

Transforming Islamic Education Management in the Era of Artificial Intelligence

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ABSTRACT: This study aims to analyze the transformation of Islamic education management, identify implementation challenges, and formulate an AI-based integrative model aligned with the values of Islamic education. This research employed a library research approach, with data collected through a comprehensive review of scholarly literature published in reputable academic journals. The data were analyzed using content analysis to identify patterns, concepts, and interrelationships among the research variables. The findings reveal that the transformation of Islamic education management is not merely technological in nature, but also requires the integration of AI-based systems with spiritual values, ethics, and humanism. AI contributes to enhancing efficiency, improving decision-making effectiveness, and advancing the quality of educational services through systematic data utilization. However, its implementation continues to face several challenges, including limited human resources, inadequate digital infrastructure, and resistance within organizational culture. This study proposes an integrative model that connects technology, management functions, and Islamic educational values within a unified system. Theoretically, this research enriches the discourse on technology-based Islamic education management. Practically, the findings may serve as a reference for educational administrators in designing digital transformation strategies. Nevertheless, this study is limited by its conceptual approach; therefore, further empirical research is required to examine and validate the proposed model.

Key words: Management Transformation, Islamic Education, Artificial Intelligence (AI)

INTRODUCTION

The development of Artificial Intelligence (AI) has driven significant changes across various sectors, including educational management systems that are increasingly data-driven and digitally oriented (Mao & Patil, 2025). This transformation requires a managerial paradigm that is adaptive to global dynamics. However, within the context of Islamic education, most institutions continue to rely on conventional management models that have not yet been integrated with AI-based systems (Hasanah et al., 2024). This condition has led to suboptimal implementation of strategic decision-making processes. The limited readiness of human resources, combined with inadequate digital infrastructure, further intensifies these challenges. In addition, organizational cultural resistance toward technological change has slowed the transformation process. These

realities indicate a significant gap between the demands of the digital era and the still traditional managerial practices within Islamic educational institutions.

From a theoretical perspective, technology-based organizational transformation does not merely affect structural dimensions, but also encompasses organizational values and culture (Sari, H. P., 2023). Nevertheless, studies on integrating AI with Islamic values in educational management remain limited and have not yet been comprehensively formulated. The Technology Acceptance Model (TAM) tends to emphasize utilitarian aspects without adequately considering spiritual and ethical dimensions. Meanwhile, the Diffusion of Innovations theory has not fully accounted for the complexity of technological adoption in religiously oriented Islamic educational environments (Nareswari, Z. A., 2025). Therefore, the existing theoretical frameworks remain insufficiently relevant for explaining empirical realities in Islamic education.

Several previous studies have demonstrated limitations in explaining the relationship between AI and Islamic educational management. In their study (Oktavia & Suseno, 2024), the authors mapped the use of AI in education in general terms but did not relate it to religious values. Research conducted by (Rufaidah & Jabbar, 2026) focused on educational management; however, AI was not positioned as the basis for transformation. The study by (Azwar et al., 2025) began to explore the integration of technology and Islamic education, yet it remained partial and did not produce an operational model. On the other hand, (Evania, M. R., 2022) focused more on implementation challenges, without providing a normative framework grounded in maqashid al-shari'ah. Therefore, this study addresses these gaps by offering an integrative analysis of AI, Islamic educational management, and maqashid al-shari'ah values, while simultaneously formulating a conceptually and practically relevant model.

Based on these issues, this study aims to conceptually analyze the transformation of Islamic educational management in the era of Artificial Intelligence by emphasizing the integration of technology and Islamic values. In addition, this research identifies implementation challenges in AI adoption, including aspects related to human resources, infrastructure, and organizational culture. This study also seeks to formulate a conceptual model of AI-based Islamic educational management that is not only efficiency-oriented but also aligned with the principles of maqashid al-shari'ah. Accordingly, this research is not merely descriptive in nature, but also constructive.

