

Integration of Islamic Values in Educational Management in Optimizing Teacher Competence

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Abstract

Teacher Competence plays a very important role in improving the quality of education, especially in the context of education based on Islamic values. One aspect that can influence teacher competence is educational management that is integrated with Islamic principles, such as amanah, justice, and responsibility. This study aims to examine the influence of educational management based on Islamic values on improving teacher competence at Integrated Islamic Junior High School (SMPIT) Manbaul Ulum. The method used in this study is a qualitative method with a case study approach. Data were collected through in-depth interviews with the principal, teachers, and administrative staff, as well as direct observation of the implementation of educational management based on Islamic values. The results of the study indicate that educational management based on Islamic values at SMPIT Manbaul Ulum has contributed significantly to improving teacher competence. The Islamic principles applied in every aspect of educational management have succeeded in forming the character of teachers who are more professional and responsible. However, several obstacles were found in the implementation process, such as the limited professional development program based on Islamic values. The implication of this study is the importance of strengthening institutional support and increasing continuous training for teachers. This study contributes to the development of educational management based on Islamic values to improve the quality of education in Islamic schools.

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INTRODUCTION

Education plays an important role in shaping the character and competence of individuals who contribute to the progress of the nation. In the context of education in Indonesia, Islamic values are an integral part of the character formation of students and educators (Mujahid, 2021). The integration of Islamic values in educational management is not only aimed at increasing religious knowledge, but also at forming a professional and responsible attitude in teachers (Bucky Wibawa et al., 2024). Teachers who have high competence are expected to be able to teach Islamic values well and apply them in everyday life (Zuhaeriah et

al., 2020). Therefore, strengthening teacher competence needs to be directed at internalizing Islamic values as a moral and ethical foundation in learning. This process requires structured planning and implementation through effective educational management.

Educational management based on Islamic values requires a comprehensive and systematic approach (Maulina et al., 2023). In practice, this management involves planning, organizing, implementing, and supervising by making Islamic principles the main guideline (Masuwai et al., 2024). Principles such as trust, justice, and responsibility are the foundation in managing educational institutions (Akman, 2020). By implementing these principles, it is hoped that a conducive and harmonious learning environment will be created (Waluyo et al., 2023). In addition, teachers who are equipped with an understanding of Islamic value-based management can develop effective and relevant learning methods (Suyadi et al., 2020). This will have an impact on increasing student learning motivation and the overall quality of education.

Teacher competence is an important factor in determining the success of the learning process in schools (Rahden et al., 2025). This competence includes mastery of materials, learning methods, and the ability to guide and assess students (Karlen et al., 2023). In the context of education based on Islamic values, teachers are also required to have high spiritual awareness as role models in attitudes and actions (Hastasari et al., 2022). Therefore, a teacher professional development program is needed that is based on strengthening Islamic values. This program can be in the form of training, workshops, and periodic coaching activities. Thus, teachers are able to integrate Islamic teachings into the teaching and learning process effectively and sustainably.

This phenomenon shows that the integration of Islamic values in educational management is not just a theoretical concept, but in building the quality of teachers with character. Teachers who understand and practice Islamic principles in their daily lives will find it easier to instill these values in students (Sauri et al., 2022). In addition, the application of values such as honesty, responsibility, and compassion can create a positive and inspiring learning environment (Kranthi et al., 2024). Thus, the learning process does not only focus on the cognitive aspect, but also on the formation of noble morals (Johnson et al., 2023). This effort requires commitment from all related parties, from the principal, teachers, to parents. If done consistently, the integration of Islamic values in education will be a strong foundation in producing an intelligent and noble generation (Rufai et al., 2024).

Based on several data sources, challenges are still found in implementing the integration of Islamic values in educational management, such as the lack of teachers' understanding of the concept in depth (Diana et al., 2024). Several educational institutions also face obstacles in organizing relevant training, both due to limited resources and lack of management support (Ali, 2020). In addition, the results of observations in several schools show that the application of Islamic principles in the learning process still tends to be formal and has not been optimally internalized. This can be seen from the fact that teachers' behavior is still inconsistent in exemplifying values such as discipline and responsibility. This lack of integration has the potential to affect the effectiveness of character education

among students. Therefore, an in-depth evaluation and strategic steps are needed to overcome these obstacles.

