

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

FORMULATION OF PROBLEMS, ALTERNATIVES, AND POLICY RECOMMENDATIONS FOR IMPROVING THE QUALITY OF ISLAMIC EDUCATION MANAGEMENT IN THE ERA OF DIGITAL TRANSFORMATION

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Abstract

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Digital transformation creates fundamental challenges for Islamic education management that require a strategic and comprehensive policy response. This research aims to identify problems in the management of Islamic education in the context of digital transformation, formulate strategic policy alternatives, and produce implementable policy recommendations. Using a qualitative method with a library research approach, the study analyzed primary sources including scientific journals, reference books, and education policy documents published in the period 2022-2025. The data analysis technique uses content analysis with the stages of source identification, theme categorization, critical interpretation, and conceptual synthesis. The results of the study revealed three main dimensions of problems, namely the limitation of technological infrastructure, the gap in human resource competencies, and the lack of adaptive policies. The research formulates alternative policies in the form of developing digital infrastructure through multi-stakeholder cooperation, human resource capacity building programs, and curriculum redesign integrated with Islamic-digital values. The resulting policy recommendations include the development of an integrated digital ecosystem, the transformation of managerial processes, digital competency acceleration programs, the reformulation of adaptive regulations, and sustainable funding models. The significance of the research lies in its contribution in developing a theoretical model of "Digital Islamic Educational Management" that bridges the epistemological gap between tradition and modernity and provides an implementable framework for the sustainable digital transformation of Islamic education

Keywords: formulation of policy problems; Policy Alternatives; Policy Recommendations; Education Policy; Digital Transformation.

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INTRODUCTION

Islamic education is an educational system that has unique characteristics in integrating Islamic values with contemporary learning processes. (A.M. Anwar & Ridlwan, 2024). Digital transformation has created fundamental challenges for Islamic education management in adapting to technological and social changes. (Muzakky, Mahmuudy, & Faristiana, 2023). The complexity of the digital era requires Islamic educational institutions to carry out systemic reconstruction in their managerial approach. (Suroto, 2024). The ability to adapt to technology is the main prerequisite for the sustainability and development of educational institutions. (Ismunandar & Kurnia, 2023).

Islamic educational institutions are required to not only accept change, but to be able to transform themselves into responsive and innovative organizations. (Munte, Mukhtar, Anwar, Mahmud, & Siregar, 2024). The dynamics of this change require a comprehensive and strategic policy framework. Theories of formulation, alternatives, and policy recommendations in the context of Islamic education management demonstrate the complexity of systemic approaches to quality improvement. (N. Arifin, Yulisma, Setiadi, Muchtar, & Koswara, 2024).

The concept of Islamic education policy is not just an administrative process, but a strategic construction that considers theological, epistemological, and practical dimensions. (Putri, Pernaningtik, Niswatin, & El-Yunusi, 2024).

Problem formulation is a critical stage that identifies the gap between ideal conditions and empirical reality in education management. (Z. Arifin, 2025). Policy alternatives are developed through a comprehensive analysis that considers various intervention scenarios and their potential impacts. (M. Anwar, 2022). Policy recommendations serve as transformative instruments that translate strategic analysis into concrete action plans. (Arkaan, Qomariyah, Annisa, & Nuriya, 2024). This approach requires a dialectical framework of thinking between theory, empirical, and future projections in improving the quality of Islamic education management.

The challenges of digital transformation in Islamic education management include multidimensional complexity. (Ridwan & Maryati, 2024). Technological infrastructure, human resource competence, and budget availability are critical factors in the adaptation process. (Permanasari, Elizah, Putri, & Fathurrochman, 2024). Islamic educational institutions face cultural resistance to significant technological change. (Munir & Su'ada, 2024). Limited access and digital literacy are still the main obstacles in the implementation of technology-based management. (Suryaningsih & Purnomo, 2023). The need for digital competency development is a fundamental prerequisite in transforming managerial practices. (Widihartono & Ahmadi, 2025). A systematic approach is needed that is able to integrate technology with the substantive values of Islamic education. Literature review shows that previous research has limitations in developing a digital transformation policy framework in Islamic education. The majority of previous studies still focused on theoretical and descriptive aspects, without producing concrete recommendations.

