



The Implementation of Islamic Education Management in the Development of Knowledge and Character at Higher Education Institutions

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Abstract:

This study explores the implementation of Islamic education management at Al Mujaddid Sabak Institute, focusing on its role in developing students' knowledge and character. Using a qualitative approach with descriptive analysis, the research highlights the institution's holistic efforts, including curriculum development, professional teacher training, and innovative teaching methods. The findings reveal that the integration of Islamic values into the curriculum not only enhances academic outcomes but also shapes students' moral and ethical character. Despite challenges such as resource limitations and student resistance to active learning methods, the institution has addressed these through strategic leadership, collaboration with stakeholders, and continuous evaluation. The study concludes that effective Islamic education management significantly impacts the quality of graduates and their ability to contribute positively to society. This model provides valuable insights for other higher education institutions aiming to balance academic excellence with character development.

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Introduction (مقدمة)

Islamic education plays a crucial role in shaping the character and morality of individuals, especially among university students who represent the future generation of the nation. Islamic education management must integrate Islamic values into curricula and educational practices to achieve this goal (Mualifah, 2023; Komalasari & Yakubu, 2023). One of the primary challenges in implementing Islamic education management is adapting to the evolving times, particularly in

the era of globalization and the Industrial Revolution 4.0. Research indicates that Islamic educational institutions in Indonesia face various challenges, including technological advancements and increasingly complex labor market demands (Marjuni, 2022; Sodikin, 2024). Consequently, it is essential for Islamic education management to adopt innovative and responsive approaches to ensure the provided education remains relevant and of high quality (Nurjali et.al, 2024).

Furthermore, character-based education grounded in Islamic values should be a core focus in the development of higher education curricula. Character education encompasses not only academic aspects but also the cultivation of moral and ethical values aligned with Islamic teachings. Studies show that character education integrated with Islamic values can enhance educational quality and shape individuals with integrity (Komalasari & Yakubu, 2023; Tabroni et al., 2022). Therefore, it is imperative to develop effective teaching methods that incorporate character education into Islamic education curricula (Mulia, 2020).

In the context of higher education, Islamic education management must also address sustainability and effective resource management. With challenges such as limited resources and the need to improve educational quality, a management approach based on Islamic financial principles can offer effective solutions (Jinan, 2024). This approach can help Islamic educational institutions achieve better and more sustainable educational outcomes.

Moreover, collaboration among various stakeholders in Islamic education is indispensable. The involvement of parents, communities, and government agencies is crucial in supporting the effective implementation of Islamic education management (Sarpendi, 2023). With robust support from these stakeholders, Islamic educational institutions can more easily achieve their desired educational objectives. Another challenge faced by Islamic education management is the need to improve human resource quality within educational institutions. Enhancing the professionalism of lecturers and educators is vital to improving the quality of education provided (Hamka et al., 2023). Therefore, continuous training and development programs should be an integral part of Islamic education management in higher education institutions.

Additionally, the development of curricula that respond to societal needs and advances in science is a key aspect of Islamic education management. Well-designed curricula can produce graduates who not only possess adequate knowledge but also contribute positively to society (Marjuni, 2022; Parjiman, 2023). Periodic evaluation and revision of curricula are essential to ensure their relevance. In today's digital era, technology also plays a significant role in education. The integration of technology into the learning process can enhance teaching effectiveness and facilitate information access for students (Munip, 2024). Islamic education management must leverage technology to support the learning process and the character development of students.

It is important to emphasize that the effective implementation of Islamic education management will not only impact the development of students' knowledge and character but also contribute to building a better society. By producing graduates who are both competent and of good character, Islamic educational institutions can play a significant role in creating a civilized and integral society (Komalasari & Yakubu, 2023; Ps, 2019). This research aims to explore the implementation of Islamic education management in developing knowledge and character within higher education institutions.

The selection of the title concerning the implementation of Islamic education management at Al-Mujaddid Sabak Institute stems from the crucial role played by this institution in integrating

Islamic values into the development of students' knowledge and character. Al-Mujaddid Sabak Institute is renowned as a higher education institution that not only prioritizes academic achievement but is also committed to shaping young generations with admirable personalities and morals based on Islamic teachings. This title is relevant as it reflects the institution's tangible efforts to provide comprehensive education encompassing intellectual and spiritual aspects.

