

Islamic Education Management: Innovation and Challenges in the Digital Era

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ABSTRACT

This study investigates the transformation of Islamic education management in addressing innovation and digital-era challenges through a structured Systematic Literature Review (SLR). The review analyzes how Islamic educational institutions adapt to technological change while preserving Islamic ethical principles as the foundation of managerial practices. The findings reveal a paradigm shift from conventional administrative models toward digitally driven governance marked by enhanced transparency, efficiency, and accountability. Key innovations include curriculum modernization, the expansion of digital learning environments, and the integration of Learning Management Systems (LMS) to support effective and value-based learning. Despite these advancements, several obstacles persist, such as varying levels of digital competence among educators, unequal access to technological infrastructure, and cultural resistance to digital adoption. The study concludes that successful digital transformation in Islamic education requires a combination of technological readiness, visionary leadership, policy reform, and human capital development. The research provides conceptual and practical contributions to designing an integrative management model aligned with Islamic values.

Keywords

Digital Era Challenges,
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1. INTRODUCTION

The development of digital technology has brought about a significant transformation in various aspects of life, including within the realm of Islamic education, which is now confronted with the challenge of adapting to the wave of global digital transformation (Luthfi, 2025). Islamic educational institutions in Indonesia continue to face a substantial digital divide, particularly regarding the utilization of information technology for learning activities and institutional management (Muttaqin, 2023). The primary obstacle lies in the limited digital competence of human resources, including both teachers and administrators, which directly affects the effectiveness of technology-based learning processes (Fitriyani & Fauzi, 2023). Moreover, technological infrastructure disparities lead to unequal access to digital learning, particularly in *madrasah* and *pesantren* located in rural areas (Zamroni,

Wakidi, & Haq, 2023). This reality underscores the urgency for comprehensive research focusing on Islamic education management in navigating the digital era.

From a theoretical standpoint, Islamic education management has been examined through multiple perspectives, including the integration of Islamic values and technological innovation in institutional governance (Mukarom et al., 2024). However, previous studies indicate that existing models of Islamic educational management remain predominantly traditional and have yet to fully incorporate effective digitalization principles (Aprillia & Shofariyani, 2024). While educational innovation theory asserts that digital transformation enhances managerial efficiency and learning outcomes, many Islamic educational institutions have not yet formulated strategic frameworks to address such transformations (Kusuma & Muharom, 2025). The scarcity of empirical research exploring the relationship between Islamic education management and digital technology implementation highlights a theoretical gap that this study seeks to address by proposing an adaptive, technology-based management model.

The purpose of this research is to analyze how Islamic education management can innovate and adapt to the challenges of the digital era through strategic and integrative approaches that merge Islamic principles with technological advancement. The study focuses on identifying innovative strategies applicable to Islamic educational institutions to enhance the quality of learning and institutional governance through digitalization (Aedi, 2024). Furthermore, this research seeks to map out the obstacles faced by Islamic institutions in their digital transformation process and to formulate recommendations aimed at optimizing human resources and educational infrastructure (Holilah & Hajjaj, 2024). Accordingly, the findings are expected to provide practical contributions to strengthening the capacity of Islamic education institutions to remain competitive and sustainable in the digital age.

The significance of this research lies in the urgency of fostering innovation in Islamic education management as a response to the digital divide that continues to affect the overall quality of education (Muhyardho & Muttaqin, 2024). Strengthening digital-based management not only supports administrative efficiency but also promotes adaptive and interactive learning aligned with the characteristics of today's digital Muslim generation (Judijanto, Akib, & Risnawati, 2024). Moreover, integrating technology within Islamic education has become indispensable for responding to the demands of globalization and the advancement of Education 5.0, without neglecting the spiritual and moral foundations that define Islamic pedagogy (Suhendi, 2024). Therefore, this study aims to reinforce a new paradigm of Islamic education management that is innovative, humanistic, and sustainable in the digital era.

