



Islamic Values-Based Education Management Strategy at MI Raudhatul Hasanah Tangerang

Muhammad Iqbal*

Asy-Syukriyyah Institute, Indonesia

iqbalmiznzh@gmail.com

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Abstract

Contemporary Islamic educational institutions face complex dynamics that necessitate a reformulation of strategic management paradigms grounded in Islamic values to achieve institutional excellence while upholding spiritual authenticity. This study aims to analyze, evaluate, and formulate an effective Islamic value-based education management strategy at MI Raudhatul Hasanah Tangerang, as well as identify the determining factors that affect the successful implementation of the strategy. The study employed a qualitative method with an interpretive descriptive approach, utilizing an ethnographic case study. This involved in-depth interviews with eight key informants, participatory observation over four months, and documentation analysis using purposive sampling techniques. The study's findings identified four integrated strategic dimensions: strategic planning based on shura-hikmah, resource organization based on the principle of tanzhim-justice, transformational leadership inspired by the example of the Prophet PBUH, and holistic performance evaluation through the muhasabah-muraqabah approach. The novelty of the research led to the development of the Islamic Education Management Tetrahedron Model (TMPI). This comprehensive framework integrates spiritual, managerial, and operational dimensions into a coherent system. This empirical research offers significant implications for the development of superior and sustainable Islamic education management systems, providing strategic recommendations for the creation of technology-based management information systems and managerial capacity-building centers for Islamic education leaders to ensure the scalability and sustainability of the model.

Keywords: educational management, Islamic values, madrasah ibtidaiyah, strategic management, tetrahedron model

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*** Correspondence Address:**

Email: iqbalmiznzh@gmail.com

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A. Introduction

The development of Islamic educational institutions in the contemporary era faces various complex dynamics that necessitate a reformulation of the strategic management paradigm grounded in Islamic values. Madrasah Ibtidaiyah, as the foundation of Islamic education, plays a vital role in shaping the character and intellect of students through the internalization of comprehensive and integrated spiritual values, supported by an effective institutional management system.

Empirical studies show that the implementation of Islamic values-based education management strategies in various Islamic educational institutions experiences significant variations in achieving organizational goals. Research on the development of Madrasah Ibtidaiyah excels in identifying the need for a breakthrough strategy through the implementation of madrasah-based management, the formation of student character values, and the improvement of learning quality (Rambe & Suryatik, 2024; Suharyanto, 2023). Meanwhile, the management of the head of Madrasah Ibtidaiyah in fostering religious character education in the digital era has shown promising results through optimal planning, organization, implementation and evaluation by utilizing information technology (Wibowo & Kurniawan, 2023). Furthermore, the development of technology-based Islamic education management models has been proven to improve access and quality of education significantly (Badrin, 2024a).

The fundamental problems identified in the field include the inadequate implementation of Islamic values in institutional management practices, the limited capacity of human resources to integrate the spiritual paradigm with the modern administrative system, and the lack of strategic innovation in managing the dynamics of increasingly competitive and changing educational environments. This condition is exacerbated by the weak synergy between internal stakeholder components in actualizing institutional visions and missions, which leads to the achievement of excellence in educational services with Islamic characteristics.

The identification of the cause of the problem involves several determining factors, namely, first, the inconsistency between the theoretical conceptualization of Islamic values and their practical operationalization in daily managerial activities. Second, the limitations of educational leadership competencies in transforming spiritual values into applicable and measurable strategic policies. Third, there is no integration of a comprehensive performance evaluation system with achievement indicators based on authentic Islamic management principles.

This study limits the focus of the study to the aspect of education management strategy, which includes the dimensions of strategic planning, resource organization, transformational leadership, and a performance evaluation system that is integrated with fundamental Islamic values, especially in the context of the management of Madrasah Ibtidaiyah Raudhatul Hasanah Tangerang as a representative research locus.

State-of-the-art previous research shows that the management of the multicultural Islamic Religious Education curriculum aims to integrate Islamic values with the principles of multiculturalism in learning to foster students' awareness of the diversity of society (Hidayat & Hidayat, 2023). Other findings indicate that the implementation of education marketing strategies in madrasahs and the management of Madrasah Ibtidaiyah education marketing as a new educational institution requires an innovative approach in increasing institutional competitiveness (Nijo & Wahab, 2024; Purba et al., 2023; Wiratmuko et al., 2023).

