



Teacher Management in Encouraging Islamic Education Reform

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Abstract

Islamic education systems in many countries still face challenges in terms of quality and relevance to modern society's needs. Islamic teachers are often under-trained in classroom management and developing innovative curricula. This article aims to explore the role of teacher management in promoting Islamic education reform. This study seeks to understand how Islamic teachers can manage classrooms and develop curricula that are more effective and relevant to modern society's needs. This study uses a qualitative method, conducting interviews and observations with Islamic teachers and students in several Islamic schools. Data is analyzed using thematic analysis to identify emerging patterns and themes. The research findings show that effective teacher management can improve the quality of Islamic education. Teachers who are trained in classroom management and developing innovative curricula can increase student motivation and achievement. Additionally, this study finds that Islamic teachers need to have adequate knowledge and skills in managing classrooms and developing curricula that are relevant to modern society's needs. This study has important implications for Islamic education policy and teacher training. Governments and Islamic education institutions need to give greater attention to teacher training and developing innovative curricula. Additionally, this study suggests that Islamic teachers need to have adequate knowledge and skills in managing classrooms and developing curricula that are relevant to modern society's needs. Thus, Islamic education can become more effective and relevant to modern society's needs.

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INTRODUCTION

The renewal of Islamic education in Indonesia requires an adaptive and responsive management system that can keep pace with global changes without compromising the essence of Islamic values. In this context, Islamic Education teachers must be professionally managed and developed to effectively fulfill both educational and transformative functions. Thus, the management of Islamic religious education should not only focus on administrative aspects but also serve as a strategic tool in realizing progressive, relevant, and nation-building Islamic education that fosters a generation of citizens who are faithful, knowledgeable, and of noble character.

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Quality education requires an agent of change that directs education toward components needed by students to advance a nation. The agent of change referred to here is the teacher (Jannah & Sulianti, 2021). The implementation of educational innovation, curriculum innovation, cannot be separated from the innovators and implementers of innovation themselves in educational reform (Syafaruddin, 2012).

Renewal is an innovation of social change, but not every social change is necessarily an innovation (Firmansyah, 2019). Innovation in the field of Islamic education is very much needed because it is related to issues of relevance, quality, efficiency, effectiveness, and structural problems (Fatmawati, 2019). Additionally, the innovation process has characteristics related to needs, clarity, complexity, quality, and practicality that align with local community characteristics. Therefore, the role of change agents is needed to support the success of the educational innovation process. Havelock (1995) describes change agents as “the principal actors in any organizational effort; change agents play many roles, including leaders, facilitators, negotiators, and advisors.” Furthermore, Smither states that, both internally and externally, an innovation agent must possess four characteristics: i) interpersonal communication skills, ii) theory-based problem-solving capability, iii) educational skills, and iv) self-awareness (self-awareness) (Djubaedi et al., 2022).

Through good management, teachers are not only implementers of the curriculum, but also drivers of change who can bring Islamic education in a more progressive and relevant direction. The renewal of Islamic education in Indonesia requires synergy between institutional management, teacher professional development, and innovative teaching approaches. As a result, teachers as agents of change will be able to cultivate a generation that is not only intellectually intelligent but also outstanding in moral and spiritual terms, in line with Islamic values.

METHODS

This study uses a qualitative approach with content analysis to examine in depth the concept, role, and implementation of Islamic Education teacher management in supporting Islamic education reform in Indonesia (Adlini et al., 2022; Engkizar et al., 2024; 2025). Data collection was conducted through a review of various relevant literature, such as scientific books, national and international journals, academic articles, and official documents related to educational management, teacher professional development, and the dynamics of Islamic religious education (Engkizar et al., 2022; Fatoni, 2024). The data obtained was then analyzed using a descriptive-qualitative content analysis method, which involved identifying important themes, formulating interrelationships between concepts, and drawing conclusions based on the synthesis of information from various sources (Mulyana, 2016; Engkizar et al., 2025). This approach was chosen because it was considered capable of providing a comprehensive conceptual understanding of the phenomenon being studied, as well as a basis for formulating recommendations for Islamic education reform based on effective teacher management that is relevant to the needs of the times.

RESULT AND DISCUSSION

A review of the literature shows that the role of Islamic Education teachers as agents of change is crucial in supporting the process of Islamic education reform in Indonesia (Ikhlās & Murniati, 2025). Islamic Education teachers not only fulfill their traditional role as educators but also act as innovators, facilitators, and change agents within the education system (Basyori, 2025). In the context of educational management, the success of teachers in fulfilling these strategic roles is greatly influenced by how effectively educational institutions manage teachers' roles through structured managerial processes, from planning, implementation, supervision, to professional development (Syafarina et al., 2021).

