Managerial Revolution in Islamic Education in Indonesia: Enhancing Quality Through Innovative Approaches

Buyung Syukron
Institut Agama Islam Negeri Metro, Lampung, Indonesia
buyungsyukron@gmail.com

Trisnowati Josiah
Universitas Sai Bumi Ruwa Jurai, Lampung, Indonesia
trisnowatij@gmail.com

Maryan Hasan
Institut Agama Islam Negeri Metro, Lampung, Indonesia
maryanhasan1973@gmail.com

Abstract: In the transformation and development of Islamic education, various challenges are faced, particularly in improving the quality of management and the relevance of learning. This study examines the managerial revolution in Islamic education through innovative approaches aimed at enhancing the quality of management and teaching within Islamic educational institutions. The method employed is a literature review, which gathers and analyzes various relevant literatures on innovations in the management of Islamic education, including journals, books, articles, and research reports. The approaches applied in this study include transformational leadership and strategic management, which are believed to create significant changes in the management of Islamic education, enabling it to address contemporary challenges. The primary focus of this research is to analyze the application of various innovative approaches, such as the use of technology in learning, the enhancement of leadership skills in educational management, and the development of a curriculum that is both relevant and adaptable to the evolving needs of society. The aim of this research is to explore how innovative managerial revolutions can improve the quality of Islamic education through the implementation of new approaches and provide practical recommendations for educators, education managers, and policymakers in creating a more dynamic and high-quality educational environment. The results indicate that the implementation of innovative approaches in the management of Islamic education can lead to positive impacts on the overall quality of education. The integration of technology, transformational leadership, and a relevant curriculum are key elements in creating a more effective and efficient education system. Despite the significant challenges, innovations in the management of Islamic education can bring about meaningful changes to improve the quality and relevance of Islamic education in Indonesia.

Keyword: Managerial revolution; Islamic education; Innovative approaches.

INTRODUCTION

Islamic education in Indonesia faces significant challenges in the era of globalization. With over 60,000 institutions and 10 million students, Islamic education must adapt to technological, communicative, and knowledge advancements while preserving core Islamic values. Indonesia hosts over 50,000 *pesantren* and 10,000 madrasahs, making a major contribution to Islamic

education. To meet modern demands, these institutions must transform, particularly in management. Effective management is vital to ensure the quality, sustainability, and relevance of Islamic education. Recently, the "managerial revolution" has emerged, focusing on innovative leadership, governance, and curriculum to address the needs of modern society better while upholding Islamic principles.

Table 1. Growth of Islamic Educational Institutions in Indonesia

Year	Number of Islamic Schools	Number of Students Enrolled
2019	52,000	8.5 million
2020	55,000	9 million
2021	58,000	9.5 million
2022	60,000	10 million
2023	62.000	10,5 Million

One of the main challenges in Islamic education in Indonesia is the gap between traditional management practices and the demands of modern education. Many educational institutions still rely on old methods that do not fully incorporate contemporary teaching, technology or strategic leadership. To address this, the managerial revolution brought innovative strategies, including modern leadership, such as transformational leadership and strategic management, focusing on long-term vision, empowerment and adaptability. Innovation in Islamic education includes new technologies and approaches in governance, curriculum development and teaching methods. For example, integrating technology can improve student learning, while transformational leadership can empower educators and administrators to lead more effectively, encourage collaboration and promote continuous improvement. The table below shows the various challenges Islamic education institutions face in Indonesia, which can be classified or grouped.

Table 2. Challenges Faced by Islamic Educational Institutions in Indonesia

Challenge	Traditional Management Approach	Innovative Management Approach
Limited use of technology in classrooms	Low integration of tech	Increased use of educational technology
Leadership and governance inefficiency	Centralized, top-down leadership	Transformational leadership, empowering staff

Lack of adaptability to changing needs	Rigid curricula and structures	Flexible, adaptable curricula
Insufficient long-term planning	Short-term focus	Strategic, long-term planning

This research focuses on the managerial revolution in Islamic education in Indonesia, with an emphasis on enhancing the quality of education through innovative approaches. The primary objective of this study is to explore how various innovative management practices can improve the quality of Islamic education. It aims to examine the application of these approaches in Islamic educational institutions and to provide recommendations for their successful implementation. Additionally, this study seeks to assess the impact of transformational leadership and strategic management on the overall effectiveness of Islamic educational institutions in Indonesia.

This topic is interesting because it combines two key concepts in the development of Islamic education today: managerial revolution and innovative approaches. The "managerial revolution" represents a significant shift in managing Islamic educational institutions to meet the challenges of globalization and technological advances. The "innovative approach" introduces new solutions in leadership, curriculum, and teaching methods. This study will also examine the uniqueness of applying modern managerial concepts in Islamic education, which is traditionally more conservative. It presents opportunities for Islamic institutions to develop new strategies that improve education quality and keep it relevant in changing times. By adopting transformational leadership and strategic management, Islamic educational institutions in Indonesia can enhance efficiency and effectiveness. Additionally, integrating technology into learning and developing a more adaptive curriculum will improve the learning experience and education quality, making these institutions more competitive and relevant globally.

RESEARCH METHODOLOGY

The data collection tools used for this literature review research on the theme "Managerial Revolution in Islamic Education in Indonesia: Enhancing Quality through Innovative Approaches" involve gathering data from various relevant sources, such as literature studies through books, academic articles, journals, theses, and dissertations, as well as documentation in the form of policy documents, educational reports, and guidebooks that depict managerial developments in Islamic education. Additionally, this research utilizes academic databases such as Google Scholar, JSTOR, ScienceDirect, or Scopus to search for scholarly literature related to the topic under investigation. Meta-analysis is

also employed to analyze previous research findings to gain insights and identify relevant patterns. Other sources include websites and online materials from Islamic education organizations, reports from international institutions, and current articles discussing innovations in Islamic education management.

RESULTS AND DISCUSSION

Result

Based on various literature thoroughly analyzed by the author and supported by the data as shown in Table 1 above, several key factors have been identified that explain why the managerial revolution in Indonesia, as an effort to improve the quality of Islamic education through innovative approaches, has not been fully successful. At least four main factors were found to be the key concepts that have contributed to the failure to achieve the intended outcomes mentioned above. These four contributing factors include: limited use of technology in the classroom, inefficient leadership and governance, lack of adaptability to changing needs, and insufficient long-term planning.

