

Strategies for Strengthening the Construction of Adaptive and Sustainable Islamic Educational Management Science

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ABSTRACT. Islamic Education Management as a discipline continues to evolve in response to educational dynamics and the demands of the times. To remain relevant, strategies are needed to strengthen its scientific construction in an adaptive and sustainable manner. This study aims to explore strategies that can reinforce the foundation of Islamic Education Management, enabling it to address social, technological, and educational policy changes. Using a library research method, this study analyzes various academic literature on the concepts, development, and innovations in Islamic Education Management. The findings indicate that strengthening the construction of this discipline can be achieved through the integration of Islamic paradigms with modern management approaches, curriculum innovation, the enhancement of academic and practitioner competencies, and the utilization of digital technology in Islamic education management. The implications of this study highlight the importance of synergy between theory and practice in shaping Islamic Education Management that is not only based on Islamic normative values but also adaptable to global developments. This study is expected to serve as a reference for academics, education practitioners, and policymakers in designing strategies for the development of a more robust, relevant, and sustainable Islamic Education Management.

Keywords: *Islamic Education Management, Strengthening Strategy, Scientific Construction, Adaptive Sustainable*

ABSTRAK. Manajemen Pendidikan Islam sebagai disiplin ilmu terus berkembang seiring dengan dinamika pendidikan dan tuntutan zaman. Agar tetap relevan, diperlukan strategi yang mampu memperkuat konstruksi ilmu ini secara adaptif dan berkelanjutan. Penelitian ini bertujuan untuk mengeksplorasi strategi-strategi yang dapat digunakan dalam memantapkan konstruksi ilmu Manajemen Pendidikan Islam sehingga mampu menjawab tantangan perubahan sosial, teknologi, dan kebijakan pendidikan. Dengan menggunakan metode penelitian kepustakaan (*library research*), kajian ini menganalisis berbagai literatur akademik terkait konsep, pengembangan, dan inovasi dalam ilmu Manajemen Pendidikan Islam. Hasil penelitian menunjukkan bahwa penguatan konstruksi ilmu ini dapat dilakukan melalui integrasi paradigma keislaman dengan pendekatan manajemen modern, inovasi dalam kurikulum akademik, peningkatan kompetensi akademisi dan praktisi, serta pemanfaatan teknologi digital dalam pengelolaan pendidikan Islam. Implikasi dari penelitian ini menekankan pentingnya sinergi antara teori dan praktik dalam membangun Manajemen Pendidikan Islam yang tidak hanya berbasis nilai-nilai normatif Islam, tetapi juga memiliki daya adaptasi terhadap perkembangan global. Kajian ini diharapkan dapat menjadi rujukan bagi akademisi, praktisi pendidikan, dan pengambil kebijakan dalam merancang strategi pengembangan ilmu Manajemen Pendidikan Islam yang lebih kokoh, relevan, dan berkelanjutan..

Kata kunci: *manajemen pendidikan islam, strategi penguatan, konstruksi ilmu, adaptif, berkelanjutan*

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INTRODUCTION / PENDAHULUAN

Islamic Education Management is a field of study that continues to develop in line with efforts to respond to the challenges of the times in an education system based on Islamic values (Sudaryo, 2024). In the context of a world that is constantly changing, Islamic education is expected to function not only as an inheritor of noble religious values, but also as a system that is adaptive to social, technological and policy realities (Kartiko et al., 2025; Rajaminsah et al., 2022; Sahin, 2018). Thus, Islamic Education Management requires strengthening of scientific construction to be more contextual and applicable in facing the needs of today's education (Kahfi et al., 2025; Mizani et al., 2025).

In the last ten years, several studies have highlighted the importance of reform and innovation in the Islamic education management system (Aisyah, 2022; Hajar, 2024; Wahyudin et al., 2024). For example, the implementation of governance based on the principles of good governance (Afifuddin & Ishak, 2022), digitalization of the Islamic education system (Hidayah et al., 2024), and strengthening the competence of teachers and madrasah principals as agents of change (Najah & Lindasari, 2022). These studies show that there are efforts to update the management system, but they are still limited to technical aspects and have not fully touched on the conceptual aspects of how the construction of Islamic Educational Management science should be built and developed as a whole.

