

Popular Issues in Islamic Education Management

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Abstract

This research aims to find popular issues in Islamic education management. This is done because a study requires assistance in mapping problems that need to be overcome and improved in the management system so that it becomes better so that it is easier to adapt in its implementation. This research method uses literature study with data taken from the latest journal articles on Google Scholar from 2020 to 2023 only. The results of the research found that there are 10 popular issues in Islamic education management which include (1) the issue of integration of Islamic values, (2) the issue of empowering teachers and teaching staff, (3) the issue of using technology in Islamic education, (4) the issue of resource management power, (5) issues of parent and community participation, (6) issues of curriculum development, (7) issues of character and ethics development, (8) issues of overcoming radicalism and extremism, (9) issues of justice and equality, and (10) issues of performance measurement and evaluation. The novelty of this research found that the most popular issue in Islamic education management is the issue of radicalism and extremism (issue 8) because the discussion is highest during 2023. Thus, issue 8 is an issue that requires a special approach and can be anticipated both internally and externally from every Islamic school in Indonesia.

Keywords: Issue Islamic Education Management, Education Management, Popular Issues Management

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INTRODUCTION

Islamic education management is a structured activity consisting of planning, organizing, staff placement (employees) and supervision in all elements of education, which include curriculum, teaching and education staff, students, facilities and infrastructure, financing, community relations, and cultural creation. educational work.¹The complexity of the components in Islamic education management does not escape complex problems as well. This research offers to map several popular issues contained in the study of Islamic education management as an effort to find problems that need to be addressed in the short term, medium term and long term.

In reality, there are still data facts that show issues in schools. Some of them can be seen from the student's perspective, there areThe character index for secondary education students was at 69.52, down two points from last year's indicative figure (71.41). It is strongly suspected that the cause of the decrease in index numbers is due to the effects of the Covid-19 pandemic. This is because the character survey was carried out in the midst

¹ Muhammad Thoha, *Conceptual and Operational Management of Islamic Education*, Pustaka Radja (Sura: Pustaka Radja, 2016), [http://repository.iainmadura.ac.id/128/7/Manajemen Islamic Education.pdf](http://repository.iainmadura.ac.id/128/7/Manajemen%20Islamic%20Education.pdf).

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of an atmosphere where the world of education was facing the Covid-19 pandemic.² There are still Islamic boarding schools that have not implemented clean and healthy living habits in their environment so that quite a few students are exposed to disease and it spreads to other students.³ There were some students who were incomplete and some did not use school attributes at all, while the attributes referred to were symbols of sincere charity, school name and class.⁴ Guru PAK has an important role in strengthening religious moderation. They must be able to provide an accurate and correct understanding of religious teachings and be a good example for students in practicing religious values in a moderate and tolerant manner.⁵ The ORI DIY representative office received a report that one student at MTs Wahid Hasyim Sleman was unable to continue his education to high school/vocational school. Because the student's diploma is being held at school due to not having paid off administrative obligations.⁶ For Diniyah madrasas, according to Gus Hilmy, they will be displaced because their education takes place in the afternoon or evening.⁷ While the 5 working day policy will take this time. This will actually be detrimental to students.⁸

Based on various facts, these diverse data can show that there are still many problems that need to be addressed if you want to study the field of Islamic education management. Some of the latest literature reviews that comprehensively examine this field can be seen from 2019 to 2023 as follows. These books include: Management of Educational Institutions⁹; Educational Management, Madrasah Development and Teacher Professionalism in Islamic Educational Institutions¹⁰; Islamic Education Management¹¹; Islamic Education Management¹²; Management of Islamic Educational Institutions¹³;

² Muhamad Murtadlo, "Students' Character Index Declines: Reflections on Learning During the Pandemic," Research and Development and Training Agency of the Ministry of Religion, 2021, <https://balitbangdiklat.kemenag.go.id/berita/index-character-siswa-menurun-releksi-pembelajaran-pandemic-times>.

³ Student Information, "Be alert, this disease is most often suffered by Islamic boarding school children," UNUSA, 2023, <https://unusa.ac.id/2023/02/24/waspada-penyakit-ini-paling-sebuah-diderita-anak-pesantren/>.

⁴ Badariah, "School Attributes Are Incomplete, Students Are Given a Reprimand," Sub Division of Planning, Data & Information Regional Office of the Ministry of Religion of South Kalimantan, 2018, <https://kalsel.kemenag.go.id/berita/516140/Atribut-Skolah-Not-Lengkap-Student-Given-Reprimand>.

⁵ Irfan Izis, "Kakanwil: PAK Teachers Must Be Ready to Strengthen Religious Moderation in School and Community Environments," General and Public Relations Subdivision of the North Sulawesi Ministry of Religion Regional Office, 2023, <https://sulut.kemenag.go.id/berita/510601/Kakanwil-Teacher-PAK-Must-Be-Ready-To-Strengthen-Religious-Moderation-in-School-Environment-and-Community>.

⁶ DI Yogyakarta Representative, "Not Yet Paid School Fees, MTs Wahid Hasyim Withholds Students' Diplomas," Ombudsman of the Republic of Indonesia, 2022, <https://ombudsman.go.id/perbangunan/news/r/pwkmedia--belum-lunasi-bayar-school-mts-wahid-hasyim-holds-his-student-diploma>.

⁷ Editorial, "5 Day Study Policy in Madrasas; Gus Hilmy; Yogyakarta Ministry of Religion's Policy Isn't Grounded," NU Bantul, 2023, <https://nubantul.or.id/article/politik-5-hari-belajar-di-madrasah-gus-hilmy-politik-kemenag-diy-tidak-bembuni>.

⁸ Editorial.

⁹ Munardji, Management of Educational Institutions, Alim's Publishing Jakarta (Jakarta: Alim's Publishing Jakarta, 2019), <http://repo.iain-tulungagung.ac.id/11775/1/Buku-Management-of-Educational-Institutions.pdf>.

¹⁰ Fahmi, Educational Management, Madrasah Development and Teacher Professionalism in Islamic Education Institutions, Paper Knowledge. Toward a Media History of Documents, vol. 3 (Yogya: K-Media, 2020), http://digilib.iain-palangkaraya.ac.id/2636/1/Manajemen-Pendidikan_Fahmi.pdf.

¹¹ Rohmat Mulyana Sapdi, Islamic Education Management (Bandung: Gunung Djati Publishing, 2021), <https://etheses.uinsgd.ac.id/66885/1/Education-Management-1.pdf>.

