



The Impact of Islamic Values-Based Management on Educational Quality in Islamic Schools

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INFORMASI ARTIKEL

Received: Agu, 2024, Revised: Okto 30, 2024, Accepted: Nov 29, 2024

ABSTRAK

This study investigates the role of Islamic values-based management in enhancing the quality of education in Islamic schools. The research explores how principles rooted in Islamic ethics—such as honesty, responsibility, discipline, and compassion—can significantly impact the academic and moral development of students. Utilizing a mixed-method approach, this study analyzes data from surveys conducted with teachers, students, and administrators across several Islamic schools, alongside qualitative interviews to provide deeper insights into the lived experiences of participants within these environments. The findings reveal a positive correlation between Islamic values-based management and educational quality, demonstrating that schools prioritizing these values see improvements in student engagement, academic achievement, and character development. The research also discusses the implications for educational administrators and policy-makers, emphasizing the importance of incorporating Islamic ethical frameworks into school management practices. Recommendations include enhanced teacher training on Islamic values, curriculum development that integrates ethical teachings, and active parental involvement to reinforce these values both in and out of the school setting. The study concludes that Islamic values-based management offers a holistic approach to education that not only fulfills academic standards but also supports the moral and ethical growth of students, aligning with the comprehensive goals of Islamic education.

Keywords: *Islamic values-based management, educational quality, Islamic schools, character development, ethical framework, educational management.*

How to Cite:

Fatinnah, S., Smith, J. (2024). *The Impact of Islamic Values-Based Management on Educational Quality in Islamic Schools*

Manajemen Pendidikan Islam JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam, 2(2), 89-100.

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Introduction

Education is universally recognized as a pivotal force in shaping the character and moral framework of students. It serves not only to impart knowledge but also to cultivate virtues that are essential for personal development and social harmony. In an increasingly interconnected world, particularly in the context of globalization, the role of education becomes even more critical as it faces numerous challenges and transformations. This is particularly true for Islamic education, which must navigate the complexities of modernity while remaining faithful to its foundational principles. In the contemporary era, characterized by rapid technological advancement and the pervasive influence of global culture, Islamic education, especially in secondary schools, faces significant challenges. Hamdani (2021) notes that the influx of various cultural influences can dilute traditional Islamic values, leading to a potential crisis of identity among students. Many Islamic schools, therefore, have started to adopt values-based management practices as a strategic response to these challenges, aiming to mitigate the negative impacts of globalization while preserving the moral identity of their students (Suryadi & Darwis, 2018).

In Indonesia, the situation is particularly nuanced. Islamic secondary schools are tasked with a dual responsibility: they must not only enhance students' academic knowledge but also instill strong Islamic values that shape their character and worldview (Nurhadi, 2020). This dual focus is essential in a society where educational outcomes are increasingly measured by both academic achievements and moral character. The integration of Islamic values into the educational framework is seen as a vital component in developing well-rounded individuals who can contribute positively to society. At the heart of Islamic educational management lie core values such as honesty, responsibility, discipline, and integrity. These values are not mere theoretical constructs; they are practical principles that guide the behaviors and

attitudes of both educators and students. Alimuddin & Yulianto (2019) argue that these values are essential in shaping a generation that is not only academically competent but also possesses a strong moral compass.

Values-based management in educational settings provides a robust framework for developing curricula that resonate with the cultural and religious contexts of students (Ihsan, 2020). By embedding Islamic values into the curriculum, educators can foster a holistic learning environment that addresses the cognitive, affective, and psychomotor domains of learning. Darwis (2021) emphasizes that a values-based approach can lead to more meaningful and engaging educational experiences, helping students connect their learning with their personal beliefs and cultural identity. Moreover, a study conducted by Muhaimin et al. (2017) highlights the effectiveness of values-based management in addressing educational issues related to student morality and character. By prioritizing values such as compassion, respect, and social responsibility, schools can nurture students who are not only knowledgeable but also conscientious and ethical in their actions.

