The Impact of Education Management Systems on the Success of Implementing Islamic Curriculum in Indonesian Higher Education Institutions

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Abstract Islamic education is equally important in a Muslim's life as any other level of education. To assess the successful inclusion of Islamic education in Indonesian higher education institutes, this study looked into the successful execution of the Islamic education curriculum via the education management system. The study used a qualitative research approach, with higher education institutes inside Indonesia's demographic boundaries being investigated and data collected. Semi-structured interviews were used to obtain data from higher authorities and administrative workers who interact with the Islamic curriculum in higher education establishments. The data was analysed using thematic analysis, which resulted in various themes indicating several potential constructs that defined the successful implementation of the Islamic education curriculum, such as systematic approaches, cultural alignment, structured decision making, agile response systems, and so on. The contributions, limits, and future ideas are discussed in the peripheral portions of the study.

Keywords: Higher education, Islamic curriculum, education management, Indonesian higher education, adaptability, systematic approaches.

1. INTRODUCTION

The education management system (EMS) is the planned and strategic operation of humans and all resources to run an educational system and carry out all policies to achieve educational objectives (Al-Ababneh & Alrhaimi, 2020). Islamic curriculum is related to Islamic principles, teachings, and education, and its successful implementation depends on an effective education management system (Ramdane & Souad, 2020).

In Indonesia, the Islamic curriculum has encountered numerous problems. One of these difficulties is an outmoded curriculum. Higher education institutions follow the same educational curriculum as pre-schools and basic schools, with a focus on public education courses and an Islamic curriculum limited to madrasas. Furthermore, if adopted in Indonesian higher schools, the Islamic curriculum will be unable to provide a deeper and stronger understanding of Islamic culture and values due to insufficient teacher training, which is another obstacle for the Islamic curriculum in Indonesia. Furthermore, low resources and unequal opportunities impede the proper implementation of Islamic curriculum in Indonesia's higher education institutions (Prihatin & Subiyantoro, 2022).

The education management system addressed and solved the issues of implementing Islamic curriculum in Indonesia. The education management system (EMS) integrates several educational systems and develops administrative systems (Marbun et al., 2020). The strengthened administration is better positioned to make better curriculum decisions, and it also promotes the learning

environment by strengthening relationships between students and teachers. It trains and hires instructors with a deeper understanding of Islamic education and teachings in order to encourage the successful implementation of Islamic curricula (El-Mubarak & Hassan, 2021).

The number of enrolments at Islamic higher education establishments in Indonesia has increased since 2007, as seen in the figure below:
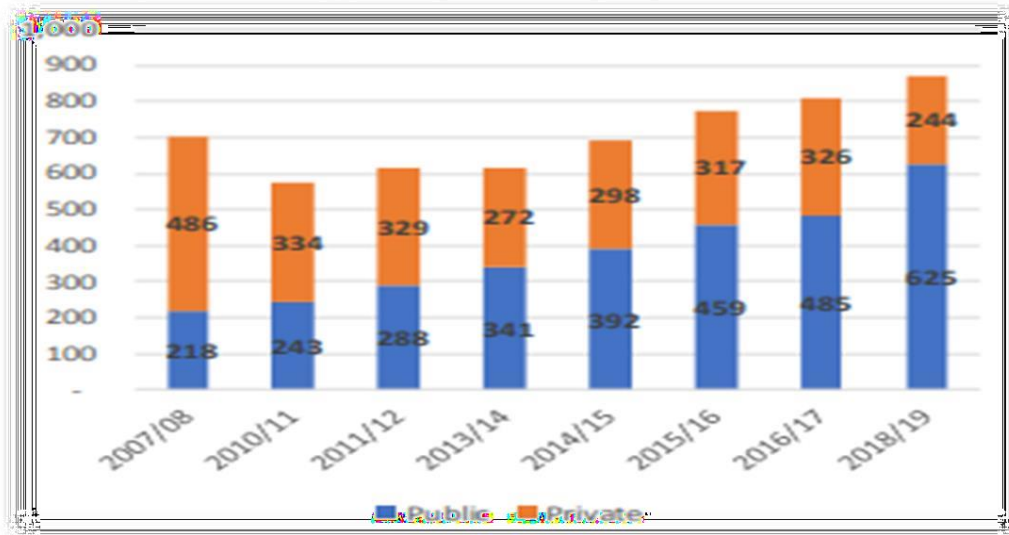

Figure 1: Number of Students in Islamic Higher Education Institutes by Ownership in Indonesia (2007/08-2018/19).

