



## **BASIC FACTORS OF ISLAMIC EDUCATION MANAGEMENT PHILOSOPHY: SYSTEMATIC LITERATURE REVIEW APPROACH**

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### **Abstract**

*The implementation of Islamic educational institutions as an organizational system must apply quality-based management to be able to compete amidst increasingly complex pressures from other educational institutions and the current digital era 4.0. This article aims to explain the basic factors of Islamic education management philosophy. The method used in this article is qualitative research approach Systematic Literature Review. Article articles are collected from Google Scholar via PRISMA flow (Preferred Reporting Item for Systematic Reviews and Meta-analyses). Then descriptive content analysis was carried out. The results found that The basic factor of philosophy in Islamic education management is an education system that prioritizes a humane managerial system. Education Management: In implementing Islamic education, more effort is required. A systems approach or systemic thinking is one of the fundamental solutions that must be understood and implemented by every manager of an Islamic educational institution aimed at uncovering the factors that influence the Islamic education system model. Education Personnel: The success of improving the quality of education is closely related to the professionalism of teaching staff and educational staff. This strategic position cannot be replaced by any sophisticated technology, because the existence of sophisticated technology still requires educators to operate it.*

**Keywords:** *Philosophical Basis, Islamic Education Management and Systematic Literature Review Approach*

### **1. INTRODUCTION**

The current phenomenon shows that the implementation of Islamic education by organizations in the form of Islamic educational institutions, both in the form of madrasas and Islamic schools and even universities, which are not well managed, will be abandoned by the community. (Musthofa & Ali, 2021). Management of educational staff in institutions must be able to prepare human resources who are intelligent, have noble character, religious people, are skilled and are able to compete both domestically and internationally in the field of science they are studying. (Darmansyah & Us, 2022). If we explain further about competitiveness, it is of course related to the quality of institutions and marketing, both of which are largely determined by public or community trust. An increasingly advanced society in terms of broader insight, mastery of science and technology demands quality assurance for an Islamic educational institution. If it is lacking or not of good quality, then automatically the Islamic educational institution will be increasingly abandoned (Darmansyah & Us, 2022).

The implementation of Islamic educational institutions as an organizational system must apply quality-based management to be able to compete amidst increasingly complex pressures from other educational institutions and the current digital era 4.0. Quality higher education human resources have a strategic role in achieving graduate competency standards (Fauzi & Rosadi, 2022). Current research shows that the problems in Islamic educational institutions that are often raised by educational observers are related to aspects of the management of Islamic educational institutions, where many people assume that the implementation of management in Islamic educational institutions is still not organized or has not been fully implemented in terms of leadership and resources. people or administration (Fathih & Muhlis, 2023). The impact of poor management will have a big influence on the output that will be produced by educational institutions (Zulkarmain, 2020).

Educational institutions that are able to maximize management functions will be able to guide the direction of tasks and performance within the institution in order to achieve quality education and meet the needs of society as time goes by.(Muktamar et al., 2023). On the other hand, institutions that pay less attention to the function of educational management will cause unclear organizational direction and tasks which will affect the performance of existing resources in educational institutions and will not be able to meet the demands and needs of the times. (Muwahid, 2013) Apart from internal problems, these problems should be urgent. for the government in setting priorities for development programs. According to Bakry, education policy does not only regulate operational systems internally, but also regulates matters related to conceptual functions between systems(Apriyanti et al., 2023). Based on the description above, researchers are interested in looking more closely at the management of educational institutions which are based on the basic factors of Islamic education management philosophy which include the Education System, Education Management and Educational Personnel.

## **2. MRESEARCH METHODS**

This article was prepared using qualitative methods using a systematic literature review approach (Rachmawati & Purwandari, 2022). This research presents comprehensive and balanced facts with Google Scholar with a publication range of 2012-2014. The keywords used in the search are "Basic factors of philosophy" and "Islamic education management". Articles found in the search results are further specified using the PRISMA flow. The method for writing the research results of this article review begins with a gap analysis followed by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) method. The PRISMA method consists of 5 stages: 1) defining eligibility criteria, 2) determining information sources, 3) data selection, 4) data collection, and 5) data retrieval(Utami et al., 2021).