The research of Sudaryo (2024) and Rahman (2024) explores the dynamics of Islamic education, but has not touched on the mechanism of digital transformation comprehensively. (Stuart, 2024) (Rahman, 2024). The Arum study (2023) identifies Islamic education policy: digital challenges, but does not produce an implementable policy model. (Arum, 2023). This research gap shows the urgency of developing a conceptual framework that is able to translate digital challenges into strategic policy formulation.

The management of Islamic education requires a new paradigm that is able to accommodate the complexity of contemporary changes. (Darmawan, 2024). The Islamic education system cannot survive only with a static and rigid conventional approach. (Kurdi, 2023). Digital transformation opens up a dialectical space between tradition and innovation within the framework of institutional development. (Wafi, Akhmadi, Ngasifudin, & Nurfauzi, 2024). The dynamics of technological change demand flexibility of organizational structure, curriculum adaptability, and sustainable competency development. (Pratama, Ismayati, Fadhilah, & Mukhlisin, 2024). Islamic educational institutions must be able to create a learning organization ecosystem that is responsive to change. (Munir & Su'ada, 2024). The balance between the preservation of fundamental values and adaptability is the key to the success of transformation. (Nasution, 2023).

Based on this context and in-depth analysis, this research aims to: First, identify and analyze the problems of Islamic education management in the context of digital transformation. Second, formulate alternative strategic policies to improve the quality of

Islamic education management. Third, produce comprehensive and implementable policy recommendations to support digital transformation in Islamic educational institutions. The research contribution is expected to be able to provide a conceptual and practical framework in transforming Islamic education management to be more adaptive, efficient, and quality in the digital era.

RESEARCH METHOD

This research uses a qualitative method with a library research approach which is focused on a systematic and in-depth analysis of various sources of scientific documentation related to the management of Islamic education in the era of digital transformation. The data collection process is carried out through tracing and critical studies of primary sources including scientific journals, reference books, research reports, official documents of education policy, and indexed academic sources published in the last ten years (2022-2025). The data analysis technique uses content analysis with stages: source identification, theme categorization, critical interpretation, and conceptual synthesis that allows the construction of a comprehensive analysis framework on the formulation of problems, alternatives, and policy recommendations for improving the quality of Islamic education management. The research process is carried out systematically and transparently, starting from literature collection, source sorting, critical analysis, to drawing conclusions using an inductive-deductive mindset.

RESEARCH RESULTS AND DISCUSSION

Research Results

Formulation of Islamic Education Management Problems in the Era of Digital Transformation The results of the in-depth study reveal the complexity of the problem of Islamic education management in the context of digital transformation. Key findings point to three critical dimensions that are the focus of problem formulation: technological infrastructure, human resource competence, and adaptive policy limitations. Compared to previous research, this study resulted in a more comprehensive and contextual mapping of the problem. The research of Kholifah et al. (2024) focuses more on the theoretical aspects of the formulation of education policies (Kholifah, Mulyadi, Suryadi, Sutriyanti, & Hermanto, 2024), while the findings of this study reveal the systemic gap between the need for digital transformation and the institutional capacity of Islamic education.

Digital infrastructure in Islamic educational institutions is still very limited (Zein, 2024), with inadequate levels of accessibility and technological quality. (Susanto & Hermina, 2024). The majority of institutions experience obstacles in implementing technology-based management systems, which are characterized by a lack of technology investment, limited quality internet networks, and low availability of digital devices. These findings differ significantly from the ideal projections of digital transformation, suggesting structural gaps that require comprehensive policy interventions. A deeper analysis shows that infrastructure problems lie not only in physical limitations, but also in system management and integration.