Although numerous studies have addressed managerial innovation in Islamic educational institutions, a significant gap remains in the literature specifically addressing strategies for strengthening the scientific construction of Islamic Educational Management (IAM) as an academic discipline. This gap is evident in the lack of conceptual studies that systematically develop an IAM theoretical framework; most studies emphasize institutional management practices without developing a solid scientific foundation. Furthermore, there remains an inconsistency in integrating Islamic values with modern management principles, leading to a paradigm conflict between normative Islamic approaches and secular-instrumental approaches. Consequently, IAM has not been able to fully and independently demonstrate its scientific identity and is at risk of stagnation in the development of its epistemology and application amidst the dynamic demands of modern education.

Based on this background, this research begins with the primary question: how to formulate a conceptual strategy that can strengthen the scientific construction of Islamic Educational Management (IAM) so that it can sustainably adapt to current developments while remaining rooted in Islamic values. To address these issues, this study has more operational objectives, namely: (1) identifying forms of incompatibility or conflict between modern management principles and Islamic values in the context of education; (2) analyzing conceptual approaches that have been developed in the literature to bridge these two poles; and (3) formulating strategies for strengthening the scientific construction of MPI through the integration of Islamic values with relevant modern management principles. This study will focus on variables such as value integration (normative), management principles (instrumental), and the epistemological

sustainability of MPI, and will be answered through the formulation of research questions: What is the ideal form of integration between Islamic values and modern management principles in building the scientific construction of MPI? and What strategies can be used to strengthen the position of MPI as an adaptive and valuable discipline? Thus, this study is expected to provide a measurable conceptual contribution to the sustainable development of MPI science.

METHOD

This research uses a qualitative approach with a library research method (Abdul Rahman & Mohezar, 2020). The primary focus of this research is to analyze and synthesize relevant academic literature, such as books, journal articles, and research reports, to develop a strategic framework for strengthening the construction of Islamic Educational Management science. This research does not involve empirical data collection, but rather conducts an in-depth review of theoretical perspectives and practical implementations developed in various scientific sources.

This research covers various theories, conceptual models, and research findings related to Islamic Educational Management, particularly in terms of adaptability and sustainability. Sources were selected based on their relevance, credibility, and contribution to academic discourse in the field of Islamic-based educational management. This study was conducted through systematic stages, beginning with a comprehensive literature search, identifying key patterns and themes in previous research, critically analyzing existing approaches, and developing strategies to strengthen the discipline of Islamic Educational Management to make it more adaptive and sustainable.

Data collection was carried out through access to academic databases, digital libraries, and institutional repositories to ensure that the sources used were of high academic quality (Burrell & Cane, 1982). The inclusion criteria for this study were studies published within the last decade, as well as seminal works that have had a significant influence in the field of Islamic Educational Management. Data analysis was conducted using qualitative content analysis, which involved thematic coding and categorization of key concepts found in the literature. This approach aimed to identify critical insights and implementative strategies that can bridge the gap between theory and practice in Islamic educational management (Chu, 2015).

RESULT AND DISCUSSION

Result

1. Dynamics of Concepts and Paradigms of Islamic Educational Management Science

Islamic Education Management (MPI) as a scientific discipline continues to develop along with changing times and global demands (Bahri, 2022). Initially, the approach in MPI was more normative, emphasizing strong religious aspects. (E. H. Putra, 2023). This science is more commonly understood as the governance of Islamic educational institutions, oriented toward simple resource management, with reference to traditional values and customs developed in Islamic boarding schools (pesantren) or madrasas. However, with the increasingly complex challenges of modern education, the paradigm within the Islamic Boarding School (MPI) has undergone significant transformation (Sastratmadja et al., 2023).

Academically, the study of MPI has developed from simply managing Islamic-based educational institutions into a scientific study that combines contemporary management theory with Islamic values (Ferianto et al., 2023). Islamic universities are beginning to develop curricula that lead to a more systematic approach, adopting general management concepts

such as strategic planning, transformational leadership, and technology-based governance (Akhmad et al., 2024). This indicates that MPI is no longer only focused on spiritual and moral aspects, but also on the organizational effectiveness and competitiveness of Islamic educational institutions on a wider scale.

In practical terms, the differences between traditional and modern approaches are increasingly evident in the way Islamic educational institutions are managed. Traditional educational institutions, such as Islamic boarding schools, still rely on a charismatic leadership model, in which a kiai (Islamic scholar) serves as the primary control center for decision-making (Lubis, 2024). This model has the advantage of maintaining the continuity of Islamic values, but often faces challenges in adapting to changing times. Meanwhile, the modern approach within the MPI tends to be more professional, with a more open leadership structure and a modern management system (Rodin, Putra, et al., 2025).