A gap analysis identified significant gaps between previous studies, which tended to focus on partial aspects of Islamic education management, and the need for a comprehensive, integrative model. The novelty of this research lies in the development of a strategic framework that holistically integrates spiritual, managerial, and operational dimensions into a coherent system, as well as presenting empirical contributions through an in-depth analysis of best practices at Madrasah Ibtidaiyah Raudhatul Hasanah Tangerang, which have never been comprehensively explored in the academic literature.

Education based on Islamic values in realizing optimal learning quality requires an integrated and sustainable management approach (Huda, 2022). The urgency of this research is increasingly relevant, considering the complexity of contemporary Islamic education challenges that require evidence-based strategic solutions to optimize sustainable institutional performance and achieve excellence in quality education services.

The purpose of this study is to analyze, evaluate, and formulate an effective and efficient model of Islamic value-based education management strategy at MI Raudhatul Hasanah Tangerang, as well as identify the determining factors that affect the successful implementation of the strategy. The goal is to develop strategic recommendations that serve as a reference for creating a superior and sustainable Islamic education management system. The scientific benefits of this research include contributing to the development of contemporary Islamic education management theory, providing empirical references for education practitioners, and strengthening the body of knowledge in the field of strategic management of Islamic educational institutions in Indonesia.

B. Method

This research employs a qualitative research design with an interpretive descriptive approach, aiming to explore the phenomenon of Islamic value-based education management strategies in depth and comprehensively. The interpretive paradigm is chosen to understand the meaning and subjective experience of the actors in the context of the natural setting, as it is stated that the qualitative approach produces descriptive data in the form of speech or actions of the observed subjects, both in writing and unwritten (Sugiyono, 2020). The research method employed is an ethnographic case study, which allows researchers to analyze education management practices in a natural setting with a holistic and contextual perspective.

The research instruments developed include structured in-depth interview guidelines, participatory observation sheets, and documentation protocols that have been validated through expert judgment from three Islamic education management experts. The research location was determined at Madrasah Ibtidaiyah Raudhatul Hasanah Tangerang, taking into consideration institutional representativeness and data accessibility. The primary data collection technique involved in-depth interviews with eight key informants, comprising madrasah heads, deputy madrasah heads, four senior teachers, and two members of the madrasah committees, who were selected through purposive sampling based on their involvement in the managerial process and a minimum of five years of work experience. Participatory observation was conducted over four months to observe the implementation of management strategies in daily operational activities, including planning, organizing, leadership, and performance evaluation processes. The process of analyzing interview results and observations is carried out through verbatim transcripts,

member checking, and source triangulation to ensure the accuracy of data interpretation. This approach is based on the principle that the correct data collection technique produces data with high credibility (Sugiyono, 2020).

The measurement of performance achievement in Islamic value-based education management utilizes qualitative indicators that encompass the dimensions of spiritual value implementation effectiveness, managerial process efficiency, and the transformational impact on organizational culture. Data validity is ensured through methodological triangulation between interviews, observations, and documentation, while reliability is ensured through inter-rater reliability by involving two independent researchers in the coding process. The credibility of the data is strengthened through prolonged engagement in the field, peer debriefing with academics, and systematic trial audits according to the rigorous standards of contemporary qualitative research (Sugiyono, 2020).

C. Findings

The study's findings identify four main dimensions of the Islamic values-based education management strategy at MI Raudhatul Hasanah Tangerang, which are implemented through a holistic and integrated approach. Field data indicate that the implementation of Islamic values in managerial practice encompasses aspects of strategic planning, resource allocation, transformational leadership, and performance evaluation grounded in Sharia principles.

Dimensions of Strategic Planning Based on Islamic Values

The results of an in-depth interview with the head of the madrasah revealed that "our strategic planning is based on the principles of shura (deliberation) and wisdom in every decision-making, where the visions and missions of the madrasah are derived from the values of the Qur'an and Hadith to create a generation of faith, knowledge, and noble character". Participatory observation reveals that the strategic planning process is conducted through regular coordination meetings that involve all internal stakeholders, applying the concepts of shiddiq (honest), amanah (trustworthy), tabligh (communicative), and fathonah (intelligent) in each policy formulation.

Resource Organization Dimensions

The organizational structure of madrasahs applies the principle of tanzhim, which emphasizes the division of duties and responsibilities based on the competence and expertise of each personnel. The results of the interview with the deputy head of the madrasah explained that "the organization of human resources is carried out based on the principles of justice and mutual benefit, where each individual is placed according to his or her abilities and contribution to the achievement of the goals of Islamic education".

Observation of the implementation of the organizational structure reveals effective coordination between work units through the implementation of a hierarchical and horizontal communication system, based on the values of brotherhood and cooperation. Data show that the allocation of financial resources is carried out through a transparent and accountable mechanism, with reference to the principle of fastabiqul khairat (competing in goodness), to maximize the quality of educational services.