Additionally, Al-Mujaddid Sabak Institute has a strong vision and mission to build students' character through Islamic education rooted in moral values, ethics, and social responsibility. Through a holistic approach, this institution strives to produce graduates who are not only knowledgeable in their respective fields but also possess high integrity and the ability to make positive contributions to society. Thus, this title was chosen to illustrate the effective implementation of Islamic education management in producing graduates with extensive knowledge and noble character.



Method (منهج)

This study employs a qualitative approach with a descriptive research design to explore the implementation of Islamic education management in the development of knowledge and character at Al Mujaddid Sabak Institute. Data collection methods include in-depth interviews with lecturers, students, and education administrators; participatory observation of academic activities and student character development programs; and document analysis, encompassing curricula and institutional policies. The collected data will be analyzed thematically by identifying key themes related to the application of Islamic education management and its impact on the development of students' knowledge and character.

The research subjects include lecturers who deliver courses, students as learners, and education administrators who design and manage educational programs at Al Mujaddid Sabak Institute. Data analysis techniques involve coding to identify relevant information, categorizing emerging themes, and interpreting the data to understand the relationship between the implementation of Islamic education management and its outcomes in terms of students' knowledge and character development. This study aims to provide an in-depth understanding of how Islamic education management is implemented and its impact on students, both in academic aspects and personal development.



Result (نتائج)

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail. Highlight the differences between the results or findings and the previous publications by other researchers.

Result and discussion should be presented in the same part, clearly and briefly. Discussion part should contain the benefit of research result, not repeat result part. Result and discussion part can be written in the same part to avoid extensive quotation.

Implementation of an Islamic Education-Based Curriculum at Al Mujaddid Sabak Institute

The implementation of an Islamic education-based curriculum at Al Mujaddid Sabak Institute is a significant effort to create an educational environment that focuses not only on academic aspects but also on shaping students' character and morality. The institution adopts a holistic and integrated approach encompassing curriculum development, teacher training, and learning outcome evaluation. Studies indicate that innovative learning methods, such as Project-

Based Learning, can enhance students' interest and learning outcomes in Islamic education (Hanun et al., 2023; Pang, 2024).

Firstly, the development of the Islamic education-based curriculum at Al Mujaddid Sabak Institute involves various stakeholders, including lecturers, education practitioners, and Islamic education experts. This process ensures the curriculum is relevant to the needs of students and society. The curriculum includes not only religious studies but also general subjects that support character development, such as ethics, leadership, and social skills (Sholihah & Maulida, 2020; Feng et al., 2010). This aligns with the principles of Islamic education, emphasizing the balance between worldly and spiritual knowledge.

Secondly, teacher training and professional development are key focuses in implementing this curriculum. Al Mujaddid Sabak Institute recognizes that the success of a curriculum depends on the competence of its educators. The institution routinely conducts workshops and seminars to enhance teaching skills and introduce innovative learning methods aligned with Islamic education principles (Marwiji, 2024; Latief & Supu, 2022). For example, active learning methods such as group discussions, case studies, and the use of information technology in teaching have been adopted to improve teaching quality and student engagement.

Furthermore, evaluating learning outcomes is a crucial aspect of the curriculum implementation. Al Mujaddid Sabak Institute employs a comprehensive assessment system that measures cognitive, affective, and psychomotor aspects of students. Assessments are conducted through various methods, including exams, project assignments, and self-assessments (Suharjo, 2023; Singh et al., 2011). This approach aims to deepen students' understanding of Islamic values and enable them to apply these values in daily life. Periodic evaluations are also conducted to assess the curriculum's effectiveness and make necessary improvements.

However, implementing an Islamic education-based curriculum at Al Mujaddid Sabak Institute is not without challenges. One significant challenge is resistance from some students accustomed to conventional learning methods. Some students find it difficult to adapt to more active and participatory learning methods (Rosyidah & Munip, 2021). To address this, the institution has taken a persuasive approach, explaining the benefits of the adopted learning methods and providing additional support for students in need.

