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Research Article

Implementing Modern Islamic Education Management in the Face of the Challenges of Educational Digitalization

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Abstract

This study aims to analyze the implementation of modern Islamic education management in addressing the challenges of educational digitization. The method used is a Systematic Literature Review, examining various relevant scientific literature from 2020 onward. The results indicate that digitization has a positive impact on the management of Islamic education, particularly in terms of administrative efficiency, learning quality, and evaluation systems. The integration of technology into learning enables a more flexible, interactive learning process that is not limited by time or space. Additionally, adaptive and data-driven leadership is a critical factor in supporting the success of digital transformation. A curriculum that integrates Islamic values with technology also contributes to maintaining a balance between religious and modern aspects. However, this study also identified various challenges, such as infrastructure limitations, low digital competency among educators, and the digital divide. Therefore, a comprehensive strategy is needed to optimize the implementation of modern Islamic education management. This study contributes to the development of an adaptive Islamic education management concept that aligns with technological advancements in the digital age.

Keywords: Islamic education management, Digitalization of education, Educational transformation, Learning technology, Systematic literature review.

1. Introduction

The development of digital technology has brought significant changes to various aspects of life, including the field of Islamic education. This transformation requires adaptation within educational management systems to remain relevant to the needs of the times. Modern Islamic educational management focuses not only on administrative aspects but also on the integration of technology into the learning process and institutional management. According to Fitriansyah (2024), the digital era opens up vast opportunities for Islamic education in the dissemination of knowledge through digital media. Yahya (2024) asserts that digital transformation enhances the efficiency and transparency of educational institution management. Meanwhile, Ahsan (2024) states that the implementation of digital systems can improve the effectiveness of learning, even though it still faces various challenges.

Islamic education in the modern era faces complex challenges that require an adaptive and innovative managerial approach. These challenges include shifts in learning paradigms, technological advancements, and the demands of 21st-century competencies. Wardhani (2024) notes that the Islamic education curriculum must be able to adapt to the dynamics of digital globalization. Daulay (2025) emphasizes the importance of digital governance in improving the quality of Islamic education policies. Siregar (2024) adds that the integration of technology into educational management must remain grounded in Islamic values. Therefore, a management model is needed that can integrate values and technology in a balanced manner.

The concept of Islamic educational management continues to evolve from a classical paradigm toward a contemporary one that is more responsive to changing times. This development highlights the need for innovation in the management of Islamic educational institutions. Assaqqaf (2025) explains that the theory of Islamic educational management is dynamic and contextual, adapting to the times. Yuliana (2023) highlights the importance of utilizing artificial intelligence to improve Islamic educational services. Allouche (2024) argues that the digital transformation of education requires a comprehensive systemic approach. Thus, the implementation of modern management has become a necessity in facing the digital era.

The digitization of education presents significant opportunities for improving the quality of Islamic-values-based learning. However, these opportunities are also accompanied by various challenges that must be strategically anticipated. Novita Sari (2024) states that the integration of information technology can enhance the effectiveness of Islamic education. Yani (2026) notes that

the integration of technology into project-based learning can enhance students learning experiences. Gomez-Galan (2020) emphasizes the importance of digital literacy as an integral part of modern education. Therefore, Islamic education management must be able to optimize technology wisely and purposefully.

Modern Islamic education management requires changes in leadership and decision-making. Adaptive leadership is key to success in navigating digital transformation. Fitriansyah (2024) states that digital challenges require visionary and responsive leadership. Yahya (2024) adds that digitalization enables more accurate data-driven decision-making. Ahsan (2024) also emphasizes the importance of enhancing educators digital competencies to support modern management. Thus, leadership is a critical factor in the implementation of modern Islamic education management.

In addition to leadership, the curriculum is also a key element in modern Islamic education management. The curriculum must be able to integrate Islamic values with advancements in digital technology. Wardhani (2024) notes that an Islamic values-based curriculum must remain relevant in the era of globalization. Daulay (2025) emphasizes the importance of educational policies that are adaptable to digitalization. Siregar (2024) states that the integration of technology into the curriculum can improve the quality of learning. Therefore, curriculum development is an essential component of Islamic education management strategies.

