

## Challenges and Prospects of Islamic Educational Administration in the 21st Century

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### Abstract :

Management Islamic education faces challenge complex 21st century shaped by globalization , developing technology rapid , and change expectation to system education . The 21st century brings transformation big influence all aspect life politics , structure social and systems economy . Functioning educational institutions as foundation development public need do change quick Because worldwide transformation , improvement standard performance , and complexity increased organization . there is a number of **challenges and opportunities** faced in administration education , so that institutions need change fundamental For build strength operational . **Objectives** study This set framework Work academic For evaluate administration modern Islamic education through his assessment to challenge moment this and the opportunity development potential . This article's **method** use approach descriptive and analytical with review library For explore challenges and discover opportunity new For changes , articles This suggest a new model that aims For increase management Islamic education , and make it more easy adapt with the world today this . Findings show that use progress technology and promotion leadership as well as renewal Islamic knowledge offers opportunity big For global development . Research This is studies library , **limitations** on publication primary science of five years last (2020-2025) and not includes empirical data from field . **Findings** nature conceptual and requires verification implementation more Continued . Synthesis and proposed model especially focus on context Administration of Islamic Education in Indonesia, so that need adaptation If applied in other countries. **Originality** article This lies in the development of models or framework Work conceptual new For Islamic Education Administration . This model in a way explicit integrate practice management contemporary with Islamic principles , which aim to ensure that management administration more effective and adaptive to global dynamics of the 21st century .

Keywords : Islamic Educational Administration , Challenges and Prospects , 21st Century, Educational Leadership , Transformation Management

### 1. INTRODUCTION

Islamic educational institutions hold role crucial as moral guardian , guide and center development intellectual in society . In the 21st century, educational institutions face wave disruption driven by globalization , revolution technology of the 5.0 revolution era , and standards continued global performance increase (Sarnoto Ahmad, 2025). Change globalization This influence various aspect life politics , structure social and systems economy (Fathimah et al., 2024).In the management and

administration of education. Educational institutions that function as foundation development public need do change quick Because worldwide transformation , improvement standard performance , and complexity increasing organization Educational institutions in management Islamic education faces challenge complex 21st century shaped by globalization , developing technology rapid , and change expectation to system education , there is a number of challenges faced in administration education , such as challenge bureaucracy , where system administration in a word rigid and centralized , there is gap competence in leadership and digital literacy among administrators, in addition That there is challenge accountability , low governance and no transparent become challenges in the eyes public and stakeholders interests , so that institution education need change fundamental For build strength operational . Although system Islamic education is based on values ethics , its success in respond modern challenges such as need will digital transformation , assurance quality and efficiency management is highly dependent on performance Islamic Education Administration .

**Interesting topic** in study This is contradiction between idealism relevant Islamic values all the time with practice management of Islamic educational institutions which often outdated and centralized . This gap create ambiguity in direction strategic Administration education , hindering development adaptive and limiting leaders the ability of Indonesian Educational Institutions to reach superiority academic as well as maintain mark spiritual . Therefore that , **Formula Problem** main study This is : How institution Islamic education can reform framework administration they For in a way effective overcome challenge 21st century while utilise opportunity For global development ? Question research that will answered includes : (1) What are challenge administrative critical issues faced in the 21st Century? (2) What are the prospects and opportunities development strategic that can utilized through progress technology and innovation Islamic knowledge ? (3) How Islamic values can integrated with modern management for to form an adaptive Islamic Educational Administration model ?

**Objective** study This is analyze challenges and opportunities Educational Administration , as well as developing an Adaptive-Integrative Islamic Educational Administration Model as framework solution . **Position or Argument Author ( Thesis Statement )** is that transformation Administration education must move from the traditional model towards an adaptive-integrative model that is explicit unite practice management contemporary ( digitalization ) with Islamic principles ( *Tadbir* and *Shura* ) for ensure sustainability and excellence holistic research This nature conceptual ( study library ) and is limited to publications **from 2020-2025** . **Novelty** lies in the development of the framework model integrative the .

## 2. LITERATURE REVIEW

This study based on the concept administration education Islam ( as subject of reform) which must measured based on principle mark Islam like *Amanah* ( accountability ), *Tadbir* ( management) strategic ), *Syura* ( participation ), and *Itqan* ( excellence) quality ). Administration education must respond challenge 21st century , especially demands of digital governance and leadership transformational .

