

IMPLEMENTATION OF TECHNOLOGY IN ISLAMIC EDUCATION MANAGEMENT: CHALLENGES AND OPPORTUNITIES

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Abstract

Islamic educational institutions in Indonesia face significant challenges in implementing technology within their management systems. These challenges stem from limited infrastructure, inadequate human resource competencies, and organisational cultural resistance to change. This study aims to analyse the specific obstacles faced by Islamic schools, explore the potential opportunities for digital transformation, and provide strategic recommendations for effective implementation. Using a descriptive qualitative approach, data were gathered through interviews, observations, and document analysis conducted across five selected madrasahs representing different regions and institutional typologies. The findings reveal that digital transformation in these institutions remains largely at the planning stage, with minimal practical application. Current technological usage is concentrated primarily in financial administration processes, such as budgeting and tuition payment systems, while broader areas such as academic management, teaching, and student services remain underdeveloped. Additionally, the lack of training and digital literacy among staff, coupled with a rigid organisational culture that is often sceptical toward innovation, has hindered the advancement of more comprehensive digital practices. This study concludes that successful digital transformation in Islamic educational institutions requires not only technological readiness but also adaptive managerial strategies and cultural shifts within the organisation. An integrated and sustainable approach involving leadership commitment, capacity building, stakeholder involvement, and context-sensitive innovation is essential. The research offers practical insights for policymakers and school administrators aiming to modernise Islamic education management systems while preserving their foundational values.

Keywords: Digital Transformation, Educational Technology, Islamic Education Management



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INTRODUCTION

Amidst the pace of global digital transformation, Islamic educational institutions in Indonesia face major challenges in adopting technology into their management systems (Hambali & Mu'alimin, 2020; Lin & Fu, 2024). The demands of the digital era force these institutions to increase effectiveness and efficiency through the use of technology, but the reality in the field shows that implementation is not yet even and optimal. Various obstacles, such as limited infrastructure, low human resource competency, and resistance to organisational culture change, are the main inhibiting factors. On the other hand, technological advances present significant opportunities to improve administrative efficiency, transparency of financial management, and the quality of educational services (M. Azizah dkk., 2024; Masinambow dkk., 2025). The gap between the great potential of technology and the realisation of its application in Islamic educational institutions indicates the need for more in-depth studies. Analysis of the challenges and opportunities for implementing technology is important to answer actual needs in the field and support the transformation of Islamic education management towards a more adaptive and innovative direction.

Several literature studies have highlighted the importance of technology adoption in education, including in the managerial aspect. For example, Rogers' theory of innovation adoption emphasises the factors that influence the speed of acceptance of new technology in organisations, but has not been able to fully explain the complexity of cultural barriers faced by Islamic educational institutions. In addition, theories of digital transformation in education often focus on technical and pedagogical aspects, paying little attention to the internal management dynamics that are unique to an educational environment based on Islamic values (Hadi dkk., 2022; Susanto & Hermina, 2024). Thus, there is a gap in the literature that needs to be filled, especially in the context of integrating technology with Islamic educational management principles. This emphasises the need for research that specifically explores the challenges and opportunities from a managerial perspective, not just the technical aspects of technology use.

This study aims to analyse the main challenges faced by Islamic educational institutions in implementing technology into their management systems. In addition, this study also seeks to identify the opportunities offered by digital transformation to improve management practices in Islamic educational institutions. Not only stopping at analysis, this study also aims to compile strategic recommendations based on field findings that can be used as a guide to optimising the use of technology. By focusing on challenges, opportunities, and strategic solutions, this study is expected to provide a real contribution to strengthening the capacity of Islamic educational institutions to face the ever-evolving digital era.

Based on the fact of the lag in the implementation of technology in Islamic educational institutions and the research objectives that have been formulated, this research is important to be conducted as an effort to encourage a more adaptive and technology-based managerial transformation. The main hypothesis underlying this research is that the use of appropriate technology in Islamic education management can overcome structural barriers and improve the overall quality of education services. This research also assumes that cultural resistance and limited human resources can be overcome through a targeted strategic approach. Therefore, through this research, it is hoped that relevant approaches will be revealed to accelerate digital transformation in the management of Islamic educational institutions in Indonesia.

Educational technology is a concept that refers to the application of technology to support and improve the learning process and education administration. According to the definition put forward by the Association for Educational Communications and Technology (AECT), educational technology is the study and ethical practice of facilitating learning and improving performance through the creation, use, and management of appropriate technological processes and resources (N. Azizah & Azmi, 2023; Riska Aini Putri, 2023). Educational technology is not limited to the use of hardware such as computers or tablets, but also includes the development of information systems, e-learning platforms, and learning management applications. Understanding educational technology is very important in the modern context, where technology integration is a must to improve the effectiveness of education. In this study, understanding the basic concepts of educational technology becomes an important foundation for analysing how technology can be optimally implemented in the management of Islamic educational institutions.

