

Integration Of Islamic Values And Modern Theories In Educational Management

Pujianto^{1*}, Imroatus Solikhah¹, Agus Wahyu Triatmo¹ & Rojif Mualim¹

¹ Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia

* corresponding author: pujiantokendalngawi@gmail.com

ABSTRACT:

The integration of Islamic values and modern management theories in educational management represents a strategic response to the challenges of contemporary education. Islamic values such as trust (amanah), honesty, justice, responsibility, and deliberation provide strong ethical foundations that can synergize with modern management principles, including efficiency, effectiveness, transformational leadership, Total Quality Management (TQM), and data-driven decision-making. This integration enables the development of an educational management system that not only emphasizes academic excellence, but also prioritizes character formation, moral integrity, and spiritual development. This study employs a qualitative approach through library research, using content analysis of relevant academic literature, scientific journals, books, and policy documents related to Islamic education management and modern management theory. The analysis focuses on synthesizing key management concepts such as POAC (Planning, Organizing, Mobilizing, and Controlling) with core Islamic values to construct a holistic and value-based management framework. The findings indicate that the integration of Islamic values with modern management theories can strengthen institutional governance, enhance leadership effectiveness, and support sustainable quality improvement in educational institutions. This conceptual study contributes to the development of an integrative educational management perspective that balances spirituality, ethics, and modern organizational effectiveness, while providing a theoretical foundation for future empirical research in Islamic education management.

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ABSTRAK:

Integrasi nilai-nilai Islam dan teori manajemen modern dalam pengelolaan pendidikan merupakan strategi yang relevan untuk menjawab tantangan pendidikan kontemporer. Nilai-nilai Islam seperti amanah, kejujuran, keadilan, tanggung jawab, dan musyawarah memiliki landasan etis yang kuat dan dapat bersinergi dengan prinsip-prinsip manajemen modern, seperti efisiensi, efektivitas, kepemimpinan transformasional, Total Quality Management (TQM), serta pengambilan keputusan berbasis data. Integrasi ini memungkinkan terbentuknya sistem manajemen pendidikan yang tidak hanya menekankan keunggulan akademik, tetapi juga memprioritaskan pembentukan karakter, integritas moral, dan pengembangan spiritual. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi pustaka melalui analisis isi terhadap berbagai literatur akademik, jurnal ilmiah, buku, serta dokumen kebijakan yang relevan dengan manajemen pendidikan Islam dan teori manajemen modern. Analisis difokuskan pada sintesis konsep-konsep manajemen utama, seperti POAC (perencanaan, pengorganisasian, penggerakan, dan pengendalian), dengan nilai-nilai Islam sebagai dasar pembentukan kerangka manajemen yang holistik dan berbasis nilai. Hasil kajian menunjukkan bahwa integrasi nilai-nilai Islam dan teori manajemen modern mampu memperkuat tata kelola kelembagaan, meningkatkan efektivitas kepemimpinan, serta mendukung peningkatan mutu pendidikan yang berkelanjutan. Kajian konseptual ini memberikan kontribusi teoretis bagi pengembangan perspektif manajemen pendidikan yang integratif dengan menyeimbangkan dimensi spiritual, etika, dan efektivitas organisasi modern.

Kata kunci: manajemen pendidikan, mutu pendidikan, nilai-nilai islam, teori manajemen modern, integrasi nilai.

INTRODUCTION

Education is the main foundation in the development of a nation. In the midst of global changes and the demands of modern life, the education system must be able to adapt without sacrificing the noble values that are the identity of Islam. This article examines the integration of Islamic values and modern management theory in the management of educational institutions. This research connects traditional management concepts in Islam, such as the principles of POAC (Planning, Organizing, Mobilizing, and Control) adapted from the example of the Prophet PBUH with modern management approaches such as Total Quality Management (TQM) 11 (Khoiriyah et al., 2022)



The integration not only covers aspects of curriculum and leadership, but also touches on the administrative dimension and the use of technology in education management. By combining the two paradigms, it is hoped that Islamic educational institutions can produce graduates who are not only academically intelligent, but also have strong Islamic character and morality. This article will delve into these efforts by reviewing related research and proposing a holistic implementation strategy (Khoiriyah et al., 2022).

