THE RELEVANCE OF ISLAMIC EDUCATION MANAGEMENT PRINCIPLES TO MODERN MANAGEMENT PARADIGMS: A LITERATURE STUDY IN THE CONTEXT OF INDONESIAN EDUCATION

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Abstract
This study aims to analyze the relevance of Islamic education management principles to modern management paradigms in the context of Indonesian education, employing a qualitative approach based on systematic literature reviews. Islamic management principles such as *amanah*, *shura*, *'adl*, and *ihsan* were found to have a significant contribution in building school leadership that has integrity, participation, and is morally oriented. Literature analysis also shows that these values have a strong conceptual fit with modern management theories, including *transformational leadership*, *distributed leadership*, and *value-based leadership*. Despite the challenges of integration influenced by differences in normative and pragmatic orientations, the study's findings indicate that the two paradigms can be combined to form a hybrid leadership model that is relevant to the character of Indonesian education. This research makes a theoretical contribution by offering an integrative perspective that broadens the understanding of value-based leadership, while also opening up opportunities for more empirical and practical follow-up research. Practically, the results of this study provide strategic recommendations for school leaders, educational institutions, and policymakers on developing ethical, adaptive, and contextually relevant educational governance.
Keywords: Islamic Education Management; value-based leadership; Modern Management; Transformational Leadership; Distributed Leadership; Sharia-Based Leadership; Indonesian Education.

Introduction

Education management has undergone a significant paradigm development in line with the increasing complexity of school organizations and the demands of quality education in the global era. Educational institutions no longer function solely as places for knowledge transfer, but also as modern organizations that must apply effective, transparent, and performance-based management principles (Bush, 2020). In this context, modern management approaches such as *distributed leadership*, *strategic management*, and *organizational learning* increasingly play a role in encouraging school quality

improvement (Hallinger, 2018). These changes show the need for integration between contemporary management theory and local values, including religious values that are the cornerstone of Indonesian culture.

In Indonesia, Islamic education has a historical and structural contribution to the national education system. Most schools and madrassas adopt management principles derived from sharia values, particularly in relation to leadership ethics, accountability, and justice (Abdullah, 2018). Islamic education management principles, such as amanah, shura (deliberation), adl (justice), and ihsan (excellence), represent a normative foundation relevant to modern education governance (Rahman & Shah, 2021). Therefore, a review of the relevance and validity of these principles in the context of modern management is crucial for addressing the challenges faced by school leadership practices in Indonesia.

Although many studies examine the effectiveness of value-based leadership, a theoretical gap remains between the modern efficiency-oriented management paradigm and the Islamic educational management model, which emphasizes morality and spirituality (Hashim, 2019). The review of the existing literature is often fragmented, focusing on specific practices such as transformational leadership or quality management, without systematically integrating sharia values within the framework of modern management (Sufean & Ibrahim, 2020). This gap highlights the need for more comprehensive literature research to bridge the two perspectives.

The integration between sharia principles and contemporary management theory can result in a school leadership model that is not only administratively effective but also in harmony with Indonesia's socio-religious identity. This approach aligns with global trends that emphasize *value-based leadership* and organizational ethics in education (Shah, 2022). In addition, such integration can strengthen the school's organizational culture, increase the moral accountability of leaders, and create a harmonious and inclusive learning environment.

In the Indonesian context, research on the relationship between Islamic education management and modern management paradigms is still relatively limited and conceptual. There have not been many comprehensive studies that systematically compare, contrast, and examine the compatibility of the two in the context of school leadership (Azra, 2020). With the increasing need for adaptive, participatory, and religious values-based educational governance, an in-depth analysis of the literature is indispensable to map the points of harmonization and potential conflict between the two management paradigms.

This literature study aims to explore the relevance of Islamic education management principles to modern management paradigms and to analyze the extent to which Sharia values can be integrated into school leadership practices in Indonesia. This research contributes to the strengthening of theoretical frameworks in value-based education management, provides a more structured understanding of the relationship between modern theory and Islamic values, and offers conceptual recommendations for the development of practical and contextual school leadership models. Thus, the results

of this research are expected to serve as the basis for future empirical research and the development of education policy.

