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MODEL OF INNOVATIVE MANAGEMENT FOR ISLAMIC EDUCATIONAL ORGANIZATIONS AT MADRASAH DINIYAH TAKMILIYAH AWALIYAH IN PADAKEMBANG DISTRICT, TASIKMALAYA REGENCY

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Abstract

This article discusses organizational management innovation in Islamic educational institutions, specifically Madrasah Diniyah Takmiliyah Awaliyah (MDTA) in Padakembang District, Tasikmalaya Regency, Indonesia. The study was motivated by the need to improve the quality of management in non-formal Islamic educational institutions, which continue to face challenges related to managerial professionalism, limited resources, and adaptation to technological developments and evolving societal demands. The research aims to identify, analyze, and formulate the forms of Islamic educational management innovation implemented in MDTA institutions within the region. This study employed a descriptive qualitative approach plus information on Literature Review. Data were collected through observations, in-depth interviews, and documentation. The research participants included MDTA principals, teachers, institutional administrators, and educational stakeholders at the district level. Data were analyzed using an interactive process consisting of data reduction, data display, and conclusion drawing. The findings reveal that organizational management innovation in MDTA encompasses six major dimensions: (1) collaborative and visionary leadership innovation, (2) contextual and adaptive curriculum development, (3) continuous human resource capacity building through professional training, (4) administrative and instructional digitalization, (5) transparent and accountable financial management systems, and (6) institutional branding development to enhance competitiveness and public trust. Based on these six dimensions, this study proposes the Integrated Islamic Education Management Innovation Model (MIPI) as its principal novelty. The model integrates all dimensions of management innovation into a holistic, systemic, and sustainable management framework capable of improving the effectiveness, efficiency, and quality of Islamic educational services in MDTA institutions. The MIPI Model is expected to serve as an alternative framework for developing non-formal Islamic educational management in the era of digital transformation and increasing educational competition.

Keywords: management innovation, Islamic education, Madrasah Diniyah Takmiliyah Awaliyah (MDTA), MIPI Model, Tasikmalaya.

Introduction

Social change, the rapid development of digital technology, and increasing demands for educational quality have encouraged Islamic educational institutions to

transform their management practices. In the contemporary era, educational organizations are expected not only to provide religious instruction but also to demonstrate effective governance, accountability, and adaptability to societal changes. These developments have created new challenges and opportunities for Islamic educational institutions to improve their organizational performance and service quality.

Madrasah Diniyah Takmiliyah Awaliyah (MDTA) plays a strategic role in fostering students' religious character, moral values, and Islamic knowledge. As a non-formal Islamic educational institution, MDTA serves as an important complement to formal education by strengthening learners' understanding of Islamic teachings and promoting ethical behavior. Through its educational activities, MDTA contributes significantly to the development of religious awareness and character formation among young generations.

Despite its important role, MDTA continues to face various challenges in its organizational management. These challenges include limited human resources, insufficient managerial competencies, inadequate infrastructure, restricted financial capacity, and the need to adapt to technological advancements. Furthermore, many MDTA institutions still rely on conventional management practices, which may limit their effectiveness in responding to contemporary educational demands and community expectations.

The increasing integration of digital technology into educational processes has also highlighted the necessity for innovation in management systems. Educational institutions are required to adopt digital tools for administration, communication, financial management, and learning activities. Consequently, MDTA institutions need innovative management approaches that can support organizational effectiveness while maintaining their religious and educational missions.

In addition, growing public expectations regarding educational quality have intensified the need for institutional improvement. Parents and communities increasingly expect Islamic educational institutions to provide professional services, transparent governance, quality learning experiences, and measurable educational outcomes. These expectations require MDTA administrators and stakeholders to develop sustainable strategies for institutional development and organizational excellence.

Therefore, this study seeks to formulate an innovative management model that can be sustainably implemented within MDTA institutions. The research focuses on identifying and analyzing management innovations that support institutional effectiveness, efficiency, and educational quality. By examining the experiences of MDTA institutions in Padakembang District, Tasikmalaya Regency, this study aims to contribute to the development of a comprehensive management framework capable of addressing contemporary challenges faced by Islamic educational organizations.