This study is important due to the urgent need to formulate a model of Islamic educational management that is adaptive to technological developments without neglecting Islamic values. AI-based transformations that lack ethical foundations can encourage dehumanizing educational practices (Hidayati et al., 2024). Therefore, an integrative approach is required to balance technological rationality with Islam's

normative values. Without a clear conceptual framework, the implementation of AI risks becoming merely a technical adoption rather than a strategic initiative. Consequently, this study contributes to the formulation of a new paradigm of Islamic educational management that is both adaptive and grounded in the principles of maqashid al-shari'ah.

METHOD

This study employed a library research approach, examining relevant literature as the foundation for scientific argumentation (Creswell, J. W., 2016). The primary data consisted of reputable scholarly articles that directly discussed the transformation of Islamic educational management in the era of Artificial Intelligence. Meanwhile, the secondary data included books, journal articles, and research reports that supported discussions related to management, Islamic education, and technology. All sources used in this study were limited to publications from the last five years (2021–2026) to maintain the relevance and timeliness of the analysis—the utilization of both primary and secondary data aimed to strengthen the validity and depth of the study.

The theoretical framework of this research was based on Organizational Transformation Theory, which emphasizes changes in organizational values, vision, and culture (Gouillart & James, 1995). In addition, the Diffusion of Innovations theory was employed to explain the process of technological adoption within social systems (Nareswari & Hafidz, 2025). Furthermore, the Technology Acceptance Model (TAM) was used to analyze technology acceptance based on perceived usefulness and perceived ease of use (Abubakari, M. S., & Zakaria, 2023). On the other hand, the theory of Maqashid al-Shari'ah served as a normative foundation for maintaining balance between technological advancement and Islamic values. The integration of these theories provided a comprehensive analytical framework for the study.

Data collection was conducted through documentation studies by examining various written sources, including journals, books, and relevant academic publications (Ode et al., 2026). This process involved identifying, selecting, and classifying literature based on the relevance and credibility of the sources. In addition, the collected data were systematically recorded and organized to facilitate the analytical process. This technique was employed to ensure that the data obtained were comprehensive and valid.

The data were analyzed using a content analysis approach, which involved identifying, categorizing, and interpreting meanings within textual data systematically (Krippendorff, K., 2018). The analytical process was carried out through stages of coding, categorization, and the identification of major themes relevant to the

study. Subsequently, the data were critically analyzed based on the theoretical frameworks employed in the research. Through this technique, the study generated in-depth and constructive interpretations regarding the transformation of Islamic educational management in the era of Artificial Intelligence.

RESULT AND DISCUSSION

1. The Transformation of Islamic Educational Management in the Era of Artificial Intelligence

The transformation of Islamic educational management in the era of Artificial Intelligence (AI) reflects a shift from conventional management practices toward more adaptive, technology-based systems. This transformation affects not only administrative aspects, but also the ways organizations formulate strategies and make decisions (Kasman et al., 2025). In their study, (Mudiono & Mudzakkir, 2025) revealed that this transformation is characterized by the digitalization of work processes and the integration of information systems. In addition, leadership responsiveness toward technological advancement has become a crucial factor in this transition. Therefore, managerial transformation is also closely associated with changes in organizational mindset.

AI-based transformation occurs gradually rather than instantaneously. These stages begin with administrative digitalization, followed by system integration, and eventually the utilization of AI in decision-making processes. Each stage requires organizational readiness, particularly in terms of human resources (Nasution et al., 2025). Within Islamic education, this process must also remain aligned with existing normative values. This condition indicates that technology does not replace values; rather, it interacts with them. Thus, transformation is contextual and evolutionary in nature (Chotimah et al., 2025)

In practice, a significant gap persists between the concept of transformation and the actual conditions within Islamic educational institutions. Many institutions remain at the initial stage of digitalization. Limited technological competence has become a major obstacle in this process. Furthermore, resistance within organizational culture toward change frequently emerges. These conditions demonstrate that transformation is not merely a technical issue (Siregar, K. E., 2024). Therefore, this gap has become an important concern in the development of Islamic educational management.

The need for AI-based managerial transformation continues to grow alongside demands to improve the quality of educational services. AI enables faster and more accurate data processing. Nevertheless, its application must continue to take Islamic values into account. Such integration is essential to ensure that education does not become purely

technocratic. Accordingly, transformation should not be solely efficiency-oriented. The direction of change must continue to preserve the fundamental objectives of Islamic education.

