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Innovative Ideas For Madrasah Development Management

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Abstract

This study aims to identify and analyze innovative ideas in Islamic educational management relevant to the challenges and dynamics of the 21st century. The focus is on the integration of digital technology, value-based curriculum approaches, and transformative leadership models in Islamic educational institutions. This research uses a qualitative literature review method with content analysis techniques. The results indicate that Islamic educational management can be enhanced through strengthening the vision of madrasa digitalization, multi-stakeholder collaboration, and the development of human resources oriented towards both spiritual and professional competence. These findings have strategic implications for developing adaptive and sustainable Islamic education policies.

Keywords: Innovation, Islamic Education Management, Digitalization, Islamic Values, Transformation

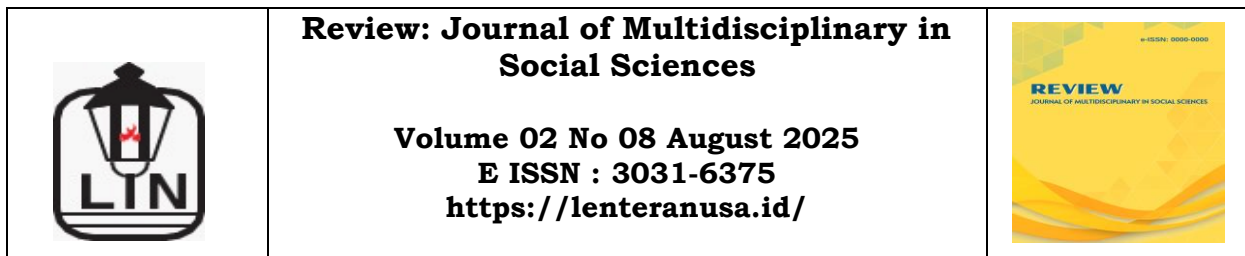
Introduction

Islamic education plays a central role in shaping a generation that is not only intellectually intelligent, but also spiritually and morally superior. This aligns with the words of Allah SWT in QS. Al-Mujadilah verse 11: “Allah will exalt those among you who believe and those who have been granted knowledge by several degrees.” In the Indonesian context, one of the main pillars of Islamic education is the madrasah. Madrasahs have become educational institutions with a historical and strategic role in nurturing the knowledge and character of Muslim generations.

As times change, the challenges faced by madrasahs have become increasingly complex, from curriculum, management, technology, to globalization demands. Therefore, innovative ideas in Islamic education management, particularly for madrasahs, are needed to address these challenges in an adaptive and progressive manner (Rahmawati, 2021:54).

Improving the quality of madrasahs is currently a national priority. The Ministry of Religion, through various programs and policies, has promoted massive reforms, including curriculum revitalization, strengthening teacher competencies, integrating information technology, and developing management models based on quality and innovation. In this context, innovative ideas in madrasah management are crucial as drivers of sustainable institutional transformation (Mulyadi, 2022:33).

These innovative ideas include the application of information technology in madrasah management systems, strengthening transformative leadership models based on spiritual values, developing curricula based on Islamic love and humanism, and multi-stakeholder collaboration to support effective learning and management processes. These innovations are



not merely a trend, but a necessity of the times so that madrasahs can compete globally without losing their Islamic identity (Zuhri & Fahmi, 2020:92).

Allah SWT states in QS. Al-Baqarah verse 148: “So race toward good deeds.” This verse serves as an important spiritual foundation for madrasahs to continuously move forward and innovate.

As a concrete form of this transformation effort, various categories of innovative madrasahs have emerged, such as Research Madrasahs, State Madrasah Aliyah Insan Cendekia (MAN IC), and Boarding School Madrasahs. Research Madrasahs are designed to build a scientific culture and critical thinking skills through student and teacher research activities. MAN IC serves as a successful example of integrating religious and scientific curricula with a boarding school-based mentoring system and strong leadership. Meanwhile, boarding schools provide a holistic and sustainable educational environment with an intensive religious atmosphere (Ministry of Religious Affairs of the Republic of Indonesia, 2022:14; Abdullah, 2023:28).