Worldbank.org provides information on Islamic higher education in Indonesia. The primary goal of this research is to determine the effect of the education management system in determining the success of Islamic curriculum implementation in Indonesian higher education institutions. The study will also look into the foundations of a robust Islamic curriculum, as well as the best practices for successful Islamic curriculum implementation in Indonesia.

The study's research questions include

RQ1: What are the key components of an education management system? How does this relate to curriculum implementation?

RQ2: What role does education management have in the implementation of the Islamic curriculum?

RQ3: How does the education management system effect the successful implementation of Islamic curriculum in Indonesian higher education institutions?

The study emphasises the importance of the education management system (EMS) in the successful implementation of Islamic curricula in Indonesian higher education institutions.

2. LITERATURE REVIEW

Administrative Management Theory

Henri Fayol established the administrative management theory in 1916. According to this notion, management and employees collaborate to achieve a common goal (Kaul, 2020). Administrative theory, or more specifically, public administration theory, proposed the concept of administering public organisations such as educational institutions and financial sectors in a rational, organised, and planned manner in order to reach the desired aim smoothly. This theory presents the concept of division of labour in order to finish a work and apply practices that are developed by proper cognition, or pre-planned concepts (Oglu Karimli and Oglu Baghirov, 2020). Administrative administration is an important part of the education management system. In an education management system, both administrative and pedagogical procedures are improved to attain the intended educational outcomes. The efficient execution of educational curriculum requires assistance in administrative management through an effective education management system (Ridei et al., 2021).

Role of Education Management Systems in the Successful Implementation of the Islamic Curriculum

Education management systems manage and handle data from educational institutions such as pre-schools, elementary schools, high schools, and madrasas. Planning, organisation, administration, coordination, and evaluation are the five essential components of an effective education management system. The education management system also includes instructional direction and monitoring (Al-Ababneh and Alrhaimi, 2020). Islamic curriculum, on the other hand, is an educational program that incorporates Islamic education, beliefs, values, and culture. Islamic curriculum provides a more in-depth and thoughtful understanding of the religion of Islam, including its values, rituals, and teachings. The Islamic curriculum in any Muslim country serves as the primary source of education for pupils regarding the religion 'Islam'. Through Islamic curriculum, students can gain a greater understanding of the teachings of the 'Holy Quran' and 'Ahadees', paving the way for their spiritual development. The essential strategy to promote Islamic education is to integrate public and Islamic education into a curriculum, which can be designed using an education management system (Pasrizal et al., 2020). Only competent management can enable the implementation of educational curricula and provide the needed value. The education management system enhances administrative administration and the educational environment (Fathurrochman et al., 2021).

Better decision making, greater management, better planning, productive organisation, and improved coordination between teachers and students all play a significant role in the school's digitalisation to accelerate its success. All of them are components of an education management system, and they contribute to the creation of a nearly flawless educational system that provides the best for its students. The education management system facilitates the implementation of Islamic curricula in educational institutions.

Role of Education Management Systems in the Successful Implementation of the Islamic Curriculum in Higher Learning Institutes in Indonesia

Indonesia, with a Muslim population of about 87%, maintains Islamic curricula in educational institutions (Fathurrochman et al., 2021). However, throughout the last decade, the Islamic curriculum in Indonesia has experienced numerous hurdles, which continue to exist in some locations. The challenges with the Islamic curriculum stem from the modernisation of madrasas, which were previously the only source of Islamic education (Syafi'i & Yusuf, 2021). However, Islamic curriculum is now a component of the educational system, but with a lower quality. The Islamic curriculum integrated into Indonesian higher learning establishments is similar to that of a pre or basic school, indicating that it is relatively antiquated. This obsolete curriculum fails to foster a deeper and spiritual understanding of Islam (Werdiningsih et al., 2022). Furthermore, pupils fail to improve their study of the Islamic curriculum due to a communication gap and inadequate coordination between students and teachers. Furthermore, Indonesia lacks the resources required for productive Islamic curriculum implementation in higher institutes, posing additional hurdle to the successful implementation of Islamic curriculum in Indonesian higher learning institutes (Uyuni & Adnan, 2020). All of these difficulties can be solved with an excellent education management system. According to Latief et al. (2021), an education management system can increase production through good organisation and planning. The education management system promotes educational coordination between students and teachers, as well as improving students' comprehension of Islamic education courses. Furthermore, teacher training is a component of the education management system. It provides teachers with the most effective pedagogical methods and helps them learn more about the Islamic curriculum. The education management system aims to develop and manage Islamic education curriculum in Indonesian higher education institutes by involving human resources such as various Islamic scholars' teachings, which assist the education management system in achieving the goal of successfully implementing Islamic curriculum in Indonesian higher learning institutes. The more successfully the Islamic

curriculum is implemented, the more students will understand Islamic principles and gain insight into Islamic teachings (Yaqin et al., 2021).