The renewal of Islamic education in Indonesia requires a teacher management system that is capable of responding to the ever-evolving social, cultural, and technological dynamics (Mesiono et al., 2024). Literature indicates that Islamic Religious Education teachers managed using modern management approaches will be better prepared to deliver contextual, interactive, and transformative learning (Apriyani et al., 2025). Effective teacher management includes regular training, strengthening pedagogical and spiritual competencies, and teacher involvement in educational policy-making at the school level (Budiyanti et al., 2021). This not only improves the quality of education but also fosters a more adaptive educational environment in response to changing times.

Several studies also show that Islamic educational institutions that successfully implement optimal teacher management tend to be more progressive in reforming their curriculum, teaching methods, and strengthening the character of their students. Islamic Religious Education teachers play a central role in this process because they are directly involved in internalizing Islamic values in the younger generation and their students. Therefore, teacher management should not be merely administrative but should be directed toward continuous development so that teachers can become pioneers of change within the school environment and society (Andriani, 2021).

Thus, it can be concluded that the management of Islamic Education teachers is an important aspect in realizing Islamic education that is relevant, excellent, and competitive in the modern era. Through targeted and sustainable management, teachers can fulfill their roles to the fullest as agents of change in shaping a generation that is knowledgeable, morally upright, and globally competitive (Syafi'i et al., 2025). Their role is not limited to providing guidance but also includes mentoring and empowerment to ensure that the process of change can proceed effectively and sustainably (Tampubolon, 2020).

For clarity, the author attempts to outline the key points, such as planning, organizing, implementation, monitoring and evaluation, professional development of teachers, internalization of Islamic values in management, and collaboration and participation.

Planning Learning that is Relevant to the Times

Planning Islamic Religious Education learning is a very important first step in realizing an effective learning process that is relevant to the times. Islamic Education teachers are required to be able to develop plans that not only meet curriculum requirements but also respond to the social, cultural, and technological dynamics evolving in society. In the context of Islamic education reform, learning planning must reflect the integration of Islamic values and contemporary life challenges, such as religious moderation, ethical use of technology, environmental issues, and the strengthening of students' character in a multicultural society (Hilmin, 2024; Mira, 2022). Additionally, learning tools such as Lesson Plans, modules, and teaching materials need to be designed with varied and innovative approaches, accommodating active learning methods, and optimally utilizing digital media (Ananda & Albina, 2025). Thus, well-planned and adaptive Islamic Education learning planning will serve as a strong foundation for creating transformative and competitive Islamic education in the modern era.

Planning in Islamic education plays a role in line with the vision and mission of education, both for short-term and long-term goals (Fitriyanti & Sirozi, 2024). This process includes the formulation of provisions that serve to prevent deviations, so that education can develop optimally. The main objective is to create accountability in the educational institution environment, so that it is necessary to formulate the right system to be implemented. All parties involved need to be encouraged to guide the course of education so that challenges in achieving goals can be identified and overcome more effectively. The principles underlying Islamic education planning

include sincerity, creativity, efficiency, sustainability, and responsibility. The initial stage of planning is crucial because the goal of Islamic education emphasizes the achievement of mutual benefit in the management of the education system, which in the Quran is referred to as *hudā*—guidance for the successful implementation of plans. A plan will run optimally if it is able to set clear goals, develop strategic steps to achieve them, and identify and utilize available resources, even if they are limited in number.

Organizing Learning Proportionally in the School Organizational Structure

The management of the role of Islamic Education teachers in the school organizational structure needs to be carried out proportionally so that their presence is not merely an administrative complement, but truly contributes to the direction and vision of school education. In the context of Islamic education management, Islamic Education teachers must be given a strategic role within the school's institutional structure, particularly in decision-making, planning religious activities, and implementing programs related to the character development and spirituality of students (Malim, 2025; Putera et al., 2024). The placement of Islamic Education teachers in the appropriate position also reflects recognition of the urgency of religious education as an integral part of holistic student development. Therefore, school principals and educational institution management need to organize and structure the role of Islamic Education teachers by considering their competencies, leadership capacity, and the tangible contributions they can make, thereby creating strong synergy between religious and managerial functions within the educational environment.

The distribution of religious tasks in schools is an important part of Islamic Religious Education teacher management, which aims to optimize their role in shaping a religious culture in the educational environment (Mesiono et al., 2024). Islamic Education teachers are not only responsible for intraschool activities but also play a central role in religious-themed extracurricular activities, such as serving as Islamic Spiritual Advisors (*Robi*), prayer guides, coordinators of regular religious activities like congregational prayers, celebrating Islamic holidays, and guiding Quran recitation and memorization (Efendi & Putera, 2024). Therefore, religious tasks need to be distributed proportionally and in accordance with each teacher's capacity to ensure the program runs effectively and does not burden any one party. Proper management in the distribution of tasks also creates harmonious coordination among Islamic Education teachers, strengthens teamwork, and ensures the continuity of religious activities as part of the ongoing Islamic character development of students, as well as fostering collaboration between Islamic Education teachers and teachers of other subjects for the integration of Islamic values (Rohimah et al., 2024).

