

Management of Islamic Education Institutions in the Era of Globalization: An Analysis of Quality, Resources, and Social Dynamics

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ABSTRACT – Islamic Educational Institutions (IEI) play an important role in shaping a superior generation of Muslims amidst global challenges. However, this study identifies various problems faced by IEI, including the low quality of education, curriculum gaps, limited human resources, and minimal infrastructure. Social dynamics, changing values and expectations of modern society also add pressure for IEI to remain relevant in the era of globalization. Weaknesses in management strategies, such as lack of leadership capacity, reliance on traditional methods, and limited adoption of technology, become significant obstacles in the management of these institutions. Using the literature study method, this research concludes that the transformation of IEI requires an innovative and sustainable strategic approach. Relevant curriculum, educator training, diversification of funding sources, and adoption of modern technology are key elements to improve the quality and competitiveness of IEI. The active involvement of stakeholders can strengthen the effectiveness of the strategies taken. This research provides a conceptual foundation to support efforts to improve the quality of IEI in the future.

Keywords: Islamic educational institutions, education quality, strategic management, transformation, globalization.

A. INTRODUCTION

Islamic Educational Institutions (IEIs) in Indonesia have long been an integral part of the national education system, with its main role as a forum for the development of Islamic values and the formation of a superior Muslim generation. However, in the midst of increasingly dynamic global changes, IEI faces increasingly complex challenges. These changes are related to academic demands and the pressure to adapt to evolving social, technological and economic dynamics. This

condition causes various problems in the management of Islamic education institutions, both internally and externally.

One of the main problems is the low quality of education in many IEI compared to general education institutions. The low quality of education is often a barrier for IEI to compete with other institutions to produce competent graduates. Data shows that many graduates from IEI have difficulty entering the increasingly competitive job market. This reflects the gap between the curriculum taught at IEI and the needs of the working world. This mismatch is one of the fundamental issues affecting the relevance of Islamic education in the eyes of the wider community.

Another problem is the limited human resources owned by IEI. Many IEIs, especially those in remote areas, face a shortage of qualified educators. This limitation is related to the number and also the competence of educators. Many teachers in IEI do not have adequate qualifications or sufficient training to develop effective teaching methods. As a result, the learning process in IEI often lacks innovation and is unable to meet the needs of learners in the modern era.

Many IEIs face significant financial constraints. Most IEIs depend on public funds, while budget allocations from the government are often insufficient to fulfill operational needs, such as procurement of facilities, training of educators, or infrastructure improvements. This reliance on community funds often becomes an additional burden for parents, especially for families with weak economic backgrounds, which are the majority in some areas.

Limited infrastructure is also a problem that hampers IEI management. Many IEIs still use inadequate learning facilities, such as narrow classrooms, minimal library collections, and lack of access to educational technology. In fact,

in today's digital era, technology has become an important part of the learning process. This lack of facilities hinders the effectiveness of learning and widens the gap between IEI and other more advanced educational institutions.

Some IEIs face problems developing professional management. Many IEI managers do not have adequate background or training in education management. As a result, management strategies are often reactive rather than proactive, with the main focus on solving short-term problems without regard to long-term sustainability. This condition creates instability in IEI operations, which ultimately affects the quality of education services provided (Husaini & Fitria, 2019).

External pressures are also a significant challenge. Globalization brings major changes in society's expectations of educational institutions (Akmal et al., 2015). This is also the case with IEI. Society expects graduates who are able to understand Islamic values and have competencies relevant to global needs, such as mastery of technology, communication skills, and critical skills. However, many IEIs have not been able to answer these expectations, leading to negative perceptions of their role and relevance in the modern era.

IEIs also face challenges from changing social values in society. Modernization often brings value shifts that are not always in line with Islamic principles. This shift creates a challenge for IEIs to maintain their relevance without sacrificing the Islamic identity that is at the core of their existence. The tension between the need to adapt to changing times and maintaining the integrity of Islamic values is one of the main dilemmas faced by many IEIs.

These problems reflect the complexity faced by Islamic educational institutions to fulfill their function as agents of education and social transformation. With various limitations and pressures, IEI must struggle to remain relevant and competitive in the midst of accelerating changes. However, the sustainability of their role to shape a superior generation of Muslims is still a big question mark that requires serious attention from all stakeholders.

The purpose of this study is to understand in depth the problems faced by Islamic education institutions in managing their resources, infrastructure and management strategies. It also aims to explore the external factors that influence the success of IEIs to perform their functions in the era of globalization. By focusing

on a critical review of the literature and empirical data, this research is expected to provide a comprehensive picture of the challenges and serve as a foundation for further research in the future.