Literature Review

Principles of Islamic Education Management

Islamic education management has a conceptual basis sourced from the Qur'an, Hadith, and the leadership practices of the Prophet Muhammad PBUH which emphasize moral, spiritual, and ethical values in managing educational institutions. The main principles, such as *amanah* (accountability), *shura* (deliberation), *'adl* (justice), and *ihsan* (professionalism), are the foundations of the governance of educational organizations (Abdullah, 2018). These values serve as guidelines in decision-making, resource management, and the development of a school culture with character. Other literature adds that the principles *of tazkiyah* (self-purification) and *maqasid shariah* support the vision of Islamic education to form a whole human being, not only intellectually competent but also morally competent (Hashim, 2019). Thus, Islamic management principles encompass structural and ethical aspects, making them relevant for modern educational organizations that require a foundation of values.

Modern Management Paradigm in Education

The modern education management paradigm is evolving in response to the increasing demands for efficiency, transparency, and accountability. Theories such as *transformational leadership, distributed leadership, strategic management,* and *learning organizations have become the primary references for* improving school performance (Hallinger, 2018). This approach focuses on enhancing the quality of the learning process, fostering innovation, and promoting collaboration among stakeholders. Research by Bush (2020) indicates that modern management paradigms are increasingly fostering value-based and ethical leadership in response to global challenges, including integrity, trust, and teacher well-being. Thus, modern school management emphasizes the combination of technical competence and social skills, reinforcing the position of moral values as part of the leadership framework.

The Integration of Islamic Values with Modern Leadership Theory

The integration of Islamic management principles with modern management theory has become a significant focus in contemporary literature. Shah (2022) demonstrates that values-based leadership is compatible with Sharia values, as both emphasize integrity, justice, and social responsibility. In addition, a study by Rahman and Shah (2021) revealed that sharia-based leadership is in harmony with the transformational leadership model, particularly in terms of *moral purpose, inspiration,* and *individualized consideration*. The concept *of strategic shura,* for example, can be paralleled with the participative *leadership model* in modern theory (Sufean & Ibrahim, 2020). This literature confirms that such integration enables educational institutions to adopt an efficient management structure without compromising their Islamic identity.

Challenges of Integrating Islamic and Modern Management Paradigms

Although it shares many commonalities, the integration of these two paradigms also presents several challenges. One of the main obstacles is the difference in orientation: modern management tends to be pragmatic and focused on efficiency. In contrast, Islamic management is more normative and guided by spiritual values (Azra, 2020). In addition, the implementation of sharia values is often influenced by diverse interpretations among education practitioners, leading to inconsistencies in school governance. International research also notes that the integration of religious values in modern organizations is often constrained by regulatory aspects, professional culture, and resistance to change (Hashim, 2019). Therefore, an integrative model is needed that can adjust the characteristics of the two paradigms proportionally.

Values-Based Leadership Models in Education

The global literature shows a strong trend towards *value-based leadership* in response to the integrity crisis and declining public trust in educational institutions (Shah, 2022). This model emphasizes honesty, empathy, and moral commitment in decision-making. In the context of schools, this approach has been proven to improve organizational culture, teacher commitment, and students' positive perception of the learning environment (Hallinger, 2018). This model is in line with the core values in Islamic education management, especially in the aspects of *amanah*, *'adl*, and *ihsan*. The integration of the two can result in a holistic school leadership model that combines spiritual values, professional ethics, and managerial competence.

Relevance to the Indonesian Education Context

In the Indonesian context, the literature confirms that integrating Islamic values and modern management theory is highly relevant for improving school governance, particularly in religious-based schools such as madrassas and integrated Islamic schools (Abdullah, 2018). A pluralistic national education system provides ample space for the application of religious values as part of a leadership strategy. Local studies indicate that school leaders who adopt an integrative approach tend to have more responsive, collaborative, and well-being-oriented organizations (Azra, 2020). Therefore, the integration of the two paradigms is not only theoretically feasible but also practically relevant to improve the quality of Indonesian education.

Research Methodology

This study employs a qualitative approach, utilizing a systematic literature review method, to examine the relevance of Islamic education management principles in relation to modern management paradigms within the context of Indonesian education. This approach was chosen because it allows researchers to explore concepts, theories, and empirical findings in depth through searching for published scientific documents. The data collection process involved identifying scientific articles indexed in Scopus, Web of Science, and Google Scholar, using keywords such as Islamic educational management, values-based leadership, educational leadership, Sharia *principles*, and *modern*

management paradigms. The inclusion criteria include articles published within the last 10 years that are relevant to the topic of integrating Islamic values and modern management, and written in either English or Indonesian. The exclusion criteria include articles that are non-scientific opinions or not through *a peer review* process.

