



THE DEVELOPMENT OF ISLAMIC EDUCATION MANAGEMENT IN THE PERSPECTIVE OF PHILOSOPHY OF SCIENCE

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Abstract

This study examines the development of Islamic Educational Management through the lens of the philosophy of science to clarify its ontological, epistemological, and axiological foundations. The research employs a library-based approach and analyzes 26 reputable scientific sources published between 2020 and 2025, including both international and national journals. The findings indicate that, ontologically, Islamic Educational Management encompasses a broad domain that includes Islamic educational institutions as socio-spiritual entities, organizational culture, learning technologies, and the dynamics of digital governance. Epistemologically, the discipline is constructed through the integration of revealed knowledge, managerial rationality, and empirical evidence, resulting in an interdisciplinary and adaptive scientific paradigm. Axiologically, values such as trustworthiness, justice, excellence, and public benefit serve as the core orientation of Islamic educational governance, distinguishing it from secular management models. The integration of these three philosophical dimensions demonstrates that Islamic Educational Management has evolved into a robust academic discipline that remains relevant to contemporary demands while staying grounded in Islamic values. This study highlights the importance of value-based and technology-supported governance, along with the need for developing Islamic leadership models that are capable of responding to emerging educational challenges.

Keywords: Islamic educational management, philosophy of science, ontology, epistemology, axiology

I. INTRODUCTION

Islamic Education Management has developed very dynamically in recent years in line with the increasing demands for professionalism, accountability, and quality of governance in Islamic educational institutions. Social changes, the development of digital technology, and the need to improve the quality of education encourage Islamic educational institutions to strengthen their management systems through a more systematic and measurable scientific approach. This dynamic shows that the management of Islamic education can no longer be understood as a mere administrative activity, but must be seen as a discipline that has academic legitimacy, conceptual structure, and a directed value orientation (Holilah & Hajjaj, 2024). Islamic educational institutions are also increasingly required to be able to adapt to various external changes, including digitalization and the need for technology-based educational services (Permana & Widodo, 2025). The study on Islamic Education Management in the period 2020 to 2025 shows an increase in attention to discussions on leadership, governance, organizational culture, quality of education, and the implementation of educational technology. A number of studies confirm that digital transformation has had a

major impact on the governance of Islamic educational institutions, including learning management systems, academic supervision, administrative services, and quality evaluation (Nurfaidah et al., 2024). This transformation reaffirms the importance of strengthening the theoretical foundation of Islamic Education Management in order to be able to accommodate modern changes without losing the character of the values that become the identity of Islamic education.

Academic awareness related to the urgency of strengthening the theoretical foundation of Islamic Education Management is increasing. Recent research trends show that although implementive aspects such as transformational leadership, teacher work culture, and quality assurance systems have been widely discussed, studies that place Islamic Education Management as a discipline have not received enough attention (Harliyadi Imam Dhuhuri et al., 2025; Purwanti et al., 2025). This condition raises the need to explore the scientific structure of this discipline through a philosophical approach that emphasizes understanding the essence of the object of study, the structure of knowledge, and the orientation of values. The development of modern management theories such as transformational leadership, distributed leadership, digital governance, and evidence-based management has made an important contribution to the development of Islamic Education Management. Global analysis shows that the integration between contemporary management theory and Islamic values is able to produce a more relevant and effective model of education management (Karim et al., 2023). The concept of distributed leadership, for example, has been proven to increase teacher participation and the effectiveness of educational organizations, including in Islamic educational institutions (Kutu & Korkmaz, 2022). Another study found that spirituality-based leadership practices have a positive effect on the motivation and well-being of school members (Rizqi & Abdullah, 2020). The findings show that Islamic educational institutions have moved towards value-based and evidence-based management.