Islamic education management refers to the process of organizing and managing educational institutions based on Islamic values to achieve educational goals effectively and efficiently (Aedi, 2024). This concept encompasses not only administrative and managerial aspects but also spiritual, moral, and social dimensions integrated into an ethical governance system that aims to develop both intellect and character. In the contemporary context, Islamic education management in the digital era emphasizes the ability to adapt to global changes through the adoption of information and communication technologies as tools to enhance institutional quality and governance (Holilah & Hajjaj, 2024). Furthermore, Islamic education management is directed toward producing individuals who are faithful,

knowledgeable, and morally grounded, enabling them to compete in a modern world while preserving their Islamic identity (Resufle & Rofiki, 2022).

The categorization of Islamic education management in the modern context can be divided into three main domains: institutional management, instructional management, and human resource management (Setyowati, Ningsih, & Pahrudin, 2024). Institutional management focuses on establishing transparent and accountable administrative systems that adapt to digitalization. Instructional management involves the application of educational technologies such as learning management systems (*LMS*) and e-learning platforms, aligned with Islamic values, to improve the teaching and learning process (Holilah & Hajjaj, 2024). Meanwhile, human resource management emphasizes the continuous professional development of teachers and staff as key factors for successful educational transformation, particularly in mastering pedagogical and technological competencies (Astuti, Harahap, & Murtafiah, 2023).

Innovation in Islamic education can be defined as the process of reforming educational systems, curricula, teaching methods, and learning strategies to align with contemporary developments while preserving Islamic values (Mukarom et al., 2024). The concept of innovation in Islam is rooted in the principle of *tajdid* (renewal), which provides theological legitimacy for continuous advancement in educational practice. In the context of the digital age, educational innovation includes integrating technologies such as artificial intelligence, blended learning, and data-driven instruction to enhance learning efficiency and engagement (Suhendi, 2024). Thus, innovation in Islamic education aims not only to produce intellectually capable graduates but also to cultivate individuals who are adaptive, creative, and ethically responsible within a globalized society.

The manifestations of innovation in Islamic education appear across multiple dimensions, including curriculum design, pedagogical methods, and institutional governance (Judijanto, Akib, & Risnawati, 2024). At the curricular level, innovation takes the form of integrating general sciences with Islamic studies in a balanced manner that meets modern social and economic needs. In terms of pedagogy, innovative practices include the adoption of digital learning platforms and *project-based learning* approaches that foster student engagement and problem-solving skills (Shofiyyah, Komarudin, & Hasan, 2023). Institutionally, innovation manifests in the digitalization of administrative systems, improvement of teachers' digital literacy, and inter-institutional collaboration among *madrasah* and *pesantren* to strengthen digital transformation within Islamic education (Aprillia & Shofariyani, 2024).

The challenges of the digital era in Islamic education encompass various dimensions, including human resource readiness, technological infrastructure, and resistance to cultural change (Muttaqin, 2023). The digital era compels Islamic educational management to restructure its systems and curricula to accommodate technological advancements without compromising Islamic moral and spiritual values (Fandir, 2024). Another major concern is the digital divide between urban and rural institutions, resulting in unequal access to digital learning tools and opportunities. Consequently, Islamic education requires adaptive management frameworks capable of addressing these dynamic technological and social changes (Setyowati et al., 2024).

The challenges faced by Islamic education in the digital era can be categorized into structural, cultural, and pedagogical dimensions (Masyitoh et al., 2021). Structurally, challenges involve limited technological infrastructure and educational policies that have

yet to fully accommodate digitalization in Islamic institutions. Culturally, resistance to change persists among educators who are still attached to traditional teaching methods. Pedagogically, there exists a gap in digital competence among teachers and students, which hinders the effective implementation of technology-enhanced learning (Fitriyani & Fauzi, 2023). Addressing these challenges requires innovative and collaborative strategies through continuous digital training, supportive policy-making, and the development of a digital transformation model aligned with Islamic educational principles (Zamroni, Wakidi, & Haq, 2023).