Data analysis was conducted using thematic content analysis techniques, which enabled researchers to identify patterns, key concepts, and relationships between ideas in the literature (Braun & Clarke, 2019). The analysis process comprises three stages: open coding, categorization, and thematic integration, aimed at identifying major themes related to Islamic management principles, modern management paradigms, as well as meeting points and challenges of integration between the two. The validity of the findings was strengthened through *triangulation of sources* by comparing findings from various indexed international journals. This approach provides a comprehensive understanding of the evolving theoretical constructs, allowing researchers to draw conceptual implications for the development of value-based education leadership models in Indonesia.

Results and Discussion

The results of the literature analysis show that the principles of Islamic education management, which include *amanah, shura, 'adl,* and *ihsan,* have strong relevance as an ethical and moral foundation in school management. These values are consistently described in the literature as normative guidelines that not only govern human relationships but also provide standards of behavior for educational leaders (Abdullah, 2018). These findings confirm that Islamic education management provides a stable, comprehensive, and culturally contextualized value framework in Indonesia. These principles have the potential to strengthen the character of school leaders and improve the quality of an integrity-based organizational culture.

An analysis of the modern management literature shows that theories such as *transformational leadership, distributed leadership,* and *strategic educational management* emphasize innovation, participation, and quality improvement as core elements of school management (Hallinger, 2018; Bush, 2020). The results of the study show that these paradigms are oriented towards organizational effectiveness and improving collective performance through collaborative and *evidence-based decision-making leadership.* In many cases, modern theory emphasizes technical competence and emotional intelligence as the primary prerequisites for educational leaders. These findings suggest that modern management tends to be instrumental and focused on achieving results, but leaves room for the integration of ethical and moral dimensions.

One of the important findings of this study is the significant compatibility between the management principles of Islamic education and the modern management paradigm. The values *of trust* and *adl,* for example, have a strong compatibility with the concepts *of ethical leadership* and *value-based leadership* in modern theory (Shah, 2022). Similarly, *the principle of shura* aligns with participatory decision-making and distributed leadership, which emphasizes collaboration and the empowerment of school members. This

conceptual alignment confirms that the two approaches can be integrated to produce a school leadership model that is not only effective but also values-based. These findings demonstrate that such integration is not only possible but also has a strong theoretical foundation.

Despite the common ground, literature studies also identify several inconsistencies that can be challenging to integrate. The modern management paradigm, in some cases, overemphasizes aspects of efficiency, productivity, and performance, which can conflict with the spiritual and moral orientation in more normative Islamic management (Hashim, 2019). Additionally, there are challenges related to the interpretation of different Sharia values among practitioners, resulting in inconsistencies in their implementation. Contextual factors, such as educational regulations, organizational culture, and leader competencies, also impact the success rate of integration. These findings suggest that integration needs to be carefully designed, taking into account both structural and cultural aspects, as well as normative considerations.

The findings of this study provide important implications for school leadership practices in Indonesia. The integration of Islamic educational management principles and modern management theories can strengthen the ethical, spiritual, and professional dimensions in school governance. Leaders who practice the values *of trust* and *ihsan* can increase trust, teacher commitment, and a favorable school climate, as shown in various international studies on value-based leadership (Rahman & Shah, 2021). Meanwhile, the application of modern theories, such as strategic management, enables schools to respond to changes in the educational environment in a more adaptive manner. This combination yields a hybrid leadership model that applies to religious schools, madrasas, and public schools in Indonesia.

This research contributes to the education management literature by offering an integrative perspective that connects two paradigms that have often been treated as separate. The findings suggest that Islamic management principles can be positioned as an ethical foundation that strengthens modern management theory, thereby expanding the understanding of *values-driven leadership* in the context of Indonesian education. This study also presents opportunities for further research, including the development of integrative conceptual models, empirical studies on the implementation of sharia-based leadership in schools, and an evaluation of its impact on teacher and student performance. Thus, the results of this research can serve as a basis for more sustainable and contextual educational leadership policy and practice innovation.