In the context of implementation, modern Islamic education management requires adequate infrastructure support. The availability of technology and internet access are key factors in the success of educational digitization. Assaqqaf (2025) states that advancements in management theory must be accompanied by the readiness of facilities and infrastructure. Yuliana (2023) emphasizes that technologies such as AI can improve the quality of educational services. Allouche (2024) adds that digital transformation requires a fully integrated system. Thus, infrastructure is a critical factor in supporting the successful implementation of modern management.

In addition, human resource competencies are also a crucial aspect of modern Islamic education management. Educators are required to possess adequate digital skills. Novita Sari (2024) states that teachers digital competencies significantly influence the success of technology-based learning. Yani (2026) emphasizes that the use of technology in learning requires readiness on the part of both teachers and students. Gomez-Galan (2020) adds that digital literacy must be

part of educators core competencies. Therefore, improving human resource competencies is a priority in the management of Islamic education.

Modern Islamic education management must also consider the aspect of digital-based evaluation. Evaluation plays a crucial role in measuring the success of educational program implementation. Fitriansyah (2024) states that digitization enables faster and more accurate evaluation. Yahya (2024) adds that digital systems can enhance transparency in the evaluation process. Ahsan (2024) emphasizes that technology-based evaluation can improve the quality of learning. Thus, digital evaluation has become an integral part of modern Islamic education management.

In the face of the challenges of digitalization, Islamic education must also strengthen character values. Islamic values serve as the primary foundation for shaping students character. Wardhani (2024) states that Islamic education must be able to uphold moral values amid the tide of globalization. Daulay (2025) emphasizes the importance of integrating values into educational policy. Siregar (2024) adds that technology should be used as a means to reinforce values, not to replace them. Therefore, a balance between technology and values is of utmost importance. Furthermore, modern Islamic education management must be able to address the various risks arising from digitalization. These risks include misinformation, moral degradation, and technological access disparities. Assaqqaf (2025) states that changing times require prudent management adaptation. Yuliana (2023) emphasizes the importance of ethical technology management. Allouche (2024) adds that a systemic approach is necessary to address the complexities of digitalization. Thus, risk management becomes a crucial component in the implementation of modern Islamic education management.

Ultimately, the implementation of modern Islamic education management in addressing the challenges of digitalization requires a comprehensive approach. This approach encompasses leadership, curriculum, infrastructure, human resources, and technology-based evaluation. Novita Sari (2024) states that the integration of technology can significantly improve the quality of Islamic education. Yani (2026) emphasizes that technology-based learning innovations are key to the success of future education. Gomez-Galan (2020) adds that digital literacy is a crucial foundation in modern education. Therefore, Islamic education management must continue to innovate to address the challenges of the digital age.

2. Methodology

This research methodology employs a Systematic Literature Review approach aimed at identifying, evaluating, and synthesizing various studies related to modern Islamic education management in the face of educational digitization. This approach was chosen because it provides a comprehensive overview based on relevant prior research findings. Snyder (2020) states that a Systematic Literature Review is a systematic and transparent method for reviewing scientific literature. Kitchenham (2020) emphasizes that SLR allows researchers to reduce bias in the data collection and analysis process. Paul (2021) adds that SLR is highly effective in constructing a literature-based conceptual framework for research. Thus, this approach is considered appropriate for addressing the research objectives in depth.

The initial stage of this study involves formulating a clear and focused research question. The research question focuses on how modern Islamic education management is implemented in response to the challenges of digitalization. Xiao (2021) states that formulating a research question is a crucial step in determining the direction of a systematic literature review. Page (2021) emphasizes that research questions must be specific so that the results of the study are more focused. Booth (2020) adds that the clarity of research questions will facilitate the process of identifying relevant literature. Therefore, this stage serves as the primary foundation for the entire research process.