The context of Islamic education has its own uniqueness that distinguishes it from general educational institutions. The identity of Islamic educational institutions is not only shaped by formal organizational structures, but also by religious visions and spiritual values that are internalized in the governance of the institution (Hussain & Su'ud, 2022). A number of studies emphasize that Islamic education prioritizes the monotheistic paradigm as the philosophical basis that directs all educational activities (Budianto et al., 2024; Mulyani et al., 2025). This ontological identity shows that Islamic Education Management has a wider scope than general education management because it combines administrative tasks with religious mandates. The epistemological strengthening of Islamic Education Management is also an important concern in the latest research. Thinking about the integration of revelation, rational reason, and empirical data is the epistemic basis in building the theory and practice of Islamic education management (Yildiz, 2022). International research confirms that Islamic education requires a balanced epistemological approach between textual, rational, and empirical in order to produce a discipline that is robust and adaptive to the development of the times (Ahmed, 2023; Alazmi & Bush, 2023). This approach opens up opportunities for the formation of a new paradigm in Islamic Education Management that is more integrative and comprehensive.

Value orientation or axiology has a strategic role in the development of Islamic Education Management. Research on value-based management shows that the principles of trust, justice, *ihsan*, and *maslahat* are the basis for decision-making in Islamic educational institutions (Ibrahim & Ahmad, 2020; Rahim & Hameed, 2021). This perspective shows that Islamic Education Management is not only oriented towards organizational efficiency, but also maintains the ethical and spiritual dimensions in every educational management practice. The integration of this axiological dimension provides a direction for the development of Islamic education leadership that is not only managerially competent but also moral. These changes show the need for a philosophical study of Islamic Education Management to strengthen its

academic legitimacy. The analysis of the philosophy of science provides a framework to understand how Islamic Education Management is constructed as a science, including the object of study, the structure of knowledge, and the value goals to be achieved. A number of studies recommend strengthening interdisciplinary paradigms to expand the scope of Islamic Education Management, including the integration of organizational theory, leadership, educational psychology, and learning technologies (Mahdi & Fadhil, 2023; Orgianus et al., 2024). This approach is needed so that the management of Islamic education is able to respond to modern challenges while maintaining its scientific integrity.

Studies on strengthening the governance of Islamic educational institutions are increasingly important, especially in the context of social change and rapid technological developments. Analysis of leadership practices, organizational culture, learning quality, and teacher performance shows that the right leadership character can significantly improve the quality of Islamic education services (Ridwan et al., 2024; Soro et al., 2025). The clarity of the scientific foundation of Islamic Education Management is a determining factor in efforts to develop a more effective and responsive education management model. The series of findings shows that the development of Islamic Education Management as a discipline has become an academic and practical need. The ontological, epistemological, and axiological foundations need to be systematically mapped to form scientific clarity and the direction of its development. This study aims to provide a comprehensive analysis of the development of Islamic Education Management as a discipline based on the perspective of philosophy of science.

II. LITERATURE REVIEW

2.1. Philosophy of Science as an Analytical Framework

The philosophy of science provides an analytical framework for understanding the basic structure of scientific concepts consisting of ontology, epistemology, and axiology. These three aspects become the conceptual foundation for assessing the clarity, consistency, and depth of a discipline. The understanding of ontological perspectives in the social sciences confirms that scientific reality is complex, dynamic, and shaped by the interaction between social structures and human experience (Budianto et al., 2024). This perspective is in accordance with the character of Islamic education which moves in the spiritual, social, and institutional spheres. The study of epistemology in the context of Islamic science emphasizes the need for integration between revelation, rational reason, and scientific findings as complementary sources of knowledge (Mulyani et al., 2025). This epistemological integration allows the formation of a paradigm of science that is not only oriented to empirical truth, but also considers the normative values that are the identity of Islamic education. This understanding is in line with the idea that the development of Islamic education cannot be separated from the epistemological roots that originate from the Qur'an and Islamic scientific traditions (Riinawati, 2022).

Axiology as a philosophical dimension places values as a fundamental orientation in the development of science. This perspective is relevant for Islamic Education Management because Islamic educational institutions not only pursue organizational effectiveness, but also prioritize moral and spiritual goals (Tisnawati et al., 2024). Axiology is also a guideline in building educational governance that is oriented towards benefit, justice, and ethics. Research on Islamic educational values emphasizes that moral orientation is an aspect that determines the quality of governance of Islamic educational institutions, especially in the context of leaders who must be able to balance professionalism and spiritual integrity (Ibrahim & Ahmad, 2020). The framework of the philosophy of science provides a logical basis for the study of Islamic Education Management as a scientific discipline. Ontology describes the boundaries of the object of study, epistemology describes how knowledge is constructed, and

axiology explains its moral purpose. These three aspects are important components in building the academic legitimacy of Islamic Education Management.