The first is limited use of technology in the classroom. One of the main findings hindering the managerial revolution in improving the quality of Islamic education through innovative approaches in Indonesia is the limited use of technology in the classroom. Although technology is crucial for enhancing the quality of education, many Islamic educational institutions still rely on traditional teaching methods and have not yet utilized modern technological tools such as interactive learning applications, educational software, and online platforms. This limits the development of Islamic education that is innovative and responsive to the demands of the times. Technology can enrich the learning experience, make teaching more effective, and provide students with opportunities to learn independently and flexibly.

The lack of technical skills among educators and limited access to proper technology are significant obstacles to using technology in the classroom. Many teachers resist change because they are more comfortable with traditional methods. This resistance prevents Islamic education from adapting to modern needs and meeting the demands of future generations. Therefore, strategic steps are needed to increase technology use and create more innovative, flexible, and relevant education.

The limited use of technology in classrooms is a key challenge for Islamic education in Indonesia. Despite rapid technological advances, many institutions still rely on traditional methods, with minimal use of digital tools. This is due to a lack of understanding of technology's importance, limited resources, inadequate educator skills, and poor infrastructure, such as limited

internet access in some areas. Although some administrators are unaware of how technology can improve teaching, others are beginning to adopt digital tools and online platforms, albeit slowly. Expanding technology use is essential to improve educational quality and make Islamic education more relevant to modern needs.
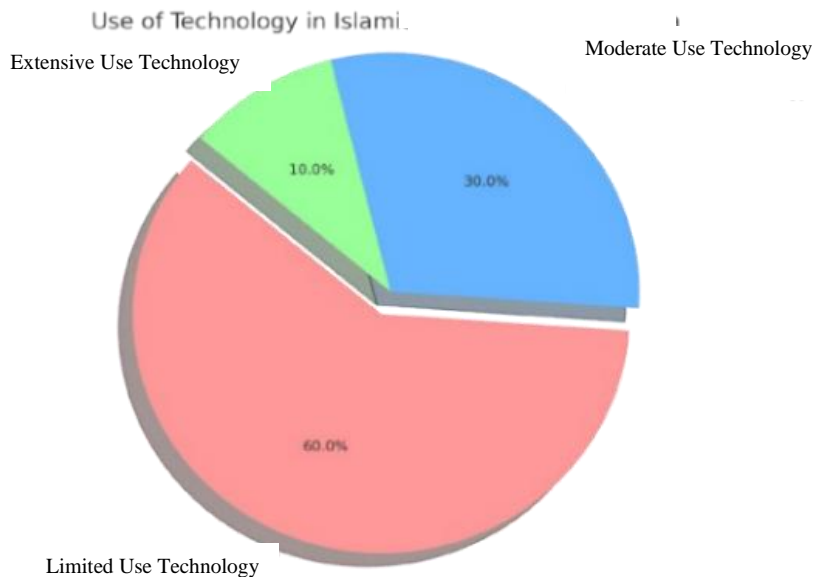

Figure 1. The chart on the use of technology in Islamic education in Indonesia

The graph above illustrates the low use of technology in Islamic educational institutions, reaching as high as 60%. Referring to the data in Table 1 above, where the number of Islamic educational institutions in Indonesia reaches 62,000, only 6,200 institutions extensively use technology in their educational cycles and systems. The data also shows that only 30%, or 18,600 Islamic educational institutions, occasionally use technology, with varying levels of integration, to support the implementation of the education system and structure in their institutions.

The Second is Inefficiency leadership and governance. Many sources highlight leadership and governance inefficiencies as significant issues in the context of the Managerial Revolution in Islamic Education in Indonesia. Most institutions still use hierarchical and authoritarian leadership models, limiting staff participation and stifling innovation. The lack of transformational leadership and a clear vision are key factors, while the failure to integrate technology further slows progress. Additionally, the absence of long-term planning and poor resource management reflect the limitations of traditional management methods, which struggle to keep up with rapid changes.

A managerial revolution is needed to address these challenges, with a shift to more collaborative, participatory leadership supported by transformational leadership and strategic management. This will help Islamic education institutions adapt to modern demands, improve efficiency, and enhance overall educational quality. Transformational leadership and strategic management will empower educators and align institutions with societal changes, ensuring they remain relevant, efficient, and effective in delivering quality education. Adopting these strategies will help Islamic education in Indonesia overcome inefficiencies and meet the demands of the modern world.

Tabel 3. Leadership and Governance Inefficiency

Aspect	Description	Characteristics of Hierarchical System	Impact on Educational Quality
Traditional Hierarchical Management Styles	In Islamic educational institutions, many still adhere to traditional hierarchical management structures, where decision-making is centralized at the top. This limits the involvement of staff and teachers, leading to inefficiencies and hindered innovation	In many organizations, decision-making is centralized, with a small group or one person making key decisions, limiting staff involvement. This creates a rigid structure with inflexible roles, leaving little room for creativity or adaptation	The response to modern education's evolving needs has been slow, with limited innovation in teaching. This lack of adaptability makes it hard to address societal and educational challenges, hindering the development of effective solutions.

The table above shows the impact of traditional hierarchical management styles in Islamic educational institutions, where decision-making is centralized at the top. This limits the involvement of components and elements within the institution, creating a rigid structure and inflexible roles, which hinder creativity and innovation. As a result, the response to modern educational needs becomes slow, and the lack of adaptability makes it difficult for the institution to address social and educational challenges, ultimately hindering the development of effective solutions.

This study's third finding is the inability to adapt to changing needs. The inability to adapt to changing needs is one of the main findings in the research, identified as a key factor hindering the managerial revolution in Indonesia in efforts to improve the quality of Islamic education through innovative approaches. Adaptation to change is essential for progress in various sectors, including education. However, in the context of Islamic education in Indonesia, there are significant barriers to this, leading to the inability of the

managerial system to adjust to the demands and dynamics of the times. One of the main causes of this inability to adapt is the attachment to established methods and patterns that have existed for a long time. Many Islamic educational institutions continue to implement systems similar to past education models without conducting evaluations or updates in line with the evolving needs of society and technology. This results in stagnation in the quality of education despite significant changes in various aspects of life, such as technology, teaching methods, and patterns of social interaction.