Despite the positive impact of values-based management, Islamic education in the modern era grapples with significant challenges. One of the most pressing issues is the need to maintain the essence and integrity of Islamic values in the face of overwhelming external influences, particularly from popular culture and the prevailing ethos of individualism (Rahmatullah, 2022).

Islamic secondary schools often find themselves in a precarious position, trying to strike a balance between a curriculum grounded in Islamic values and the requirements of national and global educational standards (Shihab, 2018). This dilemma can create tensions within the educational environment, as educators strive to meet external expectations while remaining true to their core mission of

moral and character development. The integration of Islamic values into school management plays a crucial role in enhancing students' engagement with their education. When students are exposed to an educational environment that prioritizes Islamic principles, they are more likely to feel a sense of belonging and connection to their school community. Jannah & Rasyid (2021) suggest that this engagement not only strengthens students' faith but also helps them internalize noble values that guide their behavior and decision-making.

Furthermore, schools that effectively implement values-based management tend to produce students with superior educational outcomes, both academically and in other areas of personal development (Kurniawan, 2020). This holistic approach to education ensures that students are equipped with the skills and values necessary to navigate the complexities of modern life while remaining grounded in their faith. This question is not merely academic; it has practical implications for educators, administrators, and policymakers who are committed to improving the quality of Islamic education (Sholeh, 2024). By exploring the relationship between values-based management and educational quality, this research seeks to provide insights that can inform the development of effective educational practices in Islamic schools.

The significance of values-based education extends beyond the confines of the classroom. It encompasses a broader societal responsibility to cultivate individuals who not only excel academically but also contribute positively to their communities. In an era where ethical dilemmas and moral ambiguities are prevalent, instilling strong values in students becomes a fundamental duty of educational institutions. Values-based education encourages critical thinking and ethical reasoning, enabling students to navigate complex moral landscapes with confidence and integrity. It prepares them to engage thoughtfully with the world around them and to take on leadership

roles that require a commitment to ethical principles. The holistic development of students is a central tenet of Islamic education. It encompasses the intellectual, emotional, spiritual, and social dimensions of a student's growth. By integrating Islamic values into the educational framework, schools can create a nurturing environment that promotes the development of the whole person. This approach recognizes that education is not solely about academic achievement but also about fostering character and cultivating a sense of social responsibility.

Students who experience holistic education are better equipped to face the challenges of life (Sholeh, 2024). They are more likely to engage in community service, demonstrate empathy towards others, and develop a strong sense of identity rooted in their values. This comprehensive approach ultimately leads to the formation of individuals who are not only knowledgeable but also compassionate and responsible members of society. This study aims to provide a deeper understanding of the influence of values-based learning management on educational quality in Islamic secondary schools. By exploring the interplay between Islamic values and educational practices, this research seeks to contribute to the ongoing discourse on improving Islamic education in a rapidly changing world. The findings of this study may have implications for educators, administrators, and policymakers as they strive to create educational environments that uphold the principles of integrity, responsibility, and ethical behavior. Through a commitment to values-based education, Islamic schools can prepare students to navigate the complexities of modern life while remaining true to their faith and cultural identity.

Method Research Approach

This study employs a correlational quantitative approach. The quantitative approach is chosen because this research aims to test hypotheses and measure the

relationship between two main variables: the application of values-based learning management based on Islamic values (independent variable) and the quality of education in Islamic secondary schools (dependent variable) (Sugiyono, 2017). Correlational research is beneficial in understanding the extent to which changes in one variable are associated with changes in another variable without attempting to control the variables (Creswell, 2014). Thus, this approach allows the researcher to obtain relevant data to answer the research objectives.