In the context of Islamic education, Islamic values have long been a fundamental reference in the formation of the character and personality of students. However, the modern era demands adjustments to contemporary management theories in order to increase the effectiveness and efficiency of the management of educational institutions. Changes in national education policies, such as the elimination of English subjects in the compulsory curriculum (*Curriculum 2013*) have encouraged Islamic educational institutions to adopt innovative approaches in formulating curricula and managing resources (Khoiriyah et al., 2022).

On the other hand, research such as the one conducted by shows that Islamic management, although it has similar functions to conventional management, has unique characteristics based on Islamic values such as honesty, responsibility, justice, and brotherhood. Another study revealed that the integration of Islamic values in the learning curriculum, for example through the CLIL (Febriansyah & Bahri, 2024) *Content and Language Integrated Learning* model, plays a major role in ensuring the relevance of education to the local cultural context and Islamic values (Khoiriyah et al., 2022).

In the midst of the gap between classical Islamic theory and modern approaches, there has been a paradigm shift in which 90% of management research chooses to use modern theories rather than refer to classical Islamic theories. This shows the need for a more systematic integration between these two approaches in order to produce an education management system that is not only methodologically modern, but also contextual and reflective of Islamic values (Mukhlisin et al., 2022). Theoretically, this integration is expected to be able to make a new contribution to the development of an educational management framework based on Islamic values that is adaptive to the development of modern management theory. so as to present conceptual novelty in the realm of Islamic education management studies.

METHODS

This study uses a qualitative approach with *the library research method* to analyze the integration between Islamic values and modern management theory in the management of educational institutions. The qualitative approach was chosen because it allows researchers to explore the meanings, values, and philosophical and practical concepts contained in various related literature sources. The research focus is directed at textual analysis of academic works, scientific books, journal articles, and relevant educational policy documents, both from an Islamic perspective and contemporary management theory (Moleong, 2019).

The main sources in this study include Islamic management literature such as *Sharia Management in Practice*, as well as modern management theories such as in the *Management* book. In addition, integrative concepts are also referred to from Islamic education literature such as the book *Islamic Education Management* which explains the importance of Islamic moral foundations and values in education management (Antonio, 2009; Robbins & Coulter, 2018; Mulyasa (2013).

The data obtained was analyzed by *content analysis* techniques, namely by identifying, categorizing, and interpreting key concepts related to management principles such as POAC (Planning, Organizing, Mobilizing, and Control), as well as Islamic values such as justice, trust, and deliberation. The goal is to compile a conceptual synthesis that can be applied in the practice of managing Islamic educational institutions in a holistic and contextual manner.

The literature used includes relevant scientific journals, books, and academic articles, published within the last 10 years, and has gone through a peer-review process to ensure its credibility. The selection of sources is made based on criteria: the relevance of the topic, the reputation of the publisher or journal, and suitability with the focus of the research. Furthermore, literature triangulation is carried out by comparing information from various sources to ensure the consistency and validity of the analyzed data. From an ethical perspective, this research uses literature responsibly. All referenced works have been cited in accordance with academic standards to respect the intellectual property rights of the original authors and avoid plagiarism. Thus, the analysis



carried out is not only based on valid data, but also complies with the principles of academic ethics.

FINDINGS AND DISCUSSION

FINDINGS

Islamic Values in Education

Islamic values have a central role in shaping the character and morality of students. In the Qur'an, there are verses that command Muslims to be just, honest, and responsible. The concept of Islam teaches that education is not only about cognitive knowledge transfer, but also the formation of attitudes and behaviors through the internalization of spiritual and moral values. Wade, 2020; Manizar, 2018; Wahyuni, 2020). In the context of Islamic education management, transformational leadership has a crucial role in fostering a positive collaborative culture that encourages innovation and continuous improvement, where key leadership behaviors such as vision articulation, inspirational communication, and intellectual stimulation is strongly associated with improving educational organizational outcomes (Sinthia et al., 2024).