B. METHOD

This research uses a qualitative method based on a literature study to analyze the problems faced by Islamic Education Institutions (IEI) in managing their resources, infrastructure, and management strategies. This method was chosen because it allows in-depth exploration of educational management theories, previous empirical studies, and relevant documentation to identify the main challenges faced by IEIs in the globalization era.

The data used in this study was sourced from academic journals, books, research reports, and published policy documents. The literature analyzed includes works that address issues of educational quality, management strategies of educational institutions, and the relevance of Islamic educational institutions in various social scopes. The main focus is on literature that provides insights into the management of human, financial, and infrastructural resources, as well as the social dynamics that influence the operations of IEI.

The analytical approach was thematic, involving the following steps. First, relevant literature was classified based on key themes, such as human resources, infrastructure, and strategic management. Second, each theme was analyzed to identify patterns and relationships between various factors that influence the success or failure of IEI management. Third, findings from the literature were synthesized to compile a comprehensive picture of the main challenges faced by IEIs.

Data validity was ensured through source triangulation, i.e. by comparing results from different studies to ensure consistency of findings. Critical analysis was conducted to evaluate the relevance and strength of the arguments in the literature used. Although this research has limitations, such as reliance on secondary data, this literature study approach provides a solid foundation for understanding the complex issues faced by IEI.

Through this approach, the research is expected to identify the root causes of problems in the management of Islamic education institutions and provide relevant insights for further research or the implementation of policies that support the strengthening of IEI.

C. RESULTS AND DISCUSSION

Education Quality and Curriculum Relevance in Islamic Education Institutions

The quality of education in Islamic Education Institutions (IEI) is often a major concern in discussions about their role and relevance in the modern era. Despite the noble goal of forming a generation of Muslims who are faithful, pious, and knowledgeable, reality shows that many IEIs have not been able to meet the expected quality standards. One of the main causes is the gap between the curriculum taught and the needs of the world of work and the demands of the global community.

The curriculum in many IEIs tends to be oriented towards teaching religious values and traditional sciences, which although important, are often less relevant to modern challenges. For example, many IEIs have not fully integrated technology-based education or modern science into their curriculum. As a result, IEI graduates often face difficulties in competing in a job market that increasingly demands technical expertise, critical thinking abilities and global communication skills.

Previous research shows that this lack of curriculum customization results in limited employment opportunities for graduates and reinforces the negative stigma against Islamic education. Society often views IEI as an institution that is only able to produce graduates with high religious abilities but minimal practical skills. This perception creates an additional challenge for IEI to maintain appeal among prospective students and parents.

The gap between theory and practice is also a significant issue in Islamic Education Institutions (IEIs). The curriculum taught is often theoretical without providing space for students to develop relevant practical skills. For example, subjects that focus on entrepreneurship or mastery of information technology are often taught without the support of adequate infrastructure or training programs. This results in students lacking the hands-on experience needed to apply their knowledge in the real world. Yaqin (2016) notes that effective management is essential to bridge this gap. Hawi (2017) also highlighted the challenges IEI faces in adapting the curriculum to suit the practical needs of students. Suharto (2017) emphasized the importance of strengthening moderate Islamic education that can help address these issues through a more applicable approach. Adelia and Mitra (2021)

point out that problems in madrasah educational institutions also include a lack of integration between theory and practice in the teaching and learning process.

The lack of flexibility in the curriculum is also an obstacle to responding to changing needs. The curriculum in many IEIs is often rigid and not easily adapted to the times. This is in contrast to general education institutions that tend to adapt more quickly to changes, such as incorporating new subjects related to digital technology or environmental sustainability. This limitation makes IEI often left behind to respond to the changing needs of society and industry.

Another problem is the lack of training and competency development for educators to implement relevant curricula. Many teachers in IEI do not have access to training that can improve their ability to teach modern subjects. As a result, although the curriculum has undergone updates, its implementation at the classroom level is often not optimal. This creates a gap between the curriculum design and the expected learning outcomes.

Limitations in curriculum management are also compounded by external pressures from social and technological change. Globalization has brought about a shift in society's values and expectations of education. Modern society expects education that is able to shape students' morality and spirituality and also education that can equip students with 21st century skills. However, many IEIs have not been able to answer these needs due to limitations in resources and less than optimal management.

With these various obstacles, the quality of education in IEI is one of the biggest challenges that must be overcome. The gap between the curriculum and the needs of the modern world reflects the need for deep evaluation and renewal in the Islamic education system. Otherwise, IEI risks losing its relevance amid competition with other more progressive educational institutions.