The main problem in this study is the still low application of Islamic values in educational management which has implications for the less than optimal competence of teachers in learning. Although principles such as amanah, justice, and responsibility have been introduced, their implementation has not been evenly distributed in various educational institutions. This can be caused by the lack of training programs that focus on the integration of Islamic values in teaching practices. In addition, there are still teachers who have difficulty connecting Islamic value-based management concepts with effective learning methods. This mismatch between theory and practice has the potential to hinder efforts to improve the quality of education as a whole. Therefore, this study aims to identify the causal factors and formulate strategies that can strengthen the integration of Islamic values in the development of teacher competence.

Although previous studies have discussed the importance of integrating Islamic values in educational management and teacher character building, most of these studies still focus solely on conceptual or normative aspects. The lack of in-depth studies on the practical implementation of integrating Islamic values in teacher competency development is a gap that needs to be filled. Previous studies have also not revealed much about the managerial dynamics faced by schools in fostering teachers to be able to apply Islamic values consistently in learning. In addition, there have not been many studies that evaluate the extent to which teacher training and professional development programs actually contribute to the internalization of Islamic values in teaching practice. This indicates an urgent need to conduct research that examines real practices and their inhibiting and supporting factors comprehensively.

This study attempts to fill this gap by exploring in depth the educational management strategy in integrating Islamic values into teacher competency development, especially in an integrated Islamic school environment. The main focus of this study is to identify forms of effective managerial interventions and evaluate their impact on teacher attitudes and performance in learning. This study will also explore the challenges faced by schools in aligning Islamic values theory with classroom learning practices. With a qualitative case study approach, this study is expected to provide a more contextual, applicable, and solution-oriented picture. The results of this study will enrich the scientific treasury in the field of Islamic education management and provide strategic recommendations for educational institution managers in designing value-based teacher development programs.

Several previous researchers have highlighted the importance of integrating Islamic values in the world of education to improve teachers' professional competence. Research conducted by Suyadi Sulaiman Muhammad Amir and friends shows that the application of Islamic principles, such as amanah, justice, and responsibility, has an important role in shaping the character of quality teachers (Sulaiman Muhammad Amir et al., 2024). However, the results of research conducted by Muhsin & Kususiyannah also revealed obstacles in implementation, such as lack of institutional support and limited professional development programs based on Islamic values (Muhsin & Kususiyannah, 2024). In addition, the

success of integrating these values is highly dependent on the commitment of school management in implementing the right strategy (Adda et al., 2021). One key factor is the extent to which the school is committed to optimizing the process, by preparing development programs that are in accordance with the context of Islamic values (Ayuningsih et al., 2020). By studying previous findings, this study seeks to broaden understanding regarding the challenges and opportunities in strengthening teacher competence, especially in the context of Islamic value-based education management.

However, in this study, the main focus is not only on the importance of integrating Islamic values in education, but also on how educational management can optimize teacher competence through a structured and sustainable approach. This study will examine in depth the management strategies applied in internalizing values such as amanah, justice, and responsibility in the learning process. In addition, this study will explore the factors that influence the success and obstacles in the integration process. The approach used involves an analysis of the planning, implementation, and evaluation of Islamic value-based management in teaching. Thus, the results of this study are expected to contribute to the development of more effective and relevant educational management strategies to current needs. This study aims to produce findings that can improve the practice of Islamic value-based educational management in educational institutions.

This study aims to analyze the application of Islamic values in educational management and examine its influence on improving teacher competence. The focus of this study is to identify effective management strategies in internalizing values such as trust, justice, responsibility, and honesty in learning activities. In addition, this study also aims to determine the obstacles faced in the integration process and the efforts that can be made to overcome them. By understanding these factors, it is hoped that a pattern of teacher competence development can be found that is more in accordance with the demands of the world of education based on Islamic values. The results of this study are expected to be a reference for educational institutions in compiling more focused teacher professional development programs. This research was conducted at Integrated Islamic Junior High School (SMPIT) Manbaul Ulum as part of an effort to improve the quality of education based on Islamic values that are more concrete and measurable.

This research is important to do because the integration of Islamic values in educational management has great potential to improve the quality of education in Indonesia. By focusing on strengthening teacher competence, it is expected to create a learning environment that is not only academically intelligent, but also has good character. In addition, this research can provide new insights into how Islamic values can be applied in the context of increasingly complex modern education. The application of these values is expected to strengthen the relationship between teachers, students, and the community, as well as create a more harmonious educational atmosphere. By exploring the challenges faced in the implementation of Islamic values, this research will provide useful recommendations for policy makers and education practitioners. Therefore, this research has high relevance for the development of character-based education in Islamic educational institutions such as SMPIT Manbaul Ulum.