Furthermore, the research states that the values of honesty, integrity, and responsibility must be applied comprehensively in every aspect of education, especially in Islamic educational institutions, so that graduates are not only intellectually superior, but also have moral karimah. Transformational leadership has proven to be able to address the challenges facing educational institutions by increasing innovation and aligning practices with global trends while respecting the cultural values of Islamic education. The implementation of these values can be the basis for curriculum development, the development of contextual learning methods, and the formation of a school environment that is conducive to character formation (March, 2021; Manifold, 2018; Wade, 2020).

Outdoor learning, for example, as one of the innovative strategies is able to change the learning paradigm from theoretical to more dynamic and meaningful, allowing students to observe, feel, and practice Pancasila values directly through real experiences in the surrounding environment. This method has been proven to increase students' interest in learning and understanding of educational materials, as well as helping to internalize values through meaningful practical activities (Sinthia et al., 2024).

Modern Management Theory and Its Application

Modern management theory has come a long way since the era of the industrial revolution, with a strong emphasis on efficiency, effectiveness, and innovation. Approaches such as Total Quality Management (TQM) emphasize continuous improvement in every aspect of the organization, including Education. Overall, Total Quality Management can be observed through continuous improvement, culture change, reverse organization, good relations between customers and organizations, focus on customers, and the quality of the teaching-learning process. The TQM model encourages the full involvement of all stakeholders—including governments, educational institutions, and parents—to jointly improve the quality of education.

Strategies carried out by the head of the madrasah itself, for example, in an effort to develop their institution include: 1) conducting comparative studies with better quality madrasas; 2) conduct comparative studies involving educational stakeholders such as school committees, supervisors, and education staff at the provincial level as an effective tool in developing madrasas; 3) participating in training or workshops held by the Ministry of Education; and 4) reading books related to managerial duties. The implementation of TQM in facilities management is essential to maintain and improve the learning environment, which has a direct impact on student achievement in learning activities (Subiyantoro, 2016).

In addition to TQM, the principles of POAC (Planning, Organizing, Mobilizing, and Control) are also fundamental in modern management theory. POAC provides a systematic framework for designing, implementing, and supervising educational programs, so that educational organization's goals can be achieved effectively and efficiently. The implementation of this principle in the context of Islamic educational institutions must be combined with Islamic values to ensure that every decision and policy has a high ethical and moral dimension (Khoiriyah et al., 2022; Febriansyah & Bahri, 2024).

Integration of Islamic Values with Modern Management Theory

The integration of Islamic values into modern management theory is not just a combination of two different things, but forms a paradigm alignment that can result in holistic educational management. One example is the application of the CLIL (Content and Language Integrated Learning) model which has been modified to accommodate Islamic values in the teaching and learning process. For example, between Islamic Religious Education and character education in



the 2013 Curriculum at the high school level in Indonesia is included in the group of subjects A which is considered as compulsory subjects, where the central government has formulated objectives, competencies of learning outcomes, core competencies, and basic competencies of both topics, so that it requires high-quality management to achieve standards (Hidayati, 2016).

This integration concept includes the preparation of a syllabus that highlights the values of creativity, independence, and leadership, which is expected to improve the welfare of the community through dignified education (Khoiriyah et al., 2022; Hartono et al., 2022).

This integration also includes the use of value-based management approaches, such as the application of Islamic management principles in POAC which adapts the example of the Prophet PBUH in leading his people in times of conflict, for example in the Khandak War. By applying these principles in a contemporary way, Islamic educational institutions can create a management system that not only pursues efficiency but also morality and ethics, thus producing graduates who have high emotional and spiritual intelligence (Khoiriyah et al., 2022; Febriansyah & Bahri, 2024; Nature, 2018).

DISCUSSION

Implementation in the Curriculum

The integration of Islamic values into the educational curriculum is a strategic step to create synergy between science and Islamic values. The development of a curriculum that is dynamic and responsive to the times must accommodate both aspects.

