


## The Role of Islamic Education Management in Improving Human Resources: A Review of the Implementation of Islamic Education in Indonesia

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### Abstract

This research aims to provide various innovations in improving human resources in an Islamic educational institution. This research was conducted by collecting journal articles to combine ideas and innovations that a leader or management can do in an Islamic educational institution. Planning in an Islamic educational institution is important for achieving maximum results. This research aims to relieve leaders or management in Islamic educational institutions in innovating to advance their human resources to keep up with the times and fierce competition, especially in Islamic education. Besides, the purpose of this research is expected to be used as a reference in improving human resource management. This systematic review shows that the existing management in Islamic educational institutions is in dire need of various motivations and innovations in improving its human resources. a) the characteristics of Islamic education management must be based on the Qur'an and Hadith, b) the foundation of Islamic education management is based on four foundations: theoretical foundations, rational foundations, and rational foundations, c) Islamic education management is based on *hablu min an-nas* (human-oriented) and *hablu min Allah* (oriented to Allah SWT), d) the key to achieving success in an Islamic educational institution is the desire to learn in everything continually. Positively, this is to raise the spirit of its human resources.

**Keywords:** Islamic Education Management, Human Resources, Islamic Education

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### INTRODUCTION

Improving the quality of human resources is needed by an institution or agency, and this is because the heart of an agency lies in its human resources. Suppose an institution or agency is filled with competent and committed people. In that case, it can maximize the institution's goals, because basically, the purpose of an institution or agency is not far from maximising services to the community (Bringle & Clayton, 2023; Bukhatir et al., 2023; Gedef et al., 2023; Heber Dunning, 2015). To be able to realise maximum goals, it can be started with the most supportive thing, namely its human resources. Institutions in Indonesia consist of various kinds, there are government-owned institutions, private institutions, and educational institutions (Bafadhoh, 2017; Susan, 2019; Tidjani, 2017). Educational institutions are institutions or places where the educational process takes

place intending to change individual behaviour for the better through interaction with the surrounding environment (Arrohmatan et al., 2022; Dunne, 2015; Yogi Prabowo, 2014). Muslims dominate the background of Indonesian citizens, therefore, there are many Islamic-based educational institutions. There are three types of Islamic education institutions in Indonesia: formal Islamic education institutions, non-formal Islamic education institutions, and informal Islamic education institutions (Rahman, 2018; Taofik, 2020).

Formal Islamic education institutions are structured and tiered educational pathways consisting of basic, secondary, and higher education (Millie et al., 2023; Muhtarom et al., 2023). Non-formal Islamic education is an educational path implemented outside of formal education. This institution is provided for citizens who do not have time to complete their education at a certain level in formal education, while informal Islamic education institutions are educational institutions whose scope is more focused, especially for families and generally in society (Muhtarom et al., 2023; Syam & Arifin, 2018).

The times and technological advances bring us to increasingly fierce competition in various fields, such as education (Abir, 2023; Alfaro-Ponce et al., 2023; Omeluzor et al., 2023). The era of globalization as it is today determines whether the Islamic education institution is able to keep up with the competition with other Islamic education institutions or will retreat eroded by innovations made by an Islamic education institution (Arif, 2013; Khan et al., 2021; Murni, 2020; Sari, 2016). One of the determining factors of the success or failure of an Islamic educational institution is its human resources (HR). Seeing things like this, paying more attention to human resources in every Islamic educational institution is necessary. Moreover, the human resources are fulfilled by Muslims. A leader or management in Islamic education must pay attention and improve strategies in building human resources that are instilled in the human resources of Islamic education. In addition, it also makes approaches with various innovations given to the human resources of Islamic education. There is no other purpose in this case to bring up the human resources of Islamic education that blend with the ideals, soul, and personality of Islamic educational institutions, guided by the teachings contained in the Qur'an and in accordance with the guidance of the prophet Muhammad Saw. This is done to help the success of Islamic education institutions in following global competition, especially in the field of Islamic education. This literature review is expected to help a leader or management in an Islamic educational institution in supporting the institution's success in accordance with what Allah SWT commands.