Implementing Active, Creative, Contextual, Technology-Based Learning

The implementation of active, creative, and contextual Islamic Education learning processes is an integral part of efforts to reform Islamic education in Indonesia (Lazwardi, 2025). Islamic Education teachers are required not only to convey material textually but also to create a learning environment that encourages active student participation, fosters curiosity, and connects Islamic values with everyday life. Active learning directly involves students in the process of thinking and acting, creative learning emphasizes innovation in methods, media, and approaches, while contextual learning ensures that Islamic values are not only understood theoretically but can also be implemented in the social and cultural context of the learners (Ringgit et al., 2024). Through this learning model, Islamic Education teachers become agents of change who are able to lead students towards an understanding of Islam that is applicable, inclusive, and relevant to the challenges of the times. Thus, the Islamic Education learning process becomes not only a means of transferring knowledge, but also a vehicle for transforming the character and spirituality of students (Fauzan et al., 2024).

The integration of technology in Islamic Religious Education is a strategic step

in addressing the challenges of the digital age and enhancing the effectiveness of the learning process (Fauzan et al., 2024). Islamic Education teachers need to utilize various educational technology tools and applications, such as e-learning platforms, interactive videos, digital quizzes, and educational social media, to make learning more engaging, accessible, and relevant to the students' world (Aziz, 2017). The use of technology not only enriches teaching methods but also enables more flexible, participatory, and experience-based learning (Entriza et al., 2025). In the context of educational management, teachers' mastery and development of technology in Islamic Education reflect innovation and readiness to bring the mission of religious education into a broader and more dynamic realm. Thus, the integration of technology is an important indicator in the renewal of Islamic education, where Islamic teachings are conveyed in a modern way without losing their essential values.

Evaluation of Learning Objective Achievement

Regular evaluation of the achievement of Islamic Religious Education learning objectives is a crucial part of quality-oriented learning management (Sholeh et al., 2023; Efendi & Sholeh, 2023). Islamic Education teachers need to regularly conduct comprehensive assessments of the learning process and outcomes of students to ensure that spiritual competencies, religious knowledge, as well as attitudes and Islamic practices have been achieved in accordance with the established indicators (Muslihati & Wardan, 2024). This evaluation is not limited to cognitive assessment but also includes affective and psychomotor aspects, thereby reflecting the holistic development of students' character. By conducting systematic and continuous evaluations, teachers can identify strengths and weaknesses in the implementation of learning and formulate appropriate improvement measures. In the context of Islamic education reform in Indonesia, quality evaluation is the foundation for creating Islamic Religious Education that is adaptive, relevant, and transformative for students (Lazwardi, 2025).

Providing feedback on shortcomings in the teaching and learning process is an important step in improving the quality of Islamic Religious Education. Teachers, as learning managers, not only play a role in delivering material, but must also be able to identify the obstacles faced by students during the learning process (Agustin et al., 2024). Constructive feedback helps students understand where they went wrong and gradually improve their shortcomings. Additionally, teachers can reflect on shortcomings in the methods, approaches, or learning media used, thereby creating a more responsive, fair, and effective learning process (Umalihayati, 2025). In the context of Islamic education reform, this feedback mechanism is part of an adaptive education quality management system that is oriented toward the comprehensive development of students' potential, including intellectual, spiritual, and moral aspects (Sastratmadja et al., 2024).

Academic supervision of Islamic Education teachers' performance by school principals or education supervisors is an integral part of the education quality management system (Rahman & Pewangi, 2024). This supervision activity aims to nurture, monitor, and evaluate the implementation of Islamic Education teachers' professional duties so that they are in line with the established competency standards and learning objectives. Through planned and continuous supervision, school principals or supervisors can provide constructive feedback, identify obstacles in the implementation of learning, and encourage teachers to continue improving their pedagogical, professional, social, and spiritual competencies (Amien et al., 2021). In the context of Islamic education reform in Indonesia, academic supervision not only functions as a control mechanism but also as a means of developing teachers' capacities to adapt more responsively to changes in the times and the needs of students (Sastratmadja et al., 2024). Thus, effective supervision will directly impact the improvement of the quality of Islamic Education and the achievement of holistic

Islamic education goals.

CONCLUSION

Effective and relevant Islamic Education management that keeps up with the times requires thorough planning, proportional organization, innovative implementation, and systematic supervision. Islamic Education teachers are expected to develop adaptive learning tools that address social, cultural, and technological challenges, and are able to integrate Islamic values contextually into students' lives. The role of Islamic Education teachers must be strategically positioned within the school structure and supported by a balanced distribution of religious duties to foster a strong religious culture. The learning process must be active, creative, and contextual, and utilize digital technology to enhance student participation and understanding. Comprehensive and continuous evaluation is key to ensuring the achievement of holistic learning objectives, including cognitive, affective, and psychomotor aspects. Finally, academic supervision by the school principal or supervisor plays a crucial role in nurturing and enhancing the professionalism of Islamic Education teachers, ensuring that the entire learning process is transformative and capable of addressing the needs of Islamic education in the modern era.

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