Manifestations of educational technology in practice can be categorised into various forms, depending on the function and purpose of its use. One of the main categorisations is in the form of learning aids, such as Learning Management Systems (LMS), AI-based educational applications, and interactive learning media. In addition, educational technology is also manifested in educational administration systems, such as value management applications, electronic attendance, and student and teacher database management. On the other hand, the use of technology for the professional development of educators, such as online training and collaboration platforms, is also a real form of educational technology. By understanding these various manifestations, we can assess the extent to which Islamic educational institutions can utilise technology not only for learning purposes, but also in broader managerial aspects. This is important to see the opportunities and challenges in the context of digital transformation in the Islamic education sector.

Islamic education management is defined as the process of planning, organising, directing, and controlling educational resources based on Islamic principles to achieve predetermined educational goals (Azzahra dkk., 2024; Imron dkk., 2021; Wahyudi & Julaiha, 2021). According to experts, Islamic education management does not only focus on administrative aspects, but also on the integration of Islamic values in every managerial activity, such as justice, trustworthiness, and social responsibility (Danaeefard & Golverdi, 2024; Saputra dkk., t.t.). With this approach, Islamic education management seeks to form an educational ecosystem that is not only technically effective but also based on strong moral and spiritual values. A deep understanding of the concept of Islamic education management is very important in the context of this study, because the application of technology in education management must maintain the characteristics of Islamic values that are the main spirit of the educational institution.

Manifestations of Islamic education management can be seen in various operational aspects of educational institutions, ranging from curriculum planning based on Islamic values, human resource management with the principle of *syura* (deliberation), to transparent financial management by *sharia* principles. In addition, in the context of quality management, Islamic educational institutions usually adopt quality standards based on Islamic values, such as

sincerity in service and social responsibility to the surrounding community (Folarin, 2024; Hidayah & Nur, 2021). Another manifestation is seen in the form of character development of students through moral education programs and religious activities integrated into the education system. Thus, every managerial aspect in Islamic educational institutions is not only aimed at administrative efficiency, but also to support the achievement of holistic Islamic educational goals. Understanding this manifestation is important to examine how technology can be integrated without ignoring these fundamental principles.

Digital transformation is defined as the process of integrating digital technology into all aspects of an organisation's operations, which fundamentally changes the way the organisation operates and delivers value to its stakeholders (Del Socorro Encinas-Grijalva dkk., 2024) (Kragulj, 2023). In the context of education, digital transformation means more than just the digitisation of documents or processes; it involves changing the organisation's culture, business models, and the mindset of all parties involved. According to current theories, digital transformation also implies the need for strategic adaptation, development of digital competencies, and changes in organisational structure to be more agile in facing the dynamics of changing times (Addurunnafis & Kurniawan, 2025). This transformation opens up great opportunities to increase the effectiveness, efficiency, and competitiveness of educational institutions, including Islamic educational institutions. Therefore, understanding the concept of digital transformation is very important in seeing how Islamic educational institutions can respond to the challenges of the times appropriately and strategically.

The manifestation of digital transformation in the world of education can be seen in various forms of innovation and change. For example, the adoption of online learning platforms, the use of data analytics for educational decision-making, the development of school management information systems, to the use of artificial intelligence for learning personalisation. In the context of management, digital transformation is manifested through the automation of administrative processes, cloud-based resource management, and increased transparency and accountability through technology-based systems. In addition, changes in organisational culture to be more collaborative and data-driven are also important indicators of successful digital transformation. For Islamic educational institutions, understanding these various manifestations is key to determining a technology adoption strategy that is not only efficient but also remains in line with the Islamic values adopted. Thus, the manifestation of digital transformation is an important foundation in developing Islamic education management in the modern era.

RESEARCH METHOD

The object of this research focuses on the implementation of technology in the management of Islamic educational institutions in Indonesia amidst the pace of global digital transformation. Islamic educational institutions are faced with demands to adopt technology to improve administrative efficiency, financial transparency, and the quality of educational services. However, the implementation is not yet evenly distributed and effective, because several institutions still face limitations in technological infrastructure, low human resource competency, and organisational cultural resistance to digital change. On the other hand, the potential benefits of technology are enormous in improving the quality of governance of educational institutions. The gap between this potential and its realisation in the field indicates the need for in-depth research on the challenges and opportunities that exist. Therefore, the focus of this research is to comprehensively examine the actual conditions of technology implementation in Islamic educational institutions and how digital transformation can be optimised in educational management based on Islamic values.