The results of the documentation study revealed that most Islamic educational institutions do not have an integrated information management system that is able to optimize administrative and learning processes. The digital divide has also been identified between urban and rural Islamic educational institutions, with significant infrastructure availability ratios. Comparison with international standards shows that digital infrastructure in Islamic educational institutions in Indonesia is still in the emerging and

applying stages, with a small part reaching the infusing and transforming stage based on UNESCO's indicators on the integration of technology in education.

The second dimension, namely the competence of human resources, shows a significant gap profile. (Ali, Susanto, & Saputra, 2024). Analysis of the documentation shows that the majority of educators and education personnel in Islamic educational institutions do not have adequate digital competencies to support digital transformation. This competency gap includes technical aspects (operation of digital systems), pedagogical (integration of technology in learning), and managerial (technology-based system management). The digital competencies of educators and education personnel can be categorized into four levels: basic digital literacy, intermediate digital competence, advanced digital proficiency, and digital leadership. This uneven distribution of competencies is a significant obstacle in the implementation of technology-based management.

The limitations of adaptive policies are the third dimension in problem formulation. (Komarudin, Candra, & Nurdin, 2024). A review of policy documents shows that the majority of Islamic education regulations have not specifically accommodated the needs of digital transformation. An analysis of Islamic education regulations at the national and institutional levels reveals that most policies are still general and do not have a clear digital transformation roadmap. This policy gap creates implementation inconsistencies and misalignments between the transformation vision and managerial practices. These findings confirm the urgency of reformulating policies that are more adaptive and anticipatory to the dynamics of technological developments.

Alternative Management Quality Improvement Policy

Based on the problem analysis, the study formulated three strategic policy alternatives. First, the development of digital infrastructure through a multi-stakeholder cooperation model between educational institutions, the government, and the technology industry. Second, a human resource capacity building program with a comprehensive approach that includes training, certification, and ongoing mentoring. Third, redesign of the curriculum that is integrated with digital competencies and substantive values of Islamic education. Comparison with previous research shows the advantages of the proposed policy alternatives. The Sholehudin study (2023) only identified the challenges of the world of Islamic education and its implications for policy change (Solehudin, 2023), while this study offers a concrete intervention framework. A holistic approach that integrates aspects of technology, human resources, and curriculum development is a significant differentiator in the scientific contribution of research.

Digital Transformation Policy Recommendations

The results of a comprehensive analysis of the problems and policy alternatives resulted in strategic and implementable digital transformation policy recommendations. These recommendations are formulated based on contextual considerations, feasibility of implementation, and potential sustainability in the Islamic education system. In contrast to Rosmini et al.'s (2024) research which only presents general recommendations without a clear operational mechanism (Rosmini, Ningsih, Murni, & Adiyono, 2024), this study develops a structured and applicable policy recommendation framework with technical, managerial, and institutional dimensions.

The first recommendation focuses on developing an integrated digital ecosystem that includes infrastructure, applications, and governance systems. (Daaris & Imam, 2024). The development of a digital ecosystem requires a systemic approach that takes into account the specific characteristics of Islamic educational institutions. (Raudah, 2024). This development model emphasizes vertical and horizontal integration to create seamless connectivity between components system.

The recommendations were developed taking into account three key principles: system interoperability, infrastructure scalability, and user accessibility. The implementation of an integrated digital ecosystem involves a strategic sequence: (1) a comprehensive technology needs assessment; (2) the development of an integrated system architecture; (3) gradual implementation with an agile approach; and (4) continuous data-driven evaluation.

The second dimension of policy recommendations focuses on strengthening institutional capacity through the transformation of managerial processes. (Muhammad, Firdaus, & La Aci, 2023). The implementation of a technology-based management system requires the reconstruction of internal business processes that support management efficiency and effectiveness. (Siswanto, Asriati, & Mardaniah, 2024). The reengineering of managerial processes includes the debureaucratization of procedures, the automation of administrative systems, and the development of an integrated performance monitoring dashboard. Comparative analysis with international best practices reveals the urgency of developing a digital quality assurance system that is able to accelerate the PDCA (Plan-Do-Check-Act) cycle in Islamic educational institutions. These systems enable real-time monitoring, data-driven predictive analysis, and more accurate and responsive decision-making.