2. METHOD

The object of this study focuses on the phenomenon of transformation within Islamic education management in responding to the demands of innovation and digitalization—an issue that has become strategically significant in the development of Islamic educational institutions in Indonesia (Muzayana, 2024). This transformation reflects a paradigmatic shift in management practices from traditional approaches to digital-based models that integrate technology into both administrative and pedagogical aspects. The phenomenon is particularly crucial as many Islamic educational institutions continue to experience digital inequality, especially in terms of human resource readiness and access to technological infrastructure (Fadlillah & Kusaeri, 2024). Consequently, this research designates this digital adaptation process as the core object of investigation to identify innovative management strategies for Islamic education in the digital era.

This research adopts a library-based approach employing the systematic literature review (SLR) method, which systematically examines and synthesizes relevant academic publications related to innovation and challenges in Islamic education management in the digital era (Yulian, Dluha, Masithoh, & Rizqiyah, 2024). Primary data were collected from peer-reviewed academic journals discussing case studies and empirical findings concerning Islamic educational management in digital transformation. Secondary data consisted of books, prior research, and policy documents relevant to the study's keywords—Islamic education management, innovation in Islamic education, and digital era challenges (Djamdjuri et al., 2023). The SLR approach was selected for its capacity to identify knowledge gaps in existing research and synthesize empirical evidence objectively and systematically to support conceptual development in the field.

This study is anchored in Everett M. Rogers' (1962) Innovation Diffusion Theory, which describes how new ideas, practices, and technologies are adopted through five stages: knowledge, persuasion, decision, implementation, and confirmation (Hasanah, 2024). This theory provides a framework for understanding the process of digital adoption within Islamic educational institutions. Complementing this, the study also draws on Islamic Education Management Theory, which emphasizes the integration of spiritual and ethical values with administrative efficiency to achieve educational objectives grounded in faith and knowledge (Awaludin, 2024). The synthesis of these two theoretical foundations enables the study to interpret digital innovation not merely as a technical adaptation but as a transformative process aligned with Islamic managerial principles.

The research followed a systematic process in accordance with the preferred reporting items for systematic reviews and meta-analyses (PRISMA) protocol, consisting of four main stages: identification, screening, eligibility, and inclusion (Ma'arif et al., 2023). In

the identification stage, the research questions were formulated to specifically address how innovation and digital challenges impact Islamic education management. A research protocol was developed, defining search strategies, inclusion and exclusion criteria, and analytical procedures. To ensure the methodological rigor and relevance of the selected literature, the study applied clearly defined inclusion and exclusion criteria during the screening and eligibility stages of the PRISMA protocol. Literature searches were conducted across multiple electronic databases such as Scopus, DOAJ, and Garuda, using predetermined keywords. After relevant studies were identified, quality appraisal, data extraction, and systematic analysis were performed. Analytical tools such as VOSviewer and NVivo 12 Plus were employed to conduct thematic mapping and relational coding (Pantic & Hamilton, 2024). Each step was executed transparently and replicably to ensure methodological rigor and validity.

Data analysis was conducted using the content analysis technique, which systematically interprets qualitative data extracted from academic publications through a coding and categorization process (Kabir et al., 2023). The analysis consisted of three stages: coding, categorizing, and interpreting. In the coding phase, data were classified according to recurring themes such as digital management innovation, human resource development, and institutional governance in Islamic education. The categorization phase grouped related data to identify emerging patterns and relationships among variables. Finally, in the interpretation stage, the researcher synthesized findings to derive conceptual and practical insights addressing the research objectives (Sinulingga et al., 2024). This analytical approach ensured that the findings reflected a comprehensive, objective synthesis while maintaining a high level of academic credibility and methodological transparency.

3. RESULTS

The reviewed literature revealed that Islamic education management in the digital era has undergone a significant transformation, shifting from traditional administrative models to technology-based institutional systems (Holilah & Hajjaj, 2024). The digitalization process in Islamic educational institutions includes the implementation of LMS, digitized school administration, and the establishment of a culture of transparency and accountability (Qur Rohman, Fawait, & Pramuja, 2025). The data further indicate that management effectiveness increased through the adoption of digital applications for human resource development, financial management, and educational governance aligned with Islamic values (Maimunah & Khoir, 2024).