Resources and Infrastructure in Islamic Education Institutions

Human resources and infrastructure are important elements to determine the quality of education services in Islamic Education Institutions (IEI). However, many IFIs face limitations in these two aspects, which directly affect their ability to provide effective and relevant education. These problems include the number of resources as well as their quality and often uneven distribution (Andayani & Darmawan, 2004).

The limitations of human resources in Islamic Education Institutions (IEI) are particularly evident in the lack of professionally qualified educators. Many teachers in IEI do not have adequate educational backgrounds or relevant training to teach in the modern era. For example, the ability to use digital technology to support learning is often a challenge for educators, especially in remote areas. As a result, the learning process often relies on traditional methods that are less effective in engaging students' interest and improving their understanding of the subject matter. Nurhayati et al. (2022) highlighted that good management of education financing can help improve the quality of Islamic education institutions. Taofik (2020) also noted that the development of IEI in Indonesia is still faced with the problem of educators' qualifications, which needs to be addressed immediately. Choir (2016) emphasized the urgency of effective education management in the development of IEI, which is important to improve the quality of teaching and learning in the institution.

In addition to competency issues, the welfare of educators in IEI is also a crucial issue. Many teachers work with incomes that are far below the standard, affecting their motivation to teach. IEI's dependence on public funding sources often makes it difficult for these institutions to provide adequate incentives for educators. This low level of welfare creates additional challenges for attracting and retaining quality teachers.

Infrastructure in many IEIs is also in poor condition. Many institutions operate with minimal facilities, such as inadequate classrooms, poor library collections, and lack of access to information technology. In the digital age, the unavailability of these facilities hinders the learning process and widens the gap between IEI and other more advanced educational institutions. For example, general education institutions often have access to computer labs, while many IEIs still rely on conventional teaching methods.

This infrastructure imbalance becomes more apparent in rural or remote areas, where access to educational resources is often limited (Sutarjo et al., 2007). IEIs in these areas have to face additional challenges, such as the difficulty of securing funding for facility construction or the lack of support from the local government. This leaves many students in rural IEIs having to learn in unfavorable conditions, which ultimately affects their learning outcomes.

Limited resources and infrastructure also impact on IEI's ability to provide education programs that are relevant to community needs. For example, in teaching vocational skills or entrepreneurship, many IEIs do not have adequate facilities to support practical activities. This results in students not getting the necessary hands-on experience to prepare them for the challenges of the world of work.

Pressures from globalization and modernization are increasingly putting the burden on Islamic Educational Institutions (IOIs) to improve the quality of their resources and infrastructure. However, many IEIs lack a clear management strategy to address these challenges. The absence of a purposeful strategic plan often makes quality improvement efforts slow and uneven. Reliance on external aid, both from the community and government, also creates uncertainty in funding, which ultimately affects the sustainability of development programs. Akhiruddin (2015) notes that many IEIs in the archipelago face difficulties in formulating effective strategies to adapt to global changes. Rahman (2018) adds that the development of Islamic education institutions in Indonesia is strongly influenced by managerial capabilities in managing resources. Choir (2016) also emphasizes the urgency of good education management as the key to sustainable IEI development and responsiveness to the demands of the times.

With limited human resources and existing infrastructure, IEI faces great challenges to remain relevant and competitive. Without significant improvements in these two aspects, IEI's ability to meet the needs of modern education will continue to be hampered, putting them in a difficult position in the midst of competition with other educational institutions.

Social Dynamics and Value Change in the Modern Era

Rapid social changes in the modern era have had a significant impact on Islamic Education Institutions (IEI), both in terms of their operations and the public's perception of their role. Globalization, urbanization, and digitalization have changed the way people view education, including their expectations of Islamic education. IEI faces challenges to remain relevant amidst the evolving social dynamics.

One of the biggest challenges is the shift of traditional values towards modern values that are more individualistic and materialistic. In

modern society, the focus on financial success is often the top priority, which shifts attention away from the spiritual and moral values that are at the core of Islamic education. This shift creates challenges for IEI to attract students and parents, especially those who perceive that Islamic education is less able to meet the needs of a competitive world of work.

Urbanization has created a gap between urban and rural IEIs. IEIs in urban areas tend to have better access to resources and technology, while IEIs in rural areas are often left behind to provide equivalent education. This disparity reflects how social dynamics can exacerbate disparities in education quality, ultimately affecting people's perceptions of the effectiveness of IEIs as educational institutions.