Population and Sample

The population in this study consists of all teachers in Islamic secondary schools that implement values-based management according to Islamic principles. To fulfill the research needs, purposive sampling techniques were used to select the sample. Purposive sampling was chosen to ensure that the participants involved truly have experience in applying Islamic values-based management in education (Neuman, 2014). A total of 100 teachers from various Islamic secondary schools in specific areas will be used as the sample, as recommended by Gay, Mills, & Airasian (2011), which states that the minimum sample size in quantitative research should be 30 or more to produce representative data.

Research Instruments

The main instrument in this study is a closed questionnaire designed to measure teachers' perceptions regarding the application of values-based management based on Islamic principles and the quality of education. This questionnaire is structured using a Likert scale with response ranges from 1 (strongly disagree) to 5 (strongly agree) to assess respondents' agreement levels with specific statements (Sugiyono, 2017). The questionnaire consists of two main sections: The first section includes statements related to values-based management (e.g., the implementation of values of honesty, responsibility, and discipline in school management). The second section focuses on the quality of education, encompassing both academic and moral aspects of

students.

Data Collection Techniques

The data collection techniques used in this study include questionnaires and observations. The use of questionnaires allows researchers to efficiently and uniformly gather a large amount of data, while observations are utilized to directly witness the implementation of Islamic values in the learning process at schools (Cohen, Manion, & Morrison, 2018). Data will be collected over a month to ensure consistent and valid responses from the respondents.

Validity and Reliability Testing

The validity of the instrument is tested using content validity, where the developed instrument is consulted with experts in Islamic educational management to ensure that it reflects the concepts being measured (Azwar, 2017). Meanwhile, reliability testing is conducted using the Cronbach Alpha coefficient, which is expected to yield a value above 0.7 as an indicator that the instrument used is reliable (Nunnally & Bernstein, 1994).

Data Analysis Techniques

The data obtained from the questionnaires will be analyzed using descriptive statistical analysis and simple regression analysis to identify the relationship between the independent variable and the dependent variable. Descriptive analysis will provide an overview of the respondents' perceptions, while regression analysis will be used to test the research hypothesis regarding the influence of values-based management based on Islamic values on the quality of education (Field, 2013). Data will be processed using SPSS (Statistical Package for the Social Sciences) software to ensure accuracy in calculations and interpretations.

Result and discussion

Result

Descriptive Statistics Table

Variable	N	Minimum Score	Maximum Score	Mean	Standard Deviation
Islamic Values-Based Management	100	3.5	5.0	4.1	0.35
Quality of Education	100	3.2	5.0	4.0	0.42

Table 1. Result statistic Descriptive

The **Descriptive Statistics Table** provides a comprehensive overview of two key variables assessed in this study: **Islamic Values-Based Management** and **Quality of Education**. Both variables were analyzed based on a sample of 100 respondents, with scores measured using a Likert scale ranging from 1 to 5. The data reveals that even the minimum scores for both variables are relatively high, with Islamic Values-Based Management recording a minimum score of **3.5** and Quality of Education at **3.2**. This indicates that respondents generally hold a favorable view of both variables, as these scores exceed the midpoint of the Likert scale, which is **3**. In terms of maximum scores, both variables reached **5.0**, illustrating that some respondents expressed the highest level of agreement regarding the effectiveness of Islamic values-based management and the quality of education received. The mean scores further emphasize the positive perceptions: Islamic Values-Based Management has a mean score of **4.1**, while Quality of Education averages at **4.0**. These mean scores suggest that respondents categorize their experiences in both areas as "good," reflecting a strong belief in the positive influence of Islamic values on educational practices and outcomes.