2.2. Contemporary Management Theory in the Context of Islamic Education

The development of contemporary management theory has a significant influence on the management of Islamic educational institutions. Global changes in education management emphasize the importance of transformative, collaborative, and value-based leadership. International studies show that transformational leadership has a strong influence in improving the psychological well-being and effectiveness of school organizations (Purwanti et al., 2025). This leadership model is relevant to Islamic education because it requires leaders to have a moral and spiritual vision that is able to move all members of the institution. Distributed leadership is another relevant approach in Islamic education, because it places leadership as a collective process and is not centered on one figure alone. Research shows that the implementation of distributed leadership increases teacher engagement and strengthens the effectiveness of educational organizations (Kutu & Korkmaz, 2022). This approach is consistent with the principle of deliberation in Islam which emphasizes participation and collaboration.

Digital transformation has become an important theme in education management for the past five years. Digital governance introduces a new way of planning, implementing, and evaluating technology-based educational services (Holilah & Hajjaj, 2024). This concept provides the basis for the development of Islamic education management that is adaptive to the digital era. Islamic educational institutions in various countries have developed academic information systems, digital learning platforms, and data-driven evaluation models in response to educational technology developments (Nurfaidah et al., 2024). Evidence-based management is another managerial approach that is relevant for Islamic educational institutions. This approach encourages decision-making based on valid data and empirical research, rather than mere intuition or institutional tradition. The use of evidence-based approaches increases the effectiveness of Islamic education governance and strengthens the quality of educational services (Yunus & Ibrahim, 2023). This model also opens up space to improve the quality of research and practice of Islamic education management in a synergistic manner.

2.3. Scientific Construction of Islamic Education

The scientific construction of Islamic education is built on the integration of religious texts, Islamic intellectual traditions, and modern educational theory. Islamic education has a distinctive feature that distinguishes it from general education because it places religious values as the main foundation (Budianto et al., 2024). The identity of Islamic education is built through the values of monotheism, morals, and moral integrity so that it affects all aspects of institutions, including curriculum, teaching, and management. Strengthening organizational culture in Islamic educational institutions is an important factor in realizing the quality of education. Organizational culture based on Islamic values can improve teacher performance, the quality of educational services, and institutional stability (Munadi & Hartati, 2022). Islamic educational institutions are required to build a work culture that emphasizes discipline, responsibility, honesty, and Islamic work ethic to support the effectiveness of education management.

The development of methodologies in Islamic education also continues to be updated. Integrative studies show that methods that combine empirical, hermeneutical, and reflective approaches are indispensable to understand the dynamics of Islamic education in the modern context (Orgianus et al., 2024). This approach supports the process of developing Islamic education that is more comprehensive, flexible, and oriented to the needs of the community.

The quality of leadership is an important element in the scientific construction of Islamic education. Studies on Islamic leadership emphasize the need for leaders of Islamic educational institutions to have balanced spiritual, moral, and managerial competencies to effectively move educational organizations (Harliyadi Imam Dhuhuri et al., 2025). Leaders who only master the administrative aspects without understanding Islamic values are considered incapable of managing Islamic educational institutions holistically.

2.4. Latest Developments in Islamic Education Management (2020–2025)

The management of Islamic Education in the period 2020 to 2025 shows significant developments in theoretical and practical aspects. These developments include strengthening theory, governance innovation, technology integration, and improving the quality of leadership. At the theoretical level, various studies recommend strengthening the scientific structure of Islamic Education Management through a philosophical approach to contemporary organizational philosophy and theory (Asnawi & Setyaningsih, 2020; Mahdi & Fadhil, 2023). Technology integration is one of the most prominent aspects. Research has found that the implementation of digital learning and management information systems has improved administrative efficiency and learning effectiveness in Islamic educational institutions (Permana & Widodo, 2025). Digital transformation also accelerates the process of adapting Islamic education management to global technological developments.

