

Research Article

Fundamental Pillars of Islamic Education Management: A Conceptual Framework for Strengthening Islamic Educational Institutions in the Modern Era

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Abstract: Islamic education management has a strategic role in integrating spiritual values with modern managerial principles to strengthen the quality of Islamic educational institutions. This article aims to conceptually examine the five fundamental pillars of Islamic education management, namely value-based planning, prophetic leadership, adaptive Islamic curriculum, holistic human resource development, and character-oriented evaluation. This study uses a qualitative approach with a library research method. The data sources in this study are 17 secondary sources, including scientific books and reputable national and international journal articles from 2012 to 2025 that are relevant to the theme of Islamic education management. Data was searched using the Publish or Perish application with purposive sampling, i.e., only literature relevant to the five main pillars of the study, namely value-based planning, prophetic leadership, adaptive Islamic curriculum, holistic human resource development, and ethics-oriented evaluation, was used as material for analysis. Data search was conducted using the Publish or Perish application. The results of the study indicate that strengthening these five pillars is the main foundation in developing an integrative Islamic education management that is relevant to the demands of the modern era. The integration of spirituality and rationality in the management of Islamic educational institutions is central to the formation of a generation with excellent character, professionalism, and noble morals. This study emphasizes the importance of the conceptual framework of Islamic education management as the basis for developing managerial strategies that are adaptive to global transformation without abandoning Islamic identity.

Keywords: Adaptive Curriculum; Islamic Education Management; Islamic Values; Prophetic Leadership; Strengthening Educational Institutions.

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1. Introduction

Schools are institutions with complex structures and unique characteristics. This complexity is evident in the existence of various elements within them that are interconnected and influence each other. Their uniqueness is evident in the specific characteristics that distinguish schools from other organizations. (Zohriah et al., 2023). These characteristics give schools their own identity as a place where learning takes place and a forum for the formation of human culture and life. This complex and unique nature demands that schools have more intensive coordination capabilities as an organization. Therefore, every school needs to implement well-organized Islamic education management so that the learning process is orderly, effective, and efficient, and thus the goals of national education can be achieved.

Islamic educational management is the activity of managing the entire educational process based on Islamic teachings. Its scope encompasses a very broad field, encompassing formal Islamic education such as educational institutions, informal Islamic education within

the family environment, and non-formal Islamic education such as Islamic boarding schools and Islamic study groups. (Hidayat et al., 2023). These characteristics position Islamic education management as a field with fundamental differences and a high level of urgency compared to general education management. This situation requires every manager to understand and master adequate competencies to be able to apply management principles comprehensively in Islamic education practices.

Islamic education is a key instrument in shaping a generation with noble character, intelligence, and global competitiveness. Amidst the rapid flow of globalization, digitalization, and social transformation, Islamic educational institutions are faced with the challenge of managing their education system professionally while remaining grounded in Islamic values. (Manan, 2023). This change demands Islamic education management that is not only oriented towards academic results but also instills spiritual and moral values as the main foundation for developing students' character .

Tilaar, (2012) emphasizes that modernization and social complexity require educational institutions to have efficient and visionary management systems . However, the reality on the ground shows that many Islamic schools and madrasas still face various managerial obstacles, such as weak strategic planning, a lack of competent teaching staff, and limited innovation in the curriculum. This situation emphasizes the importance of strengthening Islamic educational management rooted in the values of the Qur'an and Sunnah, but able to adapt to modern management principles.

Qomar, (2012) emphasizes that Islamic education management should be a comprehensive system integrating spiritual, social, and intellectual aspects within a single institutional management unit. Syafaruddin (2015) highlighted that one of the main weaknesses of Islamic education in Indonesia is the lack of integration between spiritual values and contemporary managerial approaches. Therefore, a conceptual model is needed to bridge these two aspects.

This article aims to examine the fundamental pillars of Islamic education management as a conceptual framework for strengthening Islamic educational institutions in the modern era. This study highlights five main pillars that form the basis for successful Islamic education management: first , values -based planning; second, prophetic leadership; third, adaptive Islamic curriculum; fourth, holistic human resource development; and fifth, morally-oriented evaluation.