The inability to adapt to changing needs in Islamic education is caused by several factors, including outdated curricula that don't address modern issues like social justice, sustainability, and digital literacy. Many institutions are also hesitant to adopt innovative teaching methods, such as digital tools and interactive learning, that align with the needs of today's students. Furthermore, the lack of inclusivity in addressing cultural, social, and ethnic diversity and insufficient attention to students' psychological and social well-being creates gaps in the education system. Islamic educational institutions also fail to engage with local and global communities to stay updated on societal changes. They slowly adopt technology and digital platforms to support teaching and learning. Conservative leadership and a lack of policies promoting change and innovation worsen the situation.

A managerial revolution in Islamic education should involve creating a flexible, innovative system responsive to social, cultural, and technological changes. However, resistance to change remains a significant challenge. Many policies in Islamic institutions are still conservative and fail to meet the needs of today's digital and globalized world. Additionally, a rigid mindset hinders innovation in teaching methods, curricula, and educational resource management. The lack of awareness of the importance of renewal exacerbates the problem, as administrators are not responsive to changes that affect education. As a result, the inability to adapt to changing needs hinders the managerial revolution, which should focus on dynamic transformation and integrating innovative values into Islamic education.

The inability to adapt to change will hinder the development of educational quality and obstruct Islamic education's relevance to the times' demands. Strategic steps are needed to enhance flexibility, innovation, and readiness to face new challenges. The following graph illustrates the complexity of low adaptation in Islamic educational institutions and its impact on improving education quality, (*institution name, are anonymized using letters*).
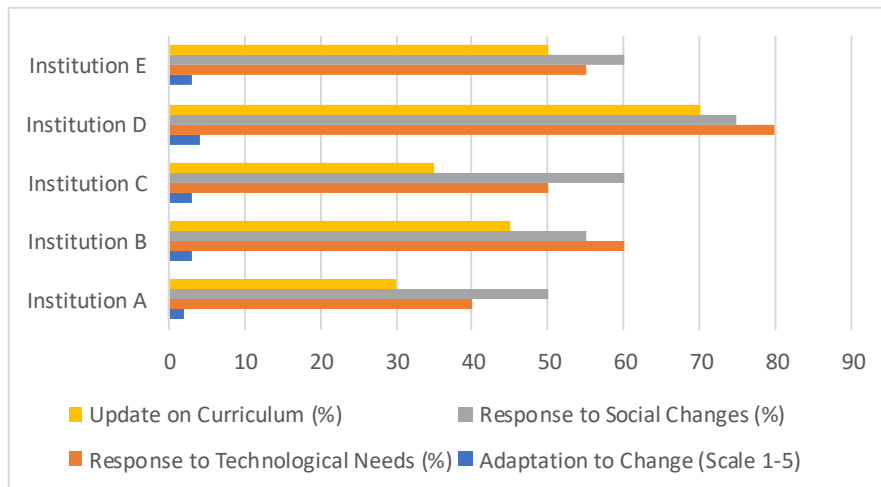
Figure 2. The chart Adaptation to Change Data

The graph shows the response of five institutions to four educational aspects: "Update on Curriculum," "Response to Social Changes," "Response to Technological Needs," and "Adaptation to Change" (scale 1-5). Institution E has the highest percentage for updating the curriculum and responding to technological needs, with values above 70%, and also leads to adaptation to change at around 60%. Institution D closely follows, focusing on technological needs and curriculum updates, but with a slightly lower adaptation score. Institution C shows a more balanced approach with moderate responses to both technological needs and curriculum updates but a lower adaptation score. Institution B focuses on responding to social changes but has significantly lower scores in technological adaptation and curriculum updates. Institution A has the lowest scores across all categories, indicating a more passive approach to these aspects.

The fourth and final finding that hinders the managerial revolution in Indonesia, aiming to improve the quality of Islamic education through innovative approaches, **is inadequate long-term planning**. Solid long-term planning is essential for ensuring sustainability and success in education. Without clear, well-thought-out strategies, educational institutions struggle to implement the necessary changes to face future challenges. Many Islamic educational institutions in Indonesia often prioritize short-term solutions over long-term strategies, which results in reactive policies that lack lasting impact. This is evident in the integration of technology in teaching, which is often poorly planned and implemented, causing stagnation and limiting its effectiveness.

The lack of long-term planning results in fragmented and poorly coordinated policies, leading to human resource development, infrastructure management, and curriculum implementation issues. This lack of strategic vision hinders education quality improvement, mainly due to insufficient ongoing training for educators. Additionally, the inability to anticipate rapid social, technological, and global changes limits the adaptability and innovation of Islamic education. To overcome these challenges, Islamic educational institutions must create a comprehensive long-term plan incorporating innovation, technology, and sustainable development. With proper planning, these institutions can address future challenges and improve education quality innovatively and sustainably.

In many Islamic educational institutions in Indonesia, long-term planning is often overlooked. Instead of focusing on strategies for long-term change, many institutions prioritize short-term, reactive solutions. As a result, their policies lack lasting impact. The author identifies weak long-term planning as evidenced by the low percentage of institutions with effective long-term strategies. Most Islamic institutions focus on short- and medium-term planning, mainly reacting to current issues without a strategic long-term vision. This situation is reflected in the data, which shows the inadequacy of long-term planning in Islamic educational institutions. (*institution name, are anonymized using letters*).
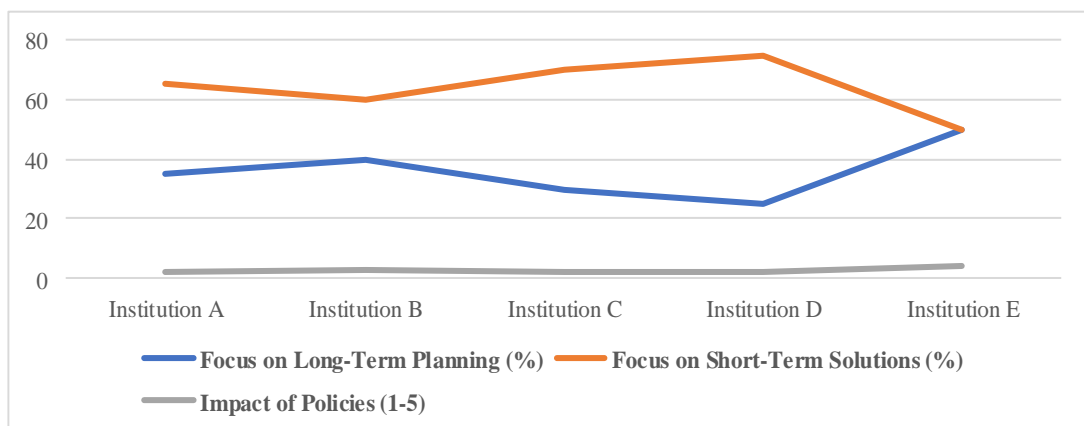

