THE ROLE OF ISLAMIC EDUCATION MANAGEMENT IN SHAPING THE ISLAMIC IDENTITY OF INDONESIAN YOUTH

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Abstrak

Penelitian ini mengkaji peran vital manajemen pendidikan Islam dalam membentuk identitas generasi muda di Indonesia, negara dengan populasi Muslim terbesar di dunia. Dengan menggunakan pendekatan kualitatif dan metode tinjauan pustaka, penelitian ini menganalisis literatur akademis untuk mengidentifikasi tema-tema utama yang berkaitan dengan manajemen pendidikan, seperti kepemimpinan, kurikulum, dan manajemen guru. Temuan menunjukkan bahwa manajemen yang efektif secara signifikan memengaruhi penguatan komitmen religius, pembentukan nilai moral, dan ketahanan diri kaum muda terhadap pengaruh globalisasi dan media digital. Meskipun demikian, tantangan seperti kurangnya pelatihan guru dan kesenjangan kebijakan masih ada. Penelitian ini merekomendasikan perlunya adaptasi strategis dalam praktik manajemen, dukungan kebijakan yang lebih kuat, dan penelitian empiris lebih lanjut untuk memastikan pendidikan Islam tetap relevan dan efektif dalam membimbing generasi emas Indonesia.

Kata kunci: manajemen pendidikan Islam, identitas pemuda, pendidikan Indonesia, kepemimpinan, kurikulum.

Abstract

This study examines the vital role of Islamic education management in shaping the identity of youth in Indonesia, the world's largest Muslim-majority nation. Using a qualitative approach and a literature review method, the research analyzes academic literature to identify key themes related to educational management, such as leadership, curriculum, and teacher management. The findings indicate that effective management significantly influences the strengthening of religious commitment, the formation of moral values, and the resilience of youth against the influences of globalization and digital media. However, challenges such as a lack of teacher training and policy gaps persist. This research recommends the need for strategic adaptation in management practices, stronger policy support, and further empirical research to ensure Islamic education remains relevant and effective in guiding Indonesia's golden generation.

Keywords: Islamic education management, youth identity, Indonesian education, leadership, curriculum.

INTRODUCTION

Indonesia, as the country with the world's largest Muslim population, views Islamic education as crucial for shaping the spiritual, moral, and intellectual character of its youth (Malrizwa et al., 2025; Syafi'i & Yusuf, 2021). This educational approach aims to cultivate a generation that upholds Islamic values, aligning with Indonesia's goal of nurturing a "golden generation" by 2045 with a strong identity rooted in Islamic principles (Syafi'i & Yusuf, 2021).

Therefore, studying Islamic education management is essential to understand how educational systems can effectively maintain and spread these values in a society influenced by technology and cultural changes (Syukron et al., 2025).

The preservation of Islamic identity among Indonesian youth is challenged by globalization, secularization, and cultural shifts (Syukron et al., 2025). The influence of global culture and modern values can weaken traditional religious and cultural norms, leading to a tension between tradition and modernity in youth identity. Islamic education serves as a tool to counteract these external influences (Syafi'i & Yusuf, 2021). By strengthening Islamic education management, educators can ensure that Islamic values, ethics, and identity are integrated into curricula and educational experiences, thus reinforcing youth identity in the face of globalization and modernization (Badrun, 2024).

Effective education management is vital for sustaining Islamic values and identity formation (Badrun, 2024). It enables Islamic schools, madrasahs, and pesantren to deliver not only religious knowledge but also to foster character development, intellectual growth, and social responsibility. This requires strategic planning, leadership, curriculum development, and community involvement that can meet modern challenges while preserving Islamic teachings (Syukron et al., 2025). Research in this area helps identify best practices and innovative approaches to improve Islamic education outcomes.

Current issues in this field include the struggle to integrate effective educational management practices with Islamic values (Syukron et al., 2025). Many institutions face difficulties in merging administrative efficiency with value-based education, which can create inconsistencies in how Islamic identity is fostered. Additionally, external influences like technology and competing ideologies contribute to a weakening sense of Islamic identity among youth. Improving management strategies is critical for sustaining the religious and cultural foundation of Muslim Indonesian youth.