¹² Zaedun Na'im et al., Management of Islamic Education, Widina Bhakti Persada Bandung (Bandung: Widina, 2021), <https://repository.penerbitwidina.com/media/publications/347243-manajemen-pendidikan-islam-8d10306a.pdf>.

Introduction to Islamic Education Management¹⁴; Islamic Education Management: Theoretical Paradigm and Application in the Industrial World 5.0¹⁵. Unfortunately, the literature is still limited in discussing the issues contained in Islamic education management. Therefore, if the previous literature focused more on theory and concept, the research gap in this research lies in mapping popular issues in Islamic education management from the last five years starting from 2019 to 2023.

Thus, the problem formulation of this research is what are the popular issues in Islamic education management? The aim is to describe popular issues in Islamic education management. The benefits can be a reflection and reference to find the best solution in overcoming problems in Islamic education management so that the governance of Islamic schools can be better.

METHOD

This research method uses library research, known as library research. Library or literature study is a series of activities related to methods of collecting library data, reading, recording and processing research materials¹⁶. The data is in the form of Islamic education management issues. Only 5 articles were taken to represent each issue. The data source was taken from several recent journal articles on Google Scholar from 2020 to 2023 only. The data analysis technique is after reading, classifying, then interpreting. The results of data analysis are presented descriptively and argumentatively.

RESULT AND DISCUSSION

Islamic education management is a field that includes planning, organizing, implementing and evaluating educational activities based on Islamic principles. There are 10 issues that arise in the context of Islamic education management taken from Google Scholar from 2020 to 2023 as follows.

1. Issues of Integration of Islamic Values

Integration of Islamic values into the curriculum and educational activities so as to create an educational environment that is in accordance with Islamic teachings. Several studies discussing the integration of Islamic values can be seen in Table 1 as follows.

Table 1. Issues of Integration of Islamic Values

No.	Article Title	Year	Findings
1.	Islamic Religious Education Learning Management in Integrating Multicultural Values to Form Tolerant Character ¹⁷	2020	Integration of multicultural values into Islamic religious education learning so that attitudes of tolerance can be developed.

¹³ Machfudz, Management of Islamic Educational Institutions (Yogyakarta: CV. Pustaka Ilmu Group, 2022), <https://pustakailmu.co.id/wp-content/uploads/2022/03/manajemen-anggaran-pendidikan-islam.pdf>.

¹⁴ Bulhayat et al., *Pengantar Manajemen Pendidikan Islam* (Malang: CV. Literasi Nusantara Abadi, 2022), https://repo.staidapayakumbuh.ac.id/r/bitstream/handle/123456789/63/Buku_Manajemen_pendidikan_islam.pdf?sequence=1&isAllowed=y.

¹⁵ Yuspiani, *Manajemen Pendidikan Islam: Paradigma Teori Dan Aplikasinya Di Dunia Industri 5.0*, Alauddin University Press (Makassar: Alauddin University Press, 2023), https://repositori.uin-alauddin.ac.id/24147/2/Buku%3B_Manajemen_Pendidikan_Islam.pdf.

¹⁶ Mestika Zed, *Metode Penelitian Kepustakaan* (Jakarta: Yayasan Obor Indonesia, 2003).

¹⁷ Siti Yumnah, "Manajemen Pembelajaran Pendidikan Agama Islam Dalam Mengintegrasikan Nilai-Nilai Multikultural Untuk Membentuk Karakter Toleransi," *Mudir: Jurnal Manajemen Pendidikan* 2, no. 1 (2020): 11–19, <https://doi.org/https://doi.org/10.55352/mudir.v2i1.17>.

2.	Integration of Islamic Values in Science Learning ¹⁸	2020	The values of faith and piety can be taught to students, among other things, through learning biology of the sense organs.
3.	Integration of Divine Values in Maharah Qira'ah Material in the IAIN Metro Arabic Language Education Study Program ¹⁹	2021	The integration of theological education in which the values of monotheism and divinity (Al-Quran and Al-Hadith) are studied has become a norm and a necessity for students and other students.
4.	Internalization of Religious Education Values in Schools: Islamic Education Management Perspective ²⁰	2022	The internalization of applied religious education values consists of three phases consisting of: people, environment, and behavior.
5.	Integration of Islamic Values in Educational Leadership Practices: Building a Competitive Learning Environment ²¹	2023	The integration of Islamic values creates a holistic learning environment, developing students' morality, ethics and social awareness.

Based on Table 1. above, it can be explained that the integration of Islamic values is a popular issue because it is discussed every year from 2020 to 2023. The discussion starts from cultivating multicultural values to be tolerant, cultivating faith values. and piety, instilling the values of monotheism and divinity, instilling religious education values that focus on people, environment, and behavior. Apart from that, there is also the cultivation of values Islamic creates a holistic learning environment, developing students' morality, ethics and social awareness. Thus, the issue of integrating Islamic values still has great potential to be studied and developed considering that in the current era there has been a moral crisis due to the challenges of globalization.

2. Issues of Empowering Teachers and Educators

Empowering teachers and teaching staff is an important issue to raise because improving the quality and competence of teachers and teaching staff can provide quality education based on Islamic principles. Several studies that examine the issues of data collection on teachers and teaching staff can be seen in Table 2 below.

Table 2. Issues of Empowering Teachers and Educators

No.	Article Title	Year	Findings
1.	Contribution of Islamic Religious	2021	The contribution of Islamic religious education teachers in

¹⁸ Ewita Cahaya Ramadanti, "Integrasi Nilai-Nilai Islam Dalam Pembelajaran IPA," *Jurnal Tawadhu* 4, no. 1 (2020): 1053–62, <https://doi.org/10.52802/amk.v8i1.189>.

¹⁹ Albarra Sarbaini, Nurwadjah Ahmad Eq, and Andewi Suhartini, "Integrasi Nilai-Nilai Ketuhanan Pada Materi Maharah Qira'ah Di Prodi Pendidikan Bahasa Arab IAIN Metro," *An Nabighoh* 23, no. 2 (2021): 223–34, <https://doi.org/10.32332/an-nabighoh.v23i2.3673>.

²⁰ Wahid Abdul et al., "Internalisasi Nilai-Nilai Pendidikan Agama Di Sekolah: Perspektif Manajemen Pendidikan Islam," *Journal of Educational Management Research* 1, no. 2 (2022): 82–94, <https://doi.org/10.61987/jemr.v1i2.39>.

