

A QUR'ANIC-BASED STRATEGIC MANAGEMENT FRAMEWORK FOR SUSTAINABLE QUALITY ENHANCEMENT IN ISLAMIC EDUCATION INSTITUTIONS

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Abstract

This study develops a Qur'anic-based strategic management framework for sustainable quality enhancement in Islamic education institutions. Although strategic management has been extensively discussed in mainstream management literature, limited studies systematically integrate Qur'anic epistemology into structured institutional governance models. Employing a qualitative conceptual design through library research, this study analyzes relevant Qur'anic principles, classical Islamic scholarship, and contemporary strategic management theories. The findings reveal that justice ('adl), trustworthiness (amanah), consultation (shura), excellence (ihsan), and accountability (mas'uliyah) provide a coherent ethical foundation for strategic planning, implementation, monitoring, and continuous improvement. By embedding these principles into managerial processes, Islamic education institutions can align spiritual commitments with modern governance systems. The proposed framework bridges Islamic theological foundations with contemporary strategic management theory and offers a value-based model capable of promoting sustainable institutional quality. The study contributes theoretically to Islamic education management discourse and provides practical guidance for institutional leaders seeking to enhance long-term resilience and competitiveness while preserving Islamic identity.

Abstrak

Penelitian ini mengkaji manajemen strategis lembaga pendidikan Islam berbasis prinsip-prinsip Al-Qur'an untuk mewujudkan peningkatan mutu yang berkelanjutan. Dalam menghadapi tantangan global, lembaga pendidikan Islam perlu menerapkan model manajemen strategis yang memadukan efektivitas organisasi dengan nilai-nilai Islam. Namun, praktik manajemen modern sering kali bersifat sekuler dan memisahkan sistem administrasi dari landasan moral dan spiritual. Penelitian ini menggunakan pendekatan kualitatif konseptual melalui studi pustaka dengan menganalisis ayat-ayat Al-Qur'an, pemikiran ulama, serta literatur manajemen pendidikan. Hasil kajian menunjukkan bahwa prinsip-prinsip Qur'ani seperti keadilan ('adl), amanah, musyawarah (shura), ihsan, dan akuntabilitas dapat menjadi dasar perencanaan, pelaksanaan, dan evaluasi strategis. Integrasi nilai-nilai tersebut memperkuat integritas kepemimpinan, budaya organisasi, serta partisipasi pemangku kepentingan. Kajian ini menawarkan kerangka manajemen strategis berbasis Qur'ani yang mengintegrasikan nilai spiritual dengan praktik manajemen modern guna menjamin mutu lembaga secara berkelanjutan.

 OPEN ACCESS

INTRODUCTION

Islamic education institutions occupy a strategic position in shaping not only intellectual competence but also ethical integrity and spiritual consciousness within Muslim societies.¹ Historically, these institutions have functioned as centers for moral cultivation, community development, and civilizational continuity. In the contemporary era, however, Islamic education institutions operate within increasingly complex environments characterized by globalization, digital transformation, competitive educational markets, regulatory accountability, and performance benchmarking. These dynamics demand that Islamic education institutions demonstrate measurable quality outcomes while maintaining fidelity to their religious identity.

Strategic management has emerged as a dominant framework in organizational theory to ensure institutional sustainability and competitiveness. Porter emphasizes competitive positioning as a mechanism for sustaining institutional advantage,² Jay Barney highlights internal resources and capabilities as critical determinants of long-term success.³ Kaplan and Norton further introduce strategic performance measurement systems linking institutional vision with operational indicators.⁴ These models underline the importance of systematic planning, implementation, evaluation, and continuous improvement in achieving sustainable performance.

Within educational settings, strategic management is closely associated with quality assurance, governance effectiveness, stakeholder engagement, and institutional accountability. Educational institutions are expected to develop long-term visions, measurable strategic objectives, performance monitoring systems, and adaptive leadership mechanisms. However, the dominant strategic management discourse is largely shaped by secular epistemological assumptions that conceptualize management as a technical and value-neutral process. In such frameworks, efficiency, competitiveness, and performance metrics often become primary goals, sometimes detached from moral or spiritual considerations.⁵

For Islamic education institutions, this separation poses a conceptual challenge. Islamic education is fundamentally value-oriented and rooted in a theological worldview that integrates ethics, spirituality, and social

¹ Qaisar Iqbal and Katarzyna Piwovar-Sulej, "Sustainable Leadership in Higher Education Institutions: Social Innovation as a Mechanism," *International Journal of Sustainability in Higher Education* 23, no. 8 (2022): 1–20, <https://doi.org/https://doi.org/10.1108/IJSHE-04-2021-0162>.