Study on management and administrative governance institutions modern education does not go from discourse around bureaucracy and implementation of Good Governance (GUG). Bureaucratic model classical (Weber) emphasizes hierarchy , specialization , and formal procedures as key efficiency . However , in context education contemporary , bureaucracy often become obstacle main , inhibiting adaptation curriculum and innovation institutional , in particular moment face rate change rapid technology ( Setyawan , 2021) . Therefore that , paradigm has shift towards

good governance , which emphasizes transparency , accountability , participation , and efficiency in service public and institutional . Implementation in institutions education need restructuring , in particular in utilization technology information For ensure data transparency and retrieval participatory decisions (Hadi, 2023) . More further development institutions are highly dependent on Strategic Leadership , namely ability leader For formulate , communicate , and implement vision term long in the middle complex and changing environment (Wijaya & Santoso, 2020). So that Leadership effective strategy ensure that institution No only responsive and adaptive , but also proactive in shaping the future , especially in face challenge digitalization and globalization education . Framework theory general This Then become base For analyze and criticize performance administration Islamic Educational Institution (API).

In context Islamic Educational Institutions , governance analyzed No only through framework management general , but also through a set mark normative which becomes runway operational . With integrated management and value - oriented Islam , institutions Islamic education has potential big For Keep going increase quality education in the future ( hepnita rangkuty ) Implementation Islamic values , such as honesty , justice , and responsibility answer , in management education proven can give contribution significant to achievement objective education national (Della Sapitri et al., 2024). **Trust** referring to the principle accountability and trust , demanding not quite enough answer full on source power and decision . Implementation mark This need total transparency , where failure adoption of Digital Governance is interpreted as failure fulfil **Amanah** ( Prasetyo & Hidayat, 2022). Furthermore , **Tadbir** is related concepts with planning strategic and management proactive . This value demand leadership formulate vision adaptive in the middle change fast , so it is very relevant with issue API competencies and strategies (Fauzi & Nurdin, 2021). Principles **Shura** emphasize deliberation , consultation , and participation in taking decision . Neglect Shura tend produce structure rigid , contradictory bureaucracy with need modern organizations ( Harahap & Lubis, 2020). Finally , **Itqan** is principles that emphasize perfection , precision , and quality superior in every job . This value become driver ethos work and quality *output* institutions , and is foundation philosophical for achievement **Superiority** The desired **holistic** Islamic Education Administration ( Ramadan, 2023). With Thus , the principles This functioning as matrix current ethics For evaluate challenges and formulate opportunity strategic for Islamic Education Administration I.

## Review Systematic Challenge Administrative in Administration

### 2.1 Challenges Islamic Education Administration

#### 2.1.1 Challenges Structural ( Rigidity ) Failure Shura :

Rigid Educational Administration become obstacle Because not enough administrator flexibility in manage administration school , Most of them studies highlight that system centralized and rigid ( bureaucratic ) administration hinders speed taking decisions and adaptation curriculum ( Setyawan , 2021). Rigidity This interpreted as failure operationalize principle Shura ( deliberation and participation ) in modern governance ( Harahap & Lubis , 2020). With thus challenge rigid structure and lack of deliberation and participation become challenge alone in developing administrative governance in the digital era

#### 2.1.2 Challenge Management Competence :

There is gap real in Competence management administration in Islamic Educational Institutions specifically in Leadership Strategic and digital literacy of administrators. Deficit This hinder

Educational administration for formulate vision term proactive long-term ( Wijaya & Santoso, 2020), the essence of which is is failure operationalization of Tadbir ( planning) strategic ) (Fauzi & Nurdin, 2021). With thus challenge competence a administration is very necessary For develop as well as manage more administrative data effective so that an administrator can capable formulate vision Proactive long term .

### 2.1.3 Challenge Accountability Failure of Trust:

The low adoption of Digital Governance and data management that is not transparent obstruct fulfillment Amanah values ( accountability and integrity ) in the eyes of public and stakeholders interests ( Prasetyo & Hidayat, 2022; Hadi, 2023). Accountability is matter the fundamentals in management Islamic education based Islamic teachings about honesty , not quite enough responsible and trustworthy in management administration and educational institutions (Mundzir et al., 2025) Transparency and accountability is principle key in Islamic administration . A leaders and administrators must open in operate his duties and ready accountable every the decision that taken . This is aim For prevent the occurrence of acts of corruption and abuse authority and power (Della Sapitri et al., 2024) With thus low accountability in administration education become challenge administration separate , transparency and accountability is principle key in Islamic education administration , with existence accountability prevent occurrence corruption and abuse power .