The findings suggest that the transformation of Islamic education management was primarily driven by the need to enhance efficiency and adaptability amid the global wave of digital disruption (Muttaqin, 2023). The integration of digital technologies not only accelerated administrative processes but also fostered collaborative and innovation-oriented organizational cultures (Werdiningsih et al., 2019). However, the literature also emphasized that modernization should be balanced with the preservation of Islamic values to ensure that institutional development remains centered on moral and spiritual education (Kusuma & Muharom, 2025).

The synthesis of literature demonstrated a strong correlation between theoretical insights on technological adaptation and the practical realities of Islamic educational

management. Empirical findings indicate that Islamic institutions in Indonesia vary significantly in their level of digital readiness, with some having successfully integrated technology while others remain at the initial stages of digitalization (Holilah & Hajjaj, 2024). These results align with the conclusion that the success of digital transformation in Islamic education management largely depends on human resource competence and institutional infrastructure support (Zamroni, Wakidi, & Haq, 2023).

The reviewed studies indicate that innovation in Islamic education during the digital era focuses primarily on curriculum reform, instructional methods, and technology-based learning systems (Mukarom et al., 2024). Innovations include the application of blended learning models, interactive digital media, and online assessment systems. Moreover, Islamic institutions have developed digital learning content that integrates religious and general sciences to meet 21st-century competency standards (Aprillia & Shofariyani, 2024).

The analysis revealed that innovation in Islamic education serves not only as an adaptive response to technological advancement but also as a transformation of educational philosophy and values (Astuti, Siswanto, & Walid, 2024). The use of digital technology has expanded learning accessibility, enhanced teacher-student interaction, and enabled personalized learning based on students' competencies. Moreover, improving teachers' digital literacy is viewed as a key component of innovation, ensuring that modern pedagogical strategies remain consistent with Islamic ethical and moral frameworks (Fandir, 2024).

The synthesis of findings shows that innovation in Islamic education is directly connected to the effort of strengthening institutional competitiveness in the digital era. Field-based studies indicate that despite significant progress, innovation is still hindered by technological infrastructure gaps, teacher readiness, and cultural resistance to change (Luthfi, 2025). However, institutions that have effectively implemented digital innovation report improved learning quality, administrative efficiency, and active student engagement (Anto et al., 2024).

Recent literature identifies that the key challenges for Islamic education in the digital era include digital illiteracy among educators, disparities in technological infrastructure, and institutional unpreparedness for full-scale digital management (Muttaqin, 2023). These challenges are exacerbated by the lack of education policies supporting digitalization and limited access to technological tools, particularly in rural *madrasah* and *pesantren* (Rochbani, 2024).

The findings highlight that these challenges are not purely technical but also structural and cultural in nature (Masyitoh et al., 2021). Culturally, many educators remain hesitant to adopt digital technologies due to fears of diminishing traditional values. Structurally, several Islamic institutions still lack comprehensive digital management strategies capable of meeting the demands of Education 5.0 (Suhendi, 2024).

The reviewed studies reveal a persistent gap between theoretical frameworks and practical realities in addressing digital challenges in Islamic education. Although many Islamic institutions have begun implementing digital literacy training and adopting online learning platforms, these initiatives have not yet been sufficient to resolve disparities between urban and rural schools (Muhyardho & Muttaqin, 2024). Therefore, comprehensive and systematic policy frameworks, alongside sustained institutional

mentoring, are required to ensure that digital transformation in Islamic education becomes inclusive and sustainable (Rohman et al., 2025).