Figure 3. The chart Inadequate long-term planning in Islamic educational institutions in Indonesia

The graph illustrates the focus of five institutions on long-term planning, short-term solutions, and the impact of their policies. The percentage focus on long-term planning (blue line) and short-term solutions (orange line) varies across the institutions, with Institution D focusing the most on short-term

solutions at around 75%, while Institution E prioritizes long-term planning at approximately 50%. The other institutions show a balance, with a stronger focus on short-term solutions. The gray line, representing the impact of policies on a scale of 1 to 5, remains low across all institutions, suggesting that the policies implemented are not having a significant or lasting impact. This indicates that while institutions focus on immediate, reactive solutions, their policies are not effectively driving long-term change.

Discussion

Extensive of technology in classrooms

The limited use of technology in Islamic education is a significant barrier to achieving the managerial revolution aimed at improving educational quality through innovation. In a time when education rapidly evolves with technological advances, using technology in teaching and learning is essential, not optional. However, many Islamic educational institutions still rely heavily on traditional methods and use technology only to a limited extent, preventing them from fully utilizing their potential. This limits education's effectiveness, efficiency, and relevance in meeting modern demands.

In *Technology Integration in Islamic Education: Policy Framework and Adoption Challenges* Sholeh, (2023), it is highlighted that the limited use of technology is a significant obstacle to meaningful change in Islamic education. Technology can enhance students' learning experiences, enable more interactive teaching, and provide broader access to resources. Unfortunately, many institutions have not fully integrated technology into their processes, such as through digital apps, online platforms, or social media. Additionally, managerial practices in these institutions often fail to support technology adoption, whether through policies, teacher training, or infrastructure development.

The article *Transformation of Islamic Education Management in the Digital Era: Trends and Implications for Learning Quality* Ali Hajjaj, (2024), emphasizes that the limited use of technology in Islamic educational institutions is a significant barrier to achieving the desired managerial revolution. Despite the potential benefits of technologies like Learning Management Systems (LMS), e-learning platforms, and digital administration for improving learning and management, many institutions still face challenges in adopting them. These challenges include limited technological infrastructure and a lack of digital literacy among educators. Karfaa et al., (2019), in *Management Information Systems for Supporting Educational Organizations*, also stress that overcoming resistance to change and traditional practices is crucial for successful technology implementation. Integrating transformative technology is key to improving the quality of Islamic education, fostering innovation, enhancing teaching, and strengthening educator

competence. Humes, (2019), also underscores the critical role of technology in modernizing Islamic education management systems. Islamic educational institutions must fully embrace technology to improve administrative efficiency and teaching quality to achieve this.

The key point from the discussions above is that the limited use of technology in Islamic education institutions is a significant obstacle to achieving the managerial revolution needed to improve educational quality. While technology has the potential to enrich learning, improve teaching interactivity, and provide broader access to resources, many institutions have not fully integrated it. Key challenges include limited infrastructure, lack of digital literacy among educators, and resistance to change. The discussions also highlight the importance of transformative technology in improving the quality of Islamic education, modernizing management systems, enhancing administrative efficiency, teaching quality, and educator competence.

To address these challenges, Islamic education must shift its management approach by adopting strategic steps that focus on technology use. These steps include planning and implementing policies supporting technology in all education aspects, from teaching to administration. This involves providing adequate technology infrastructure, such as hardware and software for digital learning, and training educators to effectively use and integrate technology. Islamic educational institutions must also update curricula to include digital competencies. Technology integration can include online learning, interactive applications, and distance learning, offering students more flexible access to education. Overall, to overcome the limited use of technology, Islamic educational institutions must fully utilize its potential through significant changes. With these steps, Islamic education can become more adaptable, relevant, and sustainable, improving educational quality and contributing to societal development. For further clarity, the various steps can be seen in the table below.

Table 4. Measures to Overcome the Limitations of Using Technology in Islamic Education

No	Aspect	Necessary Action
1	Enhance Use of Technology in Teaching and Learning	Islamic educational institutions should integrate more digital learning tools, interactive platforms, and multimedia resources to engage students and improve teaching effectiveness
2	Improve Technological Infrastructure	There must be investment in modern infrastructure, including high-speed

		internet, modern computers, and educational software that supports learning and administrative functions
3	Increase Digital Literacy Among Educators	Professional development programs should be implemented to equip educators with the necessary skills to use technology effectively, including training on digital tools and platform
4	Overcome Resistance to Technological Changes	Leaders should encourage a culture of innovation by providing incentives for technology adoption, fostering a positive attitude towards change, and integrating technology into the curriculum and administration

Effective Leadership and Governance

In the context of the managerial revolution aimed at improving the quality of Islamic education through innovative approaches, one of the biggest obstacles is leadership and governance inefficiency. Leadership plays a central role in shaping the vision, strategy, and direction of educational institutions. However, many Islamic educational institutions face challenges with leadership that cannot drive transformation, adopt new technologies, and implement changes effectively. Inefficiencies in governance can manifest in various ways, such as ineffective decision-making, lack of a clear vision, poor resource allocation, and resistance to change.

In many Islamic educational institutions, leadership is centralized, with key decisions made by a small group or a single person. This limits the involvement of other stakeholders, such as teachers, staff, and students, in decision-making. As a result, collaboration, creativity, and innovation, which are essential for adapting to the changing educational landscape, are hindered. Ineffective governance structures can also lead to a lack of accountability, poor communication, and slow responses to emerging challenges, such as integrating technology or addressing the evolving needs of students and society. Additionally, many leaders in Islamic education lack a clear vision for the future or the skills to lead in a digital age. Their resistance to new approaches, focusing on traditional methods, can stifle innovation and prevent institutions from adapting to globalization, technological advancements, and the increasing demand for flexible, relevant learning experiences.