METHOD

This study uses a qualitative research design with a case study approach. This design was chosen because the focus of the study is to explore in depth the integration of Islamic values in educational management and its influence on teacher competence. This study aims to explore richer information about the experiences, challenges, and efforts to develop teacher competence through management based on Islamic values. This study was conducted at Integrated Islamic Junior High School (SMPIT) Manbaul Ulum, Rengasdengklok District, Karawang Regency. The use of case studies allows researchers to gain a more holistic and contextual understanding of the phenomena that occur in the field.. In this design, researchers will collect data through observation, interviews, and documentation that are relevant to the research topic (Sugiyono, 2023). With this approach, the study is expected to provide in-depth insight into the dynamics that occur in the application of Islamic values in schools.

The data sources in this study consist of two types, namely primary data and secondary data. Primary data were obtained from in-depth interviews with the principal, teachers, and teaching staff at SMPIT Manbaul Ulum who were directly involved in the process of integrating Islamic values in educational management. These interviews will provide information related to the application of Islamic principles, challenges faced, and strategies used in improving teacher competence. Secondary data were obtained from school documents, such as teacher development programs, training activity reports, and educational management planning based on Islamic values. These two types of data will provide a more complete picture of the situation and practices implemented at SMPIT Manbaul Ulum.

Data collection techniques used in this study include observation, interviews, and documentation. Observations are made by directly observing educational and management activities at SMPIT Manbaul Ulum, especially those related to the application of Islamic values in educational management. Researchers will also conduct semi-structured interviews with the principal, teachers, and teaching staff to obtain their views on the implementation of Islamic values in the context of education. Documentation techniques are used to collect data related to the planning and evaluation of teacher development programs based on Islamic values. All data obtained will be recorded and categorized according to the focus of the research for further analysis. The use of these techniques aims to ensure the validity and diversity of data sources.

The collected data will be analyzed using a thematic analysis approach, namely by identifying the main themes that emerge from the results of interviews, observations, and documentation. Researchers will reduce data by selecting relevant information and organizing data into certain categories, such as Islamic value-based management strategies, challenges faced, and their influence on teacher competence (Pahleviannur et al., 2022). Furthermore, researchers will analyze the relationship between these themes to understand how Islamic value-based education management can affect teacher competence. This analysis process will be carried out iteratively, namely researchers will re-evaluate the existing data to ensure that the interpretations taken are in accordance with the research context. In this way, data analysis will produce relevant and in-depth findings.

The conclusion in this study will be drawn based on the thematic analysis conducted on the data that has been collected. The researcher will draw conclusions by connecting the findings with the previously set research objectives, namely identifying the application of Islamic values in educational management and their influence on teacher competence. To ensure valid conclusions, the researcher will compare the findings with relevant theories in the literature on Islamic value-based educational management and teacher competence development. In addition, the researcher will also consider various contextual factors that may affect the results of the study, such as school culture and policies implemented by management. The conclusions drawn will be the basis for recommendations for further development regarding strengthening teacher competence through Islamic value-based management.

RESULT AND DISCUSSION

This study identified that the implementation of Islamic values in educational management at SMPIT Manbaul Ulum was carried out through various strategies, including the integration of Islamic principles in every aspect of school policies and activities. A number of values such as amanah, justice, responsibility, and honesty were internalized through teacher professional development programs, learning activities, and interpersonal relationships between school members. Teachers at SMPIT Manbaul Ulum felt that these values had a positive impact on improving their competence, both in terms of knowledge and in classroom management. For example, the principal of SMPIT Manbaul Ulum explained that "we integrate Islamic values in every meeting and training to ensure that every teacher has a strong commitment to their mandate, both as educators and as role models for students." This shows the school's high commitment to instilling Islamic values in all elements within it. This implementation is also seen as a strategic step to create an educational environment that is character-based and supports more meaningful learning.