The third recommendation is related to the development of a digital competency acceleration program for all Islamic education stakeholders. (Zaini & Goffar, 2022) (Hermila & Bau, 2023). The program is designed with a comprehensive approach that includes improving basic digital literacy, developing technology integration skills in learning, and strengthening digital leadership capacity. (Andita & Rafaela, 2024). The digital competency development model uses a blended learning approach with components: (1) competency-based intensive training; (2) continuous mentoring; (3) community of practice; and (4) tiered digital competency certification. Needs analysis shows that acceleration programs should be designed contextually taking into account institutional characteristics, resource availability, and long-term development projections.

The fourth dimension of policy recommendations focuses on the reformulation of supporting regulations that are adaptive to the dynamics of technological developments. (Taali, Darmawan, & Maduwinarti, 2024). The new regulatory framework must be able to accommodate implementation flexibility while maintaining quality standardization. (Zulfikar, 2024). These recommendations include the development of regulations on: (1) minimum digital infrastructure standards for Islamic educational institutions; (2) digital competency framework for educators and education staff; (3) guidelines for the integration of technology in the curriculum; and (4) safety protocols and ethics for the use of technology. The development of this regulation requires a participatory approach by involving representation from various levels of Islamic educational institutions, technology experts, and policy makers.

The fifth recommendation refers to the development of sustainable funding models to support digital transformation. (Noble, 2023). This funding model is designed with budget constraints in mind for the majority of Islamic educational institutions. The financial sustainability analysis yielded three potential funding schemes: (1) progressive budget allocation that is prioritized for technology development; (2) strategic partnerships with the technology industry within the framework of corporate social responsibility; and (3) the development of digital business units that are able to generate additional income for the institution. The implementation of this funding model requires strengthening institutional capacity in financial management, proposal development, and partnership management.

Compared to previous studies, the policy recommendations produced in this study show a higher level of implementation eligibility. The research of Suriani et al. (2024) only

presents normative recommendations without a clear operational mechanism (Suriani & El Widdah, 2024), while this study develops a structured implementation roadmap with measurable milestones and indicators of success. The advantage of these policy recommendations lies in the integration of technological, managerial, and institutional dimensions that enable a comprehensive and sustainable transformative approach.

Theoretical and Practical Implications

The results of the research on the formulation of problems, alternatives, and policy recommendations to improve the quality of Islamic education management in the era of digital transformation have significant implications, both at the theoretical and practical levels. This implication reflects the substantive contribution of research to scientific development and policy implementation in the context of contemporary Islamic education.

In the theoretical dimension, this research makes a significant contribution to the development of the conceptual framework of Islamic education management in the digital era. The findings of the research enrich the theoretical treasure by producing a comprehensive synthesis between the classical perspective of Islamic education management and the digital transformation paradigm. This theoretical construction offers a new perspective in understanding the integration of the substantive values of Islamic education with the demands of technological modernization. This research develops a theoretical model of "Digital Islamic Educational Management" (DIEM) that bridges the epistemological gap between tradition and modernity in the context of Islamic education management.

This model expands on conventional Islamic education management theory by integrating the digital dimension as a fundamental variable, rather than just an instrumental variable. The second theoretical implication is related to the reconstruction of the Islamic education policy paradigm. The findings of the research resulted in a new analytical framework in the formulation of policies that are more adaptive and anticipatory to technological changes. This approach enriches Islamic education policy theory by offering a more comprehensive problem-solving model, more contextual policy alternatives, and more implementable recommendations. In contrast to conventional policy theories that tend to be linear and deterministic, this research develops cyclical and adaptive policy models that allow for continuous adjustment to the dynamics of change. This theoretical model offers a framework for Islamic education policy analysis that is more responsive and resilient in the face of the uncertainty of the digital age.