3. RESEARCH METHODOLOGY

This study took a qualitative approach to research. Because qualitative study allowed for a complete understanding of the detailed implementation of Islamic curriculum, it was deemed appropriate.

Sample Size

The research project was carried out by a deliberately selected group of eight administrative staff members from various Indonesian higher education institutions. Those who directly oversaw the inclusion of Islamic courses received advantage in the selection process, which was based on their responsibilities in both controlling and implementing educational policy.

Data Collection and Analysis

The data was acquired through organised interviews with a pre-approved list of questions. The data was analysed using theme analysis.

Results

The results of theme examination are as follows. The image gives a brief description of the developed concepts.

The Influence of EducationManagement System in Determining the Successful Implementation of Islamic Curriculum in Higher Learning Institutions in Indonesia
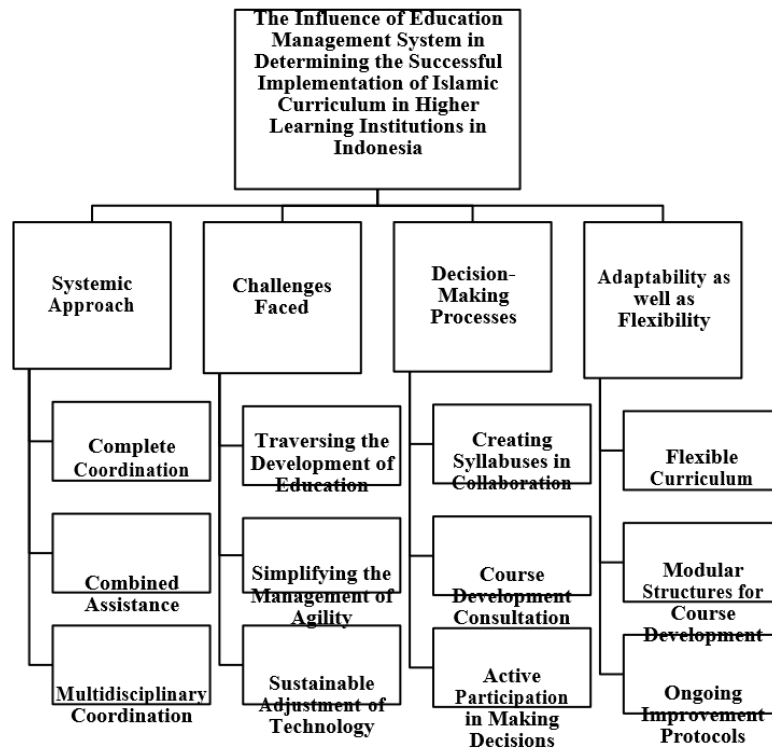

Figure 2: Mind Map of Main Themes.

Theme I: Systematic Approach.

Their institute's learning administration technique is designed to effortlessly integrate the Islamic syllabus. They have established specialised departments to administer religious studies, ensuring instructors' expertise. Periodic teaching improves instructors' abilities, and online tools make resource delivery more efficient. This approach facilitates comprehensive Islamic study and makes execution easy. Furthermore, the learning administration technique at their colleges was specifically designed to promote the effectiveness of the religious course of study. To aid Islamic initiatives, they have developed an organised method that aligns instructional and managerial responsibilities. Consistent assessments and surveys ensure continuous improvement, creating an environment that promotes successful performance. According to one response, our curriculum prioritises incorporating the religious syllabus smoothly. Multidisciplinary boards have been formed to oversee the development of courses, ensuring their relevance and adherence to Islamic principles. The use of technology and interactive efforts for instructor development raises the calibre of teaching, establishing a culture conducive to adoption in higher education."

Theme II: Challenges Faced.

Although the learning administration system has successfully managed teacher training, adapting to changing Islamic teaching methods remains problematic. Finding a balance between creativity and conventional wisdom is tough. Furthermore, while the process handles syllabus coordination, speedy changes are hampered by administrative barriers. Improving the structure's efficacy in carrying out Islamic learning may entail streamlining management procedures and developing a flexible culture. According to a respondent, the learning administration process efficiently addresses resource distribution issues. The need for continual technological developments to meet shifting didactic expectations remains a significant challenge, necessitating ongoing instructor education and spending."