Based on the results of interviews with the principal and several teachers at SMPIT Manbaul Ulum, it provides deeper insight into the challenges they face in integrating Islamic values into educational management. The principal explained, *"We realize the importance of integrating Islamic values in every aspect of education, but the biggest challenge is the lack of time to carry out more in-depth Islamic values-based training. Many activities need to be done outside the existing curriculum."*

A teacher also added, *"We often feel that even though we try to teach these values in the classroom, there is still room for improvement in terms of implementation in everyday life at school."*

This indicates a gap between theory and practice in the field in implementing Islamic values comprehensively. Despite these challenges, teachers remain committed to implementing Islamic values in a manner that is appropriate to the school context. This commitment is reflected in their efforts to insert Islamic values into learning activities, social interactions, and school culture, although this is done in a limited manner. They realize that strengthening Islamic character requires not only a cognitive approach, but also consistent habituation in daily life in the school environment.

Figure 1. Interview Dialogue With Teachers And Principal



From the results of interviews and observations, it can be concluded that although SMPIT Manbaul Ulum has made significant efforts in integrating Islamic values, challenges in its implementation remain. Lack of time and limited in-depth Islamic value-based training are the main obstacles faced by teachers. This reflects the need for more supportive policies from the school and increased capacity in terms of Islamic value-based training so that it can be applied more optimally in the learning process. Nevertheless, the efforts that have been made have shown quite positive results, where teachers continue to internalize and apply Islamic values in their school lives. Therefore, this study suggests making adjustments in the teacher development program to be more focused on strengthening Islamic values and increasing the consistency of their application in all aspects of education.

In a follow-up interview, one teacher said, *“I feel helped by the training program that provides insight into how to integrate Islamic values into teaching, but we still need more structured sessions.”* The statement provided information that the training program discussing the integration of Islamic values in teaching was very helpful in improving his understanding. However, he considered the existing training to be inadequate in terms of material depth and continuity. And he also hopes that there will be more structured and applicable training sessions to support the implementation of Islamic values consistently in schools.

The principal also emphasized, *“We try to ensure that these values are not only implemented in teaching, but also in the overall management of the school. However, we are often faced with limited resources that make implementation less than optimal.”* This dialogue illustrates how despite good intentions and commitment to integrating Islamic values into every aspect of education, success is often hampered by limited time, facilities, and resource support. Therefore, it is important for school management to find effective ways to provide better training and support for teachers.

Through interviews with teachers and principals, it can be concluded that although the intention to integrate Islamic values already exists, its success is still constrained by practical factors that hinder optimal implementation. Limited time and resources are the biggest challenges in providing more comprehensive training to teachers on the application of Islamic values. Therefore, there is an urgent need to develop more structured and sustainable training programs, as well

as strengthen managerial support in schools. With improvements in the aspects of training and resource support, it is hoped that the application of Islamic values in educational management at SMPIT Manbaul Ulum can run more effectively and provide a greater positive impact on teacher competence and the quality of education as a whole. The following is a table that describes the findings of the research results related to the application of Islamic values in educational management at SMPIT Manbaul Ulum:

Table 1 The Findings of The Research Results Related The Application of Islamic Values In Educational Management at SMPIT Manbaul Ulum

No.	Applied Aspects	Research Findings	Obstacles Faced	Efforts Made
1	Integration of Islamic Values in School Policies	Islamic values such as trustworthiness, justice, and responsibility are integrated into school policies, including in the planning and implementation of educational activities.	Lack of time and resources for deeper implementation.	Integration into every managerial meeting and teacher training.
2	Teacher Professional Development Program	Islamic values-based development programs are implemented to improve teacher competency, with a focus on integrating the values of amanah and responsibility.	Limited number of in-depth Islamic value-based training sessions.	Providing training for teachers in integrating Islamic values in teaching, although limited in time and quantity.
3	School Management Commitment	School management is strongly committed to optimizing the implementation of Islamic values in all aspects of education, including interpersonal relationships and school culture.	Lack of full institutional support to align strategies with more comprehensive development programs.	Holding regular meetings and formulating policies based on Islamic values to improve the management of education and teacher activities.
4	Implementation of Islamic Values in Learning	Teachers strive to internalize Islamic values in daily learning, focusing on student character	Sometimes Islamic values are only applied in theory, not fully	Strengthening learning based on Islamic values in the curriculum and

		and professional ethics.	implemented in classroom teaching practices.	classroom activities.
5	Evaluation and Reflection	Evaluation of the implementation of Islamic values shows that although there has been progress, the results are still not optimal due to limited time and resources.	Time constraints and lack of structured evaluation programs.	Developing a more effective evaluation mechanism to assess the implementation of Islamic values in school and education activities.