² M E Porter, *Competitive Advantage: Creating and Sustaining Superior Performance* (Free Press, 2018).

³ Jay Barney, "Firm Resources and Sustained Competitive Advantage," 1991.

⁴ Robert S. Kaplan and David P. Norton, "The Balanced Scorecard" (Boston, 1996).

⁵ Hani Hasanah et al., "Strategic Management Practice in Higher Education Institutions : A Systematic Literature Review of Trends," n.d.

responsibility.⁶ Governance, therefore, cannot be reduced to administrative efficiency alone. Management in Islamic institutions must reflect divine guidance, moral accountability, and collective welfare. When secular strategic frameworks are adopted without theological integration, there is a risk of managerial formalism that undermines ethical coherence.

Although previous studies have discussed Islamic leadership, value-based governance, and character-oriented education, most remain descriptive or normative in nature. Few studies systematically construct a structured strategic management model grounded explicitly in Qur'anic epistemology. The absence of such integration creates a theoretical gap between Islamic theological foundations and contemporary strategic governance systems. This gap is particularly significant in the context of sustainable quality enhancement, where institutions must balance measurable performance with enduring ethical identity.

From an Islamic epistemological perspective, knowledge is derived from revelation, reason, and empirical observation as interconnected sources. The Qur'an provides comprehensive guidance that extends beyond ritual obligations to encompass principles of justice, accountability, consultation, and excellence. Concepts such as *'adl* (justice), *amanah* (trustworthiness), *shura* (consultation), *ihsan* (excellence), and *mas'uliyah* (accountability) offer normative foundations for institutional governance. These principles are not merely moral exhortations but can function as operational values shaping strategic planning, implementation mechanisms, and evaluation systems.⁷

In contemporary quality discourse, sustainability has become a central concern. Sustainable quality enhancement requires more than short-term performance improvement; it involves long-term institutional resilience, adaptive leadership, stakeholder trust, and value-based organizational culture. For Islamic education institutions, sustainability must integrate spiritual continuity with managerial effectiveness. Therefore, a strategic management framework grounded in Qur'anic principles is not only a theological aspiration but also a structural necessity for institutional survival and relevance.⁸

This study addresses the identified gap by developing a Qur'anic-based strategic management framework for sustainable quality enhancement in Islamic education institutions. By synthesizing Qur'anic governance principles with

⁶ Mohammad Ramli and Rizal Ilhamsyah, "Foundations and Contemporary Relevance of Salafi Islamic Education in Indonesia: Principles, Curriculum, and Moral Development" 4, no. 2 (2024): 287–99, <https://doi.org/10.18860/ua.v17i1.3252.5>.

⁷ Rizal Ilhamsyah, "Pengembangan Sumber Daya Manusia Dalam Manajemen Pendidikan Islam Berbasis Nilai-Nilai Qurani," *Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2024): 254–64, <https://doi.org/10.31955/mea.v8i2.4027>.

⁸ Rizal Ilhamsyah, "The Role Of Strategic Management In Competency-Based Curriculum Development" 04, no. 02 (2024): 111–19.

contemporary strategic management theory, this research seeks to bridge theological foundations and modern organizational practices. The study contributes theoretically by extending strategic management discourse into Islamic epistemological territory and contributes practically by offering a value-based governance model capable of strengthening institutional integrity, competitiveness, and long-term sustainability.

Through this integrative approach, strategic management is repositioned not as a value-neutral administrative instrument but as an ethical and spiritual responsibility embedded within the Islamic worldview. Such repositioning enables Islamic education institutions to harmonize global performance standards with theological authenticity, ensuring that institutional development remains aligned with both managerial excellence and moral commitment.