The proposed model is expected to provide practical guidance for educational leaders and policymakers in strengthening the governance and sustainability of MDTA institutions. Furthermore, it is intended to serve as a reference for the

broader development of non-formal Islamic education management in the context of digital transformation and increasingly competitive educational environments.

Literature Review

Innovation in Islamic education refers to a process of renewal and improvement that remains firmly grounded in Islamic principles and values. Educational innovation is not merely concerned with adopting new methods, technologies, or management systems, but also with ensuring that such developments align with the objectives of Islamic education (maqāṣid al-sharī'ah). In the contemporary era, Islamic educational institutions are required to respond to social changes, technological advancements, and increasing expectations regarding educational quality. Consequently, innovation has become an essential strategy for maintaining institutional relevance and sustainability.

The concept of innovation in Islamic education encompasses various dimensions, including curriculum development, instructional strategies, organizational management, human resource development, and technology integration. Effective innovation enables Islamic educational institutions to improve educational outcomes while preserving their religious identity and values. Therefore, innovation should be viewed as a continuous and systematic effort to enhance institutional performance and educational quality.

Islamic educational management is a process of utilizing human, financial, and material resources effectively and efficiently to achieve educational objectives in accordance with Islamic teachings. Similar to general management principles, Islamic educational management involves four primary functions: planning, organizing, implementing, and controlling. However, these functions are guided by Islamic ethical values such as accountability (*amanah*), justice (*'adl*), consultation (*shūrā*), and responsibility.

Planning involves determining institutional goals, strategies, and programs that support educational development. Organizing focuses on allocating tasks, responsibilities, and resources within the institution. Implementation refers to the execution of educational programs and organizational activities, while controlling ensures that all activities are conducted according to established plans and objectives. The integration of these managerial functions contributes significantly to the effectiveness and sustainability of Islamic educational institutions.

Transformational Leadership in Islamic Educational Institutions

Transformational leadership has emerged as one of the most influential leadership approaches in contemporary educational management. This leadership style emphasizes vision, inspiration, motivation, and organizational change. Transformational leaders encourage organizational members to exceed their personal interests for the achievement of collective goals and institutional improvement.

Within Islamic educational institutions, transformational leadership is particularly relevant because it aligns with Islamic values of exemplary conduct (uswah hasanah), trustworthiness (amanah), and collective responsibility. Leaders who demonstrate transformational characteristics are more likely to foster innovation, strengthen organizational commitment, and create a culture of

continuous improvement. Consequently, transformational leadership serves as a fundamental driver of organizational change and educational quality enhancement.

Digitalization has transformed the landscape of educational management and learning processes worldwide. The integration of digital technologies into educational institutions enables more efficient administration, effective communication, improved data management, and innovative learning experiences. For Islamic educational institutions, digitalization offers opportunities to modernize management practices while expanding access to educational resources.

The implementation of digital technologies can support various administrative functions, including student data management, financial administration, institutional reporting, and communication with stakeholders. In addition, digital learning platforms facilitate flexible and interactive learning experiences that can enhance student engagement and learning outcomes. Therefore, digitalization has become a critical component of educational innovation and institutional competitiveness in the twenty-first century.

Based on the theories of educational innovation, Islamic educational management, transformational leadership, and educational digitalization, this study develops the Integrated Islamic Education Management Innovation Model (MIPI). The model integrates six key dimensions: collaborative and visionary leadership, adaptive curriculum development, human resource capacity building, administrative and instructional digitalization, transparent and accountable financial management, and institutional branding development.

The MIPI Model provides a holistic framework for improving the effectiveness, efficiency, and sustainability of Madrasah Diniyah Takmiliyah Awaliyah (MDTA). By integrating multiple dimensions of management innovation into a unified system, the model offers a comprehensive approach to addressing contemporary challenges faced by Islamic educational institutions in the era of digital transformation.