Table 1. Research findings based on the research objective

Aspect Analyzed	Key Research Findings	Implications for Islamic Education Management	Supporting Sources (Last 5 Years)
Adaptation of Islamic Education Management to the Digital Era	Islamic educational institutions have shifted from traditional management systems to digital-based models, including the use of Learning Management Systems (LMS), administrative digitalization, and data-driven decision-making systems.	Enhances administrative efficiency, accountability, and the speed of managerial decision-making based on real-time data.	(Holilah & Hajjaj, 2024); (Muttaqin, 2023)
Integration of Islamic Values in Educational Technology Innovation	The digitalization of Islamic education not only preserves spiritual values but reinforces them through the integration of Islamic ethics within the curriculum and technological design.	Builds a digital educational model grounded in moral, ethical, and spiritual principles derived from Islamic teachings.	(Mukarom et al., 2024); (Aedi, 2024)
Curriculum and Pedagogical Innovation in Islamic Education	There has been a shift toward <i>blended learning</i> , <i>project-based learning</i> , and digital platform-based education customized to Muslim learners' needs.	Encourages participatory, student-centered learning and expands educational access across regions.	(Judijanto, Akib, & Risnawati, 2024); (Fandir, 2024)
Challenges of Digitalization in Islamic Education	Major challenges include low digital literacy among teachers, unequal access to technological infrastructure, and cultural resistance to modernization.	Calls for ongoing digital training and adaptive education policies that align technology with Islamic educational values.	(Masyitoh et al., 2021); (Suhendi, 2024)
Strategies for Strengthening Innovation-Based Management	Visionary and collaborative leadership is identified as a critical factor driving successful digital transformation in Islamic educational institutions.	Promotes an organizational culture that embraces innovation, openness, and continuous quality improvement.	(Werdiningsih et al., 2019); (Anto et al., 2024)
Integrated Model of Digital Islamic Education Management	The most effective model of Islamic education management is one that integrates technological efficiency with Islamic moral and social responsibility.	Serves as a conceptual framework for sustainable Islamic education management in the digital era.	(Kusuma & Muharom, 2025); (Hidayat, Fatimah, & Rosidin, 2022)

This table comprehensively illustrates how the research objective—analyzing innovation and challenges in Islamic education management within the digital era—was achieved through systematic literature analysis. The findings confirm that the successful implementation of digital transformation in Islamic education depends on three key factors: visionary leadership, integration of Islamic values in technology, and equitable digital infrastructure.

4. DISCUSSION

The findings of this study reveal that the transformation of *Islamic education management* in the digital era is not merely an adaptive process but a structural and cultural paradigm shift. The integration of digital technology has proven effective in improving administrative transparency, management efficiency, and the quality of learning while maintaining the moral and spiritual foundation of Islamic education (Holilah & Hajjaj, 2024). The study also confirms that the adoption of *Learning Management Systems (LMS)*, digital-based curriculum innovation, and teacher capacity development in digital literacy contribute significantly to institutional advancement (Mukarom et al., 2024). However, the success of this transformation remains contingent upon digital readiness, policy reform, and institutional leadership capable of balancing innovation with Islamic values (Muttaqin, 2023).

Compared with previous research, this study provides a more comprehensive analysis by highlighting the managerial and policy dimensions of innovation in Islamic education. Earlier studies such as (Judijanto, Akib, & Risnawati, 2024) primarily emphasized pedagogical innovation, focusing on teaching and learning strategies. In contrast, the present research expands the discussion to include organizational leadership, governance models, and strategic management practices in Islamic institutions. Furthermore, it aligns with the findings of (Rada, Dewi, & Mashar, 2024), which emphasized that implementing *Total Quality Management (TQM)* in digital Islamic education strengthens institutional accountability and service quality. The novelty of this research lies in its integration of Islamic ethical principles with modern management theories, thereby offering an interdisciplinary framework for Islamic education in the era of digital disruption.

Reflecting upon the study's objectives, the results demonstrate that digital transformation within Islamic education management fulfills the dual function of modernization and spiritual preservation. The process of integrating technology into Islamic educational systems has enhanced institutional agility while reinforcing Islamic moral consciousness among educators and learners (Aedi, 2024). The benefit of this research lies in its ability to provide practical guidelines for Islamic educational institutions to design *human-centered digital transformation*—a model that positions technology as a means of enhancing human and ethical values rather than replacing them (Suhendi, 2024). This reflection confirms that the digitalization of Islamic education is not solely an effort to modernize management systems but an act of intellectual and moral renewal aligned with the spirit of *tajdid* (renewal) in Islam.