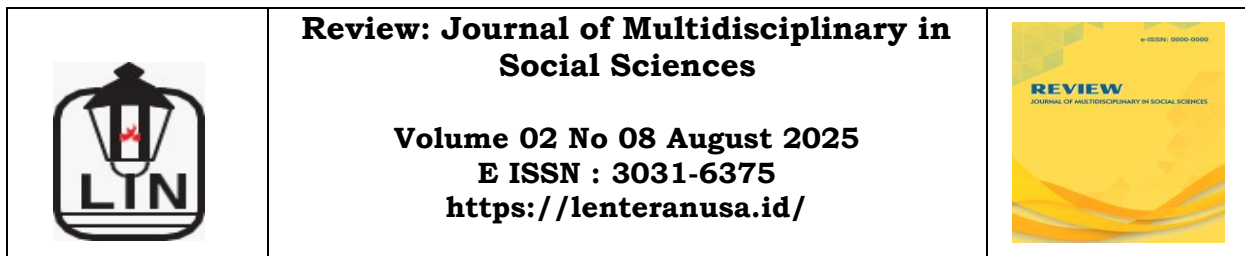
In addition to these three models, there are also other categories being developed, such as Academic Madrasah, Digital Madrasah, Vocational Madrasah, and Child-Friendly Madrasah. Each is developed based on specific local needs, potential, and development directions. All are oriented toward improving the quality and competitiveness of madrasahs within the framework of the national and global education systems.

However, the implementation of these innovative ideas is not always easy. Many madrasahs still face challenges such as limited infrastructure, low digital literacy among educators, insufficient professional training, and a work culture that is not yet fully adaptive to change. Therefore, madrasah management transformation must be grounded in a shared commitment and a paradigm shift among all stakeholders in the madrasah (Rohmah, 2022:68).

Innovative approaches in madrasah management are not only about technical aspects but also the fundamental values that form its foundation. Allah SWT states in QS. Al-Imran verse 104: “And let there be among you a group of people who call to virtue, enjoin what is right, and forbid what is wrong; they are the ones who are successful.” Innovation must be rooted in sincerity, trustworthiness, responsibility, and the welfare of the community. This makes innovation in madrasahs not merely about pursuing achievements or popularity, but also a form of worship and contribution to the development of Islamic civilization (Hasan, 2023:41).

By understanding these dynamics, this paper seeks to identify and formulate innovative ideas that are relevant, applicable, and contextual in madrasah management. The focus is not only on theoretical ideas but also on how these ideas can be implemented in practice in the madrasah environment. Thus, madrasahs will be able to become educational institutions that are excellent, inclusive, and responsive to changes in the times.

Improving the quality of madrasahs is currently a national agenda that has received serious attention from various stakeholders, including the Ministry of Religious Affairs. This is marked by the emergence of various strategic programs such as digital madrasahs, madrasah reform, and flagship madrasahs designed to integrate Islamic values with technological sophistication and quality governance. This is where the role of innovative



Islamic education management becomes crucial, as without changes to the management system, it is difficult for madrasahs to adapt to the rapid pace of change in the modern era (Mulyadi, 2022:33).

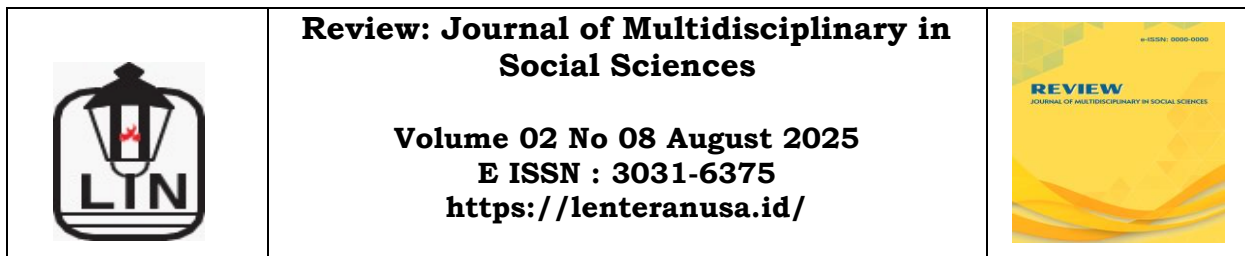
Various innovative ideas emerging in the context of Islamic education management today include strengthening digital technology in madrasah governance, implementing transformative leadership models, developing a curriculum based on love and mercy, and enhancing multi-stakeholder collaboration to support educational quality. These innovations are not merely an option but a necessity in creating Islamic education that is relevant to the needs of the times while remaining grounded in revelatory values. As Allah SWT states in QS. Al-Alaq verse 1: “Read in the name of your Lord who created.”