LITERATURE REVIEW

Strategic Management and Institutional Sustainability

Strategic management has long been recognized as a fundamental mechanism for ensuring organizational sustainability and competitive advantage. Porter conceptualizes strategy as positioning an organization within a competitive environment to achieve long-term advantage. Barney, through the Resource-Based View (RBV), emphasizes the importance of internal resources and capabilities as determinants of sustained performance. These perspectives underline that sustainability depends on both external positioning and internal strategic alignment.⁹

In educational institutions, strategic management involves systematic planning, performance monitoring, stakeholder engagement, and continuous improvement processes. Kaplan and Norton's Balanced Scorecard framework further integrates strategic objectives with measurable indicators across financial, customer, internal process, and learning dimensions. Within quality discourse, Total Quality Management (TQM) promotes continuous improvement and organizational culture transformation as keys to institutional excellence.¹⁰

While these models provide effective managerial tools, they are largely grounded in secular organizational theory. Their normative assumptions prioritize competitiveness, efficiency, and performance metrics without necessarily embedding ethical or spiritual foundations. For value-oriented institutions such as Islamic education institutions, this raises critical questions regarding epistemological compatibility.

⁹ Porter, *Competitive Advantage: Creating and Sustaining Superior Performance*.

¹⁰ Kaplan and Norton, "The Balanced Scorecard."

Islamic Education Management: Normative and Conceptual Developments

Islamic education management literature has primarily emphasized leadership ethics, moral values, and character formation. Scholars highlight concepts such as *amanah* (trust), *'adl* (justice), and *shura* (consultation) as ethical foundations for governance. However, much of this literature remains descriptive, focusing on moral exhortation rather than structural integration into strategic systems.¹¹

Some contemporary works attempt to integrate Islamic leadership principles into administrative practice, yet these efforts often lack systematic linkage to strategic management theory. The absence of a structured framework connecting Qur'anic values to planning, implementation, monitoring, and quality enhancement processes indicates a conceptual gap. Consequently, Islamic education management discourse has not fully engaged with mainstream strategic management theory in a rigorous and dialogical manner.

Governance, Ethics, and Value-Based Management

Recent developments in management theory increasingly recognize the importance of ethics and value-based governance. Stakeholder theory emphasizes accountability beyond shareholders, advocating inclusive and participatory decision-making. Ethical leadership literature also highlights integrity, transparency, and responsibility as determinants of organizational trust and sustainability.¹²

These developments open conceptual space for integrating Qur'anic governance principles within contemporary strategic discourse. Justice aligns with fairness in stakeholder treatment; trustworthiness resonates with leadership integrity; consultation parallels participatory governance; excellence corresponds with continuous improvement paradigms; and accountability reinforces transparent performance measurement systems.

Thus, Qur'anic principles are not isolated theological constructs but resonate with modern governance debates. The distinctive contribution lies in grounding these principles within a coherent Islamic epistemological framework that integrates spiritual accountability with institutional performance.

¹¹ R.a Mustika Hariyanti et al., "Islamic Education Management Paradigm and Dynamics of Contemporary Education in the Era of Kurikulum Merdeka," 2024, <https://doi.org/10.70872/12waiheru.v10i2.271>.

¹² Memiyanty Abdul Rahim, Nur 'Ain Syahirah Shaharuddin, and Norazah Mohd Suki, "Shariah Governance Disclosure and Its Effect on Islamic Banks' Financial Performance: Evidence From Malaysia and GCC Countries," *Journal of Islamic Accounting and Business Research*, 2023, <https://doi.org/10.1108/jiabr-08-2021-0235>.

Sustainable Quality Enhancement in Islamic Education Institutions

Sustainability in educational institutions extends beyond short-term performance gains. It involves adaptive capacity, cultural coherence, stakeholder trust, and long-term strategic resilience. In Islamic education institutions, sustainability must also preserve religious identity and moral integrity across generations.¹³

The literature indicates that quality enhancement requires alignment between leadership vision, organizational culture, governance systems, and continuous improvement mechanisms. However, without a value-based framework, quality initiatives risk becoming procedural rather than transformative. Integrating Qur'anic principles into strategic management offers a pathway for ensuring that quality enhancement remains ethically grounded and spiritually coherent.