²¹ Nilna Azizatus Shofiyah, Tedy Sutandy Komarudin, and Miftahul Ulum, "Integrasi Nilai-Nilai Islami Dalam Praktik Kepemimpinan Pendidikan: Membangun Lingkungan Pembelajaran Yang Berdaya Saing," *El-Idare: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (2023): 66–77, <https://doi.org/https://doi.org/10.19109/elidare.v9i2.19383>.

	Education Teachers in Forming Student Character ²²		shaping student character is empowerment, role modeling, intervention, integration, sekrening.
2.	Management of Educational Empowerment in MAN Model Ciwaringin, Cirebon Regency ²³	2021	This school has not implemented educator empowerment management, and has not found the right strategy to implement educator empowerment management and there are many factors that hinder it.
3.	Improving the Quality of Management of Islamic Education Institutions Through Human Resources in the Pandemic Era ²⁴	2022	Improving the quality of human resources in Islamic educational institutions includes developing and improving evaluation systems, improving educational facilities, developing and procuring teaching materials, and training teachers and education personnel in order to achieve the government's goals, vision and mission.
4.	Analysis of Management Factors for Improving the Quality of Islamic Education Institutions ²⁵	2023	An increase in the quality of education requires strengthening several components, namely effective leadership, customer satisfaction, organizational culture, performance of educators and education staff, curriculum and quality of graduates.
5.	Empowering Human Resources in the Context of Educational Management	2023	Empowering human resources in education management is not only limited to strengthening individuals, but also requires close coordination and collaboration between educational elements.

²² Yuli Habibatul Imamah, Etika Pujianti, and Dede Apriansyah, "Kontribusi Guru Pendidikan Agama Islam Dalam Pembentukan Karakter Siswa," *Jurnal Mubtadiin* 7, no. 02 (2021): 1–11, <https://journal.an-nur.ac.id/index.php/mubtadiin/article/view/153/135>.

²³ Sari Rahayu, "Manajemen Pemberdayaan Pendidikan Di MAN Model Ciwaringin Kabupaten Cirebon," *Thoriqotuna: Jurnal Pendidikan Islam* 4, no. 1 (2021): 263–75, <https://doi.org/https://doi.org/10.47971/tjpi.v4i1.350>.

²⁴ Syamsul Bahri, "Meningkatkan Kualitas Manajemen Lembaga Pendidikan Islam Melalui Sumber Daya Manusia Di Era Pandemi," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2022): 43–56, <https://doi.org/10.31538/munaddhomah.v3i1.158>.

²⁵ Triana Rosalina Noor and Izzatul Islamiya, "Analisis Faktor Manajemen Peningkatan Mutu Lembaga Pendidikan Islam," *EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam* 10, no. 2 (2023): 124–38, <https://journal.stainim.ac.id/index.php/edusiana/article/view/437/187>.

Based on Table 2. above, it can be seen that Empowerment of teachers and teaching staff is an issue that will continue to be studied from 2021 to 2023. Popular discussions include the contribution of teachers in forming student character, management of educator empowerment, and improving the quality of human resources. Thus, the management of human resource preparation as teachers and educators still requires continuous training and development in line with current developments.

3. Issues on the Use of Technology in Islamic Education

The use of technology in Islamic education is an issue that can integrate technology in the learning process without sacrificing Islamic values and ethics. Several studies examining the use of technology in Islamic education can be seen in Table 3 as follows.

Table 3. Issue Use of Technology in Islamic Education

No.	Article Title	Year	Findings
1.	Utilization of Applications as Media to Help with Islamic Religious Education for Early Age Children ²⁶	2020	The results of the pretest and posttest measurements showed an increase in ability, mastery and use of technology and software in learning and teaching activities.
2.	YouTube as an Effective Learning Media for Islamic Religious Education at Nurul Yaqin Vocational School, Sampang ²⁷	2020	The YouTube application as a learning support is a very effective medium for learning PAI in the technological era in general, and especially at Nurul Yaqin Vocational School, Sampang.
3.	Islamic Religious Education Learning Innovations During the Covid-19 Pandemic ²⁸	2021	The internet as a learning medium can be an alternative learning method for Islamic religious education, this can be in the form of e-learning, or applications that make it easier to deliver learning material, so that the learning process is more interesting and not boring.
4.	Management of Islamic Education Institutions in Facing the Digital Era ²⁹	2022	Islamic educational institutions also have a role in filling the digital era, especially in terms of the values they build, because this does not mean the digital era is without negative excesses, to anticipate this the role of religion is very much needed.
5.	Post-Pandemic	2023	Islamic education plays an important role in

²⁶ Barovich Guntoro, Eka Prasetya Sugara, and Nurussama Nurussama, "Pemanfaatan Aplikasi Sebagai Media Bantu Edukasi Agama Islam Untuk Anak Usia Dini," *Dinamisia: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 (2020): 150–58, <https://doi.org/10.31849/dinamisia.v4i1.3339>.

²⁷ Achmad Baihaqi, Amaliya Mufarroha, and A. Ilham Tsabit Imani, "Youtube Sebagai Media Pembelajaran Pendidikan Agama Islam Efektif Di SMK Nurul Yaqin Sampang," *EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam* 07, no. 01 (2020): 74–88, <https://doi.org/https://doi.org/10.47077/edusiana.v7i1.19>.

²⁸ Talkah Talkah and Muslih Muslih, "Inovasi Pembelajaran Pendidikan Agama Islam Di Masa Pandemi Covid-19," *Mudir (Jurnal Manajemen Pendidikan)* 3, no. 1 (2021): 13–21, <https://doi.org/10.61672/judek.v10i1.1970>.

²⁹ Babara Susyanto, "Manajemen Lembaga Pendidikan Islam Dalam Menghadapi Era Digital," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 6, no. 3 (2022): 692–705, <https://doi.org/10.35931/am.v6i3.1072>.

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improving human quality by emphasizing the development of piety and social morals, Islamic education also strengthens and advances science and technology.

Based on Table 3. above, it can be seen that the use of technology in Islamic education is also a popular issue because it is still being studied from 2020 to 2023. Some of the issues raised include the use of technology and software, the use of YouTube applications, the use of e-learning, the role of Islamic education in the digital era, and the role of Islamic education in advancing knowledge and technology by fostering faith and piety. Thus, the issue of using technology in Islamic education still requires wider development considering that the sophistication of technology in this era is very high so that Islamic education can have better competitiveness.