## **3. RESULTS AND DISCUSSION**

### **3.1 Education System for Islamic Education Management**

Educational institutions are a form of institution that combines all interests through establishing consensus about the main goals of the organization, so a leader should apply types or styles of leadership that are adapted to the situation; Likewise in applying the management model(Arsad & Ali, 2021). However, of course it prioritizes a humane managerial system. Because in educational institutions, humans are the main object of study. Human existence not only participates in building a good education system, but more than that, humans create and determine an integrated education system(Yusuf et al., 2021). A centralized education management system where all authority in the field of education comes from the center.

The weakness is that it ignores diversity in accordance with the realities of economic conditions and the culture of Indonesian society in various regions, and ignores an effective learning process that is able to reach all domains and potential of students. Along with changes in regional autonomy policies, especially educational autonomy, there is a deconcentration of authority, from the center, everything returns to schools(Rosyidah, 2019). Decentralization of education is essentially an acknowledgment that the educational process will not run well if everything is controlled from the center. Education actors at lower levels will have a greater role. This situation will encourage creativity and improvisation in carrying out education, so that there will be continuous efforts to improve the quality of education(Yusuf et al., 2021). Humans develop their knowledge to overcome the needs in their lives. He thinks about new things, because he lives not just for survival, but more than that, humans develop culture and give meaning to life. Humans "humanize themselves in their lives". This is what causes humans to strive to develop their knowledge and try to find the essence of the truth of the knowledge they obtain. This is also



what drives humans to become unique creatures living on this earth (Masruhin et al., 2021). This is where Islamic education is important in uncovering and seeking knowledge and truth, so as not to deviate from the lines established in Islamic religious law. The main sources are the Koran and al-hadith, and one of the goals of religion is to find the truth and explain that truth in life in order to achieve happiness in life in this world and the afterlife. In Islam, good and bad deeds take a very important place. For the ulama, this issue is a big problem and is discussed hotly, because this is where the truth emerges and begins. The truth resulting from contemplation of the Qur'an and al-hadith, will have a big influence and produce true and good Islamic education as well as the results of this (Masruhin et al., 2021).

### 3.2 Education Management towards Islamic Education Management

In implementing Islamic education, more effort is needed, because the challenges of the times are increasingly complex and the pressure to increase public trust needs to be done immediately. The systems approach or systemic thinking is one of the fundamental solutions that must be understood and applied by every manager of an Islamic educational institution aimed at uncovering the factors that influence the Islamic education system model (Fahrurazi & Rosadi, 2020). Systematic teaching development that specifically uses learning and teaching theories to ensure the quality of learning. In this planning, needs are analyzed from the learning process with a systematic flow to achieve learning objectives. This includes evaluating subject matter and teaching activities (Dolong, 2016).

The management process includes planning, which is related to setting goals and identifying methods. Once a plan is created, it must be implemented, and managers and workers must monitor its implementation to ensure the plan is working as intended. Managerial activities to monitor plan implementation and take corrective action as needed. The final stage is Decision Making, the process of choosing between various alternatives is called the decision making process. This managerial function is interwoven between planning and control. Managers must choose among several goals and methods to implement the selected goals. Only one of several plans to choose from. Similar comments can be made regarding the controlling function and which greatly influences a policy of modernization and development of Islamic education. There will be many epistemological and theological obstacles which seem quite difficult to remove in Islamic education. This very subtle difference between philosophical and theological aspects will appear when you enter the wilderness of Islamic religious studies itself (Darmansyah & Us, 2022).

The "Face and Behavior" of Islamic Education in Indonesia must reform itself in line with globalization or modernism. This is suspected to be caused by three important factors: First, social demand, the demand of the Indonesian people who are "facing a crisis". Second, man power (employment), educational output cannot yet be absorbed by available job opportunities. Third, strengthening ideology, how to build an Indonesian nation that is religious, tolerant and functional (Yusuf et al., 2021). In order for Islamic Education in Indonesia to be able to face the challenges of globalization, the Islamic Education system in Indonesia needs to be reformulated (reconstructed) based on the challenges of global trends; challenges of regional (national) trends; internal challenges of the national education system, including: Curriculum and educational programs, Teachers and education personnel, Educational issues in relation to higher education (Arsad & Ali, 2021).