One concrete example of the implementation of this innovative idea is the emergence of the Research Madrasah model. A research madrasah is a transformed form of Islamic educational institutions that not only focus on conventional learning but also cultivate a scientific culture, critical thinking, and problem-solving skills through research activities from an early age. This model has been implemented in several leading madrasahs in Indonesia and has been able to shape the character of students who think systematically, independently, and innovatively. The Ministry of Religion of the Republic of Indonesia has also encouraged the development of research madrasahs through a program facilitating scientific research for students and teachers (Ministry of Religion of the Republic of Indonesia, 2022:14).

Additionally, the existence of the State Senior High School (MAN) *Insan Cendekia* serves as a concrete example of how Islamic education management can be innovatively transformed. MAN IC implements an integrated educational model combining religious studies and modern science through a boarding school approach and the utilization of information technology. The success of this model has become a reference for many other madrasahs in implementing an effective and efficient quality management system. In this model, the madrasah principal acts as both a leader and a change manager, teachers are required to have research and technological expertise, and the curriculum is developed collaboratively and contextually (Abdullah, 2023:28).

Equally important is the innovation through the concept of boarding madrasahs or residential madrasahs. This model provides a broader space for character building and intensive guidance for students. In boarding madrasahs, supervision and reinforcement of Islamic values can be carried out comprehensively, both in academic and non-academic activities. With the boarding system, madrasah management is required to be more professional in managing human resources, logistics, curriculum, and daily evaluation systems. This system also allows students to be involved in organizational activities, entrepreneurship, and strong leadership training (Fitriani & Hasanah, 2021:112).

The phenomenon of the development of these leading madrasah models shows a collective awareness of the importance of innovation in Islamic education management. However, not all madrasahs have the capacity or ecosystem to support the implementation of these innovations. Many madrasahs are still constrained by a lack of competent human resources, limited technological infrastructure, insufficient ongoing training, and leadership styles that are still administrative rather than transformative (Rohmah, 2022:69).



Therefore, strengthening innovative Islamic education management should not only be understood as a technical change but as a paradigm shift. Allah SWT states in QS. Ar-Ra'dverse 11: "Indeed, Allah will not change the condition of a people until they change what is in themselves." This change encompasses the mindset of madrasah leaders, teachers' work patterns, student involvement, and partnerships with the community. According to Zuhri and Fahmi (2020:92), innovation in Islamic education cannot be separated from core Islamic values such as sincerity, trustworthiness, responsibility, and the greater good.

Additionally, it is important to recognize that the implementation of innovation in madrasahs must consider the local context and characteristics of each institution. Not all madrasahs can fully replicate the MAN IC model or research madrasahs, but they can adopt their innovative principles in accordance with their capabilities, culture, and available resources. This is called contextual innovation, which is innovation that grows from the bottom up by taking into account local wisdom and the participation of the entire madrasah community (Hasan, 2023:41).

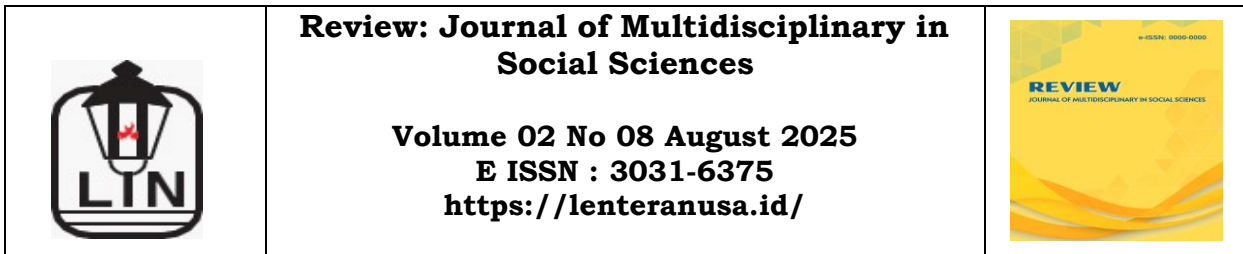
Within this framework, the innovative ideas presented in this paper aim to provide conceptual and operational guidance for madrasahs to enable them to develop sustainably. These ideas include the digitization of madrasah management systems, value-based leadership and spirituality, a curriculum based on love and mercy, and a participatory evaluation system that empowers all elements. With this approach, madrasahs are expected to not only become academically excellent institutions but also centers of Islamic civilization that produce noble, visionary, and contributory individuals for the nation and the ummah.