4. Resource Management Issues

Resource management is an issue related to effectiveness in managing resources, including finances, facilities and human resources, to support the sustainability of Islamic educational institutions. Several studies examining resource management can be seen in Table 4 as follows.

Table 4. IssueResource Management

No.	Article Title	Year	Findings
1.	Factors that Influence Islamic Education Management: Education System, Education Managers, and Education Personnel ³¹	2021	a. The education system influences the management of Islamic education b. Education management influences Islamic education management c. Educators influence the management of Islamic education
2.	Human Resources at the Ramdanil Mubarak Islamic Education Institution, Sangatta Islamic College (STAI). ³²	2021	The concept of developing human resource management is planning, coordinating, implementing and evaluating activities. The human resource management development process includes: education, training and self-development.
3.	Simdik-Based Educator and Education Personnel Management System	2021	Energy Management Education in improving the quality of educational institutions includes systems and improving quality in

³⁰ Latifah Latifah and Ngalimun Ngalimun, "Pemulihan Pendidikan Pasca Pandemi Melalui Transformasi Digital Dengan Pendekatan Manajemen Pendidikan Islam Di Era Society 5.0," *Jurnal Terapung: Ilmu-Ilmu Sosial* 5, no. 1 (2023): 41–50, <https://doi.org/http://dx.doi.org/10.31602/jt.v5i1.10576>.

³¹ Subronto Subronto, Hapzi Ali, and Kemas Imron Rosadi, "Faktor Yang Mempengaruhi Manajemen Pendidikan Islam: Sistem Pendidikan, Pengelola Pendidikan, Dan Tenaga Pendidikan," *Jurnal Ilmu Hukum, Humaniora Dan Politik* 3, no. 1 (2021): 24–34, <https://doi.org/10.38035/jihhp.v2i1.860>.

³² Ramdanil Mubarak, "Pengembangan Manajemen Sumber Daya Manusia Di Lembaga Pendidikan Islam Ramdanil Mubarak Sekolah Tinggi Agama Islam (STAI) Sangatta," *Al-Fahim: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2021): 131–46, <https://doi.org/10.0118/alfahim.v3i2.183>.

	in Islamic Education Management ³³		organizations in the form of quality management, responsibility for quality, and the existence of quality assurance institutions.
4.	The Influence of Islamic Religious Teacher Competency on the Implementation of Human Resources Management in Madrasah Tsanawiyah ³⁴	2023	The importance of focusing on improving teacher qualifications as a strategic step in improving human resource management and the quality of education in the madrasah.
5.	Development of Human Resources Management in Islamic Education Institutions ³⁵	2023	The development of human resources in educational institutions should involve all elements involved in the organization, starting from school principals, teachers, education staff to school security. The process of developing human resources in educational institutions must also be based on needs analysis and careful planning so that it can support the process of achieving the goals of educational institutions. A good and careful process will produce human resources, namely quality teaching and education staff.

Based on Table 4 above, it can be seen that resource management is still being discussed from 2021 to 2023. Some of the discussions raised are in the form of development, management, improvement of the education system, education management, and teaching staff. Therefore, resource management must be the main foundation in Islamic education management so that the quality of graduates can also be more competitive and better.

5. Issues of Parental and Community Participation

Participation involves parents and the community in the educational process. Apart from that, this can also build strong collaboration between educational institutions and the community. Several studies examining this issue can be seen in Table 5 as follows.

Table 5. Issue Parental and Community Participation

No.	Article Title	Year	Findings
1.	Implementation of School-Based	2020	School-based management can run well if it is supported by professional

³³ Faisal Faisal, Hapzi Ali, and Kemas Imron Rosadi, "Sistem Pengelolaan Pendidik Dan Tenaga Kependidikan Berbasis Simdik Dalam Manajemen Pendidikan Islam," *Jurnal Ilmu Manajemen Terapan* 3, no. 1 (2021): 77–85, <https://doi.org/10.31933/jimt.v3i1.704>.

³⁴ Jannata Anhar, Rani Darmayanti, and Usmiyatun Usmiyatun, "Pengaruh Kompetensi Guru Agama Islam Terhadap Implementasi Manajemen Sumber Daya Manusia Di Madrasah Tsanawiyah," *Assyfa Journal of Islamic Studies* 1, no. 1 (2023): 13–23, <https://doi.org/10.61650/ajis.v1i1.136>.

³⁵ Zalisman Junaidi et al., "Pengembangan Manajemen Sumber Daya Manusia Pada Lembaga Pendidikan Islam," *Journal on Education* 05, no. 03 (2023): 10040–52, <https://dinastirev.org/JEMSI/article/view/671/438>.

	Education Management in Improving the Quality of Islamic Religious Education ³⁶		human resources, sufficient funds, adequate facilities and infrastructure, and high levels of community (parental) support.
2.	Implementation of Public Relations Management in Increasing Parental Participation at Mts Al-Hidayah Bakke ³⁷	2021	Ways to build relationships between the school and parents are by holding teacher-parent meetings at the beginning of the semester, inviting parents to accompany students when they graduate or receive prizes, visiting students' homes, and inviting students' parents to these events.
3.	Community Participation in the Development of Islamic Education ³⁸	2021	Wide community participation in schools means placing the right people in the positions of chairman of the school committee and principal.
4.	Social Dynamics in the Decision Making Process in Islamic Education Management ³⁹	2023	The impact of social dynamics on decision quality includes diverse decision quality, legitimacy and acceptance, more comprehensive decision making, positive impact on implementation, conflict resolution, adaptation to change, efficient resource management, and creation of a positive learning climate.
5.	Parental Participation in Early Childhood Education ⁴⁰	2023	Parents are the main decision makers and have a significant influence on how to maximize a child's potential by stimulating and providing the various facilities they need.

Based on Table 5. above, it can be seen that parent and community participation is still an issue being discussed from 2020 to 2023. Some of the things discussed include parent and community support, building relationships with parents, wider community participation in school committees, and the impact social decision making. The issue of parent and community participation is something that continues to develop and fluctuates.

³⁶ Aliyas Aliyas, Hasbi Lambe, and Elvika Widyastuti, "Implementasi Manajemen Pendidikan Berbasis Sekolah Dalam Meningkatkan Mutu Pendidikan Agama Islam," *NineStars Education: Jurnal Ilmu Pendidikan Dan Keguruan* 1, no. 2 (2020): 105–14, <https://e-journal.faiuim.ac.id/index.php/ninestar-education/article/view/38/44>.