## **METHOD**

The method used in the systematic review of this article is by summarising the research results then describing and explaining the management role of Islamic educational institutions (see Manz, Thomas W and Edgar, 2017; Miles et al., 2014; Silverman, 2013). The methods used in this article review are the inclusion and exclusion methods. The inclusion method is related to the role of Islamic education management in Islamic education institutions, while the exclusion role is related to journal articles and abstracts in both Indonesian and international languages (English)(Bazeley, 2013; M. B. Miles & Huberman, 1994; Maudsley, 2011). The journal articles can be accessed using the internet through Google Scholar, ScienceDirect, Elsevier and other search sites. From the search, the keyword is the role of Islamic education management in improving human resources. All articles were downloaded according to their inclusion, then collected in one folder to be examined and analysed systematically. The results of the article search are based on several years. After that, several articles were found that were adjusted to the inclusion and exclusion method.

## **RESULT AND DISCUSSION**

Based on the search results in journals on the implementation of Islamic education management in schools, several articles were found in accordance with the research objectives in sharing databases. Furthermore, these articles were screened against the title and discussion of each article. The goal is that the article is not the same, both its title and content. After that, the articles were adjusted to the inclusion and exclusion criteria, then the article was reviewed as a whole. After analysing the research journal articles, all the quality was categorised as good. Furthermore, the journal articles were extracted data based on the author's name, journal name, year of publication, title, research objectives, research methods, and research results. The following explanation is below.

First, research conducted by Subronto et al., (2021); Syaban (2019); Syam & Arifin (2018); Tidjani (2017); Wahyudi & Julaiha (2021) related to the role of Islamic education management in an Islamic education institution, namely: a) the characteristics of Islamic education management must be based on the Qur'an and hadith so that Islamic values colour all components and activities of Islamic education management. This is to minimise things that are not good in management so that when doing something that is not in line with the Qur'an immediately undo his intentions. For example, imitating corruption, either in small amounts or in large quantities; b) the foundation of Islamic education management is placed on four foundations: theoretical, theological, rational, and empirical. The purpose of the theoretical basis is to provide educational management that has been selected based on Islamic values. The purpose of the theological backing is the texts of the Qur'an and hadith associated with the management of Islamic education. The purpose of the rational backing is all expressions of opinion or advice referring to the words (aqwal) of the companions of the Prophet, tabiin, scholars and Islamic scholars related to managing Islamic education in a education institution. The purpose of empirical attention to the development of Islamic educational institutions and community culture (employees & leaders) in these educational institutions, it is intended that the management of an Islamic educational institution can know the development of human resources; c) Islamic education management centred on God and human beings who have a balanced orientation between *Hablu min an-nas* (orientation to humans), *Hablu min Allah* (orientation to God). So what is meant in this case, human resources who work and do activities in an Islamic educational institution always pay attention to their relationship with God Almighty and their relationships with fellow human beings. It is intended that all activities carried out solely want the blessing of God, but also maximise relations with fellow human beings; and d) Islamic education management develops an emancipatory mission in freeing all actors of Islamic education from confinement in order to pioneer and build a more civilised future life and high culture to achieve the welfare of life for humans.

Second, research conducted by Bustari & Bashori (2019); Julaiha (2019); Mukhid (2016); Syaban (2019); Wahyudi & Julaiha (2021) focused on the concept of general education management. That research discusses the management material taught and practised in Indonesia, mostly based on the Western worldview, because some teachers, namely consultants, lecturers, and even professors, know that western management science is the best. Because this science teaches the paradigm of the capitalist side, which is more focused on worldly affairs, meaning humans as a production factor, it gives rise to the idea that humans, if they want to get good results, must work hard by pursuing targets and payroll is based on work results. If applied in Indonesia, this is very suitable because according to most people, when they want to get additional income, they must prove to their superiors the best thing they can do. This is very different from Islamic education management activities. In Islamic education management views that work is used as a motive for worship, so between the worldly and the afterlife is balanced. Suppose some humans work must be taken into account, even with a low value of results as long as the human remains in accordance with the SOP (Operational Standards) that apply to an institution. In that case, this is certainly focused on educational institutions. This is in

accordance with the teachings of Islam precisely stated in the Qur'an surah An-Naba verse 11 & verse 9 which reads:

وَجَعَلْنَا النَّهَارَ مَعَاشًا

Meaning: "and we made the day to earn a living" (An-Naba: 11).

وَجَعَلْنَا نَوْمَكُمْ سُبَاتًا

Meaning: "and we make your sleep for rest" (An-Naba: 9).