One of the key transformations within the Islamic Education Management System (MPI) is the adoption of technology in the Islamic education management system. The digitalization of school administration, the use of academic information systems, and the implementation of e-learning are part of a new paradigm in Islamic-based education management (J. E. Putra et al., 2024). This enables Islamic educational institutions not only to survive but also to compete in the digital age. However, challenges remain, particularly in aligning the use of technology with Islamic ethical principles and maintaining the spirit of Islamic education amidst the increasingly rapid flow of globalization.

While there are differences between the traditional and modern approaches in the Islamic Religious Education Program (MPI), both have complementary values. The traditional approach preserves the heritage and authenticity of Islamic education, while the modern approach brings efficiency, effectiveness, and competitiveness to the management of educational institutions. (Sahid et al., 2024). Therefore, the biggest challenge in developing MPI is how to harmonize these two approaches in order to produce an adaptive Islamic education management model that remains rooted in the noble values of Islam.

In the future, the MPI paradigm needs to be more inclusive by accommodating various perspectives, both from traditional and modern perspectives (Qomar, 2022). Further in-depth research and study are needed to ensure that MPI science can continue to develop without losing its identity. By combining Islamic values with modern management principles, it is hoped that this science will make a real contribution to improving the quality of Islamic education and preparing a generation that excels academically, morally, and spiritually.

2. Faktor-Faktor yang Mempengaruhi Konstruksi Ilmu Manajemen Pendidikan Islam

a. The Influence of Islamic Values in Shaping Scientific Characteristics

Islamic Educational Management (IPM) cannot be separated from Islamic values, which serve as the foundation of every concept, theory, and practice. Islamic values such as honesty, trustworthiness, justice, and wisdom are not only the norms adopted in educational management but also form a unique identity in the development of this discipline (Kurdi, 2023). The concept of management in Islam emphasizes the balance between morals and professionalism, so that it is not only oriented towards achieving institutional targets, but also aims to build responsible and ethical human character (Aminudin, 2023).

In an academic context, many MPI studies refer to leadership principles that have been exemplified by the Prophet Muhammad and previous ulama. The concept of

prophetic leadership is the main basis for forming an Islamic-based education management model, where a leader not only acts as an administrator, but also as a moral example for the entire educational community (Sofian, 2023). This approach differs from secular management, which emphasizes technical aspects and operational efficiency, without always considering spiritual and ethical aspects in decision-making.

However, the greatest challenge in implementing Islamic values in the Islamic Management System (MPI) is how to harmonize them with modern management systems based on rationality and technology. An integrative model is needed that can bridge these two approaches to avoid a dichotomy between religious knowledge and management science. Therefore, research and innovation in the development of Islamic Management System (MPI) theory must remain grounded in Islamic values without ignoring the demands of globalization and developments in the world of education.

b. Social, Cultural, and Technological Factors in the Formation of Islamic Educational Management Theory and Practice

MPI science does not develop in a vacuum, but is influenced by various social, cultural, and technological factors that are constantly changing (Anwar et al., 2023). Social factors, such as education policies, societal dynamics, and demographic changes, also shape the way Islamic educational institutions are managed (Mansur et al., 2025). For example, the shift in public perception of Islamic education, which was once considered merely an alternative, has now become the primary choice for many Muslim families. This has led to a growing need for more professional and competitive Islamic education governance.

Culturally, the ethnic and traditional diversity within Islamic societies also influences the educational management models implemented in various regions. (Hasanah & Suryani, 2024). In some regions, Islamic educational leadership models are still strongly based on traditional structures, with kiai (Islamic scholars) holding the ultimate authority in every decision. Meanwhile, in other areas, particularly in large cities, Islamic education is beginning to implement a professional-based management system with more open accountability mechanisms. These cultural differences present both challenges and opportunities for the development of MPI theory, making it more flexible in addressing various social realities.