³⁷ Juwita Juwita, Vika Puspita, and Meldayanti Meldayanti, "Implementasi Manajemen Humas Dalam Meningkatkan Partisipasi Orang Tua Murid Di Mts Al-Hidayah Bakke," *Jurnal Mappesona* 4, no. 2 (2021): 88–100, <https://doi.org/https://doi.org/10.30863/mappesona.v4i2.2487>.

³⁸ Fatimah Zahro, "Partisipasi Masyarakat Dalam Pengembangan Pendidikan Islam," *Al-Ulum Jurnal Pendidikan Dan Kajian Islam* 1, no. 1 (2021), <https://jurnal.stairahmaniyah.ac.id/index.php/alulum/article/view/6/4>.

³⁹ Nur Efendi and Muh Ibnu Sholeh, "Dinamika Sosial Dalam Proses Pengambilan Keputusan Dalam Manajemen Pendidikan Islam," *Attanwir: Jurnal Keislaman Dan Pendidikan* 14, no. 2 (2023): 44–67, <https://doi.org/10.21154/excelencia.v3i01.1480>.

⁴⁰ Yuli Supriani and Opan Arifuddin, "Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini," *Jurnal Plamboyan Edu (JPE)* 1, no. 1 (2023): 95–105, <https://doi.org/10.31004/obsesi.v7i3.4628>.

This issue still requires innovation to approach and maintain better relationships between parents, the community and schools so that they can be more synergistic in carrying out their respective duties and functions.

6. Curriculum Development Issues

Developing a curriculum that is in line with the demands of the times but is still rooted in Islamic values is an issue that remains interesting to study. This can be seen in Table 6 as follows.

Table 6. IssueCurriculum Development

No.	Article Title	Year	Findings
1.	Management of the Islamic Education and Character Curriculum Development Program in Forming Students' Religious Character ⁴¹	2020	The instilling of moral values by Islamic Education and Characteristics teachers was carried out in the form of advice and stories about the role models of the characters, apart from that by providing good examples so that students follow these moral values.
2.	Innovation in Islamic Religious Education Curriculum Development in Madrasas in Facing the Millennial Era ⁴²	2020	PAI curriculum construction in madrasas still focuses on Subject Centered Design, which focuses on separate subjects.
3.	2013 Curriculum Development Strategy for Multicultural-Based Islamic Religious Education	2021	The strategy used is to incorporate multicultural values such as a sense of justice, love and affection, mutual respect between teachers and students, between school institutions and elements within the school and with the community.
4.	Management of Curriculum Development for Islamic Religious Education Subjects at Mts Negeri 2 Palu City during the Covid-19 Pandemic ⁴³	2022	Management evaluation of the development of the Islamic religious education curriculum for teaching staff at the beginning of the Covid-19 pandemic at State MTs was carried out online and limited face-to-face in madrasas and carried out by the head of the madrasah, while evaluation of learning for students was carried out online and limited offline via the E-affiliation Learning.
5.	Development of the Islamic Religious	2022	The ISMUBA curriculum is a curriculum with an Islamic education system

⁴¹ Poetri Leharlia Pakpahan and Umi Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (2021): 1–20, <https://doi.org/10.31538/tijie.v2i1.19>.

⁴² Acep Nurlaeli, "Inovasi Pengembangan Kurikulum Pendidikan Agama Islam Pada Madrasah Dalam Menghadapi Era Milenial," *Jurnal Wahana Karya Ilmiah Pascasarjana (S2) PAI Unsika* 4, no. 2 (2020): 622–44, <https://journal.unsika.ac.id/index.php/pendidikan/article/view/4332/2413>.

⁴³ Faozia Faozia, Adawiyah Adawiyah, and Ubadah Ubadah, "Manajemen Pengembangan Kurikulum Mata Pelajaran Pendidikan Agama Islam Di Mts Negeri 2 Kota Palu Di Masa Pandemi Covid-19," *Jurnal Integrasi Manajemen Pendidikan* 1, no. 1 (2022): 69–79, <https://doi.org/10.24239/jimpi.v1i1.902>.

Education Curriculum in Improving the Quality of Learning at SMA Muhammadiyah Tanah Grogot ⁴⁴	integrative-holistic modern, in the form of public schools that integrate Islamic religious sciences, and madrasas that integrate general sciences.
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Based on Table 6. above, it can be seen that curriculum development is a popular issue that will continue to be discussed from 2020 to 2022. Unfortunately, the curriculum in Indonesia follows government developments so that curriculum changes also affect the dynamics of the running of the education system in schools. Some related discussions include instilling moral values through exemplary stories of figures, PAI curriculum construction in madrasas still focuses on Subject Centered Design, multicultural values strategies, management evaluation, and curriculum with an integrative-holistic modern Islamic education system. Thus, curriculum development is also a popular issue that still requires more serious development and study so that curriculum management in schools can become more comprehensive.

7. Character and Ethics Development Issues

Character development and Islamic ethics are an integral part of education so as to produce a generation with noble morals. Several studies discussing character and ethics development can be seen in Table 7 as follows.

Table 7. Issue Character and Ethics Development

No.	Article Title	Year	Findings
1.	Character Education through Islamic Religious Education in the Era of the Digital Revolution ⁴⁵	2022	Character education through Islamic religious education is based on religious values, Pancasila, culture and national education goals. Implementation of morals (character) in Islamic Religious Education through teaching, example, habituation, coercion and punishment to develop student character.
2.	Analysis of Mentoring Activities in Religious Character Development ⁴⁶	2022	Evaluation in mentoring activities is to review the implementation and planning that has been carried out so as to produce data to correct obstacles so that it can run well in the future.
3.	The Role of Prophetic Leadership in Managing Islamic Education Institutions ⁴⁷	2023	Educational institutions must pay special attention on developing student character in accordance with prophetic values. Special coaching programs, deepening religious education, as well as social and community activities that

⁴⁴ Annisa Mardhatillah et al., “Pengembangan Kurikulum Pendidikan Agama Islam Dalam Meningkatkan Mutu Pembelajaran Di SMA Muhammadiyah Tanah Grogot,” *Jurnal Ilmu Pendidikan Dan Kearifan Lokal (JIPKL)* 2, no. 1 (2022): 1–17, <https://jipkl.com/index.php/JIPKL/article/view/6/8>.