Therefore, it is time for madrasahs to no longer be merely supplementary institutions within the national education system but to become the vanguard in realizing the vision of quality, excellent, and globally competitive Islamic education. To achieve this, it is essential for all stakeholders in Islamic education management to consistently, sustainably, and values-based adopt and implement innovative ideas. Thus, madrasahs will be able to emerge as an ideal educational model in the midst of the dynamics of the times.

The purpose of this paper is to formulate and explain innovative ideas that can be applied in Islamic education management, which are solution-oriented, strategic, and sustainable. By referencing the latest academic literature, this paper is expected to contribute both theoretically and practically to the development of Islamic education in the digital age.

Method

This section describes the type of research, location and time, population and sample, sampling This study uses a qualitative approach with a library research method. Data was collected from various scientific journals, academic books, and relevant official policy documents, especially those published in the last five years. The analysis technique used is content analysis, which involves examining the content of the literature to identify innovative themes in Islamic education management.



Results and Discussion

Digitalization of Madrasah Management

The era of the Industrial Revolution 4.0 and Society 5.0 requires madrasahs to integrate digital technology into their education management systems. Digitalization affects not only learning aspects but also administrative management, finance, human resources, and public services. This transformation is evident in the use of the Madrasah Management Information System (SIMM), e-Reports, e-Learning, and cloud-based applications for monitoring and evaluation purposes.

This aligns with Allah's command in QS. Al-'Alaq verses 1-5, which emphasizes the importance of reading, researching, and developing knowledge: "Read in the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Generous, Who teaches (mankind) through the pen. He teaches man what he does not know."

According to Zuhdi & Supriyanto (2021:41), the digitalization of madrasahs can improve the efficiency of administrative services and facilitate data-driven decision-making. Additionally, the Ministry of Religion has launched the Digital Madrasah program as a response to the need for modernizing the management of Islamic education (Ministry of Religion, 2022:6). Digitalization also opens opportunities for integrating big data to detect students' potential, interests, and intelligence more accurately (Sari & Nasution, 2023:112).

This technological integration is also in line with the words of Allah SWT in QS. Al-Hasyr verse 18: "O you who have believed, fear Allah and let every soul look to what it has put forth for tomorrow." This verse emphasizes the importance of data-driven planning and evaluation for a better future.



Therefore, the ability of madrasah principals to lead digital transformation is a key prerequisite for the success of this innovation. Leadership based on values, adaptable to technology, and oriented toward the welfare of the community is an important foundation so that madrasah digital transformation is not only technical but also meaningful spiritually and socially.

The main objective of this digitalization is to create a more effective, efficient, transparent, and accountable madrasah governance system. Additionally, digitalization aims to improve the overall quality of educational services, accelerate data-driven strategic decision-making, and expand access and reach of educational services for the entire community, including 3T areas (Remote, Frontier, and Outer Islands).

The urgency of digitalization is increasing in line with global and national demands for 21st-century human resources who are tech-savvy and highly competitive. This is in line with the words of Allah SWT in QS. Al-Mujadilah verse 11: "Allah will raise those who believe among you and those who have been given knowledge several degrees." This verse emphasizes the importance of increasing knowledge capacity, including mastery of digital technology.

Innovative Leadership in Madrasahs

Leadership is key to successful innovative management. Transformational and distributional leadership models are now the choice of many leading madrasahs. Madrasah

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principals are not only administrators, but also change agents who are able to inspire, provide space for creativity, and empower all elements of the school.

Handayani and Mujab (2022:88) emphasize that effective madrasah leadership must be collaborative, responsive to change, and adaptive to the needs of the times. In the context of madrasahs, spiritual leadership based on Islamic values also serves as a unique strength in guiding the institution's vision (Rahman, 2020:91).

The Research Madrasah and Madrasah Insan Cendekia models are successful examples of institutions led by innovative figures with a long-term vision and openness to transformation. The purpose of implementing innovative leadership in madrasahs is to improve management effectiveness, strengthen a culture of quality, and create an environment that supports creativity and educational innovation. Innovative leadership also aims to realize the vision of a madrasah that is superior and competitive on a national and global scale.

The urgency of strengthening innovative leadership is very high, especially amid the dynamics of the times and the complexity of modern educational challenges. Madrasah principals need to take a central role in directing change, encouraging collaboration, and creating a system that is flexible yet still based on Islamic values.

