APPLICATION OF ISLAMIC-BASED MANAGEMENT PRINCIPLES FOR IMPROVING TEACHER PROFESSIONALISM

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Abstract :

Islamic-based management principles, grounded in the values of the Qur'an and Hadith, include justice, consultation, trustworthiness, accountability, and excellence (ihsan). This study aims to analyze the application of Islamic-based management principles in enhancing teacher professionalism in Islamic schools. The study uses library research with a descriptive-analytical approach to examine various relevant literatures. The results show that the application of Islamic-based management principles significantly contributes to creating an ethical, harmonious work environment that supports holistic teacher competency development, encompassing pedagogical, personality, social, and professional aspects. The principle of justice ensures fair and proportional management, while consultation enhances active teacher participation in decision-making. Trustworthiness and excellence encourage teachers to perform their duties with integrity and the highest quality as an act of worship to Allah. However, challenges such as a lack of understanding of Islamic-based management and limited human resources remain obstacles in its implementation. On the other hand, advances in information technology and increased public awareness of the importance of Islamic values in education offer great opportunities for more effective application. The study concludes that the application of Islamic-based management can be a strategic solution to improving teacher professionalism while contributing to the overall improvement of Islamic education quality. These findings are expected to serve as a reference for school principals, education managers, and stakeholders to optimize the potential of Islamic education in the modern era

Keywords : *Islamic-based management, teacher professionalism, Islamic education, Islamic values.*

Abstrak:

Prinsip-prinsip manajemen berbasis Islam, yang didasarkan pada nilai-nilai Al-Qur'an dan Hadis, meliputi keadilan, konsultasi, kepercayaan, akuntabilitas, dan keunggulan

(ihsan). Penelitian ini bertujuan untuk menganalisis penerapan prinsip-prinsip manajemen berbasis Islam dalam meningkatkan profesionalisme guru di sekolah Islam. Penelitian ini menggunakan penelitian perpustakaan dengan pendekatan deskriptif-analitis untuk memeriksa berbagai literatur yang relevan. Hasil penelitian menunjukkan bahwa penerapan prinsip-prinsip manajemen berbasis Islam berkontribusi signifikan dalam menciptakan lingkungan kerja yang etis dan harmonis yang mendukung pengembangan kompetensi guru yang holistik, meliputi aspek pedagogis, kepribadian, sosial, dan profesional. Prinsip keadilan memastikan manajemen yang adil dan proporsional, sementara konsultasi meningkatkan partisipasi aktif guru dalam pengambilan keputusan. Kepercayaan dan keunggulan mendorong guru untuk melakukan tugasnya dengan integritas dan kualitas tertinggi sebagai tindakan ibadah kepada Allah. Namun, tantangan seperti kurangnya pemahaman tentang manajemen berbasis Islam dan keterbatasan sumber daya manusia tetap menjadi kendala dalam implementasinya. Di sisi lain, kemajuan teknologi informasi dan meningkatnya kesadaran masyarakat akan pentingnya nilai-nilai Islam dalam pendidikan menawarkan peluang besar untuk penerapan yang lebih efektif. Studi ini menyimpulkan bahwa penerapan manajemen berbasis Islam dapat menjadi solusi strategis untuk meningkatkan profesionalisme guru sekaligus berkontribusi pada peningkatan kualitas pendidikan Islam secara keseluruhan. Temuan ini diharapkan dapat menjadi acuan bagi kepala sekolah, pengelola pendidikan, dan pemangku kepentingan untuk mengoptimalkan potensi pendidikan Islam di era modern

Kata kunci : *Manajemen berbasis Islam, profesionalisme guru, pendidikan Islam, nilai-nilai Islam.*

INTRODUCTION

Educational management is a crucial element in determining the quality of an educational institution, including Islamic schools. As institutions with dual objectives—developing students' intellects while simultaneously shaping their characters based on Islamic values—Islamic schools require a comprehensive management approach(Maesyaroh, 2024). Islamic education aims to produce individuals who are not only excellent academically but also possess high moral and spiritual integrity. In this context, effective management based on Islamic values is key to realizing this vision.

One of the key aspects determining the success of educational management is teacher professionalism. Teachers are not only educators but also role models in daily life(Johnson et al., 2024). Therefore, it is important to ensure that the educational process aligns with Islamic principles that emphasize integrity, justice, and responsibility(Khadijah, 2015). These principles can be implemented through Islamic-based management, which provides both an ethical and strategic framework for managing educational institutions.