To address these issues, Islamic educational institutions must take several strategic actions. First, leaders need to develop a clear and forward-

thinking vision for the institution. This vision should emphasize the integration of technology, innovation in dynamic educational policy-making, and the ability to meet the evolving needs of internal components and external stakeholders. According to Estermann & Kupriyanova, (2018) in their report "Efficiency, Leadership and Governance: Closing the Gap between Strategy and Execution," effective leadership and strong governance can bridge the gap between strategy and execution at universities. They emphasize the importance of having a clear vision and adaptive leadership to face challenges in higher education.

Second, governance structures should be decentralized to encourage greater stakeholder participation and collaboration. This approach promotes inclusive decision-making and fosters creative solutions to complex challenges. Kezar & Holcombe, (2017) emphasize the importance of shared leadership in education, stating that collaborative leadership can overcome governance inefficiencies and improve effectiveness. Falletta (2019) also notes that centralized decision-making, where a small group or individual makes key decisions, limits participation and access, hindering institutional effectiveness. A lack of clear vision from leaders can create confusion and hinder long-term goals, while inflexible governance structures prevent institutions from adapting to internal and external challenges.

Third, leaders should prioritize professional development to enhance managerial and leadership skills. They should also promote continuous learning among staff, cultivating a culture of innovation, adaptability, and accountability. Islamic educational institutions must establish transparent and accountable governance systems, defining clear roles and responsibilities. Regular evaluations and feedback mechanisms should be implemented to ensure decisions align with institutional goals. By fostering a culture of accountability and responsiveness, leaders can ensure the institution remains agile and responsive to the needs of its students and stakeholders.

In line with this, Gobby & Wilkins, (2020), in their article "Governance and Educational Leadership," emphasize the importance of professional development and training in enhancing managerial skills in the context of educational leadership. They argue that to ensure the success of transformative Islamic education, leadership capable of driving change, adopting new technologies, and implementing them effectively is crucial. Effective leadership can improve education quality, strengthen educator competence, and support a more modern educational management system. Therefore, Islamic education needs to integrate technology as a tool that supports the goals and achievement of its vision.

The experts agree that effective leadership and good governance are essential for achieving meaningful change. Leaders must develop a clear, forward-thinking vision of technology integration and innovation in educational policy. Effective leadership bridges the gap between strategy and execution in Islamic education. Governance structures should also be decentralized to foster greater stakeholder collaboration, with shared leadership addressing inefficiencies and improving effectiveness.

Centralized decision-making and a lack of clear vision can hinder long-term goals. Leaders in Islamic educational institutions must prioritize professional development and training to enhance their managerial and leadership skills. This is crucial for successful transformative leadership. Effective leadership can improve education quality, strengthen educator competence, and support modern management systems. Therefore, integrating technology is key to realizing an adaptive and relevant vision for Islamic education.

In to achieve the managerial revolution in Islamic education, forward-thinking leadership changes, the decentralization of governance, and continuous professional development to improve managerial skills are necessary. The table below presents the Aspect, Current Situation, and Necessary Action related to Leadership and Governance Inefficiency.

Table 5. Leadership and Governance Inefficiency: Aspect, Current Situation, and Necessary Action in Islamic Education

No	Aspect	Leadership and Governance Inefficiency (Current Situation)	Effective leadership and governance In Islamic Education (Necessary Action)
1	Centralized Decision-Making	In many Islamic educational, decision-making is centralized, with key decisions made by a small group or a single individual, limiting participation from other stakeholders	Decentralize decision-making to allow for greater involvement and collaboration among all stakeholders, fostering a more inclusive decision-making process
2	Ineffective Leadership	Leadership often lacks the ability to drive transformation, adopt new technologies, and implement changes effectively, leading to stagnation	Invest in developing effective leadership that can drive change, adopt new technologies, and implement transformative changes in the institution
3	Lack of Clear Vision	Many leaders do not have a clear vision for the future, which creates ambiguity in	Leaders must develop a clear and forward-thinking vision for the institution, ensuring that it

		the institution's direction and hinders long-term goal achievement	aligns with the evolving needs of students and stakeholders
4	Inflexible Governance Structure	Governance structures are often rigid and cannot adapt to changes, hindering the institution's response to emerging internal and external challenges	Implement flexible governance structures that can adapt to changing circumstances and challenges, ensuring responsiveness to both internal and external needs

Strategic Innovation in Islamic Education

One of the biggest challenges in improving the quality of Islamic education through innovative approaches is the lack of adaptability to changing needs. Islamic education often struggles to keep up with social, technological, and cultural changes. This is seen in the slow adoption of new technologies, outdated teaching methods, and curricula that no longer meet the needs of today's world. The inability to adapt hinders progress and prevents Islamic education from aligning with global developments.

This is aligned with the statement that challenges such as a lack of understanding, resistance to change, resource limitations, and conflicts between tradition and modernity can significantly impact the quality of learning, student skill development, operational efficiency, and enhancing a university's reputation and competitiveness. Collaboration and strong leadership are critical to addressing these challenges and expanding prospects for innovation in Islamic educational institutions (Shofiyyah et al., 2023).

The above statement aligns with what El-Ebiary et al., (2017), emphasized, highlighting that one major obstacle in educational management is resistance to change stemming from long-standing habits and organizational structures. They also emphasize the importance of flexible policies to enable innovation and the need for adequate resources, including infrastructure and staff training, to implement new technologies and methods effectively. Educational institutions struggle to leverage technological advancements and new approaches without such readiness, hindering progress and adaptation to changing educational needs.

According to Adams et al., (2018), lack of adaptability to changing needs also affects the management of Islamic education, making it unresponsive to the increasingly complex social developments and the demands of the workforce. For example, curricula that focus heavily on religious theory without incorporating practical skills relevant to industry or the workforce are a significant issue. Additionally, the challenges of globalization demand that

Islamic education be more open to cultural diversity and different schools of thought, but this is often overlooked. This results in Islamic education becoming isolated and unable to provide a comprehensive and relevant learning experience for students in the digital age.