The problems faced include the lack of innovative leadership training for madrasah principals, weak collaborative culture in some madrasahs, and resistance to change from some educators. Other challenges include the limited number of human resources with strategic leadership competencies and the uneven understanding of the importance of distributional leadership.

Solutions that can be developed include intensive training for madrasah principals in innovative and digital leadership, strengthening communities of practice among madrasahs, and developing performance-based leadership incentive policies. Additionally, developing mentoring and coaching programs for prospective madrasah leaders is an important strategy.


Innovative leadership is not limited to madrasah principals but must become a culture embedded in the entire madrasah organizational structure. This requires sustained policy support, a competency-based recruitment and selection system for madrasah principals, and regular evaluations of existing leadership practices.

Integrated Curriculum: Islam, Science and Technology, and Character

One important form of innovation is the development of an integrative curriculum that combines Islamic values, science, and character. Madrasahs should not only function as places of religious learning, but also prepare students to become globally-minded Muslim citizens who excel academically and spiritually.

The main objective of this integrated curriculum is to produce madrasah graduates who not only have a deep understanding of Islamic knowledge but also master modern science and technology and possess strong character and noble morals. The urgency of implementing this curriculum is increasing amid the challenges of globalization, technological disruption, and the moral degradation of the younger generation.

However, the development of an integrative curriculum faces several problems, such as the limited number of teachers capable of teaching across disciplines, weak synergy between the national and local curricula, and a lack of supporting resources such as textbooks, learning

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media, and ongoing teacher training. Another challenge is resistance to change from some teachers and stakeholders who are still oriented toward conventional approaches.

Solutions include intensive training for teachers in designing and implementing integrative learning, strengthening collaboration between madrasahs and Islamic universities, and providing contextual and applicable thematic curriculum modules. The development of an integrative curriculum can also be done through project-based learning and inquiry-based learning approaches that connect Islamic material with everyday life phenomena.

According to Fitriyani et al. (2023:73), the development of an interdisciplinary approach-based madrasah curriculum encourages integration between fiqh lessons and science literacy, or tafsir and contemporary socio-cultural issues. Such curricula have begun to be implemented at MAN Insan Cendekia Serpong, MAN 2 Kota Malang as a research madrasah, and MAN 4 Jakarta as a boarding school madrasah. These madrasahs have shown positive results in improving students' academic performance, active involvement in scientific research activities, and the development of strong character.

In addition, the integration of Islamic character education in learning is a distinctive feature that distinguishes madrasahs from public schools (Nasution, 2021:58). Values such as trustworthiness, sincerity, responsibility, and respect for teachers are a strong foundation in shaping a superior and competitive madrasah culture.

Innovation in Strengthening Madrasah Human Resources



Teachers and educational staff are the main pillars of madrasah success. Therefore, innovation in the teacher professional development system must continue. Coaching programs, mentoring, training based on best practices, and the development of teacher learning communities (KGBM) are strategic steps that have been widely adopted by progressive madrasahs.

The goal of these innovations is to continuously improve the capacity and quality of teachers so that they can adapt to the dynamics of the times and the needs of 21st-century students. Teachers are required not only to master the material but also to be able to facilitate active, creative, collaborative, and meaningful learning.

The urgency of developing teacher professionalism is very high, given the role of teachers as the main drivers of the educational transformation process in madrasahs. In the context of digitalization and Society 5.0, teachers must be able to adapt to learning technologies, differentiated approaches, and Islamic values in their pedagogical practices.

The challenges and issues faced include limited access to quality training, time constraints due to administrative burdens, and the uneven distribution of reflection and collaboration cultures among teachers. On the other hand, the teacher recruitment and development system is not yet fully integrated with the performance-based quality improvement system.

According to Suharti & Idrus (2022:37), improving the quality of madrasah teachers needs to be based on data on needs and designed collaboratively among stakeholders. The implementation of Lesson Study, action research, and digital microteaching has also proven effective in improving teachers' pedagogical and digital competencies. Additionally, the role

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of supervisors and madrasah principals in fostering a culture of learning and critical reflection is essential to encourage teachers to become lifelong learners.

Multi-stakeholder Collaboration and Global Networks

Modern madrasahs cannot operate in isolation. Strategic partnerships with various parties, including universities, research institutions, community organizations, the halal industry, and international organizations, are essential. Such collaborations are important for expanding access, broadening global perspectives, and strengthening institutional innovation.