These five pillars are seen as strategically powerful in strengthening the effectiveness of Islamic educational institutions through a combination of modern management rationality and Islamic spirituality. Islamic educational management is positioned not merely as an administrative mechanism, but as an instrument for preaching, moral development, and a driver of social transformation. This integrative approach enables Islamic educational institutions to act as professional, competitive agents of change, while remaining firmly rooted in Islamic values in facing the dynamics of the Society 5.0 era.

2. Research methods

This research uses a qualitative approach with a library research method. This approach was chosen because the research focuses on a conceptual study of the fundamental pillars of Islamic education management, rather than on collecting empirical data in the field. The library study allows researchers to explore, compare, and synthesize previous theories or research findings to produce a comprehensive conceptual framework. The data sources in this study are secondary literature as many as 17 sources , including scientific books and reputable national and international journal articles from 2012-2025 that are relevant to the theme of Islamic education management. Data search through the help of the Publish or Perish application with source selection carried out by purposive sampling, namely only literature

relevant to the five main pillars of value-based planning research, prophetic leadership, adaptive Islamic curriculum, holistic human resource development, and moral-oriented evaluation used as analysis material. Data search through the help of the Publish or Perish application.

The research stages are carried out through three main steps:

- a. Data collection, namely by exploring various academic literature that discusses the concepts and practices of Islamic education management in a modern context.
- b. Classification and selection of data, by grouping sources according to the focus of discussion of each fundamental pillar so that the discussion remains systematic and focused.
- c. Data analysis uses content analysis techniques, namely by identifying themes, interpreting meanings, and finding relationships between conceptual variables in the literature.

This conceptual approach allows the research to develop an integrative and applicable theoretical framework for Islamic educational management, emphasizing the relationship between modern management principles and Islamic spiritual values. Thus, the study's findings are expected to contribute scientifically to strengthening Islamic educational management theory relevant to the challenges of the Society 5.0 era.

3. Results and Discussion

The literature review shows that the success of Islamic education management depends heavily on the extent to which educational institutions are able to integrate five fundamental pillars: values-based planning, prophetic leadership, an adaptive Islamic curriculum, holistic human resource development, and morality-oriented evaluation. Each pillar complements the others and forms a harmonious management system that combines modern management rationality with Islamic spirituality.

a. Value-Based Planning

Quranic values and the goals of Islamic education. Habibulloh & Ali, (2024), in their research, emphasized that management strategies based on religious values can create more meaningful learning. In this context, values-based planning includes establishing the vision, mission, and goals of Islamic educational institutions, oriented toward the formation of insan kamil complete human beings who are faithful, knowledgeable, and have noble character. Thus, Islamic educational management focuses not only on administrative aspects but also on spiritual and moral dimensions.

b. Prophetic Leadership

Prophetic leadership occupies a central position in the structure of Islamic educational management. Educational leaders with a prophetic character must emulate the qualities of the Prophet Muhammad (peace be upon him): trustworthiness, tabligh (preaching), fathanah (faithfulness), and siddiq (student). (2024) revealed that the kiai figure in Islamic boarding schools plays a dual role as both an administrative leader and a spiritual guide. Research by Abu Hasan & Kamil (2025) also reinforces the view that transformational leadership based on Islamic values can improve the quality of human resources in educational institutions.

Prophetic leaders are not only decision-makers but also moral role models and motivators who inspire all school members to work with integrity and sincerity.

c. Adaptive Islamic Curriculum

The curriculum in Islamic educational institutions must be designed dynamically to be able to respond to global challenges without losing its Islamic identity. Ismail et al., (2025) found that innovation in the diniyah curriculum led directly by kiai was able to produce educational programs that were contextual and relevant to the needs of the community. Imamah & Khaudli, (2025) emphasizes the importance of curriculum reconstruction in facing Society 5.0, where technology and human values must be balanced. Therefore, an adaptive Islamic curriculum is a pillar that ensures Islamic educational institutions remain steadfast in innovation while remaining steadfast in their spiritual values.