Digital technology also brings new challenges for IEIs. On the one hand, technology provides opportunities to improve learning effectiveness, such as through e-learning or the use of digital devices in the classroom. However, many IEIs have not been able to utilize this technology optimally due to limited infrastructure and competence of educators. As a result, students in IEI are often left behind in terms of digital literacy compared to students in other educational institutions.

Evolving social dynamics also create pressure for IEI to accommodate more inclusive education needs. For example, issues of gender, cultural diversity and equal access to education are increasingly becoming major concerns in modern society. However, many IEIs still adhere to traditional approaches that are less adaptive to these changes, creating a gap between societal expectations and educational practices in IEIs.

Social change also impacts the relationship between Islamic Educational Institutions (IOIs) and their communities. In traditional societies, IHEs were often the center of community activities, which strengthened social relations and collective values. However, modernization has reduced the role of the community in supporting education, with more families relying on formal education institutions without active involvement from the community. This change weakens the social support that was previously the main strength of the IEI in carrying out its mission. Adelia and Mitra (2021) note that this shift affects the effectiveness of Islamic education in madrasah institutions. Supriani et al. (2022) added that good leadership management is needed to

restore community involvement in IEI management. Husaini and Fitria (2019) emphasized the importance of building strong partnerships between IEI and the community to improve the quality of education and strengthen social support vital to the sustainability of the institution.

Globalization brings new challenges to maintaining Islamic identity amid the influence of foreign cultures. Many IEIs struggle to find a balance between maintaining Islamic values and adopting modern approaches to learning. This imbalance often creates a dilemma, where a focus on traditional values can be perceived as an obstacle to progress, while the adoption of modern values is sometimes perceived as a threat to religious integrity (Yanti et al., 2013).

With various pressures from social dynamics, IEIs face great challenges to remain relevant and respected institutions. Changing societal values and expectations require IEIs to transform without losing their identity as Islam-based institutions. However, without a clear strategy to navigate these dynamics, IEIs risk losing their role to shape a generation of Muslims who excel and are relevant to the challenges of the times.

Management Strategies in Islamic Education Institutions

Effective management is the key to the success of Islamic educational institutions (IOIs) to face various internal and external challenges. However, many IEIs do not have a structured and directed management strategy so that their operations often run without careful planning. This weakness has a direct impact on IEI's ability to provide quality educational services that are relevant to the needs of the times.

One of the main problems in the management of Islamic Education Institutions (IFIs) is the lack of leadership capacity at the management level. Many IEI managers do not have adequate background or training in education management. As a result, many strategic decisions are taken without being supported by comprehensive data analysis or long-term planning. This condition creates uncertainty in the management of resources, both human and financial, which ultimately affects the stability and sustainability of IEI operations. According to Bafadhol (2017), this problem is also identified in the context of the weakness of managerial structures in Islamic educational institutions. Similarly, Akhiruddin (2015) noted

the importance of effective leadership development to achieve educational goals in the archipelago. Rahman (2018) added that the development of Islamic education institutions in Indonesia still faces challenges in terms of professional management. Yaqin (2016) emphasized the need for good management to improve the quality of education services in IEI. Many IEIs face difficulties in adopting modern, technology-based management approaches. Management technology, such as educational information systems or data-driven applications, can improve efficiency in the management of educational institutions. However, many IEIs still rely on manual or traditional methods, making administration, reporting and evaluation processes slow and prone to errors. This reliance hinders efficiency and puts IEI in a less competitive position compared to other educational institutions.

Another problem in IEI management is the lack of stakeholder involvement in decision-making. In many cases, strategic decisions often only involve internal managers without involving teachers, students or the community (Lembong et al., 2015). In fact, stakeholder involvement can provide greater insight into existing needs and expectations. Without this participation, the strategies taken are often less effective or irrelevant to the conditions on the ground (Hutomo et al., 2012).

Less flexible management strategies are also an obstacle for IEIs in adapting to change. Many IEIs lack mechanisms to evaluate and adjust their strategies according to the dynamics of the external environment. For example, when the COVID-19 pandemic forced educational institutions to shift to online learning, many IEIs were unprepared due to a lack of infrastructure and crisis management strategies. This inability to adapt quickly points to the need for a more responsive and proactive management approach. Limitations in financial planning are a significant challenge in the management of Islamic educational institutions (IEIs). Many IEIs face difficulties in developing clear budgets and long-term funding plans, potentially hindering operational sustainability and educational program development. High dependence on public funds often creates instability, especially in situations where the economic condition of the society is in decline. Without adequate financial planning, many education programs cannot be implemented optimally and may even be discontinued due to lack of funds.