Discussion

The findings of this study are consistent with the results of previous research, which shows that Islamic education management principles, such as *amanah*, *shura*, and *'adl*, have a significant contribution to the quality of governance of educational institutions. Abdullah (2018) emphasized that these values foster a stable, responsible, and morally oriented organizational culture. The results of this study reinforce these findings by

showing that such principles are not only relevant in the context of traditional Islamic education but can also be applied in modern school management structures. In addition, this literature analysis supports Hashim's (2019) argument that ethical and spiritual principles in Islamic leadership can improve organizational integrity, thereby providing empirical validation for the importance of the moral dimension in educational leadership.

The study's findings align with the international literature on modern educational leadership, particularly in relation to *transformational leadership, distributed leadership*, and *value-based leadership*. Hallinger's (2018) research indicates that the effectiveness of school leaders is significantly influenced by their ability to inspire, empower teachers, and foster strong collaboration. These findings are consistent with the results of your research, which identify the compatibility between the shura principle and the concept of participatory decision-making, a widely studied topic in modern management literature. In addition, Shah (2022) stated that *values-based leadership* plays an important role in creating an ethical and trusted organization, which supports the results of your research, indicating that the values of trust and ihsan can serve as an important foundation for forming leadership with character.

The study not only confirms previous research but also expands the scientific discussion regarding the integration of Islamic values with modern management paradigms. Rahman and Shah (2021) found that Sharia-based leadership is compatible with transformational leadership, particularly in terms of *moral purpose* and motivation. Your research builds upon these findings by demonstrating alignment at the structural level, specifically between strategic shura and distributed leadership, thereby providing a more comprehensive understanding of the points of harmonization between the two paradigms. Additionally, previous literature has frequently discussed the normative integration of Islamic values. In contrast, this study's analysis provides a systematic perspective that highlights such integration as a practical necessity for improving education governance in Indonesia.

While supporting many of the previous findings, the study also offers criticism of some studies that continue to view the Islamic paradigm and modern management as two opposing entities. For example, some studies (Azra, 2020) state a tension between moral-spiritual orientation and the demands of modern efficiency. However, your research results suggest that these tensions can be mitigated through an integrative approach that establishes sharia values as an ethical foundation, thereby enhancing the effectiveness of modern management. Thus, this study makes an important contribution to enriching the literature by demonstrating that the integration of the two paradigms is not only possible but also strategic in building school leadership that is adaptive, professional, and rooted in religious values.

Conclusion

The study's findings align with the international literature on modern educational leadership, particularly in relation to *transformational leadership, distributed leadership*,

and *value-based leadership*. Hallinger's (2018) research indicates that the effectiveness of school leaders is significantly influenced by their ability to inspire, empower teachers, and foster strong collaboration. These findings are consistent with the results of your research, which identify the compatibility between the shura principle and the concept of participatory decision-making, a widely studied topic in modern management literature. In addition, Shah (2022) stated that *values-based leadership* plays an important role in creating an ethical and trusted organization, which supports the results of your research, indicating that the values of trust and ihsan can serve as an important foundation for forming leadership with character.

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Suggestion

Based on the findings of this study, several suggestions can be submitted for the development of practice and further research:

1. **For school leaders**, the integration between Islamic values and modern management paradigms can be applied as a leadership strategy to strengthen the dimensions of ethics, collaboration, and organizational effectiveness. Leaders are advised to develop *shura mechanisms* that incorporate teacher participation, transparency in decision-making, and moral accountability in school management.

2. **For educational institutions**, it is important to design leadership training that incorporates modern managerial competencies as well as strengthening character and spiritual values. Madrasas, integrated Islamic schools, and public schools can

adopt a hybrid leadership model as an alternative to more humanistic and sustainable governance.

3. **For policymakers,** the integration of sharia values and modern management can be the basis for the formulation of values-based and quality-oriented educational leadership development policies. Principal training policies can be directed to combine aspects of strategic management with professional ethics.

1. **For further researchers,** empirical research is needed to test the effectiveness of this integrative model in practice, for example, through case studies, in-depth interviews, or surveys of school leaders. Research can also expand the focus on how Islamic values affect teacher motivation, school climate, and student learning outcomes.

Thus, these suggestions are expected to enrich the implementation of value-based education leadership and provide a basis for the development of education management science that is more comprehensive, contextual, and relevant to future challenges.

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