Strengthening organizational quality is a focus that continues to grow. Research shows that organizational culture, teachers' work motivation, and leadership have a significant influence on the quality of Islamic education (Liriwati et al., 2025). These factors form a managerial framework that influences each other so that a system-based approach is needed to manage Islamic educational institutions effectively. International studies confirm that ethical and moral values are the main foundation in the development of Islamic education management. The values of trust, justice, compassion, and social responsibility are the main orientations in the governance practices of educational institutions (Shah & Khalid, 2021). These values form a values-based management paradigm that is a hallmark of Islamic education. Research on Islamic educational leadership shows a significant shift towards spiritual and transformative leadership models. This model emphasizes the importance of moral integrity, social sensitivity, and commitment to improving the quality of education (Soro et al., 2025). This shift reflects the development of Islamic Education Management towards a more humanistic and value-based direction.

The development of Islamic education management is also influenced by the integration of interdisciplinary research. A review of the literature shows that the integration of management science, educational psychology, learning technology, and Islamic studies creates a new, more comprehensive approach to understanding the dynamics of Islamic education (Karim et al., 2023). This approach opens up opportunities for the development of Islamic education management theory and practice in a broader and deeper way. Empirical studies on the quality of Islamic education confirm that the quality of leadership, teacher commitment, and organizational support greatly affect learning performance and innovation (Ridwan et al., 2024; Hajaroh et al., 2025). These findings strengthen the understanding that Islamic Education Management as a discipline has a broad scope, covering aspects of organization, work culture, and the quality of human resources. The development of the theory and practice of Islamic Education Management in the last five years shows that this discipline is increasingly mature and ready to be constructed as a stand-alone science. The strengthening of ontology, epistemology, and axiology provides a clearer and relevant direction of development to the demands of contemporary Islamic education.

III. RESEARCH METHODS

This research uses a qualitative approach based on literature review or *library research* which is designed to analyze in depth the development of Islamic Education Management from the perspective of philosophy of science. This approach was chosen because the research aims to build a conceptual argument regarding the ontological, epistemological, and axiological structure of Islamic Education Management, so that it does not require the collection of empirical data in the field. The literature review allows researchers to trace the development of Islamic education management theory and practice based on the latest and relevant scientific publications.

The application of literature review in education management research has grown rapidly in recent years, especially in the context of Islamic education. Literature review is considered effective for identifying conceptual patterns, criticizing theoretical frameworks, and constructing new understandings of a discipline (Sabrifha, 2022). This approach is in accordance with research oriented towards strengthening theoretical foundations such as the study of philosophy of science and paradigmatic studies. The literature review procedure aims to strengthen the scientific foundation so that it can produce in-depth and directed interpretation according to the focus of the research.

Research data was obtained through searching scientific articles, academic books, conference proceedings, research reports, and other scientific publications published between 2020 and 2025. International sources are obtained through databases such as Taylor & Francis, MDPI, Elsevier, and Google Scholar, while national sources are obtained from reputable journals such as *Al-Tanzim*, *JMKSP*, and *the Journal of Islamic Education*. The literature search was carried out using keywords such as *Islamic education management*, *Islamic leadership*, *educational governance*, *Islamic values in education*, *transformational leadership in Islamic schools*, and *philosophy of Islamic education*. The use of these keywords ensures the relevance of the source to the focus of the research study.

The selection of sources is carried out based on four main criteria, namely thematic relevance, scientific acceptance, publication novelty, and contribution to theory development. Thematic relevance emphasizes the suitability of literature with the focus of the study, especially related to philosophy of science, Islamic education, and Islamic education management. Scientific acceptance is based on the quality of publications published in indexed journals or reputable academic publishers (Karim et al., 2023). The up-to-date publication ensures that the analysis built reflects the latest developments in the discipline. Theoretical contributions include literature that can provide new ideas or enrich the conceptual structure of Islamic Education Management.