Based on the table above, the integration of Islamic values in educational management at SMPIT Manbaul Ulum has been going quite well, reflected in school policies, teacher professional development, and learning processes that prioritize the values of trust, justice, and responsibility. However, the implementation has not been fully optimal because there are still obstacles such as limited time, resources, and lack of adequate institutional support, so that the internalization of Islamic values is still theoretical and has not been fully realized in classroom learning practices. Nevertheless, various efforts such as teacher training and increasing the commitment of school management have shown positive progress, and to improve the effectiveness of implementation in the future, it is necessary to strengthen the evaluation mechanism and provide supporting resources on an ongoing basis.

Thus, despite various obstacles in the implementation of Islamic values, the management of education at SMPIT Manbaul Ulum has shown significant efforts in improving teacher competence through the internalization of Islamic principles. Along with the implementation of the values of amanah, justice, and responsibility in educational policies, the results of the study also revealed a fairly good increase in teacher competence. However, several obstacles such as time constraints and lack of institutional support still hamper more optimal implementation. In this case, the success of the internalization of Islamic values is highly dependent on the active role of school management in creating a supportive environment. Therefore, despite positive developments, improvements are still needed in terms of resources and systematic evaluation to support the sustainability of this program. This study provides an important overview of the challenges and opportunities in improving the quality of education based on Islamic values.

Strategy for Integrating Islamic Values in Educational Management

The integration of Islamic values in SMPIT Manbaul Ulum is carried out through a planned and comprehensive strategy in all aspects of school management. This strategy is not only symbolic, but is manifested in real actions that reflect the institution's commitment to Islamic principles. Values such as trust, justice, responsibility, and honesty are not only stated in the vision and mission

documents, but also become the main foundation in every school policy and activity. The implementation of these values is carried out in routine meetings, teacher training, classroom learning, and other non-academic activities. With this approach, the school does not only instill Islamic values as a slogan, but as an integral part of the management system.

Teacher professional development programs are one of the main media in internalizing Islamic values into educational practices. Teacher trainings not only focus on improving pedagogical competence, but are also directed at strengthening moral and spiritual values. For example, teachers are trained to understand and apply the value of amanah in learning planning, as well as instill responsibility in interactions with students. Although the frequency and depth of training still need to be improved, the direction of this development has shown a transformation towards value-based education. This indicates that the integration of Islamic values in the development of educational human resources is not just an addition, but becomes the foundation for the formation of educator character.

In addition to training, school culture is also an effective medium in strengthening Islamic values in the educational environment. Schools actively create an atmosphere that supports the practice of good manners and noble morals, both among teachers, students, and staff. Daily interactions are based on the values of mutual respect, honesty, and a sense of responsibility, so that harmonious social relations are created. This culture does not emerge spontaneously, but is formed consciously through policies, leadership examples, and habituation activities. Thus, school management plays a major role in creating an educational ecosystem that is characterized by real and sustainable Islamic character.

Another strategy implemented is through institutional policies that are sharia-based and rooted in Islamic values. Every aspect of the policy, such as time management, evaluation mechanisms, and teacher and student codes of ethics, are designed with religious principles in mind. This approach makes the managerial process more meaningful because it is based on spiritual values, not just administrative techniques. The school's vision does not stop at the conceptual level, but is implemented in various policies that are in line with Islamic values. With a management system like this, the integration of Islamic values in education is not just rhetoric, but becomes a reality embedded in the entire structure and dynamics of the school.

Challenges in Implementation

Although the strategy for integrating Islamic values has been well designed, the challenges in its implementation are still quite significant. One of the main obstacles is the limited time for teachers and school management to undergo in-depth training on the application of Islamic values. Administrative burdens, curricular activities, and non-academic activities often take up time, so that the space for religious character development becomes narrow. This hinders the internalization of values into teaching practices as a whole. This time limitation is a structural issue that needs to be addressed through more efficient time management and training agenda planning.

In addition to time, resource limitations are also an important obstacle in implementing Islamic value-based strategies. Limited funds, competent trainers, and Islamic value-based teaching materials cause teacher competency strengthening programs to not run optimally. Schools need to find a creative and collaborative resource management model so that the program continues to run without burdening the limited budget. These limitations not only affect the quality of training, but also reduce the sustainability of the long-term program. Therefore, the need for synergy with external institutions or foundations is one potential solution.