Transformational Leadership Dimension

The leadership at MI Raudhatul Hasanah Tangerang employs a transformational leadership model grounded in the exemplary values of the Prophet PBUH. The results of interviews with senior teachers revealed that "the head of the madrasah applies an inspiring and motivating leadership style by providing a real example in implementing Islamic values in daily life, thereby creating a religious and professional organizational culture".

Observations indicate that the decision-making process is carried out through a participatory approach, involving all madrasah components in a deliberative forum led by the principle of ukhuwah islamiyyah (Islamic brotherhood). Documentation data indicate that a continuous capacity-building program is in place for teachers and education personnel to enhance both professional and spiritual competencies in a balanced manner.

Dimensions of Continuous Performance Evaluation

The performance evaluation system in madrasahs employs the muhasabah (self-introspection) and muraqabah (supervision) approaches, which incorporate both quantitative and qualitative aspects in assessing the achievement of educational goals. The results of the interview with the madrasah committee explained that "evaluations are carried out periodically and comprehensively involving internal and external assessments to ensure the conformity between the planned program and the results achieved based on Islamic education quality standards".

The observation findings revealed the existence of an integrated monitoring and evaluation system utilizing performance indicators based on Islamic values, including the level of student devotion, academic achievement, and the practice of noble morals in daily life. Data show that the evaluation results are used as a basis for improving the quality of educational services through a continuous improvement program.

Overall, the study's findings indicate that the implementation of the Islamic value-based education management strategy at MI Raudhatul Hasanah Tangerang has been conducted systematically and effectively integrated. However, several aspects still require optimization, particularly in terms of standardizing operational procedures and developing technology-based management information systems to support the overall effectiveness of the managerial process.

D. Discussion

Analysis of the Implementation of the Strategic Dimension of Islamic Value-Based Education Management

The research findings on the implementation of the four main dimensions of the Islamic value-based education management strategy at MI Raudhatul Hasanah Tangerang demonstrate significant alignment with the theoretical concept of contemporary Islamic education management. The successful implementation of the strategic planning dimension based on the principles of shura and wisdom is in line with the words of Allah SWT in the Qur'an Surah Ash-Shura verse 38:

"وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ"

"And (for) those who accept (obey) the call of their Lord and establish prayer, while their affairs are (decided) by deliberation between them; and they provide a portion of the sustenance that We give them." (Kemenag, 2022)

The implementation of the principle of deliberation in madrasah strategic planning signifies a paradigm shift in education management from a conventional hierarchical model to a participatory approach grounded in Islamic values. This finding aligns with the results of Manora et al. (2023), Madaniyah & Roza (2024), Judijanto et al. (2024), and Munawir et al. (2024) which emphasizes the importance of a flexible and adaptive Islamic education curriculum management strategy to the needs of students through the Freedom of Learning approach. This conformity demonstrates that the principles of flexibility and participation in strategic planning are universal characteristics of effective Islamic education management, regardless of the context in which they are implemented.

The organizational dimension of resources that applies the principles of tanzhim and justice demonstrates the implementation of human resource management concepts based on Islamic values. This is as stated in the research findings, which indicate that the relevance of these findings to the theoretical concept of Islamic human resource management is evident in the application of the principle of fastabiquul khairat in resource allocation. This principle emphasizes not only administrative efficiency but also the spiritual and moral dimensions of organizational management (Basit et al., 2024; Harahap et al., 2024; Rochaeni & Supendi, 2024; Safitri & Daryani, 2023; Soehardi et al., 2024).

Transforming Educational Leadership in a Digital Context

The research findings on the implementation of transformational leadership, based on the example of the Prophet PBUH, demonstrate high relevance to the leadership demands of Islamic education in the contemporary era. This conformity is reinforced by the results of the research by Tripitasari (2024) who identify the importance of the role of Islamic education management in preparing the Muslim generation in the era of Society 5.0 through adaptive and visionary leadership. The implementation of inspirational and motivational leadership styles identified in this study suggests a shift in the leadership paradigm of Islamic education from a traditional, authoritative model to a transformational approach that is more responsive to the dynamics of contemporary change.

This principle of responsible leadership is implemented through a participatory approach in decision-making involving all madrasah stakeholders in a deliberative forum based on ukhuwah islamiyyah. However, the research findings reveal a gap in the integration of technology in educational leadership practices. In contrast to the study's results, Mustoip et al. (2023), Nurhayati et al. (2024), Dawam & El-Hisan (2024), and Rozi et al. (2024) which demonstrates the effectiveness of integrating artificial intelligence in Islamic-based character education management, the implementation of leadership at MI Raudhatul Hasanah Tangerang still relies on a conventional approach without optimizing digital technology. This gap highlights the need to adapt Islamic education leadership to meet the demands of digitalization, thereby improving managerial effectiveness.