⁴⁵ Ummi Kulsum and Abdul Muhid, “Pendidikan Karakter Melalui Pendidikan Agama Islam Di Era Revolusi Digital,” *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 12, no. 2 (2022): 157–70, <https://doi.org/10.33367/ji.v12i2.2287>.

⁴⁶ Ola Nisa Iqtisodiyah Sa’adah and M. Imam Pamungkas, “Analisis Kegiatan Mentoring Dalam Pembinaan Karakter Religius,” *Jurnal Riset Pendidikan Agama Islam* 2, no. 2 (2022): 127–32, <https://doi.org/10.29313/jrpai.v2i2.1515>.

⁴⁷ Andre Septa Kurniawan, “Peranan Profetik Leadership Dalam Mengelola Institusi Pendidikan Islam,” *JMPT: Jurnal Manajemen Pendidikan Tihamah* 01, no. 02 (2023): 1–13, <https://ejournal.stit-tihamah.ac.id/index.php/jmpt/article/view/17/22>.

			support the formation of noble character, can be a means of implementing prophetic leadership values in students' lives. In this way, Islamic educational institutions will be able to produce the next generation of quality, integrity and contribute positively to society and Muslims as a whole.
4.	Instilling Islamic Values in the Formation of Student Character and Ethics at the Elementary School Level ⁴⁸	2023	Teachers can instill Islamic religious values through teaching through stories, role modeling, practical application, critical thinking, discussion and dialogue, self-reflection, and codes of ethics.
5.	Implementation of Early Childhood Character Education through Al-Qur'an Learning in the IT Elementary School for Characters for Pious Children in Padang City ⁴⁹	2023	Activities at SD IT which aim to instill the values of the Koran in children include teaching the ethics of reading prayers and letters, encouraging five daily prayers, and modeling the life of Muhammad sallallaahu 'alaihi wasallam on how to do it. They must behave well, and reward good behavior and punish bad. Targhib and tarhib methods as well as dialogue and stories are used in forming Al-Qur'an characters for early childhood at SD IT.

Based on Table 7. above, it can be seen that character and ethics development will be popular in 2022 and 2023. Some of the discussions raised include character education, evaluation and mentoring activities, special development programs with prophetic values, Teachers can instill Islamic religious values through teaching through stories, role modeling, application of practice, critical thinking, discussion and dialogue, self-reflection, and code of ethics, and targhib and tarhib methods as well as dialogue and stories are used in forming the character of the Qur'an. an. Thus, character and ethical development is an issue that cannot be ignored. This character and ethics development also still has enormous potential to be implemented on an ongoing basis. This is because building character and ethics requires a process that is not short, so management must be strengthened in order to produce civilized character and ethics from each generation.

8. Issues of Countering Radicalism and Extremism

Manage the risks of radicalism and extremism that may emerge among students or in the educational environment.

⁴⁸ Meiliza Sari and Muhammad Haris, "Penanaman Nilai-Nilai Agama Islam Dalam Pembentukan Karakter Dan Etika Siswa Di Tingkat Sekolah Dasar," *Al-Mujahadah: Islamic Education Journal* 1, no. 1 (2023): 54–71, <https://ejournal.stai-alkifayahriau.ac.id/index.php/almujahadah/article/view/230/48>.

⁴⁹ Muaddyl Akhyar, Iswanti M, and Ramadhoni Aulia Gusli, "Implementasi Pendidikan Karakter Anak Usia Dini Melalui Pembelajaran Al-Qur'an Di SD IT Karakter Anak Shaleh Kota Padang," *Jurnal Bilqolam Pendidikan Islam* 4, no. 2 (2023): 31–46, <https://doi.org/10.51672/jbpi.v4i2.196>.

Table 8. Issue Countering Radicalism and Extremism

No.	Article Title	Year	Findings
1.	The Concept of Moderation Education Based on the Koran in Efforts to Prevent Radicalism ⁵⁰	2023	Al-Quran-based moderation education can be implemented at all levels of formal and non-formal education which is represented by strengthening teaching materials with moral nuances, character and morals that foster attitudes of compassion, flexibility, open thinking and devotion to Allah SWT as well as reducing various immoral behavior, destructive actions and the emergence of intolerant ideas.
2.	Optimizing the Prevention of Radicalism and Extremism Through Synergy between Santri and the Republic of Indonesia Police in Banyuwangi ⁵¹	2023	The National Police has established strategic policies, which include outreach that seeks to keep Islamic boarding schools away from radicalism and extremism.
3.	The Role of Islamic Religious Education Teachers in Preventing Radicalism on Learners ⁵²	2023	The role of Islamic religious education teachers in preventing radicalism is to guide students through extra-curricular activities, convey religious messages with aswaja material, collaborate with religious teachers and Islamic boarding school caregivers.
4.	Islamic Religious Education Teacher Strategy in Preventing the Growth of Radicalism at MA Darullughah Wadda'wah in Raci Village, District. Bangil District Pasuruan ⁵³	2023	The teachers at MA Darullughah Wadda'wah tried to hold back the spread of radicalism in two ways. (a) By instilling in their students respect for human rights and justice as central principles of Islam. (b) By encouraging open dialogue and discussion on social issues relevant to Islam.

⁵⁰ Lili Sholehuddin Badri, "Konsep Pendidikan Moderasi Berbasis Al-Quran Dalam Upaya Pencegahan Radikalisme," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 8, no. 1 (2023): 45–68, <https://doi.org/http://dx.doi.org/10.24235/tarbawi.v8i1.13397>.

⁵¹ Prawitra Thalib, Septi Ariadi, and Mohamad Nur Khloiq, "Optimalisasi Penangkalan Radikalisme Dan Ekstrimisme Melalui Sinergi Santri Dan Kepolisian Republik Indonesia Di Banyuwangi," *Sivis Pacem* 1, no. 3 (2023): 376–85, <https://sivispacemjournal.my.id/index.php/login/article/view/12/16>.

⁵² Shidqi Ahyani, "The Role of Islamic Religious Education Teachers in Preventing Radicalism on Learners," *TARLIM Jurnal Pendidikan Agama Islam* 6, no. 1 (2023): 23–32, <https://doi.org/https://doi.org/10.32528/tarlim.v6i1.485>.

⁵³ Andika Verdy, Rosichin Mansur, and Imam Safi'i, "Strategi Guru Pendidikan Agama Islam Dalam Mencegah Tumbuhnya Radikalisme Di MA Darullughah Wadda'wah Di Desa Raci Kec. Bangil Kab. Pasuruan," *VICRATINA: Jurnal Pendidikan Islam* 8, no. 3 (2023): 423–33, <https://jim.unisma.ac.id/index.php/fai/article/view/22358/16673>.