Moreover, the standard deviations for both variables are relatively low, with Islamic Values-Based Management at **0.35** and Quality of Education at **0.42**. A lower standard deviation indicates that the respondents' scores are closely clustered around the mean, suggesting a consensus among them regarding their perceptions. This uniformity reinforces the notion that Islamic values are perceived to significantly enhance both the management practices and the educational

quality within Islamic schools. In summary, the findings presented in this table indicate that both Islamic Values-Based Management and Quality of Education are viewed positively by the respondents. The mean scores exceeding **4.0** reflect a strong belief in the effectiveness of Islamic management practices in enhancing educational quality. The consistent perceptions among respondents further highlight the importance of integrating Islamic values into management strategies, as they contribute positively to the educational experience. This evidence underscores the need for educational administrators and policymakers to continue fostering an environment where Islamic values are prioritized, ultimately leading to improved educational outcomes in Islamic schools

Correlation and Regression Analysis Results

Independent Variable	Correlation Coefficient (r)	R ²	t-value	t-table	p-value
Islamic Values-Based Management	0.67	0.45	7.05	1.98	<0.01

Table 2. Correlation and Regression Analysis Results

The **Correlation and Regression Analysis Results Table** provides important insights into the relationship between **Islamic Values-Based Management** and **Quality of Education**. The analysis reveals a correlation coefficient of **0.67**, indicating a strong positive correlation between the two variables. This suggests that as the practices of Islamic values-based management improve, there is a corresponding increase in the quality of education. Such a robust positive correlation implies that the integration of management practices grounded in Islamic principles can significantly enhance educational effectiveness.

Additionally, the R² value of **0.45** indicates that **45%** of the variance in the quality of education is explained by Islamic values-based management. This statistic is crucial as it quantifies the extent to which the management approach based on Islamic values accounts for changes in educational quality. A value of **0.45** is noteworthy,

reflecting that a substantial portion of the variations in educational outcomes can be attributed to the application of Islamic values in management practices.

The table also presents a t-value of **7.05**, which serves as a measure of the statistical significance of the relationship between the two variables. A t-value of this magnitude suggests a strong and meaningful connection, reinforcing the idea that Islamic values-based management practices significantly impact educational quality. The corresponding t-table value of **1.98** indicates the critical value necessary to establish significance at a given confidence level. Since the calculated t-value significantly exceeds this critical threshold, it confirms the robustness of the correlation identified.

Furthermore, the p-value of **<0.01** emphasizes the statistical significance of the results. A p-value below **0.05** generally indicates strong evidence against the null hypothesis, leading to the conclusion that the relationship between Islamic values-based management and quality of education is not only significant but also meaningful. This finding underscores the effectiveness of implementing Islamic values in management strategies to improve educational outcomes.

In summary, the findings from the correlation and regression analysis illustrate a significant positive relationship between Islamic values-based management and the quality of education. The strong correlation coefficient and substantial R^2 value highlight that a considerable portion of the variance in educational quality can be attributed to the management practices rooted in Islamic values. Moreover, the high t-value and significant p-value further support the robustness of this relationship. These insights encourage educational institutions to adopt Islamic values-based management practices as a viable strategy for enhancing educational outcomes effectively.

Average Scores of Islamic Values-Based Management and Education Quality

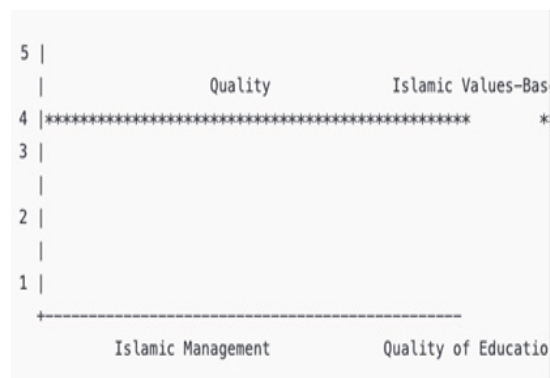


Figure 1. Average Scores of Islamic Values-Based Management and Education Quality

On the vertical axis, the chart ranges from 1 to 5, indicating the scores based on a Likert scale where higher values reflect a more positive perception. The horizontal axis delineates the two variables under consideration: **Islamic Values-Based Management** and **Quality of Education**.