d. Holistic Human Resource Development

Human resources (HR) in Islamic education include teachers, educational staff, and students, all of whom play a role in the success of the institution. Pratama et al., (2024) found that the main problem in Islamic education lies in the imbalance in teacher competency and the lack of professional training. Therefore, Islamic education management needs to implement a comprehensive human resource development strategy, encompassing intellectual, emotional, social, and spiritual aspects. Therefore, moral development and improving teacher professional competence through ongoing training are key to the success of Islamic-value-based human resource management.

e. Morally Oriented Evaluation

Evaluation is a crucial step in assessing the success of an Islamic education management system. However, the evaluation applied must be oriented toward moral values, not just academic achievement. Romdoniyah & Nugraha (2024) emphasize the importance of developing student character as a primary indicator of educational success. Therefore, evaluation not only measures cognitive learning outcomes but also assesses the extent to which students demonstrate noble behavior, discipline, and responsibility. This moral-based evaluation is what distinguishes Islamic educational management from secular education systems.

The results of this study indicate that the five fundamental pillars of Islamic educational management cannot operate in isolation. The synergy between these pillars creates a strong, flexible, and values-oriented management system. According to the research of Fahmadia et al., (2024) emphasized that the reputation of Islamic educational institutions can be strengthened through the integration of leadership, curriculum innovation, and local wisdom. Furthermore, Muhyardho and Muttaqin (2024) added that mastery of digital literacy is a crucial factor in the effectiveness of Islamic education management in the era of disruption. Therefore, strengthening the five fundamental pillars not only strengthens the Islamic identity of educational institutions but also makes them adaptive to technological developments and global challenges.

Discussion

The study's findings confirm that effective and globally competitive Islamic education management depends on the successful implementation of five fundamental pillars: values-

based planning, prophetic leadership, an adaptive Islamic curriculum, holistic human resource development, and morality-oriented evaluation. These five pillars are not merely an administrative framework but also a reflection of Islamic educational philosophy, which emphasizes a balance between knowledge and morality.

Integration of Spiritual Values and Managerial Rationality

Quranic and Sunnah values provide moral direction, motivation, and clarity of purpose, while managerial rationality provides systematic methods for planning, organizing, and evaluating. Both form a management model that balances hereafter orientation and work professionalism, enabling Islamic educational institutions to maintain their Islamic identity while remaining adaptive to the challenges of modern development .

One of the important findings of this study is the importance of integrating Islamic spirituality with modern management principles. According to Qomar, (2012) emphasized that Islamic education management should not simply imitate the secular system, but should instill Qur'anic values in every managerial stage. This is in line with the view Syafaruddin, (2015) stated that Islamic management must function as a means of preaching and moral development. Therefore, every aspect of planning, leadership, and evaluation must be oriented toward strengthening Islamic character.

Values-based planning serves as the primary foundation for the overall management process of Islamic educational institutions. Establishing a vision and mission based on the principles of rahmatan lil 'alamin (blessing for all the universe) ensures that every management activity aligns with the institution's spiritual orientation. This valuable planning not only generates administrative efficiency but also fosters an ethical, responsible, and welfare-oriented work culture. Quranic values embedded from the planning stage create a clear direction for program development, decision-making, and human resource development. Strengthening these values encourages Islamic educational institutions to develop in a structured, measurable manner while maintaining moral integrity amidst the demands of the modern era.

Prophetic Leadership as a Pillar of Transformation

Prophetic leadership, as a pillar of transformation, places the Prophet's character and example as the foundation for managing Islamic educational institutions. This leadership model combines moral integrity, a vision for change, and social concern to create an inspiring and humanistic educational environment. Prophetic leaders not only direct and control but also guide, motivate, and empower all components of education to adapt to the demands of the times without losing spiritual values. This approach fosters sustainable, meaningful institutional transformation oriented toward the advancement of the community.

Prophetic leadership is the core of Islamic educational management, playing a role not only as a system controller, but also as a spiritual guide who instills exemplary values. (Rudiyanto & Anif, 2024) . The results of Agus & Kamil's research , (2025) found that transformational leadership based on prophetic values was able to increase work motivation, loyalty, and religious enthusiasm of educators in Islamic boarding schools. Likewise, Musaddad, (2024) in his research emphasized that kyai in Islamic educational institutions have a dual function as professional managers and moral figures who balance worldly and hereafter aspects.