The stages of literature review analysis are carried out through the process of identification, classification, interpretation, and synthesis. Identification is done by gathering as many relevant sources as possible to build a broad coverage of data. Classification is carried out by grouping sources based on the themes of ontology, epistemology, axiology, and the latest developments in Islamic education management. This thematic classification approach is used to facilitate the process of conceptual analysis in depth (Orgianus et al., 2024). The interpretation process is carried out by assessing the arguments, research findings, and theoretical relevance of each source. Synthesis is carried out by connecting various concepts and findings so that a comprehensive argumentation framework is formed. The analysis process is also carried out by paying attention to the triangulation of sources to minimize interpretation bias. Triangulation is done by comparing international and national literature to ensure consistency of concepts and balance of perspectives. This process is important because Islamic Education Management is a discipline with an interdisciplinary character that requires integration between modern management theory, Islamic values, and educational dynamics (Asnawi & Setyaningsih, 2020). Triangulation also reinforces the

validity of the argument because each idea is tested through a diverse array of academic perspectives.

The limitations of the literature review method in this study are still methodologically calculated. Literature review cannot describe empirical conditions directly, so interpretation depends on the richness of scientific sources. This limitation is overcome by the use of diverse and up-to-date literature, including the results of empirical research on Islamic educational institutions that can provide illustrations of the dynamics of education management. Various recent studies on Islamic leadership, organizational culture, and educational quality make important contributions to building research arguments (Ridwan et al., 2024; Hajaroh et al., 2025). The application of the literature review method in this study provides a strong conceptual basis for analyzing the scientific structure of Islamic Education Management. This approach allows researchers to examine the dynamics of the development of disciplines based on the perspective of philosophy of science in depth. The methodological analysis carried out facilitates the formation of arguments regarding ontological clarity, epistemological coherence, and axiological orientation in Islamic Education Management according to the development of the literature from 2020 to 2025. This method ensures that the results of the study can make a significant contribution to the development of theories, management models, and scientific frameworks of Islamic Education Management in the future.

IV. DISCUSSION

The discussion of Islamic Education Management through the perspective of the philosophy of science requires a more in-depth description of its ontological, epistemological, and axiological structures. This section expands on the previous analysis by adding a conceptual dimension, reinforcement of evidence from real literature, as well as practical implications relevant to the context of modern Islamic education. This study shows that Islamic Education Management is a discipline that is evolving, dynamic, and constantly adapting to changes in society, technology, and the needs of the global society.

1. Deepening the Ontological Dimension of Islamic Education Management

The ontological dimension of Islamic Education Management not only explains the object of study, but also highlights how the reality of Islamic educational institutions is formed, moved, and changed. Islamic education has a dual ontological structure: as a social institution and as a religious entity. It is this structure that causes the management of Islamic education to have a different character from general education management. The reality of Islamic educational institutions is built by a combination of religious visions, modern organizational structures, and the dynamics of contemporary Muslim society. The identity of an Islamic educational institution lies not only in its name or curriculum, but also in the value of monotheism which is the basis in all educational practices. The principle of monotheism encourages unity between worship, morals, and social activities in educational institutions (Budianto et al., 2024). The value of monotheism creates an ontological foundation that makes Islamic educational institutions a valuable entity and not just an institution of knowledge. The ontological character of Islamic educational institutions is also influenced by the interaction between organizational structure and value systems. Research shows that the organizational structure of Islamic schools is influenced by moral norms, teachers' work culture, and close social relationship patterns (Munadi & Hartati, 2022). The social relations built within the Islamic school environment represent the reality of an organization that relies not only on formal structural rules, but also on moral values that are part of the collective identity.

The digitization of Islamic educational institutions also expands its ontological scope. Digital transformation is not just a technical change, but an ontological change that affects how an organization defines itself. Digital systems such as online learning platforms, school data management, and technology-based evaluation systems have resulted in a new identity for Islamic educational institutions. Digital governance provides a new, more complex ontological structure, where educational institutions no longer operate entirely in the physical space, but also in the digital space (Holilah & Hajjaj, 2024). This ontological scope is further strengthened by the diversity of types of Islamic educational institutions, such as madrasas, Islamic boarding schools, integrated Islamic schools, Islamic universities, and community-based non-formal institutions. This diversity creates a rich ontological reality so that the discipline of Islamic Education Management acquires a wide scope space, ranging from traditional pesantren-based management to data-driven modern management in digital schools.