The verse above explains that humans have been given the orders of Allah Swt in accordance with the measure, namely the day is used to earn a living according to their respective fields of work and the night is used as a time of rest. This is very much in line with the view of Islamic education management that this management is applied in the development of education, especially related to Islam. Human resources managed in Islamic education management are made to achieve the goals of Islamic education effectively and efficiently in accordance with the teachings contained in the holy book of the Qur'an. It can also be defined as planning, organising, directing and controlling Islamic education resources to achieve Islamic education goals effectively and efficiently.

Third, research was conducted by Marwan Syaban with the title "Basic Concepts of Islamic Education Management" (Syaban, 2019). This article was published in Al-Wardah: Journal of Women's, Gender, and Religious Studies, volume 12, number 2 in 2019. His research discusses Islamic education management as the process of utilising all resources through the help of others and working with them, this is done so that common goals can be achieved effectively, efficiently and productively. Meanwhile, Islamic education itself is a process of internalising Islamic values to students as a provision to achieve happiness and prosperity in this world and in the hereafter. This is in accordance with Islamic teachings stated in the Qur'an surah Al-Mujadilah verse 11, which reads:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: "Allah will elevate those who believe among you and those who are given knowledge by several degrees. And Allah knows best what you do." (Al Mujadilah: 11). This is also stated in the great view of Imam Shafi'i, the following verse:

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

Meaning: "Whoever wants to be successful in this world should use knowledge, whoever wants to be successful in the Hereafter should use knowledge, and whoever wants to be successful in both (this world and the Hereafter) should use knowledge." (Imam Syafi'i)

Based on these two verses it explains that the key to achieving happiness in the world and in the hereafter can be obtained by studying. This is very suitable to be explained and applied to the younger generation, especially for students or students who sit from kindergarten to high school level. To make this happen, certain methods are needed to make it happen well. The need for management science in carrying it out, of course, guided by Islamic religious law. The purpose of Islamic education management is that all things and processes that take place can be managed properly so that the educational process can be realised according to Islamic teachings and efforts to achieve the goals of Islamic education can be more easily realised. The scope of Islamic education management practices includes institutional management and Islamic education programmes as well as aspects of the Islamic spirit attached to every educational activity. As for the principles of Islamic education management, there are at least 14, including; division of labour, clarity in authority and responsibility, discipline, unity of command, unity of direction, prioritising public/organisational interests over personal interests, giving contra achievement, centralisation, scalar chain, order, equity, stability in office, initiative, and group spirit. The fourteen principles are recommended to be maximised by Islamic educational institutions or leaders in forming the golden generations of the nation's successors by reviving Islam.

Fourth, the research was conducted by Rahendra Maya & Iko Lesmana titled Thoughts of Prof. Dr. Mujamil Qomar, M.Ag. About Islamic Education Management (Maya & Lesmana, 2018). This article was published in the Journal of Islamic Management: Journal of Islamic Education Management, volume 1, number 2 in 2018. His research discusses (a) the practice of Islamic education management is carried out using a transformative mechanism by concentrating its activities referring to conditions, trends, traditions, cultures, views, mindsets, attitude patterns, life patterns, social patterns, interaction patterns, leadership patterns, work patterns, and learning patterns that are all negative, destructive, and counterproductive to turn into positive, constructive, and productive; (b) Islamic education management prioritises the process of Muslim personality formation in the form of the formation of the main Muslim personality quality which is expected to be truly proven and tested during society; and (c) the success or progress to be achieved by Islamic education management is the integration of spiritual maturity (faith), intellectual, charity, skills, and morals that reflect and display a complete Muslim personality.