Meanwhile, technological advancements are becoming an increasingly dominant factor in shaping MPI practices in the digital era. (Kurdi, 2023). The use of information technology in educational management, such as academic information systems, digital-based learning, and the use of artificial intelligence in educational administration, is further accelerating the transformation of the Islamic Education and Training Institute (MPI). However, this use of technology must remain aligned with Islamic values to avoid diminishing the essence of moral-based education. Therefore, the future development of the MPI must be able to accommodate technology without losing its spiritual spirit and moral values (Sastratmadja et al., 2023).

c. The Role of Islamic Boarding Schools, Madrasas, and Islamic Universities in Enriching Theory and Implementation

Islamic boarding schools, madrasas, and Islamic universities play a crucial role in shaping the construction of MPI knowledge, both theoretically and practically. As the oldest Islamic educational institutions in the archipelago, Islamic boarding schools have

long been centers of learning based on strong Islamic values (Qomar & Badruzaman, 2024). The Islamic boarding school management system based on charismatic leadership and financial independence is an interesting model to study in the development of MPI theory (Tsauri & Wahidah, 2023). While this system still maintains a traditional model, many Islamic boarding schools (pesantren) are now beginning to adopt modern management approaches.

Madrasahs, as formal Islamic educational institutions, also contribute to enriching the MPI concept, particularly in implementing education based on the national curriculum combined with religious education. Madrasah management often faces challenges in aligning government policies with the specific needs of Islamic education. (Aziz et al., 2024). Therefore, the MPI theory developed from studies on madrasahs must be able to answer the challenges of curriculum dualism and find solutions so that Islamic education governance can run effectively in the national education system.

On the other hand, Islamic universities serve as academic laboratories for the development of Islamic Education Management (MPI). Through scientifically based research and studies, Islamic universities play a role in developing a more systematic and data-driven concept of Islamic education management (Rodin, Hidayah, et al., 2025). In addition, universities are also centers for developing Islamic education teachers and managers who have academic and leadership competencies (Mansyur & Sumarni, 2023). With the increasing number of academic studies on Islamic Religious Education (MPI) in universities, it is hoped that this science will develop into a discipline that is not only relevant in the local context but also contributes globally.

These three educational institutions pesantren, madrasah, and Islamic universities must synergize to enrich the theory and implementation of MPI. By combining practical experiences from pesantren and madrasah with academic analysis from universities, the science of MPI can continue to develop into a discipline that is not only adaptive to changing times but also remains steadfast in its foundational Islamic values.

3. Adaptive Strategies in Developing Islamic Educational Management Science

In facing the ever-changing dynamics of the times, the development of Islamic Educational Management (IAM) must be carried out with an adaptive strategy. This is crucial so that this science not only remains relevant to developments in educational policy but also can address new challenges in the academic world and educational practice. One approach is to integrate contemporary research methods with Islamic values. Modern research methods, both quantitative and qualitative, offer a variety of analytical techniques that can enrich IAM studies (Ulfatin, 2022). However, this approach must remain based on Islamic principles (Karim, 2024), So that research results are not only based on empirical data but also have strong moral and ethical dimensions.

Furthermore, a multidisciplinary approach is a crucial strategy in strengthening the construction of MPI. Educational management science cannot develop exclusively within its own scope but must be open to other disciplines such as sociology, economics, psychology, and even technology. (Azizah et al., 2024). Thus, the MPI theory can be more comprehensive in explaining the phenomenon of Islamic education in the modern era. For example, the integration of educational management and Islamic economics can produce a more sustainable waqf- and zakat-based education financing model. Meanwhile, the study of educational

psychology within the context of the MPI can assist in designing a more humanistic and character-based leadership and governance system for educational institutions.

Continuously evolving national and global education policies also demand adaptive strategies within the MPI. Education systems in various countries are experiencing significant changes due to globalization, digitalization, and various other social challenges (Basri, 2023). Therefore, Islamic Religious Education (MPI) must be able to adapt to these policy changes without losing its Islamic identity. This can be done by reviewing various applicable educational regulations and finding common ground between national policies and Islamic educational principles. Thus, MPI will not only be a normative science but also an applicable one, capable of providing concrete solutions for managing Islamic education in various contexts (Badrun, 2024).

In addition to adapting to policies, MPI development strategies must also consider the use of technology in the learning process and educational administration (Suryaningtyas et al., 2023). Digital transformation has transformed many aspects of education, including the management of Islamic educational institutions. The use of technologies such as academic information systems, e-learning, and artificial intelligence in educational management can improve the efficiency and effectiveness of Islamic educational institutions (Annisa et al., 2024). However, the use of this technology must remain controlled to prevent the spiritual aspects and Islamic values from being lost in the educational process. Therefore, the integration of technology into the Islamic Education and Training (MPI) must be carried out with the principle of balance between innovation and the essence of Islamic education.