Identified Research Gap

Although strategic management theory is well established in global literature, and Islamic leadership principles are widely discussed in normative discourse, limited studies systematically synthesize these domains into a structured Qur'anic-based strategic management framework. Existing scholarship often treats Islamic values as supplementary ethical guidance rather than as foundational elements shaping strategic processes.¹⁴

Therefore, this study addresses the theoretical gap by constructing an integrative model that bridges Qur'anic epistemology and contemporary strategic management theory, contributing to the advancement of Islamic education management as a rigorous academic field.

RESEARCH METHOD

Research Design

This study employs a qualitative conceptual research design grounded in an Islamic worldview-based epistemological framework. The research is positioned as theory-building inquiry aimed at developing a structured Qur'anic-based strategic management framework for Islamic education institutions. Rather than conducting empirical fieldwork, the study synthesizes theological foundations and contemporary management theory to construct an integrative governance model. This approach is appropriate for conceptual studies that seek to generate

¹³ Ahmad Afghor Fahrudin, "Implementasi Total Quality Management Dalam Meningkatkan Mutu Pendidikan Di MA Mamba'ul Hisan Sidayu Gresik," *Jieman Journal of Islamic Educational Management*, 2020, <https://doi.org/10.35719/jieman.v2i1.15>.

¹⁴ Hasanah et al., "Strategic Management Practice in Higher Education Institutions: A Systematic Literature Review of Trends."

normative-operational frameworks derived from authoritative textual and scholarly sources.

Epistemological Foundation

The methodological orientation of this study is rooted in Islamic epistemology, which integrates revelation (*wahy*), reason (*'aql*), and empirical reflection as interconnected sources of knowledge. Revelation provides normative guidance, reason enables contextual interpretation, and contemporary organizational theory offers analytical tools for systematic application. This integrative epistemology allows the study to bridge Qur'anic principles with modern strategic management constructs in a coherent theoretical structure.

Data Sources

The study utilizes two categories of sources:

1. **Primary Sources** Qur'anic verses related to governance, justice, accountability, consultation, leadership responsibility, and excellence. Classical exegesis and contemporary Islamic scholarship were consulted to ensure interpretative depth and contextual understanding.
2. **Secondary Sources** Scholarly literature on strategic management theory, including competitive strategy, resource-based theory, performance management systems, quality assurance frameworks, and governance models in education. Peer-reviewed journal articles, academic books, and reputable institutional publications were selected based on relevance, theoretical contribution, and credibility.

Data Collection Procedure

Data were collected through systematic literature review and thematic documentation. The selection criteria emphasized conceptual relevance to strategic governance, sustainable quality enhancement, and Islamic education management. Sources were categorized into thematic clusters: (1) Qur'anic governance principles, (2) strategic management components, and (3) institutional quality and sustainability frameworks.

Data Analysis

The study employs qualitative content analysis combined with conceptual synthesis. The analytical process proceeded through four structured stages:

1. **Concept Identification** Extraction of core Qur'anic governance principles relevant to institutional management.
2. **Thematic Mapping** Alignment of identified principles with key strategic management processes, including planning, implementation, monitoring, and continuous improvement.
3. **Comparative Theoretical Analysis** Examination of correspondences and distinctions between Qur'anic principles and established strategic management theories.

4. Framework Construction Integration of theological and managerial dimensions into a coherent Qur'anic-based strategic management model.

This staged analytical process ensures systematic development rather than normative assertion.

Theoretical Rigor and Validity

To enhance conceptual validity, the study employs source triangulation by engaging classical Islamic scholarship, contemporary Islamic education literature, and modern strategic management theory. Conceptual coherence was maintained by ensuring that each management component is directly linked to specific Qur'anic principles. The framework development follows logical consistency and theoretical alignment to avoid theological abstraction disconnected from managerial applicability.

FINDINGS AND DISCUSSION

Qur'anic Principles as Strategic Governance Foundations

The analysis reveals that Qur'anic principles provide a structured ethical architecture capable of informing strategic governance in Islamic education institutions. Rather than functioning solely as theological doctrines, these principles can be interpreted as normative-operational values that guide institutional management processes.