To address this issue, Islamic education must adopt a new managerial approach that supports adaptability to change. First, institutions should develop flexible policies that respond to change. This includes creating dynamic curricula that combine religious knowledge with practical skills needed in the workforce and integrating technology to improve teaching. Additionally, institutions must ensure adequate infrastructure, such as hardware, software, and stable internet access, to support technology. Mounir et al., (2023), stress the importance of a new managerial paradigm that enables flexibility and adaptability to rapid educational changes. Islamic education, in particular, needs responsive policies and curricula that blend religious knowledge with workforce-relevant skills. Technology integration is crucial for enhancing teaching quality and ensuring that innovations are effectively implemented and sustained.

Second, developing educators' skills is essential to improving the adaptability of Islamic education. Ongoing education and training should be a priority to ensure educators master religious content and use innovative methods and technology to create interactive and engaging learning experiences. Increasing digital literacy among teachers and staff is also crucial to helping them use online platforms and digital tools effectively. This approach aligns with Irfan et al., (2018), who emphasize that enhancing educators' skills is key to adapting Islamic education to changing times. Continuous training will ensure educators can teach with modern methods and technology, making students' learning experiences more interactive and meaningful.

Third, Islamic educational institutions must create an open organizational culture that embraces innovation and change. Leaders should have a clear vision of the need for adaptation and technological advancement, encouraging everyone in the institution to participate in the change process. Inclusive and collaborative leadership fosters an environment that supports creativity, where all members feel involved in decision-making and responsible for progress. Anwar et al., (2021), argue that Islamic educational institutions must cultivate a culture of innovation and change as a key part of management. An institution open to innovation can better respond to new educational challenges and opportunities. This involves embracing new ideas, being flexible in decision-making, and promoting creativity and collaboration. Such a culture is essential for improving management effectiveness and the overall quality of education.

Concrete steps must be taken to address the lack of adaptability in Islamic education, including developing a more flexible managerial approach that is open to change. This includes developing relevant curricula, enhancing educators' skills, and ensuring technology integration to enhance teaching quality. Through these efforts, Islamic education can become more adaptive and relevant to the times' needs, improve education quality sustainably, and contribute significantly to societal development. To view the specific Aspect, Current Situation, and Necessary Action related to Lack of Adaptability to Changing Needs and Strategic Innovation in Islamic Education, they are presented in the table below.

Table 6. Strategic Innovation: Current Situation, and Necessary Action in Islamic Education

No	Aspect	Lack of Adaptability to Changing Needs (Current Situation)	Strategic Innovation in Islamic Education (Necessary Action)
1	Approach to Change	Changes are reactive, with limited proactive strategies to adapt to evolving needs in education.	Changes are proactive, with clear strategies in place to anticipate and address future educational needs
2	Learning Development	Learning focuses on traditional subjects, often with little integration of practical skills required in the workforce.	Learning is dynamic, blending religious knowledge with practical, workforce-relevant skills and modern methodologies
3	Technology Integration	Technology use is minimal and lacks effective integration into the teaching and learning process	Technology is integrated into teaching and learning practices, enhancing interactivity and making learning more accessible and flexible
4	Leadership and Vision	Leadership lacks a clear, forward-thinking vision, resulting in stagnation and poor decision-making regarding adaptation.	Leadership has a clear, forward-thinking vision and is focused on creating a flexible, adaptable institution
5	Adaptability to New Challenges	The institution struggles to respond to new challenges and changes, remaining stuck in outdated systems and practices	The institution embraces challenges as opportunities, responding quickly and effectively to both internal and external changes

Comprehensive Long-Term Planning

One of the biggest challenges in the managerial revolution to improve the quality of Islamic education is inadequate long-term planning. Islamic education must adapt and plan for the future in a rapidly changing world with

technological advances and evolving societal needs. However, many institutions focus on short-term problem-solving without making long-term, sustainable plans. Therefore, Islamic education must begin developing a comprehensive long-term plan. In this context, Mahardhika & Raharja, (2023) emphasize that comprehensive long-term planning in education helps institutions continue to operate, fulfill their missions, and comply with regulations. This type of planning guides leaders to reflect on performance and identify areas where initiatives can be applied to bring about positive change.

The lack of comprehensive long-term planning is evident in Islamic educational institutions' failure to anticipate future challenges in curriculum, technology, or human resource management. Many institutions focus on short-term issues instead of creating a clear strategy for long-term development. For example, despite the need to modernize teaching with technology, many institutions lack a structured plan for integrating technology, including infrastructure and educator training. According to Marques et al., (2019), the failure of institutions to adapt to changing times and globalization needs results in stagnant education quality that is irrelevant to the demands of the workforce and the increasingly dynamic social development. A rigid curriculum, undeveloped teaching methods, and lack of technological utilization are among the factors hindering the achievement of better education quality that meets the demands of the times.

In this situation, Kovalenko et al., (2020) stress the importance of applying a management system focused on the effectiveness and efficiency of educational institutions. They argue that by adhering to these standards, educational institutions can improve their management systems, monitor processes to ensure alignment with their mission and meet stakeholder needs and expectations through a process-focused approach, risk-based thinking, and optimal quality achievement. Another perspective, as presented by Muniapan et al., (2008), highlights the importance of comprehensive long-term planning in educational institutions. Educational institutions focus on temporary issues without a structured management system focused on the future. They can less anticipate future challenges such as technology and human resource management.

Islamic educational institutions must take concrete steps based on comprehensive long-term planning to address this condition. Comprehensive long-term planning involves developing clear, structured, and sustainable plans to achieve long-term goals. This requires deep thinking about the future and strategies to address potential challenges and opportunities for innovation and development. In Islamic education, comprehensive long-term planning means designing policies and decisions that integrate educational vision with social

changes, technology, and the evolving world of work, ensuring that each step taken supports the sustainability and relevance of education in the future.

Khalilov, (2024), highlights the importance of comprehensive long-term planning in education, emphasizing its role in improving teaching quality, integrating digital learning, enhancing global competitiveness, and aligning with sustainable development goals. Comprehensive planning improves learning experiences and contributes to socio-economic progress by preparing everyone to succeed in an interconnected, rapidly changing world. Castillo et al., (2024), stress the importance of comprehensive long-term planning in achieving quality optimization in educational institutions, identifying challenges and opportunities, and analyzing trends in strategic planning. Furthermore, comprehensive planning models are essential for long-term institutional effectiveness, including process-based planning, systemic approaches, integration with budgeting, and practical implementation. This model emphasizes setting measurable goals for long-term success (Rieley & Rieley, 2018).