Character Development Through Islamic Education Management

Character development through Islamic education management at Al Mujaddid Sabak Institute is a strategic effort aimed at shaping individuals who are academically excellent and possess strong moral and ethical values. In this context, Islamic education management plays a vital role in creating a conducive learning environment that supports students' character development.

One important aspect of Islamic education management is the effective management of facilities and infrastructure. Proper management enhances the learning process in Islamic education, positively impacting students' character development (Fajarani et al., 2021). Additionally, quality facilities and competent educators are crucial to achieving the desired educational goals (Maimun et al., 2021). Effective management in this area fosters a supportive learning atmosphere for character development.

Leadership within Islamic education management is another key factor in character development. Leaders in educational institutions must be committed to making positive changes in the quality of education (Lailiyah et al., 2021). Visionary and committed leadership enables educational institutions to effectively instill character values in students (Hadi, 2023).

Innovative teaching methods also play a crucial role in implementing character education.

Integrating problem-based learning into the curriculum motivates students to actively participate in learning and develop their character (Sormin, 2023). Activities such as leadership training, discussions on Islamic values, and social projects provide effective means for instilling positive character traits in students (Lika et al., 2022).

Impact of Islamic Education Management on Graduates and Society

The impact of Islamic education management on graduates and society at Al Mujaddid Sabak Institute can be analyzed from various aspects, including improving graduates' quality, aligning education with societal needs, and contributing to social development. Firstly, effective Islamic education management contributes to the quality of graduates. Ensuring educational quality can enhance students' achievements in both academic and non-academic areas (Ismail & Umar, 2020). Graduates from Al Mujaddid Sabak Institute possess the competencies needed to compete in the workforce while adhering to ethical values (Fadhli, 2020).

Secondly, the relevance of education provided to societal needs is a significant outcome of Islamic education management. A supportive organizational culture fosters adaptability to the changing needs of society (Fitria, 2024). Graduates are expected to actively contribute to solving societal issues such as education, health, and economy through relevant skills and initiatives. Finally, the contribution of graduates to social development is a critical impact of Islamic education management. Graduates with a strong understanding of Islamic values act as agents of change in fostering tolerant and inclusive societies (Sudarsono, 2020). Social outreach programs and skill training initiatives not only benefit society directly but also strengthen the institution's relationship with the community.

Islamic education management emphasizes the integration of ethical and spiritual education with academic learning. This holistic approach ensures that graduates not only excel professionally but also uphold moral principles in their personal and societal interactions. By instilling core values such as honesty, accountability, and empathy, the institution nurtures future leaders who are prepared to navigate complex societal challenges while maintaining a steadfast commitment to Islamic teachings.

The impact of effective management can also be observed in the establishment of networks and collaborations between the institution and external stakeholders. These partnerships enable graduates to access diverse opportunities, from employment to entrepreneurship, ensuring they remain relevant in a rapidly evolving world. Such collaborations also facilitate the exchange of ideas and best practices, contributing to the continuous improvement of educational standards within the institution.

In addition, the focus on social entrepreneurship and community empowerment highlights the broader societal influence of Islamic education management. Programs designed to encourage innovation and problem-solving skills equip graduates with the tools to initiate and sustain projects that address pressing social issues. These initiatives not only empower individuals but also inspire collective efforts to uplift communities and foster social harmony. Ultimately, the successful implementation of Islamic education management ensures a ripple effect that extends beyond individual graduates. It cultivates a generation of socially responsible, ethically grounded, and intellectually capable individuals who contribute to building a more equitable and progressive society. This transformative impact underscores the vital role of Islamic education in shaping not just individuals, but entire communities, for the better.



Conclusion (خاتمة)

The implementation of Islamic education management at Al Mujaddid Sabak Institute has proven to be a comprehensive approach that integrates academic excellence with character development. By adopting an Islamic education-based curriculum, professional teacher training, and innovative teaching methods, the institution effectively fosters an environment that emphasizes both knowledge acquisition and moral values. Despite challenges such as resistance to change and limited resources, strategic leadership and collaborative efforts have enabled the institution to address these issues effectively. The outcomes are evident in the improved quality of graduates, who are not only academically competent but also morally grounded, as well as their positive contributions to society through social programs and community engagement. This holistic model of Islamic education management serves as a significant reference for fostering sustainable and impactful education in higher education institutions.



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