5.	Conflict Management in Islamic Education Institutions ⁵⁴	2023	<p>a. Conflict is inevitable in the human environment.</p> <p>b. Conflicts that arise in Islamic educational institutions include conflicts between institutions and society, between institutions and Islamic boarding school administrators, ulama and society.</p> <p>c. As an Islamic educational institution, madrasah has the complexity of internal conflict in educational management.</p> <p>d. Conflicts can occur due to weak management and management of educational institutions.</p> <p>e. There are eight general procedures for resolving conflict, such as: lumping it, avoidance or exit, coercion, negotiation, conciliation, mediation, arbitration, and adjudication.</p>
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Based on Table 8. above, it can be seen that overcoming radicalism and extremism will be very popular to study in 2023. Several related studies discuss moderation education based on the Koran, counseling about radicalism and extremism from the police, the role of Islamic religious education teachers in preventing radicalism, instilling a sense of respect for human rights and open dialogue, as well as better understanding internal and external conflicts. In this way, the complexity of the issue of overcoming radicalism and extremism can be studied in more depth so that bright spots can be found in anticipating it.

9. Justice and Equality Issues

Ensure that there is justice and equality in education, regardless of differences in ethnicity, race or gender.

Table 9. Issue Justice and Equality

No.	Article Title	Year	Findings
1.	Exploration of Equality Values in Mu'ādalāh Islamic Boarding School Education ⁵⁵	2020	Al-Amien Islamic Boarding School is not only an institutionally equal Mu'ādalāh Islamic Boarding School, but also has substance and practical equality itself. Spiritual values, integration of Islam and Indonesianism, and the implementation of local Islamic boarding school culture in institutional practices justify the essence of equality between Mu'ādalāh Islamic Boarding School and other educational institutions.
2.	The Concept of Multicultural Equality	2022	The concept of equality is carried out using a formal approach and a substantive

⁵⁴ Muh. Ibnu Sholeh, "Manajemen Konflik Di Lembaga Pendidikan Islam," *EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam* 10, no. 2 (2023): 1–20, <https://doi.org/10.51192/tadbiruna.v2i2.500>.

⁵⁵ Mufiqur Rahman et al., "Eksplorasi Nilai-Nilai Kesetaraan Dalam Pendidikan Pesantren Mu'ādalāh," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 8, no. 1 (2020): 39–58, <https://doi.org/10.15642/jpai.2020.8.1.39-58>.

	and Justice in Islamic Education ⁵⁶		approach. In the formal approach, this research examines equality based on applicable regulations, both in the form of laws and norms, while the substantive approach examines the concept of equality based on output, as well as the process by which equality occurs. Equality is often associated with gender and social status which characterizes differences and similarities.
3.	Gender Equality in the View of Musdah Mulia ⁵⁷	2023	Musdah Mulia has a very strong view regarding the position of women in social society, according to which the Islamic religion has very absolute teachings and cannot be properly realized in the relationship between men and women. As has been explained, this brings arguments to the view of gender equality which is not truly equal. In the teachings of the Islamic book it is explained that the position of women is lower than that of men, but in other aspects of life, women must still have their rights in social society, such as the rights to education, politics and the right to freedom of life. .
4.	Inclusive Education (Realizing Justice, Equality in a Multicultural Environment) ⁵⁸	2023	Inclusive education brings significant benefits to individuals and society as a whole. In an inclusive environment, individuals with differences in abilities or disabilities can learn alongside their peers, resulting in mutual understanding, tolerance, and friendship. Moreover, inclusive education reduces stigmatization and discrimination, enabling individuals to fully contribute to a fair and equal society.
5.	Gender Equality and Justice in the Islamic Boarding School Environment ⁵⁹	2023	The Darussalam Bangunsari Ponorogo Islamic Boarding School has implemented the values of justice and gender equality in its daily activities. This was discovered through interviews with caregivers and students regarding understanding gender justice and equality, then various activities

⁵⁶ Adekni Adekni and Nana Sentiya, "Konsep Kesetaraan Dan Keadilan Multikultural Dalam Pendidikan Islam," *PIJAR: Jurnal Pendidikan Dan Pengajaran* 1, no. 1 (2022): 24–30, <https://doi.org/10.58540/pijar.v1i1.69>.

⁵⁷ Hisny Fajrussalam et al., "Kesetaraan Gender Dalam Pandangan Musdah Mulia," *Jurnal Pendidikan Dan Konseling* 5, no. 2 (2023): 5511–19, <https://doi.org/https://doi.org/10.31004/jpdk.v5i2.14474>.

⁵⁸ Annisa Wahid and Ikfi Kholita, "Pendidikan Inklusif (Mewujudkan Keadilan, Kesetaraan Dalam Lingkungan Multikultural)," *ILJ: Islamic Learning Journal (Jurnal Pendidikan Islam) Prodi* 1, no. 3 (2023): 696–712, <https://doi.org/https://doi.org/10.54437/iljislamiclearningjournal.v1i3.1041>.

⁵⁹ Ani Kurniawati and Evi Muafiah, "Kesetaraan Dan Keadilan Gender Dalam Lingkungan Pesantren," *Excelencia: Journal of Islamic Education & Management* 3, no. 01 (2023): 25–36, <https://doi.org/10.21154/excelencia.v3i01.1478>.

at the boarding school illustrate that there is no gender inequality that occurs.

Based on Table 9. above, it can be seen that justice and equality are still very sensitive issues to be discussed. Several studies that raise this issue include: Spiritual values, integration of Islam and Indonesianism, as well as the implementation of local Islamic boarding school culture in institutional practices provide justification for the essence of equality, the concept of equality is carried out using a formal approach and a substantive approach, gender equality and inclusive education. This situation still needs to be addressed and the appropriate position explained so that justice and equality can be implemented as well as possible.

10. Performance Measurement and Evaluation Issues

How to measure the success of Islamic educational institutions objectively and carry out periodic evaluations to continue to improve the quality of education.