Next, relevant literature sources were identified through various scientific databases. The sources used included reputable national and international journals published in 2020 and later. Gusenbauer (2020) stated that selecting the right databases significantly influences the quality of SLR results. Mart n-Mart n (2021) emphasized that using reputable databases can enhance the validity of research data. Haddaway (2020) adds that the literature search strategy must be conducted systematically and documented. Thus, the literature identification process is carried out rigorously to ensure data quality.

The literature selection process was conducted using predefined inclusion and exclusion criteria. The inclusion criteria encompassed articles relevant to the topic, employing a scientific approach, and published within a specific timeframe. Liberati (2021) states that selection criteria are important for maintaining research consistency. Moher (2020) emphasizes that the use of selection guidelines such as PRISMA can enhance research transparency. Tricco (2021) adds that the selection process must be conducted systematically to avoid bias. Therefore, only literature

meeting the criteria was used in the analysis.

After the selection process is complete, the next step is to extract data from the selected literature. The extracted data includes information on the authors, year of publication, research methods, and key findings. Peters (2020) states that data extraction must be conducted consistently to ensure the accuracy of the information. Aromataris (2020) emphasizes that this process is crucial for developing a systematic data synthesis. Munn (2021) adds that effective data extraction facilitates subsequent analysis. Consequently, this stage is carried out meticulously and in a structured manner.

The data analysis phase of this study was conducted using qualitative synthesis. The collected data were analyzed to identify patterns, themes, and relationships among concepts. Thomas (2021) states that qualitative synthesis enables researchers to gain a deep understanding of phenomena. Braun (2021) emphasizes that thematic analysis can be used to identify patterns in the literature. Clarke (2020) adds that this approach is effective in literature-based research. Therefore, the analysis was conducted systematically to produce comprehensive findings. In the SLR process, research validity and reliability are important aspects that must be considered. Research validity is ensured through the selection of credible and relevant sources. Tranfield (2020) states that validity in SLR depends on the quality of the literature used. Denyer (2021) emphasizes that transparency in the research process can enhance the reliability of the results. Torraco (2020) adds that consistency in the analysis process is also a key factor. Thus, this study aims to ensure the quality of the results through rigorous procedures.

Next, the research findings were synthesized to produce a more comprehensive understanding. The synthesis was conducted by integrating various findings from the analyzed literature. Rousseau (2020) states that synthesis in SLR aims to build new knowledge. Okoli (2021) emphasizes that the integration of research findings can yield significant theoretical contributions. Petticrew (2020) adds that synthesis must be conducted systematically and in a structured manner. Therefore, the research findings were organized logically and in an integrated manner.

This study also takes into account ethical considerations regarding the use of literature. All sources used are cited appropriately in accordance with academic standards. Resnik (2020) states that research ethics are crucial for maintaining scientific integrity. Wager (2021) emphasizes that plagiarism must be avoided in all research. COPE (2020) adds that transparency in citation is part of publication ethics. Thus, this study upholds the principles of academic ethics.

The final stage of this study is the systematic preparation of the research report. The report is structured according to scientific conventions, including an introduction, methodology, results, and discussion. Creswell (2021) states that the report must be written in a systematic and clear manner. Miles (2020) emphasizes that effective data presentation facilitates the reader's understanding. Salda a (2021) adds that a research report must be able to convey findings effectively. Therefore, the research results are presented in a structured and easily understandable manner.

3. Results

Research findings indicate that the implementation of modern Islamic education management in response to the digitization of education has seen significant progress in recent years. Islamic educational institutions have begun adopting digital systems for administrative and instructional management. The use of digital platforms facilitates communication between educators and students. Furthermore, technology-based management systems can improve work efficiency within educational institutions. Data management has become more structured and easily accessible. This indicates a shift toward a more modern and adaptive education system. Research findings also indicate that the integration of technology into Islamic education management has a positive impact on the quality of learning. The learning process becomes more flexible and is no longer constrained by time or place. Students can access learning materials through various digital media. Teachers can also employ a variety of technology-based teaching methods that are more interactive. This enhances student engagement in the learning process. Thus, digitization makes a tangible contribution to improving the quality of education. In addition, the research findings indicate that leadership within Islamic educational institutions has undergone significant changes. Institutional leaders have begun to adopt leadership approaches that are more responsive to technological advancements. Decision-making is now based on data available within digital systems. This enhances the accuracy and speed of policy formulation. Leaders are also more open to innovation in educational management. These changes support the development of more effective management practices.