### 3.3 Educational Personnel on Islamic Education Management

In essence, development is an educational effort, both formal and non-formal, which is carried out consciously, planned, directed, organized and responsible in order to introduce, grow, guide, develop a balanced, complete, harmonious personality base, knowledge, skills in accordance with talents, desires and abilities, as provisions on one's own initiative to increase, improve, develop oneself towards achieving dignity, quality and optimal human abilities and independent personality (Sholihuddin, 2022). Management is an effort carried out consciously, planned, directed to create or improve, so that it becomes a product that is increasingly useful for improving quality as an effort to create better quality,

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especially in the world of education, especially educational staff. Developing a high level of thinking, communication skills, increasing interest, self-confidence, social awareness, and tolerance for individual differences is aimed at preparing various skills and abilities, such as creative, innovative, critical thinking, problem solving, communication, collaboration and cooperation, ICT Literacy, and leadership (Nurhayati & Rosadi, 2022). It is hoped that it can provide space for people to discover and build their own concepts. This is in line with constructivist learning, understanding is gained due to the interaction between problems and the learning environment, students find their own solutions to the problems they face, so they will be more stimulated.

Educators, as one of the components in Teaching and Learning activities (KBM), have competencies that greatly determine the success of learning, because the main function of teachers is to design, manage, implement and evaluate learning. In essence, the implementation and success of the educational process at all levels of education is determined by teaching staff factors, in addition to the need for other supporting elements. (Marjuni & Suban, 2020). The success of improving the quality of education is closely related to the professionalism of teaching staff and educational staff. This strategic position cannot be replaced by any sophisticated technology, because the existence of sophisticated technology still requires educators to operate it. In the hands of professional educators, inadequate facilities and equipment can be overcome and covered, but on the other hand, in the hands of less professional educators, adequate facilities and equipment cannot be utilized properly, resulting in an impact on student learning achievement that does not improve. So in short, how well the technology and curriculum are prepared, but in the end the success of education is largely determined by professional teaching staff. Based on the considerations above, whatever improvement efforts are made, they will not make a significant contribution without touching the teaching staff at formal educational institutions (Yusuf et al., 2021).

The problem of developing Islamic education activities in Indonesia has basically been going on since before Indonesia became independent, until now and into the future, it has even been carried out by Muslims since the birth of Islam. This can be seen from the phenomenon of the growth and development of Islamic education programs and practices implemented in the archipelago. If we look at the aspects of educational programs and practices into 4 types, namely: (1) Islamic boarding school education (2) Madrasah education (3) General education with an Islamic spirit and, (4) Islamic religious lessons held in general educational institutions as a (Darmansyah & Us, 2022). From the opinions above, it can be concluded that the management factor of Islamic education personnel cannot be separated from the role of Islamic education itself, where Islamic education is always dynamic regarding the development of education itself. The management of Islamic education is oriented towards Islamic norms themselves. By studying Islamic education management, educators are expected to understand more about Islamic education management. Not only that, Islamic education management is also the spearhead for humans in developing Islamic education.

#### **4. Conclusion**

The current phenomenon shows that the implementation of Islamic education by organizations in the form of Islamic educational institutions, both in the form of madrasas and Islamic schools and even universities, which are not well managed, will be abandoned by the community. (Musthofa & Ali, 2021) Several internal and external problems are basic factors in Islamic education management that should receive serious attention. In finding the truth, correct understanding is needed in harmony with the basic teachings of the Islamic religion so that it is directly proportional to correct Islamic education. The basic factor of philosophy in Islamic education management is an education system that prioritizes a humane managerial system. Because in educational institutions, humans are the main object of study.



Human existence not only participates in building a good education system, but more than that, humans create and determine an integrated education system that is in line with the national education system. Education Management, In implementing Islamic education, more effort is needed, because the challenges of the times are increasingly complex and the pressure to increase public trust needs to be done immediately. The systems approach or systemic thinking is one of the fundamental solutions that must be understood and applied by every manager of an Islamic educational institution aimed at uncovering the factors that influence the Islamic education system model. Education Personnel: The success of improving the quality of education is closely related to the professionalism of teaching staff and educational staff. This strategic position cannot be replaced by any sophisticated technology, because the existence of sophisticated technology still requires educators to operate it. In the hands of professional educators, inadequate facilities and equipment can be overcome and covered, but on the other hand, in the hands of less professional educators, adequate facilities and equipment cannot be utilized properly, resulting in an impact on student learning achievement that does not improve.

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