The success of Islamic educational institutions depends not only on the technical skills of their leaders, but also on their moral example. Prophetic leaders serve as central figures who combine professional competence with a noble personality, thereby fostering a healthy organizational culture full of integrity. This exemplary leadership is reflected in honesty, discipline, empathy, and a strong commitment to a vision of education that is oriented toward the welfare of the community. This exemplary leadership motivates all elements of the school to work sincerely, innovate in the learning process, and carry out their duties with a strong sense of responsibility. This approach makes prophetic leadership a transformational force that creates positive change, strengthens work ethics, and improves the quality of Islamic educational institutions as a whole.

Adaptive Curriculum and the Challenges of the Digital Era

The digital era brings rapid changes in learning patterns, competency needs, and access to information, so the curriculum must be designed to be more flexible, interdisciplinary, and responsive to the dynamics of the times. Adaptive curriculum and the challenges of the digital era require Islamic educational institutions to be able to formulate teaching materials that are relevant to technological developments without losing the Islamic values that are their identity. The integration of learning technology, digital literacy, 21st-century skills, and critical thinking are essential elements that must be incorporated into the curriculum structure. At the same time, the adaptive curriculum remains grounded in the teachings of the Qur'an and Sunnah so that students have strong character, digital ethics, and the ability to filter information wisely.

The era of Society 5.0 demands an Islamic education curriculum that adapts to technological advances while maintaining Islamic values. The above statement aligns with research by Imamah & Khaudli, (2025) emphasizes the importance of curriculum reconstruction that integrates digital intelligence, interpersonal collaboration skills, and humanitarian principles as the foundation for developing student competencies. Such a curriculum not only prepares a generation skilled in facing technological transformation but also ensures that digital development remains grounded in ethical values, empathy, and social responsibility. This approach ensures that technological skills are inseparable from the humanitarian character that is the primary orientation of education.

Temporary Ismail et al., (2025) demonstrates that curriculum innovation guided by the leadership of kiai enables Islamic boarding schools (pesantren) to remain aligned with the needs of modern society. The kiai's role as an authoritative figure within the Islamic scholarly tradition provides a strong direction for curriculum reform without eliminating the classic values of the pesantren. This leadership ensures that the innovation process remains rooted in Islamic tradition while remaining open to new ideas and skills needed in the contemporary era. This approach enables pesantren to maintain their relevance and continue to contribute to addressing today's educational challenges.

Holistic Human Resource Development to Improve Institutional Quality

Holistic human resource development to improve the quality of institutions emphasizes the importance of fostering competence, character, and spirituality in a balanced manner so that all teaching and administrative staff are able to work professionally while being grounded in Islamic values. This approach ensures that quality improvement extends beyond technical aspects such as teaching skills or administrative abilities, but also encompasses the development of moral character, integrity, and moral commitment. Human resource

development becomes more adaptive to modern challenges, capable of serving as role models for students, and actively playing a role in strengthening the identity and quality of Islamic educational institutions. This holistic approach ultimately creates a productive, civilized, and progress-oriented work culture.

Human resource development in Islamic education must touch all aspects of human personality. Pratama et al., (2024) shows that improving the quality of teachers and educational staff needs to be accompanied by moral and spiritual development. From a management perspective, human resources are not merely policy implementers but also serve as the primary agents of educational outreach, bringing Islamic values into every aspect of learning and institutional management. This approach positions human resources as a strategic force that determines the direction, quality, and spirit of the educational process itself.

Furthermore, the research results of Gunawan et al., (2025) added that successful Islamic education is one that is able to build a sustainable learning ecosystem through continuous professional training and the strengthening of moral values in every process. This approach ensures that competency development focuses not only on technical aspects but also on character development so that all members of the educational community develop in a balanced manner. This kind of ecosystem creates a dynamic, ethical, and adaptive learning environment to change, while maintaining Islamic identity as the primary foundation for human resource development.

With a holistic approach, Islamic educational institutions are able to develop human resources who excel not only in academic competence but also in spiritual fortitude. This balance is a distinctive characteristic that distinguishes Islamic educational management from the general education system, as professionalism is combined with religious values. This approach ensures that each individual is not only skilled in their field of study but also possesses moral integrity, religious awareness, and a strong character as a foundation for facing the challenges of modern life.