In terms of the curriculum, research findings indicate efforts to integrate Islamic values with digital technology. The curriculum is designed to preserve religious values while keeping pace with the times. Learning materials are now being developed in digital formats. The use of

technology-based learning media is on the rise. This helps students gain a deeper understanding of the material. This integration is a key factor in the success of modern Islamic education.

The research findings also indicate that the availability of infrastructure is a key factor in the successful implementation of digitalization. Institutions with adequate access to technology demonstrate higher success rates. Internet access and digital devices significantly influence the learning process. However, access gaps still exist in some educational institutions. This poses a challenge to the equitable implementation of digital systems. Therefore, infrastructure is a critical aspect that requires attention.

In terms of human resources, this study found that educators' digital competencies still vary. Some educators have been able to make optimal use of technology. However, there are still educators who struggle with using technology. This affects the effectiveness of digital-based learning. Training and competency development are an urgent need. Improving digital skills is a key factor in the success of implementation.

Research findings indicate that digital-based learning assessments are beginning to be implemented in various Islamic educational institutions. The assessment system has become faster and more efficient. The use of digital applications enables the assessment process to be conducted automatically. This reduces errors in data processing. In addition, assessment results can be accessed transparently by relevant parties. The implementation of digital assessments enhances accountability in the educational process.

In terms of values and character, the research findings indicate that Islamic education continues to emphasize the development of students' character. Islamic values remain the primary foundation of the learning process. Technology is used as a tool to support the transmission of these values. Educational institutions strive to maintain a balance between technology and religious values. This is important to avoid the negative impacts of digitalization. Thus, character education remains a top priority.

This study also identified various challenges in the implementation of educational digitization. These challenges include infrastructure limitations, low digital literacy, and resistance to change. Some institutions have struggled to adapt to the new system. Additionally, there are concerns about the negative impacts of technology. These challenges require appropriate and sustainable solutions. Collaborative efforts are one strategy for addressing these obstacles.

Overall, the research findings indicate that the implementation of modern Islamic educational

management in response to the digitalization of education has a positive impact. Digital transformation drives changes in various aspects of educational management. Nevertheless, there are still various challenges that need to be addressed. Educational institutions must continue to adapt to technological advancements. Efforts to improve quality must be carried out on an ongoing basis. In this way, Islamic education can remain relevant in the digital age.

4. Discussion

The discussion indicates that the implementation of modern Islamic education management has evolved in tandem with the demands of educational digitization. Research findings showing an increase in the use of digital systems reinforce Fitriansyah s (2024) view regarding the significant opportunities technology offers in Islamic education. The efficiency and transparency identified in the research findings also align with Yahya s (2024) views regarding digital transformation in institutional management. Furthermore, the identified improvement in learning effectiveness supports Ahsan s (2024) statement regarding the benefits of digital systems. These changes indicate that digitalization is not merely a necessity but also a strategic opportunity. Thus, the implementation of modern management serves as a crucial step in the development of Islamic education.

Findings regarding the improvement of learning quality through technology demonstrate its relevance to the challenges of modern education. The flexibility in learning observed supports Wardhani s (2024) view on the importance of adapting the curriculum to digital globalization. Furthermore, improved technology-based governance aligns with Daulay s (2025) concept regarding the importance of digital governance in Islamic education. The integration of values into learning also aligns with Siregar (2024), who emphasizes the importance of Islamic values as a foundation. This indicates that the quality of learning is determined not only by technology but also by the underlying values. Thus, the integration of technology and values becomes a key factor. Changes in the leadership of educational institutions indicate a significant managerial transformation. Research findings showing that adaptive leadership supports Fitriansyah s (2024) concept of visionary leadership in the digital age. The data-driven decision-making identified is also consistent with Yahya (2024), who emphasizes the importance of data in modern management. Furthermore, the enhancement of leaders digital competencies supports Ahsan s (2024) perspective. Adaptive leadership is a critical factor in navigating rapid change.