The implications of this study extend to institutional policy, educational practice, and leadership development within Islamic education. The findings underline the necessity of reforming educational policies to support inclusive digital transformation and promote professional development for educators (Kusuma & Muharom, 2025). Policymakers in the field of Islamic education must create frameworks that facilitate technology-based management systems, such as data-driven decision-making and integrated digital administration. On a practical level, the study's implications call for enhanced collaboration between Islamic educational institutions, the government, and technology developers to ensure equitable access to digital tools (Hidayat, Fatimah, & Rosidin, 2022). Thus, the outcomes of this research can serve as the foundation for the creation of sustainable Islamic educational governance models in the digital age.

The findings can be explained by the differing levels of digital readiness, financial capacity, and leadership vision among Islamic educational institutions. The results reveal that institutions with visionary and participatory leadership were more successful in implementing innovation than those with rigid hierarchical structures (Werdiningsih et al., 2019). Leadership that embraces digital transformation and integrates Islamic ethics into institutional culture fosters innovation, adaptability, and community engagement (Anto et al., 2024). Conversely, institutions lacking this visionary orientation often experience stagnation and digital resistance. Hence, the findings illustrate that successful transformation in Islamic education management depends not only on technological tools but also on leadership that embodies both managerial competence and spiritual integrity.

Based on the research results, three strategic actions are recommended to strengthen Islamic education management in the digital era. First, continuous digital literacy training for teachers and administrators must be prioritized to enhance technological competence (Zainuddin et al., 2024). Second, Islamic institutions should develop integrated digital management ecosystems encompassing administration, academic affairs, and quality assurance systems. Third, the government, educational institutions, and technology stakeholders must collaborate in designing a policy framework that promotes inclusive and sustainable digitalization in Islamic education (Fandir, 2024). These strategic actions aim to ensure that Islamic education management not only adapts to digital transformation but also becomes a global model of ethical innovation rooted in Islamic values.

5. CONCLUSION

The most striking finding of this research reveals that Islamic education management has not merely adapted to digitalization but has instead transformed digital transformation itself into a medium for revitalizing Islamic values within management and learning systems. Rather than diminishing spirituality, technology has strengthened the moral and ethical foundations of Islamic education. The digital transformation process has generated a new management model that is more efficient, transparent, and accountable while preserving the essence of religiosity. This finding is surprising because it demonstrates that Islamic educational institutions possess not only the ability to adapt to global digital shifts but also the capacity to lead educational innovation rooted in Islamic civilization.

The added value of this study lies in its contribution to both the theoretical and practical development of the field of Islamic education management. Theoretically, this study enriches existing literature by introducing an integrative framework that merges theories of innovation and digital transformation with Islamic spiritual and ethical paradigms. It fills a conceptual gap left by previous studies that tended to separate modernity from tradition. Practically, the findings provide strategic guidelines for Islamic educational institutions in formulating digitalization policies, designing adaptive curricula, and strengthening the digital competencies of educators and administrative staff. This research also advances the new paradigm that digital transformation in Islamic education management is not merely about technology or systems, but about constructing an ethical, visionary, and humanity-oriented management consciousness.

Although comprehensive, this research acknowledges certain limitations that open avenues for further exploration. Because the study utilized SLR approach, it did not include extensive field verification across multiple institutions. Future research may therefore

employ mixed-methods approaches to empirically test the effectiveness of the proposed digital Islamic education management model in diverse institutional contexts. Furthermore, upcoming studies could broaden their scope to examine comparative international cases and policy-level frameworks to understand how Islamic managerial principles can inform global education reform in the digital age. Thus, rather than concluding the discussion, this research serves as a foundational step toward building a sustainable, innovative, and value-driven model of Islamic education management for the future.

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