In practice, some Islamic schools have developed integrated curricula such as the JSIT (Integrated Islamic School Network) model, which combines the national curriculum with Islamic components and an entrepreneurial approach (Ismail, 2018). This approach emphasizes that the curriculum is not only a written document, but also a construction of values that creates a learning environment conducive to the development of students' character and knowledge (Dual Noviani & Zainuddin, 2020).

For example, the application of the CLIL model in English learning in Islamic schools not only emphasizes the linguistic aspect, but also integrates Islamic values through materials that are relevant to the cultural and religious context, such as the theme "Caring for Living Things" which teaches appreciation

for Allah's creation. This kind of integration is expected to help students to internalize Islamic values holistically in various disciplines (Khoiriyah et al., 2022).

Tabael 1. Curriculum Implementation Comparison Table

Component	Traditional National Curriculum	Integrated Curriculum (JSIT/CLIL)
Learning Objectives	Focus on cognitive and technical aspects	Integrating Islamic values, culture, and spirituality (Dual Noviani & Zainuddin, 2020).
Teaching Methods	Conventional methods (lectures, textbooks)	Interactive, participatory, and local context-based methods (Khoiriyah et al., 2022).
Content Material	Separation between general science and religion	Material synergizes, for example, the combination of science with the value of God's creation (Wade , 2020).
Evaluation and Monitoring	Standard exams and written tests	Holistic evaluation, including cognitive, affective, and psychomotor aspects (Manifold , 2018), (Khoiriyah et al., 2022).
Stakeholder Engagement	Limited to teachers and students	Engaging parents, the community, and the government through the TQM approach (Khan et al., 2018).

Remarks: *This table illustrates the fundamental differences between traditional national curriculums and integrated curricula that combine*



Islamic values along with modern management theories to achieve a more balanced quality of education.

Leadership and Administration in Educational Institutions

Islamic Value-Based Leadership

Leadership in Islamic educational institutions is required to not only be authoritative, but also adhere to fundamental Islamic values. Educational leaders, both in schools and Islamic boarding schools, should reflect the concept of leadership based on honesty, trust, justice, and exemplary as exemplified by the Prophet PBUH. (Febriansyah & Bahri, 2024 ; Aisha et al., 2022). The study by Marjuni emphasizes that the basic characteristics of an Islamic leader include a willing attitude of sacrifice, a vision for the future, and the ability to inspire and serve subordinates wholeheartedly (March, 2021).

This leadership style can be categorized as transformational leadership that prioritizes positive change through inspiration and motivation. In the context of Islamic boarding schools, for example, Kyai not only plays the role of a teacher but also as a liaison between the institution and the community, which shows the value of brotherhood and mutual cooperation. (Nature, 2018; Nature, 2018; Aisha et al., 2022).

Modern Management Theory-Based Administration

Administration in modern education management adopts principles such as planning, organizing, mobilizing, and controlling (POAC), which is the framework for managing resources and evaluating the performance of the Institution The application of POAC principles in the context of Islamic education must be adjusted to Islamic values, so that every administrative policy and procedure contains a high ethical and moral dimension (Khoiriyah et al., 2022).

The Total Quality Management (TQM) approach has also been implemented as a strategy to ensure continuous quality improvement in the education system. Through TQM, educational institutions can improve internal processes, increase work effectiveness, and optimize the use of resources to achieve high quality standards in Education The implementation of TQM in the educational environment requires the sincere involvement of all stakeholders, including teachers, students, parents, and the government (Khan et al., 2018).