2. The Characteristics of Islamic Education and the Challenges of Digital Adaptation

The characteristics of Islamic education differ significantly from those of general educational systems, particularly in their emphasis on spiritual values, ethics, and character development. Islamic education is not merely oriented toward the transfer of knowledge, but also toward the internalization of Islamic values within students' daily lives (Jaswadi et al., 2025). In practice, these values serve as the foundation for institutional management. This includes curriculum design, learning methods, and organizational culture. Such conditions give Islamic education a distinctive structure. Therefore, managerial approaches within Islamic education cannot be equated with those applied in other educational systems.

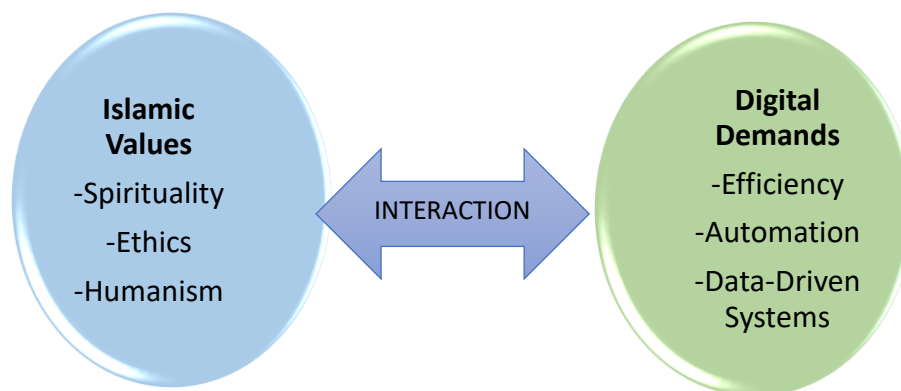


Figure 1. The Interaction Between Islamic Values and Digital Demands

The figure above illustrates the relationship between the characteristics of Islamic education and the demands of digitalization. Spirituality, ethics, and humanism constitute the foundational values of Islamic education. On the other hand, digitalization introduces demands for efficiency, automation, and data-driven systems. The central section demonstrates the interaction and tension between these two dimensions. This condition suggests that digital adaptation does not always proceed

linearly. Therefore, an adjustment process is necessary to integrate both aspects harmoniously.

The value-based characteristics of Islamic education frequently influence how institutions respond to technological change. In several cases, deeply rooted values encourage institutions to be more selective in adopting innovation. Moreover, the humanistic interaction between teachers and students is regarded as a fundamental element of education. This situation raises concerns regarding the excessive dominance of technology in educational practices (Zahrah et al., 2025). Consequently, these characteristics become important factors in the digital adaptation process.

On the other hand, the rapid development of digital technology requires educational institutions to become more adaptive. Digital management systems are considered capable of improving the efficiency and quality of educational services. However, the readiness of Islamic educational institutions remains varied. Limited infrastructure and inadequate competencies constitute major challenges. As a result, the adaptation process has progressed unevenly. Therefore, the challenges of digitalization have become increasingly complex (Shalehah et al. 2025). The challenges of digital adaptation are also related to long-established organizational cultures. In their study, (Nurrohim et al., 2025) emphasized that many institutions still maintain traditional management patterns. In addition, educators' digital competencies remain insufficient. These conditions slow the transformation process. Change requires not only technological support, but also mental readiness. Therefore, the challenges of adaptation are comprehensive.

Based on the explanations above, it is clear that the value-based characteristics of Islamic education constitute a primary factor in the process of digital adaptation. These values serve both as a foundation and a limitation in the use of technology. On the other hand, the demands of digitalization encourage institutions to become more open to innovation. This condition creates a dynamic tension between preserving values and embracing change. Therefore, a balanced approach is required. This synthesis demonstrates that digital adaptation within Islamic education represents a process of integrating values and technology.