The type of research used in this study is descriptive qualitative, to provide a detailed and comprehensive picture of the phenomenon (Rahmi Pertiwi dkk., 2023) of technology

implementation in Islamic educational management. Primary data was obtained through in-depth interviews with informants who were directly involved in the management of education in Islamic institutions. Interviews focused on their experiences and perceptions of the use of technology, the challenges faced, and the open opportunities. In addition, this study also uses secondary data in the form of relevant literature, such as scientific journals, education policy reports, and previous studies that discuss the research keywords, namely educational technology, Islamic education management, and digital transformation. By using this descriptive qualitative approach, the study seeks to provide an in-depth understanding without manipulating variables or making causal predictions, but rather on a real depiction of conditions in the field.

The research participants consisted of various stakeholders in Islamic educational institutions that had begun to adopt technology in their management. The main informants included five Madrasah Principals from various levels, namely the Elementary Madrasah Level, the Junior Madrasah Level, and the Senior Madrasah Level, five Deputy Madrasah Principals in charge of curriculum and infrastructure, five Informatics and Technology Teachers and administrative staff, and ten Parents/Guardians of Students. In addition, this study took samples from five Madrasahs spread across two different districts/cities, which had implemented digital platforms such as e-report cards, digital attendance systems, and e-learning. The selection of participants was carried out purposively to ensure representation of views from various related parties. The involvement of various participants aims to obtain rich and diverse data to produce a more holistic understanding of the challenges and opportunities in the use of technology in Islamic education management.

The data collection process in this study involved several stages and techniques to ensure the completeness and depth of the information obtained. The techniques used included semi-structured interviews with key informants, participant observation in madrasahs, and documentation of various administrative and policy documents related to the use of technology. Interviews aimed to explore informants' experiences and views on the implementation of technology, while observations were conducted to capture real practices in the field. Documentation was used to complement and strengthen the findings from interviews and observations. All data were collected systematically to capture in detail the dynamics of technology use in Islamic educational institutions. With this combination of techniques, it is hoped that valid data will be obtained and can describe the phenomenon being studied in a complete and in-depth manner.

Data analysis in this study used the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and drawing and verifying conclusions. Data reduction is carried out by selecting and sorting relevant information from the results of interviews, observations, and documentation. The reduced data is then presented in the form of a matrix or narrative to facilitate further analysis. Conclusions are drawn based on patterns, relationships, or themes that emerge from the data, and are verified repeatedly to ensure the validity of the results. To increase the validity of the data, this study also uses source triangulation techniques, namely by comparing and confirming data from various sources of informants and data collection techniques. With this analysis approach, the study is expected to produce accurate, objective findings that reflect the real conditions of technology implementation in Islamic education management.

RESULTS AND DISCUSSION

Data from interviews, observations, and documentation show that the implementation of educational technology in Islamic educational institutions still faces various obstacles. From the interviews, the head of the madrasah revealed budget constraints as the main obstacle in procuring technological devices and teacher training. The administration teacher explained that

the use of the School Management Information System (SIMS) had only been implemented for attendance and financial administration, and had not been optimised for data-based academic monitoring. The results of the observation showed that infrastructure such as internet networks and computer devices was still limited, and not even evenly distributed in all rooms. Documentation shows that although the Madrasah Strategic Plan has included a digital transformation program, its implementation is still in its early stages. Inventory data shows a lack of supporting tools such as LCD projectors and laptops, while the decree on the use of the e-learning platform has not been equipped with technical guidelines.

Further explanation of the data shows that educational technology is currently more functional in administrative aspects than in academic aspects or student learning. Only a few teachers, especially young teachers, are actively utilising technology in the teaching and learning process. Senior teachers tend to experience resistance in using platforms such as the Learning Management System (LMS). Communication applications between parents and schools, although welcomed positively by guardians, are less effective due to the lack of socialisation and training in their use. Observations also show the use of technology that tends to be symbolic, such as the use of WhatsApp for attendance, without integration into a wider data system. This indicates limitations in the comprehensive implementation of educational technology in the institutions studied.

The relationship between the description and explanation of the data above with the reality of the research problem shows a significant gap between the potential of technology in improving the quality of education and the reality of implementation in madrasahs. Budget limitations, inadequate infrastructure, resistance to organisational culture, and lack of HR competency are dominant factors. This is in line with the initial findings of the study that the adoption of technology, although strategically programmed, is still hampered by internal and external factors of the madrasah. Thus, the reality in the field strengthens the importance of analysing the challenges and opportunities in the digital transformation of Islamic educational institutions.