Islamic education can take several steps in comprehensive long-term planning. First, it should develop a clear long-term vision that integrates technology, updates the curriculum, and enhances educator competencies. This vision should include innovations that combine religious knowledge with practical skills for the workforce and technology to support interactive teaching. Second, Islamic education must create and implement policies that promote long-term change and innovation, modernize managerial structures to encourage collaboration among educators, students, and parents, and foster innovation in curriculum and teaching methods. Improving managerial capacity is crucial for Islamic educational institutions to respond flexibly to challenges.

Sarah Mathias (2023), in her book *Strategic Planning in Education – 3 Keys to Success*, highlights the importance of strategic planning in education to drive positive change in school districts. The three keys to success are developing a shared vision, mission, and values, involving educational partners in the planning process, and applying strategic planning. These elements should be integrated into comprehensive long-term education planning. It begins with creating a clear long-term vision and implementing policies that support lasting change and innovation. Additionally, in the article *The Advantages of Long-Term Planning in Education: A Roadmap to Success* by Tutor@Eduonix (2023), it is emphasized that long-term planning is vital for shaping the future of educational institutions. This approach focuses on developing comprehensive strategies for sustainable success and adaptability in a rapidly changing world. Key components of long-term planning include vision and goals, strategic analysis, resource allocation, stakeholder involvement, and monitoring and evaluation.

Even in the article *Higher Education Strategy in Digital Transformation*, Mohamed Hashim et al., (2022), assert that educational institutions must drive innovation through agile strategic planning for continuous improvement and long-term success. In the fast-developing landscape of technological advancement, educational institutions are entering a phase of intense introspection. The recommended steps include determining the institution's identity, creating a strategy for continuous improvement that supports innovation, and embedding innovation as a core element.

Third, Islamic education should prioritize investing in technology infrastructure, such as acquiring adequate hardware and software and ensuring stable internet access to support digital learning. A strong infrastructure is essential for implementing long-term plans integrating technology, enabling distance learning and online education. Fourth, ongoing capacity building and training for educators are crucial. Educators must master religious content and acquire the skills to use technology and innovative teaching methods. Continuous professional development, including technology training, online learning, and curriculum development, must be prioritized to improve teaching quality and relevance.

In line with the third and fourth patterns, Ismail Raji'i Al Faruqi, (1989), in *Islamization of Knowledge: General Principles and Work Plan*, argue that Islamic education must develop a comprehensive strategy to integrate Islamic principles with modern educational systems. This book highlights the importance of educational reform, including curriculum development and educator training, to address modern challenges. This approach aligns with comprehensive long-term planning by integrating technology. In *Supporting Modern Teaching in Islamic Schools: Pedagogical Best Practice for Teachers* El Odessy, (2023), it is emphasized that Islamic education must incorporate modern teaching practices and technology, focusing on professional development for educators and pedagogical innovation. This book outlines how Islamic education can enhance educators' capacity through continuous training and technology integration. Meanwhile, in *Global Perspectives on Teaching and Learning Paths in Islamic Education* Miftachul Huda, (2020), it is mentioned that Islamic education must embrace global digital trends in curriculum design, teaching models, and learning environments. While it does not directly address infrastructure investment, Miftachul Huda provides valuable context on how technology can be integrated into the long-term planning of Islamic education.

Based on expert opinions, Islamic educational institutions must improve education quality and stay relevant to changing times. This includes adapting to social and technological changes by developing a clear vision, creating innovative policies, and integrating technology into teaching. Institutions should

prioritize investing in technology infrastructure, such as hardware, software, and stable internet access, to support digital and distance learning. Additionally, ongoing capacity building for educators is essential to integrate technology and innovative teaching methods. Experts agree that structured long-term planning will help Islamic educational institutions operate effectively and stay relevant to future workforce needs. The table below provides a specific overview of the important steps that Islamic education must take to address inadequate long-term planning with a more comprehensive and structured approach.

Table 7. Strategic Innovative Comprehensive Long-Term Planning: Current Situation, and Necessary Action in Islamic Education

No	Aspek	Insufficient Long-Term Planning (Impact of current Situation)	Comprehensive Long-Term Planning (Necessary Action)
1	Long-Term Vision	Islamic educational institutions do not have a clear direction for the future.	Develop a clear vision for the future of Islamic education, including the integration of technology and curriculum renewal.
2	Technology Infrastructure Investment	There is a lack of adequate technology infrastructure, such as hardware, software, and stable internet access.	Prioritize investment in technology infrastructure, including hardware, software, and stable internet access.
3	Integration of Technology in Learning	Learning is ineffective due to technological limitations.	Integrate technology into the learning process, such as the use of digital learning and distance learning.
4	Curriculum Development	Unable to accommodate the needs of the workforce and dynamic social developments.	Develop a dynamic curriculum that includes religious knowledge and practical skills required in the workforce.
5	Continuous Professional Development for Educators	Educators are unable to master technology and innovative teaching methods.	Provide continuous training for educators to master technology and more innovative teaching methods.
6	Human Resource Management	Educational institutions cannot respond flexibly to social and technological changes.	Formulate policies that support the development of educators' capacity and improve performance, while managing changes more flexibly.
7	Effective Management	Educational institutions cannot achieve optimal effectiveness and efficiency.	Implement a structured management system that focuses on the future to ensure the sustainability and relevance of education.
8	Policies and	There are no long-term	Design policies that support long-

	Strategies	perspective policies and strategies to meet changing needs.	term change, focusing on innovation and collaborative management among stakeholders.
9	Monitoring and Evaluation	There is no regular evaluation of long-term planning.	Conduct regular evaluations to assess the progress of long-term planning and identify areas that need improvement.