The goal of these strategic partnerships is to strengthen madrasahs' capacity to face global challenges, improve the quality of education, and create a more innovative and competitive learning environment. The urgency of this is heightened amid the tide of globalization, which demands that Islamic educational institutions not only excel locally but also be able to compete at the international level.

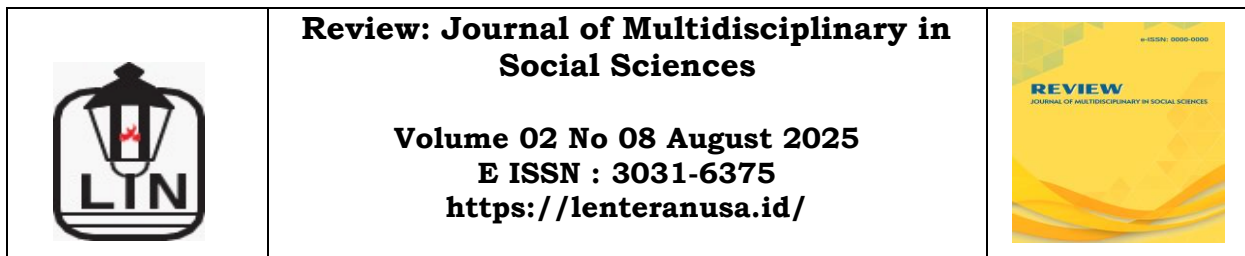
A study by Nurfadilah & Isnawati (2022:24) shows that madrasahs that engage in international cooperation tend to have more dynamic quality management and are more adaptive to global changes. Student exchange programs, teacher training abroad, and research collaboration between madrasahs and universities can strengthen the competitiveness of madrasahs in the global era. In addition, collaborative digital platforms such as the Madrasah Reform Network and Google for Education Partnership can serve as bridges for innovation between madrasahs. Thus, the development of strategic partnerships for madrasahs is an important step to expand access, improve quality, and strengthen the global competitiveness of madrasahs amid the challenges of the Industrial Revolution 4.0 and Society 5.0 era.

Conclusion

The era of the Fourth Industrial Revolution and Society 5.0 presents both challenges and significant opportunities for madrasahs to undertake innovative and adaptive management transformations. This study indicates that strengthening innovative ideas in madrasah management is a strategic step toward enhancing the quality of Islamic education, strengthening global competitiveness, and building institutions that remain relevant to the dynamics of the times without losing their Islamic identity.

Innovation in madrasah management encompasses various aspects, including the digitization of management systems, the strengthening of transformative leadership, the development of an integrated curriculum based on Islamic values and science, and multi-stakeholder collaboration with domestic and international institutions. Diversification of madrasah models such as Research Madrasah, Digital Madrasah, Vocational Madrasah, and Child-Friendly Madrasah are concrete forms of innovation implementation based on local needs and potential.

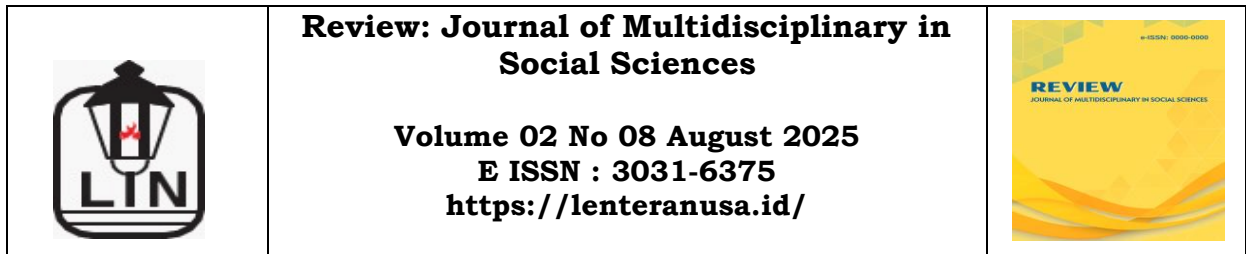
However, the implementation of innovative ideas is not without challenges, including infrastructure limitations, low digital literacy among human resources, organizational cultural resistance, and the need for more supportive regulations. To overcome these challenges, strong synergy and commitment are required from all stakeholders, including madrasahs, the government, the business world, and society. With innovative and value-based management, madrasahs will be able to become pioneers of change, producing a generation of Muslims



who are intellectually intelligent, spiritually superior, and globally competitive, and contributing to the development of an Islamic civilization that is a blessing for all creation

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