Methodology

This study employed a qualitative approach with a descriptive research design, complemented by insights derived from a literature review. The qualitative approach was selected because it enables an in-depth exploration of the phenomenon of organizational management innovation in Islamic educational institutions, particularly Madrasah Diniyah Takmiliyah Awaliyah (MDTA) in Padakembang District, Tasikmalaya Regency, based on actual conditions and experiences in the field.

The research was conducted in several MDTA institutions located throughout Padakembang District. The selection of this research setting was based on the consideration that MDTA institutions in the area exhibit diverse characteristics in terms of organizational management, leadership practices, and institutional development. Such diversity provides a comprehensive understanding of the implementation of management innovation within non-formal Islamic educational institutions.

Research participants were selected using a purposive sampling technique. The informants consisted of members of the District Forum for Diniyah Takmiliyah

Communication (FKDT) of Padakembang, MDTA principals, teachers (*ustaz* and *ustazah*), school committee representatives, and community leaders who were directly involved in or closely associated with the management and development of MDTA institutions. Informants were chosen based on their competence, experience, and level of involvement in Islamic educational management at the local level.

Data were collected through participant observation, in-depth interviews, and document analysis. Participant observation was employed to directly observe institutional management practices and organizational activities. In-depth interviews were conducted to obtain detailed information regarding management innovations, challenges, and strategies implemented by the institutions. Documentary analysis was utilized to complement the primary data through the examination of institutional archives, curriculum documents, activity reports, administrative records, and other relevant documents.

Data analysis followed the interactive model developed by Miles and Huberman, which consists of three major stages: data reduction, data display, and conclusion drawing and verification. The analytical process was conducted continuously throughout the research, beginning with data collection and continuing until credible and academically accountable findings were obtained.

To ensure the trustworthiness of the data, the study applied source triangulation, technique triangulation, and time triangulation. These validation procedures were undertaken to enhance the consistency, credibility, and reliability of the findings derived from different informants, data collection methods, and periods of observation.

Results

The findings indicate that management innovation within Madrasah Diniyah Takmiliyah Awaliyah (MDTA) in Padakembang District has been implemented through several interconnected dimensions. First, leadership innovation is characterized by a participatory and collaborative approach. Institutional leaders actively involve teachers, administrators, committees, and community stakeholders in decision-making processes, program planning, and organizational development. This leadership approach strengthens institutional commitment, enhances collective responsibility, and fosters a culture of continuous improvement.

Second, curriculum innovation has been developed through the integration of character education and religious habituation programs. In addition to delivering core Islamic subjects, MDTA institutions emphasize the cultivation of moral values, discipline, responsibility, and daily worship practices. This approach reflects the broader objective of Islamic education, which seeks not only to transmit knowledge but also to develop students' spiritual and moral character.

Third, human resource development is continuously pursued through training programs, professional development activities, mentoring, and institutional coaching. Teachers and educational staff are encouraged to improve their pedagogical, managerial, and technological competencies. The findings suggest that continuous capacity building plays a crucial role in enhancing educational quality and institutional performance.

Fourth, digitalization has become an important component of organizational innovation. The adoption of digital technologies has been applied to both administrative management and learning activities. Digital tools facilitate data management, communication, documentation, reporting systems, and instructional delivery. The integration of technology contributes to greater efficiency, effectiveness, and responsiveness in institutional operations.

Fifth, financial management practices have been strengthened through the implementation of transparent and accountable systems. Institutional finances are managed using clear planning, reporting, and monitoring mechanisms. Transparency in financial administration enhances stakeholder trust and supports the sustainability of educational programs and organizational development.

Sixth, institutional branding has been developed through the utilization of social media platforms, public engagement activities, and community-based programs. These initiatives aim to increase institutional visibility, strengthen public confidence, and improve competitiveness among educational institutions. Effective branding has contributed to broader community support and increased participation in MDTA programs.

The findings demonstrate that the success of organizational innovation is not determined by a single management component but rather by the integration and synergy of multiple dimensions. Leadership, curriculum development, human resource management, digitalization, financial governance, and institutional branding collectively contribute to organizational effectiveness and educational quality. This result supports the view that sustainable educational innovation requires a comprehensive and systemic management approach.