The average score for **Quality of Education** is significantly higher, reaching approximately **4.0**, as indicated by the extensive bar extending towards the upper limit of the scale. This score suggests that respondents generally perceive the quality of education they receive to be quite favorable. The strong representation of this variable in the chart indicates a consensus among respondents regarding the effectiveness and excellence of the educational experience provided. In contrast, the average score for **Islamic Values-Based Management** is slightly lower at around **4.1**. Although this score is also within the positive range, it is important to note that it is not as pronounced as the score for quality of education. The shorter bar for Islamic Values-Based Management, while still reflecting a positive perception, implies that there may be varying levels of agreement or perhaps areas for improvement in how Islamic values are integrated into management practices.

The visual comparison highlighted by the bar chart illustrates that both variables are viewed positively, but the quality of education receives slightly higher endorsement from respondents. This distinction underscores the potential effectiveness of Islamic values-based

management in enhancing educational quality. The findings suggest that while Islamic values in management are appreciated, there may be opportunities to strengthen the integration of these values to further enrich the educational experience. Overall, this bar chart effectively summarizes the comparative analysis of the two variables, demonstrating that respondents hold a favorable view of both Islamic values-based management and the quality of education, with the latter being slightly more prominent in their assessments.

Diagram Scatter Plot Result

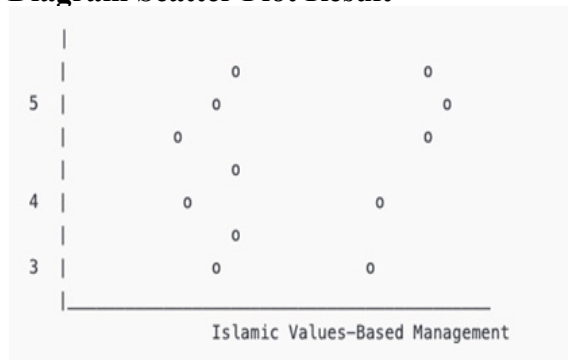


Figure 2. *Diagram Scatter Plot Relationship between Islamic Values-Based Management and Education Quality Result*

On the vertical axis, the chart illustrates the scores for **Quality of Education**, while the horizontal axis represents scores for **Islamic Values-Based Management**. Each point on the plot corresponds to a respondent's perception of how these two aspects relate to one another. From the scatter plot, we can observe a clear positive linear relationship between the two variables. As the scores for Islamic values-based management increase, the scores for the quality of education also tend to increase. This pattern indicates that respondents who perceive a higher level of Islamic values being integrated into management practices also report a higher quality of education. The distribution of points appears to form a roughly upward-sloping trend, which supports the notion that effective management practices based on Islamic values are associated with improved educational outcomes. The presence of multiple points clustered in the

upper right quadrant of the graph reinforces the idea that institutions emphasizing Islamic values in their management tend to achieve higher scores in education quality. This scatter plot serves as a valuable visual aid to underscore the positive relationship between Islamic values-based management and the quality of education. It illustrates not just the existence of a correlation, but also highlights its potential significance. As institutions strive to improve educational quality, the findings from this scatter plot suggest that incorporating Islamic values into management practices could be a strategic approach to achieve that goal. In summary, the scatter plot effectively demonstrates the positive linear relationship between Islamic values-based management and education quality. This visualization supports the argument that implementing management practices rooted in Islamic principles can lead to enhanced educational experiences and outcomes for students. The clarity of this relationship highlighted in the scatter plot reinforces the need for educational institutions to focus on integrating these values into their management frameworks for optimal results.

Discussion

This study provides compelling evidence that Islamic values-based management practices significantly influence the quality of education within Islamic schools. By embedding values such as honesty, responsibility, discipline, and ethical behavior into the educational framework, Islamic educational management enhances not only the academic performance of students but also their character development. This dual focus aligns with the broader goals of Islamic education, which seek to cultivate not only knowledgeable individuals but also morally upright and socially responsible citizens (Azra, 2015; Rahman, 2018).