3. The Role and Implementation of Artificial Intelligence in Educational Management

The development of Artificial Intelligence (AI) in education has brought significant changes to modern management systems. AI is no longer understood merely as a supporting technology, but rather as an integral component of data-driven educational management processes (Sutrayasa & Agustini, 2026). In the context of educational management, AI is utilized to improve efficiency, accuracy, and speed in decision-making. In addition, AI provides opportunities to develop more adaptive and

personalized learning systems (Wardhani et al., 2024). This condition demonstrates that AI has become an essential element in educational transformation. Therefore, understanding the role of AI has become crucial in educational management.

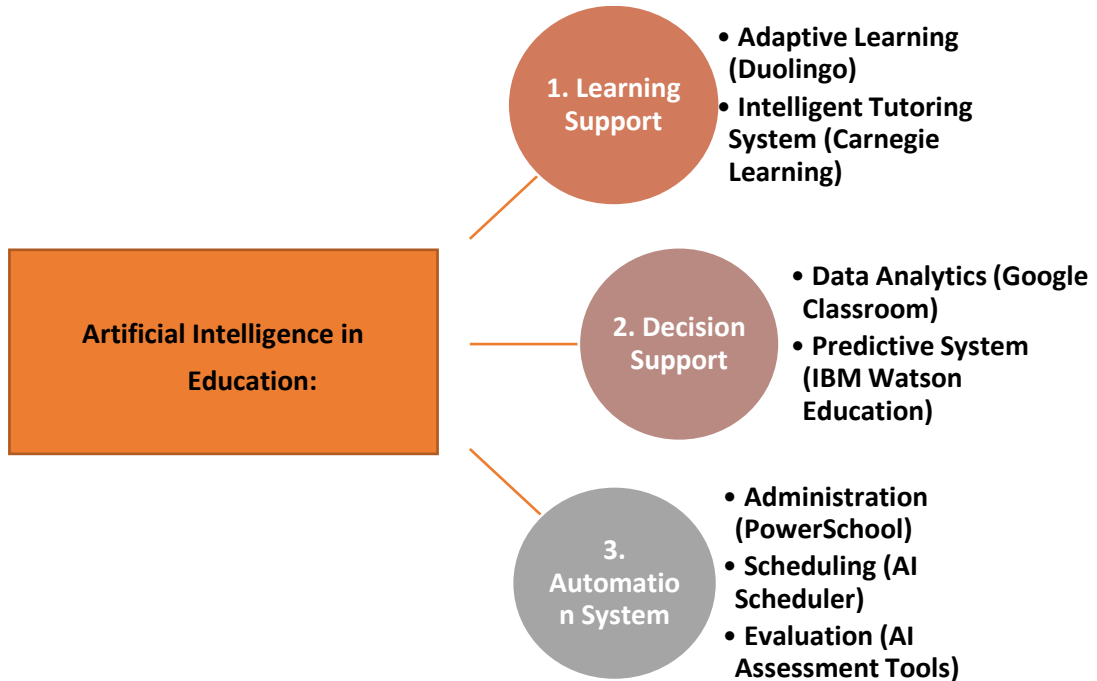


Figure 2. Artificial Intelligence in Education

Figure 2 illustrates that Artificial Intelligence in education has three primary functions: a learning support system, a decision-making instrument, and an automation mechanism. In the learning dimension, AI is used to create adaptive and interactive learning systems. In the decision-making dimension, AI assists with data analysis and information-based prediction. Meanwhile, in the automation dimension, AI is utilized to simplify administrative procedures. These three functions are interconnected within a single educational management system (Pratiwi et al., 2025). Thus, AI has a broad role across various aspects of educational administration and management.

Artificial Intelligence in the educational context is understood as a technology capable of imitating human cognitive abilities in processing information and making decisions. In practice, AI is used to improve data management efficiency and accelerate administrative processes. Furthermore, AI enables the development of more personalized learning systems. This technology can process large amounts of data rapidly (Ridhaningtyas, 2025). Consequently, AI has become a strategic instrument in modern education. Therefore, AI plays a significant role in transforming educational management.

The implementation of AI in learning can be seen in adaptive learning systems such as Duolingo, which adjusts its materials based on users' abilities. In addition, intelligent tutoring systems such as Carnegie Learning provide interactive guidance based on students' responses. These systems improve learning effectiveness. AI can also provide learners with immediate feedback. According to (Elida et al., 2025), the utilization of such AI technologies makes the learning process more adaptive. Accordingly, AI significantly improves the quality of learning.