The exploration of how Islamic education management shapes Islamic identity is significant both academically and practically. It contributes to scholarly discussions on education and identity while also providing actionable insights for policymakers, educators, and Islamic institutions on management strategies and curriculum design. This research can guide policies and practices that reinforce Islamic values, enhance educational quality, and strengthen youth identity amidst societal changes.

METHOD

The research uses a qualitative approach and is based on a literature review to investigate how Islamic education management influences the development of youth identity (Creswell & Creswell, 2017; Susilawati et al., 2025). This method allows the researchers to conduct a comprehensive analysis of existing scholarly work without collecting new data. The data sources for the study include a variety of academic materials, such as scholarly journals, books, theses, and policy documents that are specifically focused on Islamic education, management principles, and the formation of Islamic identity among youth. To maintain the study's relevance and depth, sources are selected based on inclusion criteria that require them to address Islamic education management and identity formation, while exclusion criteria are applied to eliminate studies from non-educational or non-Islamic contexts.

The data collection process involves systematically gathering and reviewing secondary qualitative data from academic articles and institutional reports. Following this, the collected information is subjected to a thematic analysis, a technique used to identify recurring themes and patterns (Braun & Clarke, 2006; Neuendorf, 2018). This analytical method involves coding the literature to distill key concepts related to leadership, curriculum design, pedagogical approaches, institutional management strategies, and efforts toward youth character development. The findings from this process provide valuable insights into the mechanisms by which educational management can effectively support and sustain Islamic values and youth identity in the modern global context.

RESULTS AND DISCUSSION

Research Findings

The research findings highlight that the management of Islamic education in Indonesia is a critical and multifaceted process that significantly influences the formation of youth identity. A key discovery is that effective management extends beyond simple administration; it is a holistic endeavor that integrates spiritual, intellectual, and social development to prepare students for a modern, globalized world while grounding them in their faith (Suryadi & Al-Shreifeen, 2024; Syafi'i & Yusuf, 2021). The study reveals a strong correlation between well-managed Islamic educational institutions and the students' positive perceptions of their religious and moral development. The findings are structured around several key themes, as detailed in the table below.

Table 1. Key themes

Thematic Area	Key Findings	Impact on Youth Identity
Curriculum Management	Successful integration of Islamic values across all subjects.	Fosters a cohesive worldview where faith and knowledge are intertwined, strengthening religious commitment.
Leadership in Islamic Schools	Principals and *kyai* who act as moral and spiritual role models.	Instills core values and provides a tangible example of living a life guided by Islamic principles.
Teacher Management	Emphasis on professional development and moral responsibility of educators.	Ensures that students receive high-quality instruction from teachers who embody Islamic ethics.
Student Development Programs	Structured extracurriculars, rituals, and community service.	Builds practical skills, enhances social responsibility, and deepens spiritual connection through experience.
Policy and Institutional Support	Government and private sector support for Islamic education.	Provides a stable framework and resources for institutions to achieve their goals effectively.

Leadership, Teacher Management, and Curriculum as Pillars

The findings demonstrate that three pillars—leadership, teacher management, and curriculum, are central to shaping a resilient Islamic identity in students (Syafi'i & Yusuf, 2021). Leadership is not just about institutional oversight; it's about providing spiritual and ethical guidance. Leaders who model Islamic principles create a positive school culture where these values are not just taught, but lived, making them more likely to be adopted by students (Suryadi & Al-Shreifeen, 2024). Similarly, teacher management goes beyond administrative tasks to focus on the professional and moral development of educators. By ensuring that teachers are both pedagogically skilled and ethically grounded, institutions can guarantee that the curriculum is delivered with integrity and conviction. The curriculum itself is the third pillar, and its effectiveness lies in its ability to seamlessly integrate Islamic values into subjects ranging from science to social studies, thereby helping students perceive Islam as a

comprehensive way of life that is relevant to all fields of knowledge (Aliyah et al., 2024; Fawait et al., 2024).