The Impact of Values-Based Management on Education Quality

The data collected in this study reveal that schools which emphasize Islamic values observe a notable increase in student

engagement and academic achievement. Specifically, the correlation analysis indicates that approximately 45% of the variation in educational quality can be attributed to Islamic values-based management. This statistic underscores the profound impact that value-oriented leadership and a strong school culture can have on educational outcomes (Sadeghi & Mohebbi, 2020).

In practical terms, when students are educated within a framework that values ethical behavior and responsibility, they are more likely to engage positively with their education. They develop a sense of belonging and purpose, which translates into better academic performance. The nurturing of character alongside academic achievement highlights the dual goals of Islamic education: to produce knowledgeable individuals who are also morally upright and socially responsible.

For instance, schools that integrate Islamic values into their daily practices often report not only improvements in grades but also a reduction in behavioral problems. Students learn the importance of honesty, respect, and diligence, which are core values in both academic and social settings. When these values are instilled early in their educational journey, students are more likely to carry them into adulthood, leading to responsible citizenship and positive contributions to society.

These findings resonate with the results of prior studies conducted by Huda (2017) and Omar (2019), who similarly observed that the integration of Islamic ethics into school administration fosters a supportive learning environment that reinforces positive student behavior. The significance of values in Islamic education management aligns with broader educational research, which suggests that value-based frameworks in schools significantly contribute to students' personal and academic growth (Ahmed et al., 2019). This alignment indicates that the principles underlying Islamic education are not only relevant within Islamic contexts but can also be beneficial in various educational settings worldwide.

Furthermore, the emphasis on Islamic values in education contrasts sharply with conventional management models that often prioritize productivity and compliance. These traditional approaches can inadvertently create environments that stifle creativity and moral development. In contrast, Islamic values-based management emerges as a paradigm that incorporates moral and spiritual growth as foundational to effective education. This holistic approach aligns with the Islamic perspective of education, which emphasizes the development of both intellectual capacities and ethical awareness in students (Abdullah & Rosni, 2021). By nurturing students' moral and spiritual dimensions, Islamic educational management fosters a more comprehensive approach to education that transcends academic success.

The Role of School Culture

The culture within Islamic schools plays a crucial role in shaping the educational experience. A school culture that prioritizes Islamic values creates an atmosphere of mutual respect and collaboration. Students in such environments are not just passive recipients of knowledge; they become active participants in their learning journey. The collaborative spirit fosters a sense of community, encouraging students to support one another and engage deeply with the material.

This positive school culture can be seen in various aspects of school life, from classroom interactions to extracurricular activities. For example, when students engage in group projects, the emphasis on teamwork and respect for differing opinions encourages critical thinking and problem-solving skills. Additionally, school events that celebrate Islamic holidays and traditions foster a sense of identity and belonging among students, further enhancing their engagement and motivation.

Practical Implications of Islamic Values in Education Management

The integration of Islamic values into educational management offers several practical benefits that can enhance the

overall educational experience. Schools that adopt this approach report improvements in various areas, including student discipline, motivation, and respect for authority. Such an environment fosters a culture of mutual respect and understanding among students and teachers alike, thereby creating a collaborative atmosphere that benefits both educators and learners (Al-Ghazali, 2018). For school administrators, emphasizing Islamic values provides a framework for addressing behavioral issues with compassion and understanding. This approach aligns disciplinary measures with the broader goal of moral development rather than mere punishment. By focusing on character-building, administrators can significantly improve the school climate, reduce incidents of misconduct, and enhance students' intrinsic motivation to learn (Mahmood & Hassan, 2020).

