibility, and integrity in students (Fadila, 2019). Leadership training is essential for educators, who must embody these values to effectively guide their students (Ismail, 2019).

Leadership Style

Various leadership styles, including situational and spiritual leadership, are recognized to be effective in the context of Islamic education, allowing leaders to adapt to different circumstances (Fadila, 2019) (Iqbal et al., 2024). Effective leadership is characterized by qualities such as wisdom, authority, and the ability to foster a positive educational environment (Hanivan & Adiba, 2024). The involvement of parents and society is very important in strengthening Islamic values, creating a network that supports the moral and educational development of students (Ismail, 2019). Leaders in Islamic education are expected to influence and motivate not only students but also fellow educators, thereby improving the overall educational experience (Fadila, 2019). While the Islamic leadership model emphasizes an ethical and character-based approach, some critics argue that it may lack flexibility in adapting to the challenges of modern education, potentially limiting its effectiveness in diverse educational environments.

Leadership in Islamic education has distinctive characteristics, which are based on morals and aim to form people who believe and are pious. Some of the relevant leadership theories in Islamic education include: Spiritual Leadership Spiritual leadership is a multifaceted approach that integrates spiritual values into organizational practices, improving employee engagement and morale. It emphasizes the importance of trust, ethical behavior, and intrinsic motivation, fostering a thriving workplace culture. The following sections outline key aspects of spiritual leadership based on the latest research. The Main Components of Spiritual Leadership include: Spiritual Essence embodying core values such as integrity, honesty, and humility are essential for effective spiritual leadership, influencing the trust and performance of the organization (Chatterji & Sharma, 2023). Employee Morale i.e. Spiritual leadership significantly boosts employee morale by addressing personal spiritual needs and increasing intrinsic motivation, which in turn fosters a sense of responsibility and calling among employees (Jiang et al., 2023). Inclusivity and Diversity is a spiritual leader who effectively implements strategies that promote inclusivity, thereby creating an environment where diverse employees can thrive (Chatterji & Sharma, 2023)

Transformational Leadership

Transformational leadership is a dynamic approach that significantly influences organizational behavior, culture, and individual development. It involves leaders who articulate a new vision, inspire and motivate followers, and align individual aspirations with organizational goals. This leadership style is characterized by charisma, ethical standards, and a focus on personal and professional growth, which collectively improves organizational performance and employee motivation. Transformational leaders are adept at fostering a collaborative environment that encourages innovation and creativity, essential to achieving competitive advantage and sustainable growth. Key aspects of transformational

leadership include the characteristics of transformational leaders being charismatic and having a great influence on their followers, forcing them to embrace the leader's vision and go beyond their responsibilities (Crefton, n.d.) (K, 2008). They demonstrate high morale and confidence, prioritize ethics and values, and set accountable standards within the organization (Crefton, n.d.) (K, 2008). These leaders act as ideal role models, provide inspirational motivation and engage in mentoring to support followers in reaching their full potential (Mudd-Fegett & Mudd, 2024). In educational settings, transformational leadership shifts from a traditional, teacher-centered approach to a more student-centered approach, enhancing critical thinking and empowering students to actively participate in the learning process (Small, 2023).

Teachers who use transformational leadership can develop their leadership skills while equipping students with the skills necessary to become reflective and goal-oriented thinkers (Mudd-Fegett & Mudd, 2024). Next, organizational performance and employee motivation transformational leadership has a positive impact on organizational performance by inspiring and motivating employees to achieve higher performance and organizational goals (Suryadi et al., 2024). Leaders provide emotional and intellectual support, fostering a positive work environment that increases employee motivation and encourages innovation and creativity (Suryadi et al., 2024). While transformational leadership is widely recognized for its positive impact, it is important to consider that its effectiveness can vary based on the organization's context and individual differences among leaders and followers. The adaptability of transformational leadership to different environments and its integration with other leadership styles can further enhance its effectiveness in achieving organizational goals.

Democratic Leadership

Democratic leadership is characterized by the active involvement of team members in the decision-making process, fostering an environment of collaboration and shared responsibility. This leadership style not only increases employee motivation but also improves overall performance by assessing the contributions of all members. Several aspects are the key to democratic leadership. First Definition and Characteristics, Democratic leadership involves sharing responsibilities among group members, empowering them, and facilitating the decision-making process (Gastil, 1994). Leaders who adopt this style encourage participation, cooperation, and shared leadership, which can lead to more informed and effective decisions (Arnindya et al., 2024). Both impacts on motivation and performance, Research shows a significant correlation between democratic leadership and achievement motivation, with higher democratic leadership correlated with increased motivation among team members (Syahrul & Sakti, 2021). In a study of non-ASN employees, democratic leadership was found to positively affect employee performance, in addition to factors such as work environment and discipline (Pratiwi et al., 2023).

The next aspect is the practical application, Democratic leadership is particularly relevant in educational settings, where it can improve engagement and accountability among students and staff (Müller, 2002). This model can be adapted in a variety of organizational contexts, promoting a culture of inclusivity and shared goals. While democratic leadership is widely considered beneficial, some argue that it can lead to indecision or conflict within groups where consensus is difficult to reach. It highlights the need for a balanced approach that takes into account the specific context and dynamics of the teams involved.

METHOD

This study uses a qualitative approach with a descriptive method to deeply understand management and leadership practices in Islamic education. The method used in this study is qualitative-descriptive which aims to describe and analyze the phenomenon of management and leadership of Islamic education based on the empirical data obtained. The research is conducted in Islamic educational institutions that are selected based on certain criteria, such as having a unique management system or influential leadership in improving the quality of Islamic education. The research subjects include school principals, teachers, education staff, and students involved in the education system. Data Collection techniques are carried out by observation, in-depth interviews and documentation, then data analysis techniques are carried out through: data reduction, data presentation, conclusion drawn,

RESULTS AND DISCUSSION

Based on the results of the research conducted, it was found that management and leadership practices in Islamic education are highly dependent on Islamic values and the culture of school organizations. Some of the main findings of this study include: First, the effectiveness of Islamic education management is the application of an Islamic value-based management system that is able to improve the quality of education so that the quality of education not only has the quantity of all aspects but also the quality of education that has an Islamic character. Effective resource management contributes to the success of educational programs. The two dominant leadership styles, transformational leadership, are more widely applied to encourage innovation in learning. Spiritual leadership is a key factor in creating a harmonious educational environment. Next to the last challenge in management and leadership is the lack of competent human resources in the field of Islamic education management. Obstacles in implementing policies due to limited funds and complex regulations.

CONCLUSION

Based on the findings of this study, it can be concluded that the management and leadership of Islamic education have a broad scope and encompass various critical aspects in achieving educational goals rooted in Islamic values. Management and leadership practices in Islamic education are not only limited to administrative functions but also involve spiritual, moral, and social dimensions that are central to Islamic educational principles. The qualitative approach used in this research enables a deeper understanding of managerial and leadership practices within Islamic educational institutions, including leadership styles, decision-making processes, and the role of school leaders in creating a conducive and value-based learning environment.

The results highlight that the success of Islamic education is highly dependent on the effectiveness of visionary and participatory leadership that is grounded in Islamic values. Therefore, the development of leadership capacity and management competencies among Islamic education administrators is essential for enhancing the overall quality of educational institutions. This study provides important recommendations for policymakers and education practitioners to continue developing adaptive leadership models with strong Islamic character. Such efforts are crucial in advancing a high-quality, relevant, and competitive Islamic education system in the future.

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