Teachers are at the forefront of the educational process. Their role is especially vital in Islamic schools that integrate general knowledge with Islamic values(Muzakki et al., 2023). Teacher professionalism encompasses not only mastery of learning material but also competency in pedagogical, personal, social, and professional aspects. A professional teacher is capable of creating effective learning environments while also serving as a moral and spiritual role model for students.

Various studies indicate that teacher professionalism in Islamic schools still faces many challenges. For example, a lack of teacher training and

competency development often becomes a barrier to improving educational quality(Maesyaroh, 2024). In addition, inadequate incentives and a lack of management based on Islamic values also affect teachers' motivation. In this situation, the application of Islamic-based management can be a strategic solution to creating a work environment that supports the development of teacher professionalism.

Islamic-based management is an approach grounded in the teachings of the Qur'an and Sunnah. This approach is not only focused on efficiency and effectiveness but also on blessings and ethics(Syafi'i et al., 2024). The main principles of Islamic-based management include **tauhid** (faith in Allah), **'adalah** (justice), **shura** (consultation), **amanah** (trustworthiness), and **ihsan** (excellence).

For example, the principle of tauhid teaches that all educational activities should be directed towards seeking Allah's pleasure. All decisions and actions in school management must be based on sincere intentions and noble goals. The principle of **'adalah** ensures that all parties, including teachers, are treated fairly(Ahmed et al., 2024). This includes balanced task distribution, fair reward allocation, and transparent performance evaluations(Chaanpraserta et al., 2024). The principle of **shura** prioritizes consultation in decision-making, creating a sense of togetherness and ownership among teachers and administrators(Ismanto & Trisatyawati, 2024). Meanwhile, **amanah** emphasizes the importance of responsibility in carrying out tasks, and **ihsan** encourages individuals to give their best in all activities(Abror et al., 2024).

The application of Islamic-based management principles is highly relevant in efforts to improve teacher professionalism in Islamic schools(Yulianti et al., 2024). By prioritizing spiritual values, Islamic-based management can build intrinsic motivation for teachers to work with dedication(Ab Rahman, 2024). Teachers who understand that their work is an act of worship to Allah will have a greater drive to do their best(Ma et al., 2024). This not only enhances the quality of learning but also strengthens the relationship between teachers and students in the context of Islamic values(Yuniarti, 2024).

The principle of justice in Islamic management can create a harmonious work environment(Sabarudin et al., 2024). When teachers feel they are treated fairly, both in terms of task distribution and rewards, they are more motivated to enhance their competencies. Additionally, the implementation of consultation in school management allows teachers to participate actively in decision-making. This participation not only fosters a sense of belonging but also encourages collective responsibility for the success of the educational institution.

The principles of trustworthiness and excellence encourage teachers to perform their duties with integrity and perfection(Sholeh, 2023a). Teachers who have a high sense of responsibility will strive to fulfill their duties well. Therefore, the application of Islamic-based management principles can create a conducive work environment for the holistic development of teacher professionalism.

Despite its many advantages, the application of Islamic-based management is not without challenges('Azah et al., 2024). One of the main challenges is the lack of in-depth understanding of Islamic management concepts among school principals and education administrators. Many of them still adopt

conventional management approaches without deeply considering Islamic values. This results in the partial and ineffective implementation of Islamic-based management.

Organizational culture can also be an obstacle. Schools that do not have an organizational culture that supports the application of Islamic values, such as a sense of togetherness and appreciation for individual contributions, tend to struggle with adopting Islamic-based management principles(Haruna et al., 2024). Additionally, the limited availability of competent human resources in this field is also a constraint. School principals and education administrators often lack specialized training in Islamic management, making it difficult for them to apply these principles consistently.

The lack of support from the government and other stakeholders can also hinder the implementation of Islamic-based management in Islamic schools(Efendi & Sholeh, 2023). Without adequate support, such as policies that promote and sufficient funding, the implementation of Islamic-based management is difficult to carry out optimally.