Justice (*'adl*) emerges as a foundational principle shaping equitable decision-making and fair allocation of institutional resources. In strategic management discourse, fairness and transparency are central to governance effectiveness and stakeholder trust. The Qur'anic articulation of justice extends beyond distributive fairness to include procedural integrity, aligning with contemporary governance frameworks that emphasize accountability and ethical compliance.¹⁵

Trustworthiness (*amanah*) reinforces leadership integrity and responsible stewardship of authority. Within the Resource-Based View (RBV), leadership capability is considered a strategic asset contributing to sustainable competitive advantage. The Qur'anic concept of *amanah* complements this perspective by embedding moral responsibility within leadership practice, thereby strengthening institutional credibility and stakeholder confidence.¹⁶

Consultation (*shura*) corresponds closely with participatory governance and stakeholder theory. Modern strategic management increasingly recognizes stakeholder engagement as critical to institutional sustainability. The Qur'anic

¹⁵ Rizal Ilhamsyah, "Pengembangan Sumber Daya Manusia Dalam Manajemen Pendidikan Islam Berbasis Nilai-Nilai Qurani," *Nidhomiyah Jurnal Manajemen Pendidikan Islam*, 2024, <https://doi.org/10.38073/nidhomiyah.v5i2.1950>.

¹⁶ Imam Prawoto, Fitri Anisa, and Syakillah Fi Ismi, "Implementation of Islamic Values in Strategic Performance Management in Islamic Universities to Increase Global Competitiveness and Innovation," *Rayah Al-Islam*, 2024, <https://doi.org/10.37274/rais.v8i2.1037>.

endorsement of consultation institutionalizes inclusive decision-making processes, enhancing legitimacy and collective ownership of strategic direction.¹⁷

Excellence (*ihsan*) functions as a normative driver for continuous improvement. This principle parallels Total Quality Management (TQM), which emphasizes sustained performance enhancement and organizational learning. However, *ihsan* extends beyond procedural optimization by integrating ethical intentionality into quality improvement efforts. Thus, excellence is not merely performance efficiency but value-based commitment to institutional advancement.¹⁸

Accountability (*mas'uliyah*) integrates performance evaluation with moral consciousness. In strategic governance, monitoring and evaluation systems are essential for ensuring goal alignment and performance transparency.¹⁹ The Qur'anic orientation toward accountability reinforces these mechanisms by framing them as ethical responsibilities rather than solely administrative requirements.

Integration into Strategic Management Processes

The findings further demonstrate that Qur'anic principles can be systematically embedded within core strategic management processes.

In strategic planning, the principles of stewardship (*khilafah*) and collective welfare (*maslahah*) ensure that institutional vision and mission statements reflect both academic objectives and moral commitments. Unlike purely competitive strategy models, planning within this framework aligns performance goals with ethical purpose.²⁰

Strategy implementation is strengthened through trust-based leadership and collaborative engagement grounded in *amanah* and *shura*. These principles foster organizational cohesion and reduce resistance to change, thereby enhancing implementation effectiveness.²¹

Monitoring and evaluation processes align with *'adl* and *mas'uliyah*, ensuring that performance measurement systems are transparent, fair, and

¹⁷ Rita Prima Bendriyanti et al., "Competitive Education Marketing Management in Integrated Islamic Education Institutions: Islamic Education Interests in Modern Society," *Al-Hayat Journal of Islamic Education*, 2022, <https://doi.org/10.35723/ajie.v6i2.297>.

¹⁸ Jasmino, "Filosofi Ihsan Dalam Kitab Adabul Alim Wal Muta'alim: Pendekatan Pendidikan Anak Holistik Dalam Islam," 2023, <https://doi.org/10.33752/aldawat.v2i02.4751>.

¹⁹ Muslikh, *Pendidikan Islam Di Era Merdeka Belajar Perspektif Pemikiran Paulo Freire Dan Ki Hadjar Dewantara*, vol. 11, 2022.

²⁰ Seyyed Hossein Nasr, *Religion and the Order of Nature*, 2020.

²¹ Sin Mun Chang et al., "The Emergence of Value-Based Leadership Behavior at the Frontline of Management : A Role Theory Perspective and Future Research Agenda" 12, no. May (2021), <https://doi.org/10.3389/fpsyg.2021.635106>.

accountable. This integration reduces the risk of procedural formalism and enhances institutional legitimacy.