In addition, the development of adaptive Islamic Higher Education Institutions (MPI) also requires strengthening academic networks and international collaboration. Islamic education cannot develop solely locally but must become part of the global discourse (Al Assad & Abdullah, 2025). Through collaborations with universities, research institutions, and international educational organizations, MPI can enrich its scientific perspective and broaden the impact of its implementation. Furthermore, interactions with various educational stakeholders in various countries can help find solutions to new challenges faced by Islamic educational institutions, whether at the school, madrasah, pesantren, or university level (Sutiawan, 2023).

By implementing these adaptive strategies, Islamic Educational Management can continue to develop and make a real contribution to the world of education. It serves not only as an academic discipline but also as a practical guideline for more effective, efficient, and sustainable management of Islamic education. Thus, MPI is not only able to meet the challenges of the times but also maintains its relevance in building a civilization based on Islamic values.

4. The Sustainability of Islamic Educational Management Science in the Digital Era

In the digital era, Islamic Educational Management (IPM) faces both significant challenges and opportunities. Utilizing technology in the management of Islamic educational institutions is no longer merely an option but has become an urgent necessity to ensure educational institutions remain relevant and competitive (Fannah, 2023). The digitalization of academic, administrative, and learning systems has accelerated many aspects of educational management (Hasan & Anita, 2024). Islamic educational institutions can now adopt Learning Management Systems (LMS), cloud-based academic information systems, and financial administration applications to increase efficiency and transparency. This transformation

enables more systematic education management, facilitates access to information for teachers, students, parents, and other stakeholders, and ultimately improves the overall quality of Islamic education.

However, the digitalization process within the Islamic Education and Training Institute (MPI) has not been without obstacles. One major challenge is the technology gap that persists in many Islamic educational institutions, particularly in remote areas. Limited digital infrastructure, low technological literacy among educators, and a lack of funding for digital devices and systems are key inhibiting factors. (Hasna, 2024). Furthermore, resistance to change is also a challenge. Some Islamic educational institution managers still maintain a traditional mindset, viewing digitalization as a threat to Islamic educational values (Lundeto, 2023). Therefore, a wise approach is needed in integrating technology without eliminating the essence of education based on Islamic values..

On the other hand, digitalization also presents significant opportunities for the development of MPI science. Technology enables broader access to learning resources, cross-border academic collaboration, and more accurate data-driven education management (Kurdi, 2023). The existence of digital platforms makes it easier for educational institution managers to monitor and evaluate educational performance in real time. Furthermore, digitalization also opens up opportunities for more flexible educational models (Subekti et al., 2025), Such as blended learning or project-based learning, which can accommodate students' needs more individually. Thus, digital transformation in Islamic Education (MPI) can foster a more inclusive, adaptive, and high-quality Islamic education system.

One technological development that is increasingly influential in Islamic education governance is artificial intelligence (AI) and big data. AI enables more effective personalized learning by analyzing students' learning patterns and providing recommendations for materials tailored to their needs. (Anas & Zakir, 2024). In the context of educational management, AI can also be used to automate administrative tasks (Wijiati et al., 2024), Such as class scheduling, attendance analysis, and machine learning-based evaluation systems. Meanwhile, big data helps educational institutions collect and analyze various academic data for more informed decision-making. By leveraging big data, Islamic educational institutions can analyze educational trends, identify emerging issues, and design more evidence-based policies.

The sustainability of Islamic Educational Management in the digital era depends heavily on the extent to which technology can be integrated while maintaining Islamic values. Digitalization is not merely about efficiency, but also about how technology can be used to holistically improve the quality of Islamic education. Therefore, it is crucial for academics, practitioners, and managers of Islamic education to not only be consumers of technology but also contribute to its development. With a strategic, inclusive, and values-based approach, Islamic Educational Management (MPI) can continue to develop and remain a primary guideline for Islamic educational governance in the future.

Discussion

The findings of this study indicate that the construction of Islamic Educational Management continues to develop with various adaptive approaches that integrate Islamic values and contemporary academic methods. Within the context of established theory, this science cannot be separated from the principles of leadership, educational administration, and policy strategies based on prophetic values. This is in line with previous research, such as that conducted by (Zainuri,

2024), An integrative approach between Islamic spirituality and modern management theory has been proven to increase the effectiveness of Islamic educational governance. However, this study shows that the greatest challenge in strengthening the construction of Islamic Educational Management science is finding a balance between traditional, sharia-based approaches and the demands of modernization in educational management.