Based on the results of interviews, observations, and documentation, the description of Islamic education management in the context of technology adoption shows suboptimal development. The head of the madrasah highlighted that the technology adoption policy has been included in the institution's vision and mission, but its implementation has not been well structured. The deputy head of the madrasah for curriculum revealed that there were obstacles in integrating technology into the academic management system. The administration teacher also stated that technology-based management only touches on simple aspects such as attendance and finance, without systematic academic data management planning. Observations show that some digital transformation policies are only formal documents that have not been supported by real actions, while madrasah documentation shows limitations in the inventory of supporting facilities and infrastructure.

The explanation of the data shows that Islamic education management in the digital era is still running partially and not systematically. The implementation of technology has not been fully included in long-term strategic planning based on data and needs analysis. The human resources of madrasah managers do not all have adequate digital competence, while initiatives to use digital platforms such as e-learning are still sporadic and have not been integrated into the madrasah quality management system. This is reflected in the minimal use of technology in data-based decision making, as well as the lack of routine evaluation of the effectiveness of the use of digital devices that already exist in madrasahs.

The relationship between the description and explanation of data on Islamic education management with the reality of research problems indicates that the problem of implementing digital transformation is not only a technical issue, but is also closely related to the managerial and cultural aspects of the organisation. The gap between formal policies on technology and real practices in the field shows the need for a reorientation of management strategies in

Islamic educational institutions. This strengthens the initial findings that resistance to change, weak technology planning, and limited competent Human Resources are dominant factors that hinder the optimisation of the benefits of technology in the madrasah management system.

The results of interviews, observations, and documentation related to digital transformation show that the digitalisation process in Islamic educational institutions is still in its early stages and is not evenly distributed. The head of the madrasah stated that digital transformation has been included in the strategic plan, but has not received a clear budgeting priority and implementation program. Informatics and Technology teachers reported that the use of technology is still limited to simple administrative needs. Parents appreciate digital communication but feel that they have not been maximally involved in the socialisation of change. Field observations show the dominance of the use of personal devices for school activities without a strong institutional support system. Documentation shows that technical guidelines for implementing digital platforms are still lacking.

Further explanation of the data shows that digital transformation in madrasahs tends to be an individual initiative, not structured in the organisational system and culture. Several digital initiatives come from young teachers who take the initiative themselves, without systematic policy support from the madrasah. On the other hand, the strategic planning in the madrasah document is not accompanied by concrete implementation steps. This causes the use of technology in madrasahs to be only complementary, not as the main instrument to improve the effectiveness of management and learning. The lack of integration between strategy, resources, and implementation slows down the digital transformation process that should occur more comprehensively.

The relationship between the description and explanation of digital transformation with the reality of research makes it clear that the existence of digitalisation programs in Islamic educational institutions is still far from the expectations of real implementation. The main obstacles include the lack of investment in infrastructure, low digital literacy of Human Resources, and weak change management. This supports the initial argument of the study that although digital transformation has great potential in improving Islamic education management, the reality in the field shows major challenges that must be overcome through a more structured, directed, and participatory strategic approach. The following researchers present the research findings in a structured manner based on the results of observations found in the field, the results of interviews with participants, and the results of documentation studies.

Table 1. research findings based on the results of observations, interviews and documentation studies

No.	Research Purposes	Research Findings
1	Analyzing the main challenges faced by Islamic educational institutions in implementing technology in their management	<ul style="list-style-type: none"> - Budget limitations for the procurement of technological devices and HR training. - The Internet network infrastructure and computer devices are not evenly distributed. - Senior teachers resist the use of technology. - The use of technology is still dominant in financial administration, but not optimal in academic management.
2	Identifying opportunities offered by digital transformation to	<ul style="list-style-type: none"> - Early adoption of parent-school communication platforms that were welcomed positively. - Openness of young teachers to the use of learning and

	improve Islamic education management	administration technology. - Support in the Madrasah Strategic Plan document for the digital transformation program. - Opportunities to develop using Learning Management Systems (LMS) and digital e-report cards.
3	Providing strategic recommendations for optimising the use of technology in the management of Islamic educational institutions based on field findings	- Special budget allocation for strengthening digital infrastructure and HR training. - Change management approach to overcome organisational cultural resistance. - Prepare technical guidelines for the use of digital platforms. - Increased socialisation and technology training to all elements of the madrasah, including parents. - Integration of administrative, academic, and student service data in one centralised management information system.