Other results in research conducted by Maya & Lesmana (2018) also discuss the existence and obstacles of Islamic education management, the following explanation: (a) ideology, politics, and pressure of interested groups. The point is that in Islamic educational institutions, especially those with state status, there are often ideological conflicts between the main religious social organisations. As a result, the educational process that should be intended to build smart, moral and skilled human resources shifts because they are formed into people who are militant and fanatical about following socio-religious organisations; (b) the socio-economic conditions of the community and the financial interest of the institution. This means that Indonesia's socioeconomically average society of Islamic educational institutions is in the lower middle-class category. The economy of the parents of students is weak, the economy of employees, teachers and even leaders are also economically weak. How can a madrasah head or teacher of Islamic educational institutions be required to manage, and innovate strategies, approaches, methods and learning designs well while his family's economy is chaotic or even his basic daily needs are not met?' and (c) institutional status competition and government policy discrimination. This means that the majority of Islamic educational institutions have private status and their funds come from the efforts of the community (student guardians) whose economic conditions are classified as middle to lower levels. The lack of finance for Islamic educational institutions causes the position of these educational institutions to always be underdeveloped and difficult to advance. This is because all improvements to the components of educational institutions require a lot of money. Fifth, research conducted by Subronto. Hapzi Ali, & Kemas Imorn Rosadi with the title "Factors Affecting Islamic Education Management: Education System, Education Management, and Education Personnel" (Subronto et al., 2021). This article was published in JEMSI: Journal of Information Systems Management Economics, volume 3, number 1 in 2021. The results of his research discuss (a) the influence or relationship of the education system on Islamic education management. An Islamic educational institution when planning an innovation towards achieving its targets can carry out several stages, among others: (1) identification, finding out what elements are related and can support the achievement of goals; (2) elaboration, trying to understand well all the elements identified; (3) classification of elements based on similar characteristics; (4) gradation, sorting by priority (level of importance and urgency); (5) portion, giving weight based on the gradation; and (6) action, implementing the plans that have been made; (b) The influence or relationship of Education Management on Islamic Education Management. The modernisation of Islamic education has been influenced by many things, such as technological advances, the increasing number of philosophical views based on Islamic religion, and the free perspective of everyone's thinking towards religion. The development of Islamic education

will encounter many epistemological and theological obstacles that seem rather difficult to overcome. In managing Islamic education, frequent evaluations of subject matter and teaching activities must occur. Teaching ideas are developed by providing teaching relationships over time in a worked process, where the planner (teacher) checks carefully that all activities are in accordance with the demands of science and are carried out systematically. In implementing Islamic education, more effort is needed because the challenges of an increasingly complex era and the pressure to increase public trust need to be done immediately. This aims to bring back the glory days of Islam in terms of education. Islamic education management plays a pivotal role in enhancing human resources and fostering holistic development in Indonesia. The implementation of Islamic education in the country is a multifaceted process that goes beyond traditional classroom settings. The management of Islamic education institutions is crucial for ensuring the effective delivery of religious and academic content, molding individuals with a strong ethical foundation and a deep understanding of Islamic principles. This holistic approach contributes to the development of well-rounded human resources who not only possess academic knowledge but also uphold moral values and social responsibility.

In the context of Indonesia, the role of Islamic education management becomes even more significant due to the country's diverse cultural and religious landscape. Effective management ensures that Islamic education is accessible and relevant to a wide range of students, fostering inclusivity and unity. Furthermore, a well-managed Islamic education system in Indonesia can address contemporary challenges and opportunities, preparing individuals to navigate the complexities of the modern world while staying true to Islamic principles. The management of resources, curriculum development, and teacher training are integral components that collectively contribute to the overall improvement of human resources through Islamic education. The review of the implementation of Islamic education in Indonesia underscores the need for continuous improvement and adaptation to meet the evolving needs of society. Islamic education management should be dynamic and responsive, incorporating modern pedagogical approaches and technological advancements while preserving the essence of Islamic teachings. Additionally, collaboration between educational institutions, government bodies, and the community is essential for the success of Islamic education management. By fostering a collaborative and adaptive environment, Indonesia can strengthen its Islamic education system, thereby playing a vital role in shaping individuals who contribute positively to the nation's development, both academically and morally.

## CONCLUSION

Based on the results of research in several journal articles, it is concluded that: (a) the characteristics of Islamic education management must be based on the Qur'an and Hadith, (b) the foundation of Islamic education management is based on four foundations, theoretical foundations, rational foundations, and rational foundations, (c) Islamic education management is based on *hablu min an-nas* (human-oriented) and *hablu min Allah* (oriented towards Allah SWT), (d) the key to achieving success in an Islamic educational institution is the desire to always learn in everything, of course in a positive way, this is to always raise the spirit of its human resources, of course, in accordance with the guidance of the prophet Muhammad Saw. In addition, a leader or management in an Islamic educational institution must also plan innovations related to the institution's target so that the objectives are clear and can be done optimally.

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