Consequently, the success of management is heavily influenced by the quality of leadership.

In terms of the curriculum, the integration of Islamic values and technology demonstrates a balance between tradition and modernity. The results of this study reinforce Wardhani s (2024) view on the importance of a curriculum relevant to the digital age. Furthermore, adaptive curriculum policies align with Daulay s (2025) perspective. The integration of technology into learning materials also supports Siregar s (2024) assertion. This indicates that the curriculum must be dynamic and responsive. Consequently, curriculum development becomes a strategic component of educational management.

The availability of infrastructure, which is a key factor in the success of digitalization, demonstrates a connection to modern management theory. This finding supports Assaqqaf s (2025) view regarding the importance of resource readiness in educational management. Furthermore, the use of technologies such as artificial intelligence aligns with Yuliana s (2023) concept. The need for integrated systems also aligns with Allouche s (2024) perspective. Adequate infrastructure serves as the primary foundation for digitalization implementation. Consequently, the success of management heavily depends on technological support.

In terms of human resources, variations in digital competencies indicate challenges in the implementation of modern management. This finding aligns with Novita Sari s (2024) perspective on the importance of teachers digital competencies. Furthermore, readiness in technology use supports Yani s (2026) concept. The importance of digital literacy also aligns with Gomez-Galan (2020). This indicates that the quality of human resources is a determining factor in the success of digitalization. Thus, competency development has become a necessity that cannot be ignored. The implementation of digital-based assessment demonstrates an increase in the effectiveness and transparency of the education system. These findings support Fitriansyah s (2024) view on the benefits of digitization in assessment. Furthermore, the increased transparency aligns with Yahya (2024) concept. The effectiveness of evaluation also aligns with Ahsan s (2024) work. This indicates that technology can enhance the quality of educational assessment. Consequently, digital evaluation has become an essential component of modern management.

In terms of values and character, the research findings indicate that Islamic education continues to focus on character development. This supports Wardhani s (2024) view regarding the importance of upholding moral values. The integration of values into policy also aligns with Daulay s (2025) concept. Furthermore, the use of technology as a means to support values is

consistent with Siregar (2024). This indicates that digitalization does not erode values but can strengthen them. Thus, the balance between technology and values is paramount.

The challenges identified in this study highlight the complexity of implementing educational digitization. This supports Assaqqaf s (2025) view regarding the need for management to adapt to changing times. Ethical technology management also aligns with Yuliana s (2023) concept. Furthermore, a systemic approach to addressing challenges aligns with Allouche (2024). These challenges indicate that digitalization requires a well-thought-out strategy. Consequently, risk management becomes a crucial component of implementation.

Overall, the discussion indicates that the implementation of modern Islamic educational management has a significant impact on educational development. The findings of this study reinforce Novita Sari s (2024) perspective on the importance of integrating technology into Islamic education. The learning innovations identified also align with Yani s (2026) concepts. Furthermore, the importance of digital literacy aligns with Gomez-Galan (2020). This demonstrates that Islamic education is capable of adapting to the times. Thus, modern management is key to addressing the challenges of digitalization.

5. Conclusion

The implementation of modern Islamic educational management in addressing the challenges of educational digitization demonstrates significant transformation across various aspects of educational institution management. Digitalization has driven changes in administrative systems, learning, leadership, and educational evaluation. The integration of technology into learning has proven to enhance the effectiveness and flexibility of the teaching and learning process. Adaptive and data-driven leadership is a critical factor in supporting the success of modern management implementation. Additionally, curriculum development that integrates Islamic values and technology is key to maintaining the relevance of education. The availability of infrastructure and access to technology are primary supporting factors in the digitization process. Human resource competencies also play a vital role in determining the success of implementing digital-based systems. Nevertheless, various challenges remain, such as infrastructure limitations and low digital literacy. Therefore, sustained efforts are needed to improve the quality of Islamic education management. Thus, modern Islamic education management can effectively address the challenges of the digital era.

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