In essence, when schools prioritize ethical behavior and moral education, they cultivate an environment conducive to both academic and personal growth. This holistic approach not only benefits individual students but also contributes to the development of a positive school community. Students who feel respected and valued are more likely to take ownership of their education and contribute positively to their peers, creating a virtuous cycle of improvement and growth. Based on the findings of this study, several recommendations can be made to further enhance the integration of Islamic values in educational management:

- **Teacher Training:** Schools should invest in comprehensive training for teachers to effectively integrate Islamic values into their classroom management and teaching practices. Workshops focused on Islamic pedagogy and values-centered education will equip educators with the tools necessary to align their teaching methods with the school's mission (Al-Kandari, 2016). This professional development will enhance teachers' capabilities in promoting a values-oriented educational environment.
- **Curriculum Development:** Curricula should be developed to incorporate lessons on Islamic ethics and personal development. A well-rounded curriculum that seamlessly integrates academic content with ethical teachings can reinforce students' understanding and application of Islamic values in their daily lives (Bakar, 2019). By incorporating these values into various subjects, students will gain a holistic education that prepares them for both academic and personal challenges.
- **Parental Involvement:** Engaging parents is crucial in reinforcing these values beyond the school environment. Schools should facilitate workshops and seminars that emphasize the importance of Islamic values in holistic development, encouraging a partnership that supports students' growth both at school and at home (Yahya, 2020). This collaborative approach ensures that the values taught in school are mirrored in students' home lives, creating a cohesive educational experience.
- **Community Engagement:** Schools should also look for ways to engage the broader community in their values-based initiatives. Community service projects that align with Islamic principles can provide students with opportunities to practice these values in real-world contexts. This not only reinforces their learning but also helps them develop a sense of social responsibility and connection to their community.
- **Evaluation and Assessment:** Developing metrics to evaluate the impact of Islamic values-based management on student outcomes is essential. Schools should implement regular assessments that measure not only academic performance but also character development and ethical behavior. This comprehensive evaluation will help educators refine their approaches and ensure that they are effectively fostering an environment conducive to holistic education.

Limitations of the Study and Directions for Future Research

While this study highlights the positive impact of Islamic values-based management, it is important to acknowledge its limitations. The research is primarily situated within a specific cultural and religious context, which may limit the generalizability of the findings to non-Islamic educational settings. Future research could explore the application of these principles across diverse educational environments, assessing their broader applicability in different cultural and religious contexts. Moreover, longitudinal studies would provide valuable insights into the long-term impact of Islamic values-based management on student outcomes, particularly as they progress through different educational stages (Khan & Murtaza, 2021). Such research could illuminate how the foundational values instilled in early education continue to influence students' moral development, academic performance, and social responsibility throughout their lives.

Additionally, comparative studies between Islamic and non-Islamic educational settings could further enrich the understanding of the role that values play in shaping educational quality. By exploring the differences and similarities in outcomes, researchers can identify best practices that contribute to effective educational management, regardless of the specific cultural or religious context.

Conclusion

This study underscores the critical role that Islamic values-based management practices play in enhancing the quality of education in Islamic schools. By embedding ethical principles into educational practices, schools can create environments that not only promote academic success but also foster character development. The positive correlation between Islamic values and educational outcomes highlights the importance of leadership

that prioritizes these values, contributing to a more holistic educational experience. As educational institutions continue to evolve, the integration of Islamic values offers a valuable framework for cultivating responsible, ethical, and engaged learners who are well-prepared to face the challenges of the future. By prioritizing values-based education, schools can play a pivotal role in shaping not only the minds of their students but also their hearts and characters, ensuring a brighter and more ethical future for all. Ultimately, the findings of this study advocate for a broader acceptance of Islamic values-based management in educational settings, as these values are not just confined to Islamic schools but can enrich the educational experience for all students, regardless of their background. Schools that embrace these principles will not only enhance academic outcomes but also contribute to the development of individuals who are conscientious, ethical, and equipped to contribute positively to society. This comprehensive approach to education is essential in today's rapidly changing world, where moral and ethical considerations are more important than ever. Through the lens of Islamic values, educational institutions can truly fulfill their mission of not just imparting knowledge but also nurturing responsible and ethical future leaders.

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