Moral-Based Evaluation as a Benchmark for Success

Moral-based evaluation, as a benchmark for success, places Islamic moral values as the primary standard in assessing the performance of educational institutions. This approach focuses not only on academic and administrative achievement but also on the character, integrity, and ethics of all school members. By making morality the primary indicator, the evaluation process encourages the creation of a more humanistic, civilized educational environment oriented toward the development of holistic individuals. This approach strengthens the position of Islamic educational institutions as centers of moral development capable of addressing the challenges of the ethical crisis in the modern era, while ensuring that the institution's success is measured not only by technical aspects but also by its contribution to producing a generation of noble character.

Evaluation in Islamic education management has a strong moral dimension. (Romdoniyah & Nugraha, (2024) , Evaluation of Islamic education must assess student success in terms of morals, social responsibility, and spirituality, not just academic achievement. This approach demonstrates that the quality of Islamic education management is reflected in its ability to shape individuals with character, integrity, and a strong moral conscience. The success of an institution is no longer solely measured by test scores or cognitive achievement, but by the extent to which students are able to apply Islamic values in their daily behavior and

make positive contributions to their social environment. This evaluation model positions Islamic education as a process of developing a complete human being, one who is not only knowledgeable but also possesses noble character as the foundation for the development of civilization.

From a modern management perspective, this evaluation approach aligns with the principles of *value-driven* management, which emphasize that an organization's success is determined by its contribution to values, ethics, and a dignified work culture. Morally-oriented evaluations encourage Islamic educational institutions to function not only as academic institutions but also as guardians of moral values amidst a weakening global ethic. This approach ensures that every process, program, and behavior of school members is consistently tested against standards of integrity and character, ensuring that educational institutions truly become spaces for the formation of solid morals and pioneers of a civilized work culture.

The above findings indicate that values-based and prophetic Islamic education management is relevant to addressing the challenges of the Society 5.0 era. (Muhyardho & Muttaqin, (2024) , digital literacy and technological adaptability are essential components of Islamic educational leadership strategies in the era of disruption. However, digitalization will only be meaningful if accompanied by strengthening ethical, moral, and spiritual values. Therefore, Islamic educational management needs to combine technological capabilities with moral wisdom to avoid becoming trapped in meaningless mechanisms.

4. Conclusion

This study confirms that Islamic education management is a management system that is not only oriented towards administrative efficiency but also rooted in Islamic spiritual and moral values. Through a conceptual, literature-based approach, this research finds that the success of Islamic education management depends on the implementation of five fundamental pillars:

- a. Value-based planning, which places the Islamic vision as the direction of all educational policies.
- b. Prophetic leadership, which combines moral exemplary behavior and managerial skills in building an Islamic organizational culture.
- c. Qur'anic values .
- d. Holistic human resource development, which fosters academic competence as well as spiritual character.
- e. Morally oriented evaluation, which makes morality the main benchmark for educational success.

The five pillars of Islamic educational management form a unified, integrated system, combining modern management rationality with Islamic spirituality as the ethical foundation for institutional management. Consistent application of these five pillars has the potential to improve institutional quality, strengthen student character, and enable Islamic educational institutions to respond to the challenges of digitalization and globalization while upholding noble values. The academic contribution of this research lies in the development of an integrative conceptual framework that positions Islamic educational management as a combination of a value system and a structured management strategy. The practical contribution of this research provides an applicable reference for principals, teachers, and

managers of Islamic educational institutions in developing values-based management practices, prophetic leadership, strengthening adaptive curricula, and optimizing technology.

Research limitations arise because the study is still theoretical and relies on literature, so further research is needed with an empirical approach through case studies in schools, madrasas, or Islamic boarding schools to test the implementation of the five pillars in an operational context. Strengthening field research in the future is also expected to be able to explore the dynamics of the transformation of Islamic education management in the era of Society 5.0, particularly regarding the integration of professionalism, spirituality, and morals in the institutional management process. The final implication shows that Islamic education management based on values, prophetic leadership, and institutional ethics has a strategic urgency in building superior, competitive, and Islamic-characterized educational institutions amidst the rapid changes of modern civilization.

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