Another obstacle is the gap between teachers' theoretical understanding of Islamic values and direct practice in the classroom. Some teachers realize that even though they understand the concept of amanah or justice, its implementation is still inconsistent in learning activities. This shows that the formation of teacher character requires a continuous habituation process, not just through one-time training. A structured evaluation and reflection system is also needed to monitor the development of the application of Islamic values in daily practice. By overcoming these obstacles, the process of implementing values can be more optimal and have a real impact.

Teacher and Principal Perspective

From the interview results, both principals and teachers showed a high awareness of the importance of Islamic values in education. The principal emphasized that all policies and activities at SMPIT Manbaul Ulum are always linked to Islamic principles, in order to create a dignified educational environment. This commitment is demonstrated through support for teacher training and the preparation of managerial policies with religious nuances. This shows a strong vision-mission orientation from the leadership towards Islamic character education. With the role of the principal as a value leader, his influence reaches the entire school management system.

Teachers said that Islamic value-based training was very helpful in enriching their perspectives in teaching. They felt more confident and responsible in carrying out their duties as educators and role models. However, several teachers also highlighted the limitations in the implementation of the training which was still not intensive enough and not sustainable. They hope that the training will not only be theoretical, but also applicable and routine, so that it is more grounded in the context of daily teaching. This hope shows the strong desire of teachers to continue to develop within the framework of Islamic values.

Furthermore, teachers realize that internalizing Islamic values requires role models and consistency in action. They try to integrate these values not only in teaching materials, but also in attitudes and social interactions in the school environment. This awareness shows that teachers have a strong moral orientation, although they are still constrained by a less than optimal support system. The principal sees that long-term success can only be achieved if all elements of the school—teachers, students, and education personnel—have a shared commitment. This is the basis for building value synergy in more effective school management.

DISCUSSION

The results of this study indicate that the integration of Islamic values in educational management has been proven to play a significant role in optimizing teacher competence at SMPIT Manbaul Ulum. This finding is in line with the results of the study by Khalid Rashid and Sadia Jabeen which emphasizes the importance of values such as trust, justice, and responsibility in shaping the character of professional teachers (Jabeen, 2023). This is also supported by Sokip et al. (2024) who stated that the success of integrating Islamic values is highly dependent on the commitment of school management. Ping Yin a and Nan Liu also added that spiritual values in school policies play an important role in strengthening teacher motivation in carrying out their duties (Yin & Liu, 2025). In addition, Nurliana's research Wong & Oh P.H also shows that ongoing training in religious values in the school environment has a direct impact on improving teacher pedagogical competence (Wong & Oh, 2023).

However, the results of this study also show differences in context with several previous studies, especially in terms of implementation constraints. If in Mardiani et al. study, the biggest obstacles came from external factors such as unsynchronized government policies and lack of community support for strengthening Islamic values in schools, this study actually revealed that the main challenges were more internal (Mardiani et al., 2023). These challenges include limited training time and lack of adequate resource allocation from the institution. Ibrahim et al. also found that schools with strong institutional support were more successful in implementing Islamic values (Ibrahim et al., 2024), in contrast to the conditions at SMPIT Manbaul Ulum which were still institutionally limited. Thus, this study presents a new perspective that internal challenges can be more fundamental than external ones in inhibiting the effectiveness of integrating Islamic values.

Despite the challenges, SMPIT Manbaul Ulum has shown various positive efforts such as teacher training and instilling values through consistent school policies. This is in line with the findings of Zaim et al., who stated that the success of the integration of Islamic values is greatly influenced by the consistency of programs and supportive institutional culture (Zaim et al., 2024). Medina et al. also emphasized that strengthening Islamic values in schools will be effective if accompanied by structural support and visionary leadership. Interestingly, this study shows that even without strong structural support, personal commitment from school leaders can still drive a meaningful integration process (Medina et al., 2021). This shows that strategies based on role models and noble managerial intentions can be a transformational force in Islamic education management.

Overall, this study strengthens various theories stating that Islamic values are an important foundation in improving teacher competence, while also providing empirical contributions to understanding the implementation constraints in the field. By analyzing nine previous studies, it shows that there are similarities in the belief that Islamic values have a positive impact on teacher professionalism. However, each study highlights differences in success factors, ranging from structural strength, school culture, to managerial commitment. However, this research adds a new perspective that internal factors such as time management and resource allocation also have a large influence, even more

dominant in some contexts. Therefore, this finding is an important reference for other Islamic schools in developing strategies to improve teacher competence based on Islamic values in a comprehensive and sustainable manner.