## 2.2 Opportunities Strategic

Challenges the open road for three opportunity strategic main thing that can positioning Administration as contributor global development :

- 2.2.1 Digitalization of Governance: It is solution direct For overcome failure of trust. Utilization technology ( integrated SIM ) is prerequisite For create accountability and transparency required in *Good Governance* (Hadi, 2023). This allows fulfillment the modern principle of Amanah ( Prasetyo & Hidayat, 2022). With thus Utilization of integrated , trustworthy and structured governance can open opportunity effective strategy in administration education
- 2.2.2 Leadership Adaptive : Development leadership transformational which emphasizes the principle Shura and *foresight* (Tadbir) make it possible structure organization become more participatory and responsive ( Harahap & Lubis, 2020), as well as capable formulate proactive strategies term long (Fauzi & Nurdin, 2021). With thus with the existence of an administrator who has a soul adaptive leadership and own principle shura and tadbir in management can open opportunity creation development more administration adaptive in face challenges of the globalization and digital era .
- 2.2.3 Integration of Knowledge and Holistic Excellence : Islamic Educational Administration own opportunity unique For produce graduate of with Superiority Holistic — mastering science and technology while own Integrity Morals . Improvement quality *output* This driven by the principle of Itqan ( quality and perfection ) and become contribution direct Islamic Education Administration to global development (Ramadhan, 2023; Yasin, 2024). administration education , which is often considered only as mechanism supporters , actually play role central and determine in increase quality school administration education has proven influence direction , effectiveness , and process efficiency education in a way overall ( Linda astika ) with thus with existence Islamic Education Administration open opportunity For produce graduate of with holistic excellence if the administrator has abilities and competencies in manage administration use principle itqan

that is quality and comprehensive .

### 2.3 Identification Gap and Formulation Framework Theoretical

**The gap Identified knowledge** is lack of a **complete managerial model** that is explicit show *How* integrate Islamic values ( *Amanah, Tadbir, Shura* ) with tool management contemporary (Digital Governance, Management Strategic ) for overcome existing challenges .

**Framework Theoretical** based on synthesis study literature above , will bridge identified challenges with existing opportunities , with Islamic values as **mechanism transformative** .

## 3. METHOD

Study This use design **Qualitative-Conceptual** with approach **descriptive and analytical** through **Systematic Literature Review (SLR)** . This method chosen Because the goal is build framework theoretical new ( *Adaptive-Integrative Model* ) through synthesis knowledge that has been there is , isn't there empirical data collection .

**Data source** is publication primary scientific ( journals , proceedings , chapters) book ) from range time **2020 to 2025** . **Data collection technique** done through search systematic review (SLR) on academic databases primary ( Scopus, Google Scholar ) using relevant keywords with Challenges and Opportunities of 21st Century APIs.

**Data Analysis Techniques** consists of from three Stages : (1) **Analysis Descriptive** : Summarizing findings literature related challenges and opportunities . (2) **Analysis Thematic** : Identifying and categorizing themes recurring ( for example , issues centralization , needs *e-governance* ). (3) **Synthesis Conceptual** : Integrate all relevant themes and present them as proposition logical For **formulate an Adaptive-Integrative Islamic Educational Administration Model** ( Answer to Homework 3).

## 4. FINDINGS (Results/Findings)

### 4.1 Challenges Administrative Critical ( Structural and Competence )

Findings confirm that challenge the main API is not lack value , but rather **failure operationalization mark** in modern structure .

- **Stiffness Structural** : Literature pointing to the strength **administration centralized** which is direct hinder Leadership Transformational and flexibility required For adopt change curriculum and technology . This is indication failure operational **Shura** .
- **The gap Strategic Competence** : There is evidence strong about lack of formal training for administrators in **Management Strategic** and **Digital Governance** . Leader tend reactive , indicating that principle **Administration** Not yet translated become planning term structured length .
- **Failure Digital Accountability** : Infrastructure sporadic technology and inconsistent data management integrated cause difficulty Serious in realize transparency and accountability ( values **Trust** ) in the 21st Century.