Theme III: The Decision-Making Process

Educational specialists, theologians, and educational leaders collaborate to make decisions about the Islamic curriculum at respective institutions. Curriculum review panels gather on a regular basis to analyse courses and consider diverse perspectives in order to ensure that the syllabus is comprehensive and well-balanced, and that it reflects the principles of their respective institutes. Furthermore, choices about Islamic courses are made at their institutes by consultation. Curriculum development teams collaborate with religious education instructors. Periodic assessments, stakeholder feedback, and alignment with academic objectives all contribute to engaging Islamic instruction. One responder stated that their university used an active approach to selecting Islamic curricula. Academics, theologians, and educational specialists meet on a regular basis to assess the effectiveness of courses. Students' comments and feedback methods ensure a modern, balanced religious education, which raises the overall quality of our courses."

Theme IV: Adaptability and Flexibility.

Because of its high adaptability, the learning administration system can readily adjust to the changing needs of Islamic programs. Improvements are directed by consistent needs assessments, which are monitored by a flexible course panel. Continuous instructor development ensures flexibility, and students' input procedures are critical. The structure prioritises adapting to changing didactic and spiritual conditions in order to maintain Islamic learning services relevant and successful. Furthermore, the learning administration framework emphasises adaptability to meet changing needs for Islamic programs. A adaptable syllabus allows for quick alterations and improvements, which are overseen by an assigned staff.

Modifications are led by ongoing feedback from stakeholders, including teachers and students. Technology integration promotes easy transitions, resulting in an ever-changing and adaptable structure that ensures Islamic learning's ongoing conformity with current needs. According to one of the answers, Indonesia's higher education management prioritises continuous improvement and flexibility in implementing Islamic curricula. Frequent evaluations, questionnaires, and feedback mechanisms allow us to determine what has to be altered. The deliberate application of revisions is governed by a predetermined protocol, ensuring that the Islamic curriculum is flexible, adaptive, and in line with evolving educational demands and societal standards."

4. DISCUSSION AND CONCLUSION DISCUSSION ON THE KEY FINDINGS

The previous section shed light on the results of the data analysis, reporting many themes and a mind map encompassing the major crux or most important notions emphasised by the study's participants. The study's themes have highlighted several problems encountered and addressed by the administration of Islamic schools, such as financial or policy limits that were mitigated by a favourable atmosphere and system adjustments. This study's conclusion was backed by the empirical findings of another study, which also emphasised the obstacles and appropriate strategical measures employed within the Indonesian education system (Kosim at al,. 2023).

The remaining themes highlighted various techniques, processes, and processes used by Islamic schools to effectively implement the Islamic curriculum into the education system. The themes have mainly highlighted that the Islamic curriculum was incorporated with the help of a systematic approach and Islamic laws and guidelines were incorporated; thorough discussion and involvement of the different team members and teachers to develop an effective Islamic curriculum structure for the students; and, finally, the designed curriculum was developed in such a shape that it can be adjusted according to changing needs and required form according to the All of these findings point to the fact that Indonesia's Islamic education curriculum is a comprehensive package developed with high expertise to maximise productivity and flexibility, and it has been incorporated very successively and effectively into education management setups for the constructive development of students (Budiarto & Salsabila, 2022; Zikri & Syafii, 2023).

5. CONCLUSION OF THE STUDY

The study's aim is to analyse the role of education management systems in the successful incorporation and implementation of Islamic education curriculum in Indonesian higher education institutes, and three research objectives have been devised to achieve this goal. The study's strategy was founded on the fundamental tenets of qualitative research methodology, with data collected using a semi-structured interview style. The thematic analysis of the collected data revealed four themes that describe the most prominent tactics and significant elements of the school management system. Thus, based on the primary findings, the study demonstrated the importance of the education management system in establishing a successful Islamic education management system in Indonesia.

6. IMPLICATIONS

This study made numerous innovative contributions to the empirical literature and practical practice. The study underlined the education management system's prioritisation of assigning equal weight to the Islamic curriculum, as well as the prevalence of the Islamic education curriculum in higher education institutes. Furthermore, this study demonstrated the widespread adoption and effective implementation of Islamic education for the benefit of students in Indonesia. These contributions can serve as a green signal for other countries' education sectors to incorporate Islamic education curricula and improve the Islamic proportions and attributes in their students.

Limitations of the Study

This study also contains several limitations discovered during the research process, which can be exploited by future scholars to avoid any uncertainties. This study targeted higher education institutes, collected data through interviews, and had a limited sample size that was used to compile the results. This study solely looked at the successful integration of Islamic education, not the beneficial or positive results of this education in students.

Future Research Directions

Future scholars can employ the research restrictions described above, as well as these ideas, in their studies. First, future researchers can use a quantitative research methodology to study the same issues and contribute to the literature with more generalised and rigorous empirical implications. Second, future research can explicate the intended results, outcomes, or benefits of implementing Islamic education, as well as highlight the main areas that play a more

successful role, so that they can be implemented by other educational institutes as well.

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