CONCLUSION

The managerial revolution in Islamic education, aimed at improving educational quality through innovation, faces significant challenges due to inadequate long-term planning. The limited use of technology, outdated teaching methods, and insufficient infrastructure hinder the necessary transformation for Islamic educational institutions to stay relevant in an increasingly digital world. To overcome these challenges, institutions must adopt a comprehensive long-term planning framework that integrates technology, modernizes curricula, and strengthens educator capacity. A clear vision, supported by strategic policies and investments in technology, is crucial for meeting the evolving educational needs. This includes prioritizing investments in hardware, software, and stable internet access for digital learning and distance education. Continuous professional development for educators is essential to equip them with the skills needed to integrate technology and innovative teaching methods. Effective leadership and decentralized governance are also vital for fostering collaboration, innovation, and responsiveness to change. By adopting flexible management practices, Islamic education can enhance efficiency, relevance, and effectiveness in addressing modern challenges. In conclusion, implementing comprehensive long-term planning will improve the quality and adaptability of Islamic education, helping it align with global trends and societal needs.■

REFERENCES

Adams, D., Sumintono, B., Mohamed, A., Syafika, N., & Noor, M. (2018). E-LEARNING READINESS AMONG STUDENTS OF DIVERSE BACKGROUNDS IN A LEADING MALAYSIAN HIGHER EDUCATION INSTITUTION 1. In *Malaysian Journal of Learning and Instruction* (Vol. 15, Issue 2).

Ali Hajjaj, W. (2024). Transformation Of Islamic Education Management In The Digital Era: Trends And Implications For Learning Quality. *Journal of International Multidisciplinary Research*. https://journal.banjaresepacific.com/index.php/jimr

Anwar, A., Aziz, A., & Saeed, T. (2021). *Management Control Systems and Balance Score Cards: From the Perspective of the Education Industry*. www.ijicc.net

Castillo, M. J. A. C., Córdova, M. M. E. R., Orozco, M. E. P., & Gurumendi, J. M. B. (2024). Strategic Planning for the Management of Educational Institutions: Sistematic Review. *Journal of Ecohumanism*, *3*(8), 314–323. https://doi.org/10.62754/joe.v3i8.4733

El Odessy, D. (2023). Supporting Modern Teaching in Islamic Schools: Pedagogical Best Practice for Teachers ed. by Ismail Hussein Amzat (review). *Journal of Education in Muslim Societies*, *5*(1), 123–125. https://doi.org/10.2979/jems.5.1.10

El-Ebiary, Y. A. B., Al-Sammarraie, N. A., Al Moaiad, Y., & Alzubi, M. M. S. (2017). The impact of Management Information System in educational organizations processes. *2016 IEEE Conference on E-Learning, e-Management and e-Services, IC3e 2016*, 166–169. https://doi.org/10.1109/IC3e.2016.8009060

Estermann, T., & Kupriyanova, V. (2018). *Efficiency, Leadership and Governance: Closing the gap between strategy and execution*. www.eua.eu

Gobby, B., & Wilkins, A. W. (2020). *Governance and educational leadership*. https://www.researchgate.net/publication/337649637

Humes, W. (2019). *The Discourses of Educational Management*. https://www.researchgate.net/publication/229049110

Irfan, M., Putra, S. J., Alam, C. N., Subiyakto, A., & Wahana, A. (2018). Readiness factors for information system strategic planning among universities in developing countries: A systematic review. *Journal of Physics: Conference Series*, *978*(1). https://doi.org/10.1088/1742-6596/978/1/012046

Ismail Raji'i Al Faruqi. (1989). *ISLAMIZATION OF KNOWLEDGE General Principles and Work Plan*.

Karfaa, Y. M., Sulaiman, H. B., & Yussof, S. (2019). Management Information Systems for Supporting Educational Organizations: A Case Study through One Private University in Malaysia. *International Journal of Scientific and Research Publications*, *5*(10). www.ijsrp.org

Kezar, A. J., & Holcombe, E. M. (2017). *Voices from the Field V iewpoints Shared Leadership in Higher Education: Important Lessons from Research and Practice*.

Khalilov, A. T. (2024). *Planning And Strategy In Education*. www.healthinformaticsjournal.com

Kovalenko, S. M., Romelashvili, O. S., Zborovska, T. V., & Blagun, O. D. (2020). General aspects of introduction of management systems in educational organizations in pursuance of ISO 21001:2018. *Management, Economy and Quality Assurance in Pharmacy*, *0*(4(64)), 4–9. https://doi.org/10.24959/uekj.20.33

Mahardhika, B. N., & Raharja, S. (2023). The Importance of Strategic Planning With Modern Trends in Education. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 1807–1820. https://doi.org/10.35445/alishlah.v15i2.2527

Marques, R. P., Santos, C., & Inácio, H. (2019). *Organizational Auditing and Assurance in the Digital Age-Preface.* https://www.researchgate.net/publication/330938502

Miftachul Huda, et. al. ,. (2020). *Global Perspectives on Teaching and Learning Paths in Islamic Education* (M. Huda, J. Safar, A. K. Mohamed, K. A. Jasmi, & B. Basiron, Eds.). IGI Global. https://doi.org/10.4018/978-1-5225-8528-2

Mohamed Hashim, M. A., Tlemsani, I., & Matthews, R. (2022). Higher education strategy in digital transformation. *Education and Information Technologies*, *27*, 3171–3195. https://doi.org/10.1007/s10639-021-10739-1

Mounir, G., Idrees, A. M., Sayed, E., Khater, M., Mosallam, E., & Khedr, A. E. (2023). *The Impact of Applying ISO Standards Systems on Improving the Quality of the Performance in Higher Educational Institutions in Egypt 457 Original Scientific Paper.*

Muniapan, B., Lanka, S., Philippines, the, & Muniapan, B. (2008). Biographical notes: Balakrishnan Muniapan currently teaches HRM, OB, International Management and Asian Management for undergraduates and MBA. In *Int. J. Management in Education* (Vol. 2, Issue 1).

Rieley, J. B., & Rieley, J. B. (2018). *A Comprehensive Planning Model "PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY.*

Shofiyyah, N. A., Komarudin, T. S., & Hasan, Moch. S. (2023). Innovations in Islamic Education Management within the University Context: Addressing Challenges and Exploring Future Prospects. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, *8*(2), 193–209. https://doi.org/10.31538/ndh.v8i2.3625

Sholeh, M. I. (2023). Technology Integration in Islamic Education: Policy Framework and Adoption Challenges. *Journal of Modern Islamic Studies and Civilization*, *1*(02), 82–100. https://doi.org/10.59653/jmisc.v1i02.155