Continuous quality improvement reflects the principle of *ihsan*, promoting long-term institutional development rather than short-term performance gains. In contrast to efficiency-driven improvement models, this approach embeds moral intentionality within organizational learning processes.

Toward a Qur'anic-Based Strategic Management Framework

Synthesizing these findings, the study proposes a Qur'anic-based strategic management framework in which the Islamic worldview (*tauhid*) functions as the epistemological foundation. From this foundation, Qur'anic principles inform strategic processes—planning, implementation, evaluation, and continuous improvement—leading to institutional outcomes such as leadership integrity, value-based organizational culture, stakeholder trust, and governance effectiveness.²²

This framework does not replace contemporary strategic management theory; rather, it recontextualizes it within a value-based epistemological structure. Whereas conventional strategic management prioritizes competitive positioning and resource optimization, the Qur'anic-based framework integrates ethical coherence and spiritual accountability into managerial systems. The result is a governance model capable of sustaining institutional quality while preserving Islamic identity.

Theoretical and Practical Implications

Theoretically, this study advances Islamic education management scholarship by establishing a structured dialogue between Qur'anic epistemology and contemporary strategic management theory. It moves beyond normative exhortation and provides a systematic conceptual linkage between theological values and strategic governance mechanisms.

Practically, the framework offers institutional leaders a coherent model for designing strategic plans, governance systems, and quality assurance mechanisms grounded in Islamic principles. By embedding justice, trustworthiness, consultation, excellence, and accountability into strategic processes, Islamic education institutions can strengthen long-term resilience, stakeholder trust, and sustainable quality enhancement.²³

²² Arif Rahman, Nur Kholis, and M Yunus Abu Bakar, "Living Qur' an Approach to Improve Critical Thinking Skills in Islamic Religious Education Learning," 1869.

²³ Ilwan, Faisal Ali, and Fakri, "INNOVATION IN ISLAMIC EDUCATIONAL ADMINISTRATION : INTEGRATING ISLAMIC," no. September (2025).

Limitations and Future Research Directions

Although this study provides a comprehensive conceptual framework, it remains theoretical in nature and has not been empirically validated. Future research may conduct qualitative case studies or quantitative assessments to evaluate the effectiveness of the proposed model in diverse institutional contexts. Comparative studies may further examine the operational differences between conventional and Qur'anic-based strategic management systems. Additionally, integration with digital governance tools and global accreditation standards may expand the framework's applicability in contemporary educational environments.

CONCLUSION

This study establishes that strategic management in Islamic education institutions cannot be adequately conceptualized as a value-neutral administrative system. Instead, it must be grounded in an epistemological framework that integrates spiritual, ethical, and managerial dimensions. By synthesizing Qur'anic principles justice (*'adl*), trustworthiness (*amanah*), consultation (*shura*), excellence (*ihsan*), and accountability (*mas'uliyah*)—with contemporary strategic management theory, this study develops a structured Qur'anic-based strategic management framework aimed at sustainable quality enhancement.

The proposed framework demonstrates that Islamic worldview (*tauhid*) serves as the foundational paradigm from which governance principles and strategic processes derive coherence. Through systematic integration into planning, implementation, monitoring, and continuous improvement mechanisms, Qur'anic values function not merely as moral references but as operational drivers of institutional governance. This integration enables Islamic education institutions to harmonize performance accountability, stakeholder engagement, and long-term competitiveness with theological integrity and ethical responsibility.

Theoretically, the study contributes to the advancement of Islamic education management scholarship by bridging a critical gap between normative Islamic discourse and mainstream strategic management theory. It provides a conceptual model that situates Qur'anic epistemology within structured governance mechanisms, thereby extending strategic management discourse into a value-based domain. Practically, the framework offers institutional leaders and policymakers a coherent foundation for designing governance systems that promote both measurable performance outcomes and moral sustainability.

Ultimately, sustainable quality enhancement in Islamic education institutions requires more than procedural efficiency or competitive positioning. It demands

ethical coherence, leadership integrity, and alignment between institutional strategy and spiritual commitments. By embedding Qur'anic principles within strategic management systems, Islamic education institutions can strengthen resilience, preserve identity, and sustain institutional excellence in an increasingly complex global environment.

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