Table 10. Issue Performance Measurement and Evaluation

No.	Article Title	Year	Findings
1.	Implementation of the Regulation of the Minister of Religion concerning Madrasah Supervisors and Supervisors of Islamic Religious Education in Schools in Improving the Performance of Bandung City Teachers ⁶⁰	2021	The supervisor's solution is to increase their own competence by following intensive training, empowering them and always coordinating with the Pokjawasmas, pais and MGMP groups, using approach techniques adapted to madrasah conditions.
2.	Evaluation Model and Instrument for Training Education Programs in Islamic Education Institutions ⁶¹	2021	There are seven training evaluation models that can be applied, namely (a) measurement, (b) congruence, (3) educational system evaluation, (4) illumination, (5) four level model, and (6) ROI (Return On Investment) model, and (7) CIPP Evaluation Model (Context, Input, Process and Product).
3.	Performance Measurement Analysis of the Cipasung Islamic Institute (Iaic) Tasikmalaya Based on the Balanced Scorecard Approach ⁶²	2021	The Cipasung Islamic Institute (IAIC) Tasikmalaya must continue to strive and innovate to improve the quality of services and quality of graduates, as well as measuring performance based on Islamic teachings.

⁶⁰ Neneng Sunengsih, Cahya Syaodih, and Suharyanto H Soro, "Implementasi Peraturan Menteri Agama Tentang Pengawas Madrasah Dan Pengawas Pendidikan Agama Islam Pada Sekolah Dalam Meningkatkan Kinerja Guru Kota Bandung," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 4, no. 7 (2021): 621–23, <https://doi.org/10.54371/jiip.v4i7.322>.

⁶¹ Muhammad Anggun Manumanoso Prasetyo and Agus Salim Salabi, "Model Evaluasi Dan Instrumen Program Pendidikan Pelatihan Di Lembaga Pendidikan Islam," *Jurnal Idarah: Pendidikan Dan Kependidikan* 5, no. 1 (2021): 101–17, <https://doi.org/10.47766/idarrah.v5i1.1608>.

⁶² Jaja Juhara et al., "Analisis Pengukuran Kinerja Institut Agama Islam Cipasung (Iaic) Tasikmalaya Berdasar Pendekatan Balanced Scorecard," *JURNAL SYNTAX IMPERATIF: Jurnal Ilmu Sosial Dan Pendidikan* 2, no. 3 (2021): 171–77, <https://doi.org/10.36418/syntax-imperatif.v2i3.80>.

4.	Educator Performance Control Management in Improving the Quality of Learning in Islamic Education Institutions ⁶³	2022	Educator performance control management can be done in various ways, such as attending skills training in their respective fields, participating in various scientific study forums that can increase knowledge and experience.
5.	Human Resource Management in Improving the Quality of Education at Al Irsyad Al Islamiyyah Depok Inclusive Elementary School ⁶⁴	2023	The existing managerial system is not centered on the school principal alone, but is assisted by several people appointed as the management team. More details about the research results include the HR planning system, attraction and selection of candidates, HR training and development, evaluation, compensation and supervision systems.

Based on Table 10. above, it can be seen that performance measurement and evaluation are also very necessary in order to know where the shortcomings need to be addressed and the strengths that need to be improved. Several related studies have discussions that include increasing self-competence, applicationseven training evaluation models, innovation in improving service and quality, management and control of educator performance, even a managerial system that should be assisted by an appointed management team. Thus, if this system for managing Islamic education in schools has a good foundation and guidelines, then the quality of education will automatically increase.

These ten popular issues require strategic thinking and wise action to keep Islamic educational institutions relevant, effective and in accordance with Islamic values amidst the dynamics of societal and technological development. Therefore, Islamic education management is a field of science that must continue to develop itself from all aspects in order to be able to overcome all problems in the field better and on target so as to create quality and competitive education without being eroded by developments over time.

The findings of this research are a map of the latest popular issues in Islamic education management. There are ten issues consisting of: issues of integration of Islamic values, issues of empowering teachers and teaching staff, issues of the use of technology in Islamic education, issues of resource management, issues of parent and community participation, issues of curriculum development, issues of character and ethics development, issues of overcoming radicalism and extremism, issues of justice and equality, and issues of performance measurement and evaluation. The hottest issue is the issue of overcoming radicalism and extremism. This can be seen from the number of recent studies in the same year, namely 2023. This situation shows that the issue that must be prioritized first is anticipating the occurrence of radicalism and extremism (issue 8). The issues discussed from 2020-2023 are issue 1, issue 3, and issue 10. Issues discussed from 2021-2023 are issue 2, issue 4, and issue 7. Issues discussed from 2020, 2022, 2023 are issues 9. The issue discussed from 2020-2022 is issue 6. The issue discussed from 2020-2021 is issue 5. Based on this, it can be seen the popularity of discussing issues in Islamic education management. The implications for research can show which ones are more of a priority and which ones receive less attention. The novelty of this research found that the most popular issue in Islamic education management was the issue of radicalism and extremism (issue 8). Thus, issue 8 is an issue that requires a

⁶³ Nurul Hidayati Murtafiah, "Manajemen Pengendalian Kinerja Pendidik Dalam Meningkatkan Mutu Pembelajaran Pada Lembaga Pendidikan Islam," *Jurnal Pendidikan Dan Konseling* 4, no. 6 (2022): 4614–18, <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.9004>.

⁶⁴ Ahmad Jumadi, "Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Pendidikan Di Sekolah Dasar Inklusi Al Irsyad Al Islamiyyah Depok," *Unisan Jurnal: Jurnal Manajemen Dan Pendidikan* 02, no. 02 (2023): 84–90, <https://journal.an-nur.ac.id/index.php/unisanjournal>.

special approach and can be anticipated both internally and externally from every Islamic school in Indonesia. The implications for research can show which ones are more of a priority and which ones receive less attention.

CONCLUSION

This research offers to map several popular issues contained in the study of Islamic education management as an effort to find problems that need to be addressed in the short term, medium term and long term. The discovery of 10 popular issues in Islamic education management raises (1) the issue of integration of Islamic values, (2) the issue of empowering teachers and teaching staff, (3) the issue of using technology in Islamic education, (4) the issue of resource management, (5)) issues of parent and community participation, (6) issues of curriculum development, (7) issues of character and ethics development, (8) issues of overcoming radicalism and extremism, (9) issues of justice and equality, and (10) issues of performance measurement and evaluation . The novelty of this research found that the most popular issue in Islamic education management is the issue of radicalism and extremism (issue 8) because the discussion is highest during 2023. Thus, issue 8 is an issue that requires a special approach and can be anticipated both internally and externally from every Islamic school in Indonesia. This research also still has great potential to be researched with different approaches so that appropriate concepts and practices can be found to overcome emerging issues in Islamic education management.

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