2. Deepening the Epistemological Dimension of Islamic Education Management

The epistemology of Islamic Education Management is built on the basis of the integration of three main sources: revelation, reason, and empiricism. The deepening of the three provides a solid foundation that this discipline can be developed scientifically without relinquishing its spiritual identity.

a. Revelation as a normative epistemological source

Revelation serves as an epistemological source that determines the values, goals, and direction of Islamic education management. The principles of shura, trust, justice, and ihsan are not just moral values, but epistemic guidelines that influence how managerial knowledge is built and applied (Ibrahim & Ahmad, 2020). These normative sources provide ethical boundaries as well as theoretical guidance that cannot be found in general management theory.

b. Rationality as a tool of conceptual analysis

Rationality emerges in the adoption of contemporary management theory. Leaders of Islamic educational institutions use rational analysis in strategic planning, organizational development, and performance evaluation. The concept of transformational leadership, for example, is used to strengthen organizational vision, motivation, and change (Purwanti et al., 2025). Rational thinking is also reflected in distributed leadership practices that emphasize teacher empowerment and collaborative innovation (Kutu & Korkmaz, 2022).

c. Empiricism as a basis for decision-making

Empirical research is used to measure the effectiveness of education management. Empirical studies on teacher commitment, teacher performance, organizational climate, and job satisfaction show that Islamic educational institutions need to rely on empirical evidence to make accurate decisions (Ridwan et al., 2024; Tubagus et al., 2025). The incorporation of empirical data strengthens the legitimacy of management policies and increases the effectiveness of implementation.

This integration of revelation, rationality, and empiricism proves that Islamic Education Management has a solid epistemological structure. The source of knowledge is not only one, but it is layered and complementary. This approach is in line with the thinking of contemporary Muslim scholars who emphasize the need for the integration of religious science and empirical science in modern Islamic education (Mulyani et al., 2025).

3. Deepening the Axiological Dimension of Islamic Education Management

The axiological dimension of Islamic Education Management reflects the moral and social goals of the management of Islamic educational institutions. Axiology is the center of

discussion because Islamic education not only pursues academic excellence, but also character building.

a. Moral values as the basis of management

Islamic Education Management is value-oriented. The value of trust demands accountability; the value of justice prevents discrimination; the value of courtesy encourages professionalism; and the value of *maslahat* ensures that management decisions benefit the *ummah* (Shah & Khalid, 2021). These values become ethical guidelines that distinguish the management of Islamic education from the secular approach.

b. Spiritual quality as an educational goal

Spiritual leadership is an increasingly developing approach in Islamic education research. This leadership model combines example, sincerity, spiritual motivation, and worship orientation in driving educational organizations (Soro et al., 2025). The value of spirituality improves the quality of interpersonal relationships in schools and encourages the creation of a positive learning climate.

c. Social responsibility of Islamic educational institutions

Islamic educational institutions are not only responsible for the internal activities of the organization, but also for the community. Islamic education plays a role in the moral formation of the younger generation and the development of civilization (Hamdanah et al., 2025). This social responsibility is an important aspect in determining managerial goals.

4. Implications of Philosophy of Science on the Development of Islamic Education Management

a. Implicasi's theorem

Ontological analysis, epistemology, and axiology confirm that Islamic Education Management can be seen as a stand-alone discipline. This discipline has: a clear object (ontology), a layered method and source of knowledge (epistemology), moral values that direct goals (axiology). International studies show that Islamic Education Management has developed as a research field with significant contributions in the global academic world (Arar et al., 2022; Ahmed, 2023). This discipline has room to build distinctive new theories, such as Islamic leadership theory, values-based educational governance, and modern *pesantren* management models.

b. Practical Implications

1. Islamic Education Leadership Development

Leaders of Islamic educational institutions must have spiritual, moral, and managerial competence. Leaders who only master the administrative aspects are inadequate to face the challenges of modern Islamic education (Harliyadi Imam Dhuhuri et al., 2025).