An entrepreneurship-based management approach is gaining attention as a potential strategy to improve the sustainability of IEIs. This approach encourages IEIs not to rely solely on government donations or funds, but also to explore alternative sources of funding through the management of the institution's businesses. For example, some IEIs have successfully developed small business units, such as cooperatives or training service providers, which serve as a source of funding, and as a practical learning tool for students.

However, implementing this entrepreneurial-based management approach requires high managerial capacity, which is often a challenge for many IEIs. Therefore, continuous managerial capacity building and improved skills in financial planning are crucial to ensure the future success and sustainability of Islamic education institutions. Further research is needed to explore effective management models and best practices so that IEIs can adapt to changing economic dynamics and optimally meet the educational needs of the community.

Given these managerial constraints, IEIs need a transformation in their management approach. Without a clear, innovative and inclusive strategy, IEIs will continue to face difficulties to fulfill their role as relevant and competitive educational institutions in the modern era.

Realizing professional management of Islamic educational institutions (IEIs) based on Islamic values requires an integrated approach. Developing a clear vision and mission is essential, reflecting Islamic values such as justice, honesty and community service. This vision and mission should guide every managerial decision and involve all stakeholders, including teachers, parents and students, in the process so that all parties feel ownership and involvement.

Integrative curriculum development is key in the management of educational institutions. The curriculum should be designed with a focus on academic aspects and integrate Islamic values in every subject. Character education also needs to be implemented through programs that emphasize the development of positive morals and behavior in accordance with Islamic teachings.

The application of professional management principles is essential. A clear and transparent organizational structure, with a well-defined division of tasks and responsibilities, will improve efficiency. Utilizing information technology to improve management, such as school management systems, can facilitate administration and communication.

Human resource development is an equally important aspect. Providing regular training for teaching and management staff to improve their professional competence as well as understanding of Islamic values would be very beneficial. In the recruitment process, it is important to select individuals who have good academic qualifications and commitment to Islamic values.

Community involvement should also be considered. Building partnerships with local communities and Islamic organizations can support educational programs and social activities. Involving students in social activities that benefit the community, such as community service, will instill a sense of empathy and social responsibility (Masnawati et al., 2021).

Evaluation and accountability are integral to professional management. Developing a transparent evaluation system to assess the performance of the institution, teachers and students will help in continuous improvement. In addition, ensuring financial management is conducted in a transparent and accountable manner, with financial reports accessible to all stakeholders, will increase trust.

The application of ethics in management should be a priority. Ethical principles should be applied in every aspect of management, including decision-making, interactions with students and parents, and resource management. The leaders of the institution should be role models, demonstrating behaviors that reflect Islamic values in their daily actions.

By integrating all these elements, Islamic educational institutions can operate professionally while adhering to Islamic values. This will improve the quality of education and create a supportive environment for students' character and moral development.

D. CONCLUSIONS

Islamic educational institutions (IEI) have a strategic role to form a generation of Muslims who are faithful, pious, and competent. However, this study found that IEI faces significant challenges, both internally and externally. The low quality of education, the gap between the curriculum and the needs of the world of work, and the limitations of human resources and infrastructure are fundamental issues that hinder the effectiveness of IEI. On the other hand, evolving social dynamics and changing values in modern society add to the complexity of the challenges faced by IEI.

In terms of management, weaknesses in leadership capacity, lack of strategic planning, and limited adoption of modern technology are major obstacles in the management of IEI. The absence of inclusive and flexible strategies makes it difficult for many IEIs to adapt to environmental changes, such as the need for online learning in the pandemic era. Dependence on public funding and lack of diversification of funding sources also worsen the financial resilience of IEIs, which in turn affects the quality of education services they provide.

Despite these challenges, IEIs have the potential to transform into more relevant and competitive educational institutions. However, this transformation requires a well-planned, innovative and sustainable strategic approach to address the various issues at hand.

To improve the quality and relevance of IEI, concrete steps are needed that cover various aspects. First, curriculum development that is balanced between Islamic values and the needs of the modern world must be a priority. A well-designed curriculum can increase the competitiveness of IEI graduates in the global job market. Second, training and competency development of educators need to be improved to support the implementation of modern curriculum and utilize technology in the learning process.

In terms of management, IEI needs to adopt a technology-based approach to improve operational efficiency and accountability. Diversifying funding sources through an entrepreneurial approach can help IEI achieve financial sustainability. Active participation of stakeholders, such as teachers, students, parents and the community, also needs to be strengthened to ensure the relevance and effectiveness of the strategies taken.

Finally, further research is needed to identify best practices in IEI management across different social and geographical contexts. With the right and future-oriented approach, IEI can continue to play an important role in producing an excellent generation of Muslims and contributing to the development of society.

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