In the face of these challenges, there are significant opportunities to support the implementation of Islamic-based management in Islamic schools. First, the growing public awareness of the importance of education based on Islamic values provides moral and social support for educational managers. This awareness can serve as an important resource to strengthen the implementation of Islamic-based management. Second, the development of information technology can be utilized to support the application of Islamic management principles. Technology can be used to enhance transparency and accountability in school management, such as through transparent financial management systems or digital platforms for communication between teachers and education managers. Third, training and seminars on Islamic management organized by educational institutions and Islamic organizations can be a means to improve the understanding and skills of education managers. With better understanding, it is hoped that Islamic-based management can be applied more effectively and consistently.

This study is important both theoretically and practically. Theoretically, this research is expected to contribute to the development of literature on Islamic educational management, particularly in the context of teacher professionalism. Practically, the findings of this study are expected to serve as a guide for school principals, education administrators, and other stakeholders in applying Islamic-based management principles to improve the quality of education in Islamic schools. Therefore, this research is not only relevant in the academic context but also has significant practical implications. The application of Islamic-based management can be a strategic solution to address various challenges in improving teacher professionalism and the overall quality of education

RESEARCH METHOD

This study uses the library research method, which is an approach that involves collecting and analyzing various relevant literature sources to address the research problem. Library research is a method aimed at gathering

information available in various written documents such as books, academic journals, articles, reports, and other official documents. Through this approach, researchers can gain an in-depth understanding of the researched topic based on existing literature reviews.

The data collection process in this study is conducted through systematic searches of various trusted sources. Primary sources include books that discuss Islamic-based management, teacher professionalism, and the principles of Islamic education. In addition, the researcher also utilizes scholarly journal articles indexed on platforms such as Google Scholar, ScienceDirect, and university online libraries. The main focus is on literature that is relevant to Islamic education management and the improvement of teacher professionalism. To ensure the validity of the data, only literature that meets academic standards and comes from credible sources is used in this study.

The data analysis technique used is a descriptive-analytical approach. In this approach, the researcher describes the information contained in the literature and then analyzes it critically. The analysis is carried out by identifying the principles of Islamic-based management, relating them to the context of teacher professionalism, and elaborating on the existing challenges and opportunities. The descriptive approach allows the researcher to present a clear understanding of the relevant concepts, while the critical analysis helps to identify gaps or potential for implementing these principles in the field.

To maintain objectivity, this study follows strict library research procedures, including documenting each source used in detail. The collected data is organized and classified based on themes or topics that align with the research objectives. This step aims to facilitate the researcher in constructing systematic and thorough arguments. Additionally, a synthesis of various literatures is used to generate new perspectives that enrich the discussion in this study.

FINDINGS AND DISCUSSION
Theoretical Foundation of Islamic-Based Management

Islamic-based management has a strong foundation in the teachings of the Qur'an and Hadith, which contain principles relevant for building an ethical management system focused on quality improvement, particularly in education. In the literature review, it was found that the key concepts in Islamic-based management include justice, consultation (musyawarah), accountability, and trust (amanah), all of which play an essential role in creating a management system that is not only effective but also in line with Islamic teachings(Minarti et al., 2024). One verse that emphasizes the principle of trust in this context is Surah Al-Baqarah: 286, which states: "Allah does not burden a soul beyond that it can bear. It will have [the consequence of] what [good] it has gained, and you will have [the consequence of] what [evil] it has gained." This verse reminds us of the importance of individual responsibility for the trust given, which is the core of Islamic-based management. In education, this trust is realized in the teacher's obligation to provide quality education aligned with Islamic values.

Moreover, this principle of trust is also reflected in education management, where every administrator and educator is expected to have a high sense of responsibility in performing their duties(Sanusi et al., 2024). Every

decision made in education management, whether at the institutional, curriculum, or direct teacher-student level, must reflect values of justice and honesty. This principle is reinforced by the Hadith of the Prophet Muhammad SAW, which states, "Each of you is a shepherd, and each shepherd will be asked about his flock." (HR. Bukhari and Muslim). In the context of education, this shows that every individual involved in the education system, whether a teacher, principal, or education manager, has the responsibility to ensure the quality and integrity of the education provided according to Islamic teachings.