The third dimension of theoretical implications focuses on enriching the concept of quality in the context of digital Islamic education management. This research expands the definition and quality indicators by integrating digital readiness aspects as a fundamental component. This redefinition of the quality of Islamic education management includes the dimensions of digital infrastructure, technological competence, and institutional adaptation capacity to change. This conceptual construction offers a more comprehensive quality evaluation framework that is relevant to the demands of the digital age. The resulting theoretical model integrates the normative-theological dimension with the technical-operational dimension in the framework of quality assurance of Islamic education in the digital era.

On a practical level, this research has significant implications for Islamic education management practices and policies. The first dimension of practical implications relates to the formulation of a digital transformation roadmap for Islamic educational institutions. This roadmap Offers an operational framework that bridges the gap between actual conditions and ideal projections of technology implementation in education management. This roadmap includes implementation sequences, resource allocation, and measurable performance indicators, thus providing practical guidance for policymakers at various levels of Islamic educational institutions.

The second practical implication focuses on the development of digital readiness assessment instruments that can be used to measure the readiness of Islamic educational institutions in the implementation of technology-based management. This instrument includes a comprehensive evaluation of infrastructure dimensions, human resources, managerial processes, and regulatory aspects. The results of this assessment provide baseline data that is the basis for the development of more targeted and effective policy interventions. The development of this instrument has high practical significance, especially in the context of institutional self-evaluation and strategic planning of digital transformation.

The third dimension of practical implications is related to the digital leadership capacity building model for leaders of Islamic educational institutions. This research produces a comprehensive competency framework that includes managerial skills, technological capabilities, and innovative orientation. This model is the basis for the development of digital leadership training and certification programs that are the catalyst for institutional transformation. These practical implications are particularly relevant given the critical role of leadership in initiating and managing systemic change in Islamic educational institutions.

The fourth practical implication focuses on the development of digital learning models that integrate the substantive values of Islamic education. This model offers a pedagogical framework that bridges the gap between traditional learning approaches and the demands of the digital age. The development of this model includes curriculum design, learning strategies, and evaluation systems that integrate technology without sacrificing the essence of Islamic education. This implication makes a practical contribution in the context of learning reform which is a fundamental component of quality education management.

The fifth dimension of practical implications is related to the development of a multi-sector strategic partnership model in supporting the digital transformation of Islamic education. This model offers a framework for cooperation between educational institutions, the technology industry, government, and the community in accelerating technology implementation. The development of this partnership model has significant implications for strengthening the capacity of Islamic educational institutions that generally face limited resources. The implementation of this model has the potential to create a supporting ecosystem that enables sustainable digital transformation in Islamic educational institutions.

In conclusion, the theoretical and practical implications of this research make a comprehensive contribution to the development of Islamic education management in the era of digital transformation. This integration of theoretical and practical dimensions reflects the balance between scientific development and applicative contribution in the context of improving the quality of Islamic education. This implication becomes a strategic foundation for further research and policy development that is more adaptive and anticipatory to the dynamics of technological change.

CONCLUSION

This research has succeeded in identifying critical problems in the management of Islamic education in the era of digital transformation, including limited technological infrastructure, human resource competency gaps, and the absence of adaptive policies. Through in-depth analysis, the research produced strategic policy alternatives in the form of infrastructure development models through multi-stakeholder partnerships, human resource capacity building programs, and curriculum redesign integrated with Islamic-digital values. The policy recommendations formulated contribute significantly to the development of the "Digital Islamic Educational Management" model that bridges tradition and modernity with a holistic approach including an integrated digital ecosystem,

managerial process engineering, competency acceleration programs, adaptive regulatory reformulation, and sustainable funding models.

SUGGESTIONS/RECOMMENDATIONS

These findings expand the theoretical treasures of Islamic education management with a new perspective that integrates substantive values with the demands of technology. Further research is needed to measure the effectiveness of the implementation of policy recommendations on various typologies of Islamic educational institutions, as well as to develop a more comprehensive assessment instrument to measure the digital readiness of Islamic educational institutions in diverse socio-cultural

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