### 4.2 Prospects and Opportunities Development Strategic

On the contrary , the findings identify opportunity big that can overcome the above challenges :

- **Digitalization of Governance as an Accountability Solution** : Utilization System Information Management (SIM) in general integrated proven capable become **tool implementation of Amanah** , providing transparent and *real-time* data , so that increase quality operational ( *Itqan* ).
- **Leadership Syura-Based Adaptive** : Opportunity the biggest is transition going to Leadership Transformational that takes legitimacy from principle **Shura** . Leadership model This allows decentralization taking efficient decisions However still based mark .
- **Integration of Knowledge** : API has prospects For become a model in **integration knowledge** — printing graduates who do not only mastering science and technology but also having spiritual depth— as superiority unique competitiveness in the global market.

## DISCUSSION

### 5.1 Interpretation Failure Operational Value

Findings that the API is dominated by the system rigid centralism and the existence of gap competence strategic confirm criticism in literature about management traditional Islamic education . Failure this , if interpreted through lens Islamic values are proof that principle *Tadbir* ( management ) strategic ) and *Shura* ( participation ) failed operationalized in structure modern management . *Tadbir* should manifest in planning strategic term long , but what happened is reactive planning . Similarly , *Shura* should produce structure taking decentralized and fast decisions , but what happened is rigid bureaucracy .

### 5.2 Digitalization as Manifestation of Trust

Identified opportunities in Digitalization of Governance provides solution direct to challenge accountability . Different with the view that considers technology only as tool efficiency , discussion This emphasize that in context Islamic Education Administration , *e-Governance* is manifestation operational from Trust value . With system information transparent and integrated management (SIM) , potential abuse authority or data can minimized , so that accountability can filled in a way *real-time* to *stakeholders* (parents , donors , government) . Implementation *e-Governance* change the mandate from just ethics become procedure managerial .

### 5.3 Presentation and Validation of the Adaptive-Integrative Model ( Answer to Homework 3)

Based on synthesis between identified challenges ( failure of *Tadbir*, *Syura* , *Amanah* ) and modern opportunities ( Digitalization , Leadership Transformational ), research This submit **Adaptive-Integrative Islamic Educational Administration Model** . This model is framework Work conceptual new which is explicit bridge both domains , so overcome existing knowledge *gap* .

This model consists of from three component main :

1. Foundation Normative : Principles *Monotheism* as source authority supreme , strengthened by *Amanah* , *Tadbir* , *Shura* , and *Itqan* .
2. Pillars of Contemporary Management : Values normative implemented through :
  - Leadership Transformational Based *Shura* : Answering challenge centralization .
  - Based Digital Governance : Answering challenge accountability and data.
  - Management *Falah*-Oriented Strategy : Answering challenge reactive planning .

3. Output : The final goal organization is reach *falab* ( success in this world and the hereafter ) and produce graduates who have superiority academic and moral integrity .

This model validated in a way conceptual Because provide missing mechanism in literature : **use modern tools for reach objective normative** .

## 6. CONCLUSION AND SUGGESTIONS

### 6.1 Conclusion

Study This confirm that Islamic Education Administration in the 21st Century faces challenge significant structural , especially is system rigid administration and gaps competence leadership strategic and digital. Findings show that challenges This is manifestation operational from failure organization For implement principles *Management* , *Syura* , and *Trust* in modern framework .

Opportunity the biggest for Islamic Educational Institutions lies in the digitalization of governance as tool accountability and development leadership adaptive based on value . As answer to *gap* knowledge and needs practical , research This succeed formulating an Adaptive-Integrative Islamic Educational Administration Model . This model in a way conceptual bridge practice management contemporary with Islamic principles , offering map road for educational institutions For reach global excellence while maintain spiritual authenticity .

### 6.2 Suggestions

1. **Implementation Suggestion** : Islamic educational institutions are advised For quick do *audit* to system administration and start decentralization taking decision ( *Shura* ). Implementation *e-Governance* must viewed as fundamental efforts to uphold *Trust* ( accountability ) rather than just efficiency administration .
2. **Policy Suggestions** : Party authorized Islamic education must designing curriculum training leadership that is explicit integrate *soft skills* management 21st Century strategic with ethics Islamic leadership , in order to produce *Ulil Amri* ( leader) insightful broad and with integrity ).

**Research Suggestions Continued** : Remember study This nature conceptual , highly recommended For do **verification empirical** ( study case or survey ) on the proposed Adaptive - Integrative Islamic Educational Administration Model this is in various LPI context for test validity and effectiveness implementation in the field

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