The principle of justice in Islamic-based management is also crucial for creating a healthy and productive educational environment. Justice is not only about resource distribution but also about providing equal opportunities for every student to develop according to their potential(Sholeh, 2023). In education, this justice is reflected in the way assessments are conducted, scholarships are distributed, and rewards and sanctions are given proportionally. This is in line with Islamic teachings that emphasize that every individual should be treated justly, regardless of their background or social status. Additionally, the principle of consultation (shura) becomes one of the main pillars in Islamic-based management. Consultation teaches the importance of collective decision-making by involving all relevant parties. In the context of education, this means that all stakeholders—whether teachers, students, parents, or education managers—need to be involved in decisions regarding educational policies. Through consultation, decisions will be more inclusive and reflect diverse perspectives that can enrich the quality of existing policies.

The principle of accountability in Islamic-based management requires every party involved in education management to be responsible for every action and decision made. In this regard, both teachers and education managers are accountable not only for daily tasks but also for achieving broader educational goals, such as student character development and overall educational quality improvement(Habibulloh et al., 2024). The Qur'an contains many verses reminding the importance of accountability for every action taken, which in the context of education includes the responsibility to provide beneficial and moral teaching. This concept illustrates the importance of integrity in Islamic-based management, which aims to achieve educational quality that is not only academically sound but also morally and ethically aligned with Islamic teachings.

Overall, Islamic-based management offers a holistic and ethical approach to managing education. Based on the principles outlined in the Qur'an and Hadith, Islamic-based management can help create an educational system that is not only efficient but also capable of shaping students' characters in line with Islamic values. Therefore, it is crucial for educators and education managers to understand and implement these principles in every aspect of education management to ensure better and sustainable educational quality.

Relevance of Islamic-Based Management Principles in Education

The principles of Islamic-based management have a strong relevance in improving teacher professionalism and overall education management. One key principle that can be applied in the education world is consultation (shura),

which teaches the importance of collective decision-making by involving all stakeholders in schools(Syafi'i & El-Yunusi, 2024). This consultation process encourages the active participation of teachers, principals, and parents in formulating educational policies and strategies. Thus, the decisions made will more closely reflect the needs and aspirations of all parties, which in turn can foster a sense of ownership and engagement in the educational process. This consultation also facilitates the creation of a more democratic and participatory environment, where all parties feel valued and heard in decision-making that impacts them, whether regarding curriculum, assessment, or other educational policies.

In addition to consultation, the principle of justice (adl) also plays a very important role in creating a fair working environment for teachers. This justice encompasses various aspects, from fair task distribution, career development opportunities, to appropriate recognition of teachers' performance. In the context of education, this principle is highly relevant because it prioritizes equal and fair treatment for every teacher, regardless of their background or social status(Satyawati & Dwikurnaningsih, 2024). Fair task distribution will reduce imbalances in workload, while performance-based recognition will motivate teachers to continue growing and innovating. Justice in career development is also essential to ensure that every teacher has equal opportunities to enhance their competencies and attain higher positions based on ability and contribution, not based on irrelevant factors.

Furthermore, the principle of trust (amanah) is essential in the education world because it emphasizes teachers' professional commitment in carrying out their duties as educators and role models for students. In Islamic-based management, trust is not only related to teaching responsibilities but also to the character and morality that teachers must exemplify to their students. Teachers are expected not only to impart knowledge but also to educate students to grow into responsible, honest, and virtuous individuals(Riveira, et al., 2014). The implementation of this trust principle is expected to lead to an improvement in the quality of education that is measured not only in academic aspects but also in the formation of good student character.

Moreover, the application of Islamic-based management can serve as a guide in human resource management in schools. In this context, Islamic-based management not only focuses on improving teachers' performance but also on creating a harmonious and meaningful work culture. One way to achieve this is by integrating a spiritual approach into teacher development. This approach not only emphasizes professionalism but also considers the spiritual and emotional needs of teachers. When teachers feel valued not only as educators but also as individuals with spiritual needs, they will be more motivated to work and form a stronger emotional bond with the educational institution(Sholeh, Lestari, et al., 2024). This has the potential to create a more enjoyable and productive work environment, which ultimately positively impacts the quality of teaching and learning in schools.

The implementation of Islamic principles in education management also encourages stronger relationships between teachers, students, and parents.

When teachers practice principles such as trust, justice, and consultation, the interpersonal relationships built in schools will be stronger and more respectful. Parents, as part of the educational stakeholders, will also feel more valued and involved in the educational development of their children. This, in turn, will strengthen the bond between the school and the community, which is a key factor in creating quality and sustainable education. Therefore, the principles of Islamic-based management have deep relevance in the education world, as they focus not only on improving teaching quality but also on the formation of character and harmonious relationships among all involved parties.