Leadership and Administration Integration Flowchart

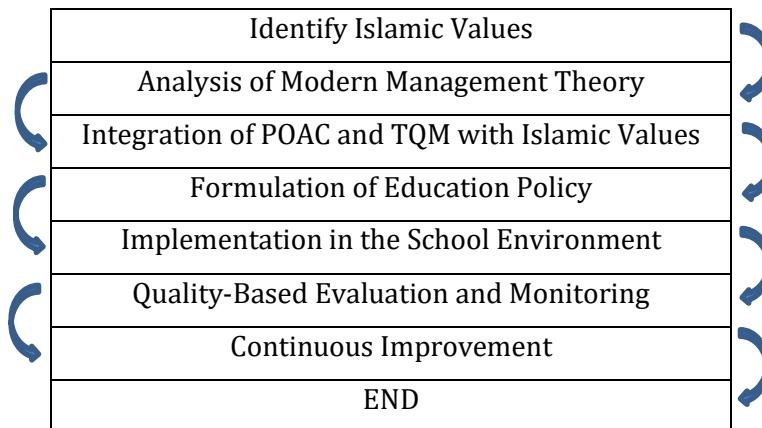


Diagram 1: Leadership and Administration Integration Flow

The diagram above illustrates the process of integrating Islamic values with modern management theory so as to create a holistic administrative system in educational institutions.

Implementation Challenges and Opportunities

The application of the integration of Islamic values and modern management theory in education management is inseparable from various challenges, including: First lack of Understanding of Islamic Management Concepts, many stakeholders still do not fully understand the application of Islamic values in the framework of modern management, thus raising doubts and skepticism about the effectiveness of their application (Febriansyah & Bahri, 2024). Second limited facilities and infrastructure, improving the quality of education depends not only on curriculum and leadership, but also on the availability of human resources and infrastructure that support the learning process. Limited facilities in several educational institutions are obstacles in the implementation of this integration (Wade, 2020). Third resistance to change, the existence of old habits and culture in the educational environment can be an obstacle to the application of new methods and values. Changes in management strategies and curriculum often meet resistance from some parties who are already comfortable with the traditional system (Rusnadi & Hafidhah, 2019). Fourth continuity of implementation, the sustainability of the integration of

Islamic values and modern management theory requires a long-term commitment from all stakeholders, including ongoing training for educators and relevant management (Nature, 2018; Aisha et al., 2022).

Table 2. Challenges and Opportunities

Aspects	Challenge	Chance
Concept Understanding	Lack of a deep understanding of the integration of Islamic values and modern management theory (Febriansyah & Bahri, 2024).	Socialization and intensive training can increase understanding among educators and administrators (Febriansyah & Bahri, 2024).
Facilities and Infrastructure	Limited infrastructure and supporting facilities (Wade, 2020).	Government and private investment in improving educational facilities can improve this condition
Culture and Resistance to Change	Old habits and resistance to change	A gradual and participatory approach can reduce barriers and create support from the community
Leadership and Commitment	Lack of visionary leadership and long-term commitment (Nature, 2018).	The role of Kyai's leadership model and the example of the Prophet PBUH can be the main inspiration and motivator

Remarks: *This table shows a comparison between the challenges faced in implementation and strategic opportunities that can be leveraged to*

optimize the integration of Islamic values with modern management theory in education.

Case Studies and Empirical Analysis

Various case studies and empirical analyses have been conducted to test the effectiveness of integrating Islamic values and modern management theories in the management of educational institutions. One example is the application of the CLIL model in Islamic schools that integrates general subjects with Islamic values, thereby creating a learning atmosphere that is in accordance with the religious and modern context (Khoiriyah et al., 2022).

Another example is the use of the JSIT curriculum model at SDIT AL-Furqon which successfully combines three types of curriculum—the national curriculum, the pesantren curriculum, and the school's internal curriculum—resulting in a more comprehensive and integrated learning process. This case study shows that an integrated approach not only improves academic achievement, but also strengthens the character and morality of students (Ismail, 2018).

On the leadership side, research on Kyai's role in pesantren shows that the charismatic and transformational leadership style is able to create an environment conducive to the formation of student character and the sustainability of the pesantren itself. (Nature, 2018; Aisyah et al., 2022) Kyai as a leader not only focuses on the academic aspect, but also on the formation of deep moral and spiritual values, so that Islamic boarding school graduates have great potential as agents of change in society.