In decision-making, AI is utilized through data analytics systems such as Google Classroom, which enable real-time monitoring of learning activities. Moreover, predictive systems such as IBM Watson Education are employed to forecast student performance. These technologies assist educational leaders in formulating data-based policies. As a result, decision-making processes become more systematic. This condition enhances the effectiveness of educational management (Pratiwi et al., 2025). Therefore, AI provides an important contribution to decision support systems.

In terms of automation, AI is implemented in administrative systems such as PowerSchool, which manages academic data in an integrated manner. Furthermore, AI is used in automated scheduling systems and digital-based evaluation processes. Administrative activities become faster and more efficient (Seo et al., 2025). This condition reduces the workload of educational personnel. In addition, data can be stored systematically and securely. Thus, AI improves the operational efficiency of educational institutions.

Based on the explanations above, it is clear that Artificial Intelligence plays a broad role in educational management, spanning learning processes, decision-making, and administrative functions. The implementation of AI not only improves efficiency, but also enhances the quality of educational services. Nevertheless, its application still requires institutional readiness in various aspects. Therefore, the utilization of AI must be carried out systematically and strategically. This synthesis demonstrates that AI is a strategic instrument in transforming modern education.

4. An Integrative Model of AI-Based Islamic Educational Management

The development of an integrative model of Artificial Intelligence (AI)-based Islamic educational management represents an important conceptual step in responding to increasingly complex digital transformation. This model does not merely position AI as a technological tool, but also as an integral part of a directed management system. Within the context of Islamic education, such integration must remain grounded in normative values that serve as its primary foundation. Therefore, the proposed model is not partial in nature, but instead integrates the dimensions of technology, management, and values into a unified framework (Munawwarah, 2026).

This condition demonstrates that an integrative approach has become a necessity in the management of Islamic education. Accordingly, this model serves as a conceptual framework for transforming educational management.