Beyond the Classroom: Student Development and Institutional Support

Beyond formal instruction, the findings highlight the critical role of student development programs and policy support in reinforcing identity (Syukron et al., 2025). Extracurricular activities, such as Quranic study groups and community service, provide students with practical opportunities to apply their values, thereby solidifying their religious and ethical commitments (Aliyah et al., 2024). These programs enhance students' social responsibility and civic engagement, demonstrating that Islamic identity is not a static concept but a dynamic force for positive change in society. Furthermore, the findings show that external support from government policies and private initiatives is crucial for providing the necessary resources and frameworks for institutions to thrive and innovate (Syukron et al., 2025). This support enables Islamic schools to maintain their unique identity while remaining competitive with public education.

Discussion

The findings underscore the centrality of effective education management as the single most important factor in the success of Islamic education in Indonesia. The balance between meeting the needs of a modern, globalized society and preserving core Islamic values is a delicate but crucial act (Syafi'i & Yusuf, 2021). Without a strong management framework, Islamic educational institutions risk becoming either culturally isolated or losing their religious essence. The data suggest that when management is holistic, addressing everything from leadership to student programs, it creates an educational ecosystem where Islamic identity is not just a subject to be learned but a core part of the student's personal and social being (Suryadi & Al-Shreifeen, 2024).

Despite the successes, the research identifies significant challenges that threaten to undermine these efforts. The most pressing issues include a lack of professional training for educators, who often struggle to balance pedagogical innovation with religious instruction, and the pervasive influence of digital media, which can expose youth to secular and cultural values that conflict with Islamic teachings. Policy gaps also present a challenge, as the national curriculum may not always align with the specific goals of Islamic identity formation (Syafi'i & Yusuf, 2021; Syukron et al., 2025). Comparative insights from other Muslim-majority countries, such as Malaysia and Turkey, which have successfully integrated modern science with Islamic ethics, offer valuable lessons for Indonesia (Aliyah et al., 2024). By studying these models,

Indonesia can learn to navigate the complexities of modernizing its education system while safeguarding its core values.

Table 2. Significant Challenges

Challenges Identified	Recommended Strategies for Improvement
Lack of resources and professional training for educators.	Develop and implement continuous professional development programs focused on both pedagogy and Islamic values.
Influence of digital media and global culture on youth identity.	Integrate digital Islamic content into the curriculum and promote positive, faith-based digital platforms.
Policy gaps in aligning national curriculum with Islamic identity goals.	Advocate for and develop policies that support the holistic integration of Islamic principles into the national educational framework.

The findings suggest a clear path forward for strengthening Islamic education management. First, teacher training must be enhanced to equip educators with the skills to effectively integrate Islamic teachings and modern pedagogical techniques (Suryadi & Al-Shreifeen, 2024). This includes providing continuous professional development programs that focus on both moral and academic excellence. Second, improving the leadership and governance of Islamic schools is crucial, with a focus on developing leaders who are not only administratively competent but also spiritually inspiring. Finally, to counter the influence of negative digital media, it is vital to integrate digital Islamic content into the curriculum and create platforms for positive, faith-based engagement online. By focusing on these strategic areas, Islamic education can not only meet contemporary challenges but also emerge as a more resilient and effective force for shaping the next generation of Indonesian Muslims.

CONCLUSION

Islamic education management plays a crucial role in shaping youth identity in Indonesia. Effective management is not a single action but a holistic process that influences the curriculum, leadership, teacher quality, and student activities. By focusing on these interconnected areas, Islamic educational institutions can successfully cultivate a strong sense of Islamic identity among young people. The research shows that a well-managed school environment strengthens students' religious commitment, builds their moral character, and prepares them to navigate a modern world without losing their core values.

The findings have significant implications for both educational practice and policy. For educational institutions, it is imperative to adapt management strategies to contemporary challenges. This means moving beyond traditional administrative methods to embrace modern leadership and pedagogical approaches. Schools, madrasahs, and pesantren should invest in professional development for teachers and administrators to ensure they can effectively integrate Islamic teachings with a curriculum that is both relevant and rigorous. Future research should focus on three key areas, empirical studies on specific management models, longitudinal studies on the impact of Islamic education, then comparative research with other countries.

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