2. Strengthening the Culture of Islamic Organizations

Organizational culture based on Islamic values improves teacher performance, discipline, and the quality of the learning process (Munadi & Hartati, 2022).

3. Digital Governance in Islamic Education

Digital governance integration improves the efficiency of educational services and organizational accountability (Holilah & Hajjaj, 2024; Nurfaidah et al., 2024).

4. Teacher Quality and Professionalism Reform

Improving teacher professionalism through classroom action research and continuous supervision mechanisms has been proven to improve the quality of learning (Hajaroh et al., 2025).

c. Future Implications

1. Integration of AI, Big Data, and Islamic Technology

Islamic Education Management must be ready to enter the era of artificial intelligence while maintaining its ethical values.

2. Sustainability Education in Islamic Education

The role of Islamic educational institutions in social and moral sustainability is so large that its management needs to be long-term-oriented.

3. Globalization of Islamic Education

International standardization opens up opportunities for Islamic educational institutions to compete at the global level, and requires values-based professional governance.

V. CONCLUSION

Studies on the development of Islamic Education Management through the perspective of philosophy of science show that this discipline has experienced significant growth both conceptually and practically, especially in the last five years. The ontological, epistemological, and axiological structures that are analyzed in depth show that Islamic Education Management is not just an administrative activity oriented to organizational effectiveness, but is a scientific discipline rooted in Islamic values and traditions and open to the development of modern theory and technology. Ontological analysis shows that the object of the study of Islamic Education Management covers all the realities of Islamic educational institutions both physical and non-physical. The existence of Islamic educational institutions is not only as an educational institution, but also as a value entity shaped by the theological vision, spiritual traditions, and organizational culture. Technological developments add a new ontological dimension to Islamic educational institutions through the digitization of services, transformation of learning systems, and integration of data into education management. This expands the study space of Islamic Education Management to be more complex, adaptive, and multidimensional. Epistemological analysis shows that Islamic Education Management is built through the integration of revelation, rationality, and empiricism. Religious normative sources provide value direction and are the foundation for the development of management theory and practice. Rational thinking facilitates the adaptation of various contemporary management models into the context of Islamic education. Meanwhile, empirical data is the basis for more measurable and accountable decision-making. This epistemic integration strengthens the scientific legitimacy of Islamic Educational Management and establishes a new paradigm that combines religious science, management science, and empirical research. Axiological analysis shows that the goal of Islamic Education Management is oriented towards the formation of moral, knowledgeable, and useful human beings. The values of trust, justice, ihsan, and benefit are the main pillars that direct the entire management process. These values not only serve as moral guidelines, but also as the basis for building an organizational culture that is conducive to learning. This value orientation gives Islamic Education Management a distinctive identity and distinguishes it from secular management models.

The integration of the three dimensions of philosophy of science results in an understanding that Islamic Education Management has a strong academic position as a discipline. This clarity of scientific identity provides strategic implications for the development of academic curriculum, research methodologies, and management practices of Islamic educational institutions. Strengthening the ontological aspect helps to establish the boundaries and scope of the study. The development of epistemology encourages the development of more flexible and integrative research models. Meanwhile, strengthening axiology helps ensure that education management remains in line with Islamic values. The

development of Islamic Education Management towards value-based governance and technology shows that this discipline is in an important transition phase. The integration of digital governance, spiritual leadership, Islamic organizational culture, and strengthening the professionalism of teachers shows that Islamic Education Management is able to keep up with the times without letting go of its roots of religious values. This readiness to adapt is a great capital in facing future challenges such as artificial intelligence, globalization of education, and the need for sustainable quality improvement. The overall study shows that Islamic Education Management has great potential to continue to develop as a relevant discipline in strengthening the educational civilization of the people. The strengthening of its scientific structure opens up opportunities for the development of new theories, the renewal of governance practices, and the development of a model of Islamic education that is superior, competitive, and firmly rooted in Islamic values. Further research can be directed at the development of conceptual models and broader empirical studies to enrich insights and strengthen the position of Islamic Education Management as a strategic scientific field in the world of contemporary education.

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