Challenges and Opportunities in Implementing Islam-Based Management in Islamic Schools

The implementation of Islam-based management in Islamic schools holds great potential for improving the quality of education. However, there are several challenges that need to be addressed in order to effectively apply the principles of Islam in educational management. One of the biggest challenges identified in this research is the lack of in-depth understanding of Islam-based management principles among educators, including both teachers and school principals. While they may have a general understanding of Islamic teachings, the application of Islam-based management values in the context of education is still not fully understood or consistently implemented(Arifin, et al., 2024). This may be due to the lack of comprehensive training and guidance on Islam-based management, which could provide a deeper understanding of how to integrate these principles into daily educational practices.

This limited training is not only prevalent among teachers and school principals but also at the level of education administrators. Some Islamic schools still struggle to provide sufficient resources to develop the capacities of their educators. The lack of training in Islam-based management impacts their ability to effectively apply principles such as consultation (musyawarah), justice, trust (amanah), and accountability in school management. Furthermore, the limited resources also present a significant challenge for many Islamic educational institutions(Sholeh, 2024). Some Islamic schools, particularly those in remote areas or with limited budgets, face difficulties in providing adequate physical facilities, competent human resources, and access to the latest training and literature that could support the implementation of Islam-based management.

Nevertheless, despite these challenges, the opportunities for implementing Islam-based management in Islamic schools are substantial and wide open. One of the main opportunities that can be utilized is the rapid development of educational technology, which facilitates the dissemination of information and online training. By utilizing online learning platforms, Islamic schools can enhance teachers' capacity to understand and apply Islam-based management principles. This technology also makes it easier to access learning materials, training modules, and discussion forums that delve into issues related to educational management based on Islamic values (Aransyah et al., 2023). In this way, challenges related to limited human resources and costs can be addressed, as training and guidance can be provided more efficiently and affordably.

Another opportunity is the support from the government and related institutions in strengthening Islamic education based on spiritual values. The government can play a role by providing policies that support the implementation of Islam-based management in Islamic schools, such as through training programs for teachers and school principals, as well as funding for the development of facilities and infrastructure that support this implementation (Suhermanto & Anshari, 2018). Additionally, Islamic educational institutions can collaborate with universities and research institutions to develop more practical curricula on Islam-based management and create learning systems that can strengthen the understanding of teachers and other educational staff.

The implementation of Islam-based management can also be seen as part of efforts to address internal challenges in Islamic schools, such as issues of education quality, efficient resource management, and the creation of an environment that supports the development of students' character (Fauzi, 2017). By involving all elements of the school—teachers, principals, parents, and students themselves—in the application of Islam-based management principles, it is hoped that a conducive atmosphere for the holistic development of students' potential, both academically and morally, will be created. Therefore, despite the significant challenges, the opportunities for implementing Islam-based management in Islamic schools are promising if supported by innovative approaches, the use of technology, and effective collaboration among stakeholders.

CONCLUSION

Based on the results of the research and discussions conducted, it can be concluded that the application of Islam-based management principles is highly relevant to enhancing the professionalism of teachers in Islamic educational institutions. Principles such as justice, consultation, trust, and accountability, based on the Qur'an and Hadith, provide a strong theoretical foundation for creating an ethical, effective management system that is focused on improving the quality of education. The implementation of these principles not only affects the individual performance of teachers but also contributes to the creation of a harmonious and meaningful work culture in the school environment. The principle of justice encourages the fair distribution of tasks and resources, consultation strengthens the active participation of all stakeholders, and trust instills a high commitment in each individual to carry out their duties as educators.

This research also identifies challenges that need to be overcome, such as the lack of deep understanding of Islam-based management and the limited resources in some educational institutions. On the other hand, significant opportunities such as the advancement of educational technology and support from the government and related institutions can be utilized to overcome these challenges. This research emphasizes that the implementation of Islam-based management holds great potential to improve the quality of Islamic education, especially through strengthening the professionalism of teachers. With commitment and continuous effort, Islamic values can provide a solid

foundation for addressing educational challenges in the modern era and producing a generation that is both high-quality and characteristically Islamic

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