Case Study Process Diagram of Integrated Curriculum Implementation

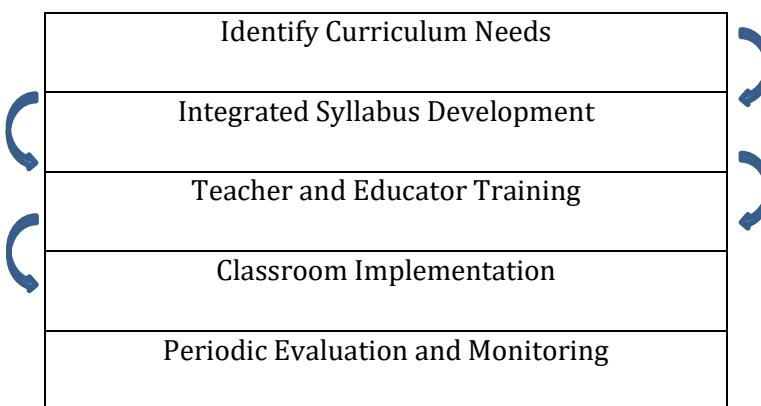


Diagram 2: *Integrated Curriculum Implementation Process*

This diagram illustrates the flow of the process from the identification of curriculum needs to periodic evaluation in the implementation of an integrated curriculum in Islamic schools.

In addition, the integration of administrative aspects with the TQM approach has been tested through surveys involving various education stakeholders. The results of the study show that the application of TQM in educational institutions can improve service quality, operational efficiency, and satisfaction of all parties involved. The qualitative and quantitative analysis of the survey data gives an idea that continuous improvement in administrative management results in a more productive and highly competitive educational environment (Khan et al., 2018.).

Strategic Recommendations

Based on theoretical and empirical analysis, some of the strategic recommendations for integrating Islamic values and modern management theory in education management are as follows: First Intensive Socialization and Training, training programs are needed for teachers, educators, and administrators to understand the basics of Islamic management and the application of modern management theory. The program should be accompanied by regular mentoring and evaluation to ensure a deep understanding (Febriansyah & Bahri, 2024). Second integrated Curriculum

Development, educational institutions must adopt a curriculum model that combines general subjects with Islamic values. Lesson content must be developed collaboratively between education experts and religious leaders to be more relevant and contextual (Ismail, 2018; Khoiriyah et al., 2022). Third application of POAC and TQM Principles, integrate the basic principles of POAC and TQM into the education management system with an adjustment of Islamic values. This includes policy formulation, strategic planning, and performance evaluation that prioritizes ethics, honesty, and responsibility (Khoiriyah et al., 2022; Khan et al., 2018). Fourth improvement of Facilities and Infrastructure, the government and education actors must work together to improve the quality of school facilities and infrastructure. Investment in technology and HR training is key to creating a learning environment that supports the integration of religious values and modern concepts (Wade, 2020). Fifth application of Transformational Leadership, leaders of educational institutions, both at the school and pesantren levels, must adopt an inspiring and visionary leadership style. The example of leadership from the Prophet PBUH and Kyai must be used as a reference to create a conducive work atmosphere and support the formation of students' character (Febriansyah & Bahri, 2024; Aisyah et al., 2022). Sixth integrated Monitoring and Evaluation, the use of an integrated monitoring and evaluation system to assess the effectiveness of the implementation of value integration and modern management theory is essential. This evaluation system must involve all stakeholders and be based on objective quality indicators, (Khoiriyah et al., 2022; Khan et al., 2018).

All the recommendations and findings presented by the researcher are theoretical and conceptual. The different empirical contexts in each educational institution may result in variations in the effectiveness of their implementation. Therefore, each strategy needs to be contextually adjusted, while adhering to the principles of Islamic values and modern management.

CONCLUSION

The integration of Islamic values with modern management theory offers a holistic framework for educational management that balances intellectual excellence with moral and spiritual development. This approach enables educational institutions to produce ethically grounded and globally competitive graduates through value-based leadership, integrated curriculum development, and the consistent application of management principles such as POAC and TQM. However, as this study is based solely on secondary literature, its findings

remain conceptual and require empirical validation. Future research is therefore needed to examine the practical implementation, effectiveness, and contextual challenges of this integrative model across diverse educational settings, in order to strengthen its applicability and contribution to educational quality improvement.

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