This study provides a deeper understanding of how Islamic values-based educational management can play a role in optimizing teacher competence. This study also shows the importance of the role of school management in supporting the integration of these values through structured and sustainable strategies. In addition, this study enriches the literature on teacher competence development with an Islamic values-based approach in educational environments. The findings show that values such as amanah, responsibility, and justice not only have a moral dimension, but are also able to drive improved teacher performance and professionalism in the context of Islamic school management. Thus, this study provides a conceptual and practical basis for the development of educational policies based on religious values.

However, this study has several shortcomings that need to be considered. The limited sample coverage to only one school, namely SMPIT Manbaul Ulum, is one of the main limitations that hinders the generalization of findings to other school contexts, both in Islamic boarding schools and public schools. In addition, the research method used is a qualitative case study, which although capable of exploring data in depth, has limitations in providing a quantitative and representative picture. These limitations are exacerbated by time constraints and access to informants which result in a lack of a wide range of perspectives that can be analyzed. Therefore, the results of this study should be viewed as a contextual contribution that opens up space for wider exploration through further research.

Based on the findings and shortcomings, it is recommended that further research be conducted on various types of schools with different backgrounds, both religious-based schools and public schools. A combination of qualitative and quantitative approaches (mixed methods) can also be used to obtain a more comprehensive and measurable picture of the implementation of Islamic values in educational management. Research is also recommended to develop more valid and reliable measurement instruments in assessing the integration of these values in various institutional aspects. In addition, further research needs to pay attention to the influence of external factors such as government policies, community support, and school organizational culture on the success of the implementation of Islamic values. Given the limited time and resources in this study, further studies that are more in-depth in overcoming these obstacles will be very useful in forming an adaptive and contextual Islamic education management model.

The implications of this study indicate that teacher competency development is not solely determined by technical training or academic curriculum, but is also greatly influenced by the values underlying the school management system. By making Islamic values the basis for decision-making and education implementation, schools can create a learning ecosystem that is not only effective, but also contains high ethics and spirituality. Therefore, this study provides a basis for policy makers, school principals, and educational institutions to consider the importance of integrating Islamic values in designing human resource management and development strategies. Moreover, these results can encourage the presence of contextual Islamic education management practices, character-

oriented, and relevant to the challenges of the times. This implication strengthens the belief that religious values are not only symbolic decorations, but also the main framework in forming meaningful and sustainable education.

This study provides an important contribution in enriching the study of Islamic education management, especially in the context of developing teacher competencies based on Islamic values. By focusing on the integration of values such as amanah, justice, and responsibility in school managerial practices, this study presents a conceptual model that is relevant and applicable to Islamic educational institutions. In addition to strengthening the normative approach in education management, this study also shows how spiritual values can be used as a foundation in forming a school culture that supports improving the quality of teacher professionalism. These findings contribute to the development of more holistic school policies, which are not only oriented towards academic achievement, but also towards the formation of character and ethics of educators. Therefore, this study can be used as an initial reference in designing an integrative and contextual Islamic education management strategy at various levels and educational environments.

CONCLUSION

Based on the results of the above study conducted at SMPIT Manbaul Ulum, it can be concluded that educational management based on Islamic values plays an important role in optimizing teacher competence. The application of Islamic principles such as amanah, justice, and responsibility in educational management at this school has been proven to have a positive impact on the quality of teaching and teacher professionalism. However, several obstacles in implementation were found, such as the lack of full support from the institution and the limited development program based on Islamic values. The commitment of school management in implementing strategies based on Islamic values is also a major factor in the success of this process. Strengthening teacher competence through internalization of Islamic values requires closer cooperation between management and teachers. This study also shows that the integration of Islamic values can create a more conducive learning environment, reflecting success in creating a more harmonious and dignified educational atmosphere. Therefore, continuous evaluation is needed to ensure that strategies based on Islamic values are implemented consistently. With more structured training and coaching, teachers at SMPIT Manbaul Ulum are expected to be more effective in applying Islamic teachings in learning. This study provides an important contribution in improving the quality of education based on Islamic values at SMPIT Manbaul Ulum. For further researchers, it is recommended to conduct comparative studies with a multi-contextual approach in order to reveal the dynamics of the implementation of Islamic values in educational management in a broader and more generalized manner.

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