In comparison with previous research, it is clear that many educational management models in Islamic circles still rely on conventional administrative systems that are less responsive to technological developments and globalization. For example, research conducted by (Umar & Zulachatus, 2024) This study shows that many Islamic educational institutions still maintain a paternalistic leadership system, where educational policies are largely determined from the top down without the active participation of various academic elements. This finding aligns with the results of the study conducted in this research, which found that resistance to change remains a factor hindering innovation in various Islamic educational institutions. Therefore, a strategy based on digital transformation and multidisciplinary collaboration is needed so that the science of Islamic Educational Management can continue to develop without losing its identity.

From the perspective of management theory, as expressed by (Yulianti et al., 2022) that the learning organization approach proposed by Senge (1990) becomes relevant in this context. This concept emphasizes the importance of flexibility, adaptation, and continuous learning in the education system. This study proposes that Islamic educational institutions need to implement the principles of a learning organization, where innovation in Islamic-based management is understood not only as an adaptation to technology but also as part of a sustainability strategy in building a generation oriented towards prophetic values and global competence. This is also reinforced by strategic management theory (Mintzberg, 2024), which emphasizes that organizations that are able to survive change are those that have dynamic strategies and are based on environmental needs (Firdaus & Kuswinarno, 2024).

Furthermore, this study found that a multidisciplinary approach can be a solution to address the complexities of Islamic Education Management. By integrating educational, economic, technological, and social studies into the management of Islamic educational institutions, this knowledge can be more contextual and applicable. For example, the application of big data in academic management has been shown to increase the efficiency and effectiveness of educational management in various developed countries (Muhammad Wali et al., 2023). This study suggests that Islamic educational institutions should start adopting this technology in designing learning strategies, teacher performance evaluations, and student monitoring systems that are more accurate and data-based.

The implications of these findings are significant, both for the development of theory and the practice of Islamic Educational Management. From a theoretical perspective, this research contributes to enriching studies on the adaptation of Islamic Educational Management to the era of disruption. The conceptual model proposed in this study can serve as a foundation for the development of a more flexible and innovative theory of Islamic-based educational management. Meanwhile, in the practical realm, the results of this study provide recommendations for academics and practitioners to strengthen Islamic educational policies that are not only based on spiritual values but also responsive to current developments.

Considering these various factors, it can be concluded that Islamic Educational Management must continue to adapt to current developments without losing its spiritual and philosophical essence. More systematic efforts are needed to develop a new paradigm that accommodates a

multidisciplinary approach, the digitalization of education, and the strengthening of Islamic values in the management of educational institutions. With the right strategy, this science will be able to make a greater contribution to establishing an Islamic education system that is sustainable, adaptive, and relevant to the needs of the times.

CONCLUSION

One of the most surprising findings of this study is the fact that resistance to the integration of Islamic values and modern management principles occurs not only at the practical level, but also at the conceptual academic level. Many practitioners and academics remain trapped in the dichotomy between a normative Islamic approach and an efficiency-based managerial approach, thus hampering the development of a comprehensive and integrative science of Islamic Educational Management (IAM). This study also found that the challenges of globalization and the accelerated development of digital technology have a greater impact than expected on the dynamics and sustainability of IAM as a scientific discipline.

Theoretically, this research makes a significant contribution to strengthening the epistemological foundation of the Islamic Religious Education Institute (MPI) by systematically integrating Islamic values with modern management principles. This research proposes a conceptual approach based on a learning organization and a data-driven management strategy as a new framework that is adaptive to changing times. Practically, the results of this research are relevant in providing guidance for managers of Islamic educational institutions to adopt technological innovation, strengthen digitalization-based research, and expand academic networks and global collaboration. This research also provides direction for the development of a managerial model based on artificial intelligence (AI) and big data, which can serve as a foundation for creating a more effective, efficient, and sustainable Islamic education system.

Despite an attempt to present a comprehensive conceptual analysis, this study has limitations in empirical verification. The approach used is theoretical and conceptual, thus not directly testing the effectiveness of the proposed strategies in the field or specific educational institution contexts. Furthermore, limited access to empirical data related to the implementation of technology-based MPI is also a constraint. Therefore, further research is recommended to develop mixed-method field studies to test the practicality and sustainability of the formulated conceptual model. Further exploration of multidisciplinary and transdisciplinary approaches is also needed to establish a new, more comprehensive paradigm in MPI.

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