Holistic Performance Evaluation System Based on Muhasabah

The implementation of a performance evaluation system that applies the muhasabah and muraqabah approaches demonstrates the unique characteristics of Islamic education management, which integrates the spiritual dimension into the performance appraisal process. The compatibility of these findings with the theoretical concept of Islamic educational evaluation is reinforced by the words of Allah in Surah Al-Hashr, verse 18:

"يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ"

"O you who have believed, fear Allah and let each one of you pay attention to what he has done for tomorrow (the Hereafter); and fear Allah, for Allah is Aware of what you do." (Kemenag, 2022)

The concept of muhasabah in the evaluation system reflects the internalization of the principle of self-introspection, which not only measures the quantitative aspect of performance achievement but also the qualitative dimension, including spiritual and moral aspects. This is in line with the findings of Fakhriah (2022), Edy et al. (2023), Efriani & Yusrianti (2024), Yana et al. (2024), Aprida et al. (2024), and Jumiati et al. (2024) which identifies the role of supervision in improving the quality of Islamic education management through a holistic approach that integrates aspects of professionalism and spirituality. This conformity shows that the Islamic value-based evaluation system has a competitive advantage in producing more comprehensive and meaningful performance assessments.

Integration of Local Wisdom in Education Management

The study's findings reveal the implementation of local values in the practice of education management at MI Raudhatul Hasanah Tangerang, although this aspect is not explored in depth. This shows compatibility with the results of the study, Latifah (2023), Subur et al. (2024), Husni (2024), and Zumzianah et al. (2024) which identifies the effectiveness of Islamic education management strategies based on local wisdom in building students' Islamic character. The integration of local wisdom in the Islamic education management system reflects the implementation of universal but contextual Islamic principles, as Allah says in Surah Ar-Rum, verse 22:

"وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ"

"And among the signs of His power is the creation of the heavens and the earth and the diversity of your language and the color of your skin. Verily, in such a thing there are signs for those who know." (Kemenag, 2022)

Strategic Implementation and Optimization Challenges

The identification of gaps in the standardization of operational procedures and the development of technology-based management information systems suggests that implementation challenges exist, requiring strategic solutions. These findings are in line with the results of the study Astuti et al. (2023), Muhammad & Murtafiah (2023), Nisa & Aimah (2024), and Faizin (2024), which identifies the importance of adaptive and responsive Islamic education management strategies in the face of contemporary challenges. The technology gap in Islamic education management underscores the need for a paradigm shift

from conventional approaches to integrating digital technology, one that remains grounded in Islamic values.

In contrast to the findings of Badrun (2024b), Faisol et al. (2024), and Sujarwo (2024), emphasizing the implementation of character-based Islamic education management through three main pillars, this study identifies four more comprehensive strategic dimensions. This difference reveals a variety of approaches to implementing Islamic education management, tailored to the institutional context and organizational characteristics of each madrasah.

E. Conclusion

This research has succeeded in identifying and formulating the Islamic Education Management Tetrahedron Model (TMPI), which consists of four integrated strategic dimensions, namely strategic planning based on sura-wisdom, resource organization based on the principle of tanzhim-justice, transformational leadership based on the example of the Prophet PBUH, and holistic performance evaluation through the muhasabah-muraqabah approach, which has been empirically proven to be effective in optimizing the institutional performance of MI Raudhatul Hasanah Tangerang. The four strategic dimensions form a systemic synergy that produces a religious-professional organizational culture with unique characteristics in the form of integration of Islamic spiritual values in every managerial process, deliberation-based stakeholder participation in strategic decision-making, and the implementation of an evaluation system that measures the achievement not only of the quantitative-academic aspect but also the qualitative-spiritual dimension of students. These findings led to a theoretical contribution in the form of a TMPI Model framework, which can be replicated and adapted by other Islamic educational institutions as an alternative management paradigm that bridges the dichotomy between modern managerial efficiency and the authenticity of traditional Islamic values. The practical implications of this study recommend the need for the development of a digital technology-based management information system that is integrated with sharia principles to support the optimization of the implementation of the four strategic dimensions of TMPI, as well as the establishment of managerial capacity building centers for Islamic education leaders to ensure the sustainability and scalability of this model that has proven effective in the broader context.

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