Based on the research results, it can be summarised that Islamic educational institutions face major challenges in the form of budget constraints, uneven infrastructure, organisational cultural resistance to the use of technology, and weak digital competence of Human Resources. Digital transformation in madrasahs has only been running at a simple administrative level and has not touched on data-based academic management. Although the digital transformation program has been included in the strategic planning, its implementation has not been systematic and integrated. This condition shows that there is great potential that has not been optimally developed, where digital transformation should be the main driving force in improving the quality of Islamic education management more effectively and adaptively to developments in the era.

When compared to the results of other studies, such as the study conducted by Al-Amin (2022) on technology integration in modern Islamic-based schools, this study shows advantages in revealing cultural resistance factors and weak implementation of strategic policies that are often ignored in other studies. While previous studies have highlighted more technical aspects, such as a lack of devices or training, this study deepens the managerial and structural dimensions that are the root of the problem. Thus, this study not only adds descriptive data on technical constraints but also broadens the academic discourse regarding the importance of organisational culture change in the success of digital transformation in Islamic educational institutions.

Reflection of the results of this study strengthens the importance of the research objective, namely that digital transformation is not just about technology procurement, but about how institutions manage these changes in a structured and sustainable manner. Field data shows that the existence of devices and applications without the support of mature change management has the potential to increase the workload without increasing the effectiveness of institutional performance. Therefore, the results of this study mark the strategic benefits of digital transformation, not only as an administrative tool, but as a catalyst in encouraging the modernisation of the Islamic education management system as a whole.

The implications of the results of this study are quite broad, especially for Islamic education policy makers, madrasah principals, and curriculum and educational technology developers. This study shows that to achieve effective digitalisation, it is not enough to just provide infrastructure or software; it is also necessary to build a pro-change organisational culture, accompanied by continuous training and incentives for technology adoption. In addition, these results provide an important basis for formulating data-based policies that are more oriented towards integrating technology into all aspects of education management, from academics, administration, to relations with parents and the community.

The results of the study, which show that digital transformation is still partially underway, can be analysed from various fundamental factors. One of them is the top-down implementation approach without building internal readiness through training and changes in work culture. In addition, limited financial resources make madrasah priorities more focused on basic operational needs than long-term investment for digital development. Another factor is the low digital literacy among most educators and managers, which causes technology adoption to be unsustainable and tends to be symbolic without optimal use for quality management.

Based on the results of this study, several strategic actions need to be taken immediately. First, Islamic educational institutions must adopt a comprehensive change management approach in their digitalisation programs, including strengthening the capacity of Human Resources through regular training. Second, the development of binding internal policies and the preparation of detailed technical guidelines need to be a priority to ensure uniformity in technology implementation. Third, budget allocation for technology infrastructure must be clarified in the institution's strategic plan, including exploring potential collaboration with third parties to support procurement and training. Finally, building an organisational culture that is adaptive to digital change must be a long-term program to ensure the sustainability of digital transformation in Islamic educational institutions.

CONCLUSION

Conclusions can be generalized findings according to research problems, can also be in the form of recommendations for the next step. This study surprisingly found that although Islamic educational institutions in Indonesia have included digital transformation in their strategic plans, the reality on the ground shows that the implementation is still symbolic and partial. Resistance to organisational culture, limited infrastructure, and weak Human Resources competency are the main obstacles that cannot be overcome simply by providing technological devices. Even more surprisingly, digital initiatives that should function to improve the quality of educational management have the potential to become an additional burden if not accompanied by changes in work culture and effective change management. This fact shows that digital transformation in Islamic educational institutions requires a much more comprehensive and sustainable approach than has been assumed so far.

This study makes an important contribution, both theoretically and practically, to the development of science in the field of Educational Technology and Islamic Education Management. Theoretically, this study enriches the discourse on the importance of integration between organisational culture readiness and technological transformation, which previously received less attention in the literature. Practically, this study offers a strategic roadmap for Islamic educational institutions to optimise the use of technology by strengthening Human Resources capacity, formulating data-based internal policies, and creating an adaptive organisational culture. Thus, this study not only adds scientific references but also provides applicable solutions for education practitioners who are facing the challenges of digitalisation.

Of course, this study has limitations that open up great opportunities for further research. The focus of this study is still limited to five madrasahs in two districts/cities, so that generalisation of the results for the national context needs to be done carefully. In addition, this

study focuses more on managerial and organisational culture aspects, so that subsequent research developments can expand the study to the realm of the influence of digital transformation on student learning outcomes or its impact on school community involvement. Therefore, future research is expected to adopt a cross-regional comparative approach or integrate technology-based evaluation models to produce a broader and deeper understanding of the dynamics of digital transformation in Islamic education management.

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