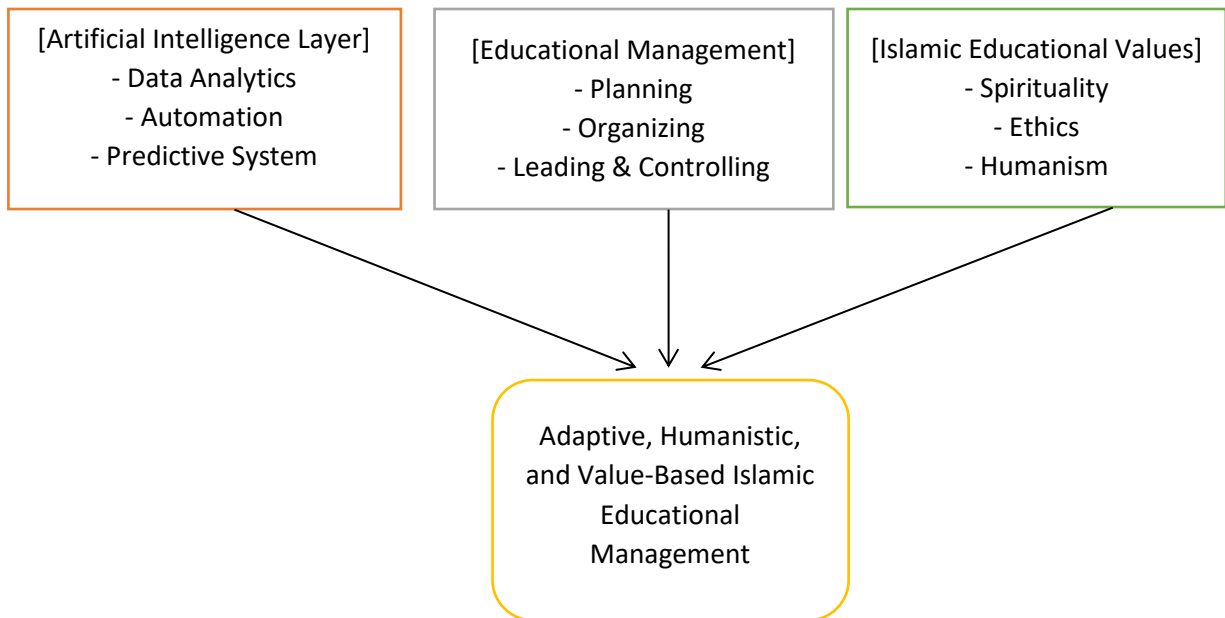


Figure 3. An Integrative Model of AI-Based Islamic Educational Management

Figure 3 illustrates an integrative structure that connects technology, managerial processes, and Islamic educational values. The first layer presents AI as a system that provides data and automation mechanisms. The second layer demonstrates management functions as the primary processes within educational administration. The third layer positions spirituality, ethics, and humanism as guiding principles in every policy and managerial decision. The relationships among these layers are hierarchical yet interconnected. This structure emphasizes that values must direct technology. Thus, values serve as the primary foundation for the utilization of AI.

At the technological level, AI operates by providing data analytics systems and automation mechanisms that support decision-making. In addition, predictive systems assist in strategic educational planning (Nugraha & Nurdyansyah, 2021). This condition improves the effectiveness of institutional management. Consequently, AI becomes an important instrument in modern educational administration.

At the managerial level, the functions of planning, organizing, implementing, and supervising remain the primary framework within educational systems. AI does not replace these functions, but rather strengthens them through data utilization and digital systems. As a result, management processes become more

systematic and efficient. Moreover, decision-making becomes faster and more measurable (Wijiati et al., 2024). This condition improves the quality of educational management. Therefore, AI serves as a supporting mechanism within management systems.

At the value level, spirituality, ethics, and humanism serve as guiding principles for the use of technology. Spirituality ensures that education remains oriented toward transcendental objectives. Ethics serves as a control mechanism in the utilization of technology. Meanwhile, humanism ensures that education remains human-centered. These three values complement one another within the Islamic educational system (Amalya et al., 2026). Accordingly, values become the primary direction in digital transformation.

Based on the explanations above, the integrative model of AI-based Islamic educational management is a synthesis of technology, management, and values within a unified system. The values of spirituality, ethics, and humanism serve as the primary foundation guiding the utilization of technology. Meanwhile, AI functions as an instrument for improving managerial effectiveness. The integration of these dimensions becomes the key to addressing digital challenges. Therefore, the approach employed must be holistic. This synthesis confirms that the balance between technology and values determines the success of the transformation of Islamic education.

CONCLUSION

This study demonstrates that the transformation of Islamic educational management in the era of Artificial Intelligence is not merely technological in nature, but also requires a balanced integration between data-driven systems and the core values of Islamic education, namely spirituality, ethics, and humanism, within every managerial process. The primary finding indicates that the success of transformation is not determined solely by technological sophistication, but rather by the ability of educational institutions to manage the interaction between digital innovation and value-based organizational culture. In addition, this study confirms that Artificial Intelligence serves as a strategic tool that enhances managerial effectiveness rather than replacing the human role in education. Accordingly, the transformation that occurs is integrative, adaptive, and contextually aligned with the characteristics of Islamic education.

From a theoretical perspective, this study enriches the discourse on Islamic educational management by proposing an integrative model that connects Artificial Intelligence with the values of spirituality, ethics, and humanism as the foundational principles of educational administration. This contribution also addresses a gap in the

existing literature, which has largely separated technological from value-oriented approaches in education. From a practical perspective, the findings of this study may serve as a reference for administrators of Islamic educational institutions in designing digital transformation strategies that are not only efficiency-oriented, but also capable of preserving the identity and objectives of Islamic education. Therefore, the results of this study provide a more contextual and sustainable implementation framework for educational management practices in the digital era.

This study is limited by the research approach employed, namely library research, meaning that the proposed model remains conceptual and has not yet been empirically tested. Furthermore, this research has not accommodated the diverse conditions of Islamic educational institutions, which vary in terms of resources, organizational culture, and levels of digital readiness. Therefore, future studies are recommended to empirically examine the proposed integrative model through quantitative or mixed-methods approaches, while also expanding the scope of investigation across various types of Islamic educational institutions. Accordingly, future research is expected to provide stronger and more applicable validation of the formulated model.

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