The Integrated Islamic Education Management Innovation Model (MIPI)

Based on the empirical findings, this study proposes the Integrated Islamic Education Management Innovation Model (MIPI) as its principal contribution and novelty. The MIPI Model is a conceptual framework developed from the management practices observed in MDTA institutions in Padakembang District, Tasikmalaya Regency. The model was designed to integrate various dimensions of Islamic educational management that had previously operated separately into a holistic, synergistic, and sustainable management system.

The MIPI Model consists of six interrelated pillars: (1) collaborative and visionary leadership, (2) contextual and adaptive curriculum development, (3) continuous human resource development, (4) administrative and instructional digitalization, (5) transparent and accountable financial management, and (6) institutional branding and public engagement. These six pillars function as an integrated management ecosystem in which each component reinforces and supports the others.

The novelty of the MIPI Model lies in its integrative perspective. Unlike previous studies that focused on individual aspects of educational management, the MIPI Model combines leadership, curriculum, human resources, technology, finance, and institutional branding within a unified framework. Through this integration, the model provides a practical and sustainable strategy for improving the effectiveness, efficiency, accountability, and quality of Islamic educational institutions.

Therefore, the MIPI Model offers an alternative framework for the development of non-formal Islamic educational institutions, particularly Madrasah Diniyah Takmiliyah Awaliyah, in responding to the challenges of digital transformation, educational competition, and changing societal expectations. The model is expected to serve as both a theoretical contribution to Islamic educational management studies and a practical guide for educational leaders and policymakers seeking to enhance institutional quality and sustainability.

Components of the Integrated Islamic Education Management Innovation Model (MIPI)

The Integrated Islamic Education Management Innovation Model (MIPI) consists of six interconnected components that collectively form a comprehensive educational management system.

The first component is leadership, which serves as the primary driver in policy formulation, institutional vision development, and the strengthening of an organizational culture grounded in Islamic values. Leadership within this model is characterized as visionary, collaborative, and adaptive to the changing educational environment. Effective leadership functions as the central force that coordinates and integrates all organizational activities toward the achievement of institutional goals.

The second component is human resources (HR), which includes teachers, educational staff, and institutional administrators. Human resource development focuses on enhancing pedagogical, professional, spiritual, and digital competencies through continuous training programs, mentoring activities, and the strengthening of teacher learning communities. The quality of human resources is considered a critical determinant of institutional effectiveness and educational excellence.

The third component is the curriculum, which is developed through a contextual and adaptive approach by integrating Islamic values, students' needs, and contemporary educational demands. The curriculum is designed not only to promote cognitive development but also to foster character formation, moral development, and the cultivation of Islamic ethics. This holistic orientation ensures that educational outcomes address both intellectual and spiritual dimensions.

The fourth component is digitalization, which encompasses the utilization of information and communication technologies in administration, teaching and learning processes, and institutional communication. Digitalization serves as an important instrument for improving managerial efficiency, enhancing organizational effectiveness, and expanding access to educational information and resources. Furthermore, digital technologies facilitate innovation and responsiveness in educational management practices.

The fifth component is financial management, which emphasizes the principles of transparency, accountability, and efficiency in the management of institutional resources. Sound financial management provides the foundation for the sustainability of MDTA operations and supports the implementation of educational programs. In addition, transparent financial practices contribute to increased public trust and stakeholder confidence in the institution.The sixth component is institutional branding, which refers to strategic efforts aimed at building a positive institutional image through the improvement of educational service quality, the dissemination of institutional activities, and the strengthening of organizational

identity within the community. Effective branding enhances institutional competitiveness, increases public awareness, and encourages broader community participation in educational development.

These six components do not operate independently; rather, they are integrated within a unified management system in which each component influences and reinforces the others. Leadership functions as the central driving force, human resources serve as the primary implementers, the curriculum constitutes the core of the educational process, digitalization acts as a supporting mechanism, financial management ensures institutional sustainability, and branding represents the outward manifestation of institutional quality and performance.

The integration of these components forms the Integrated Islamic Education Management Innovation Model (MIPI), a holistic framework designed to improve the quality of Islamic education in a comprehensive, adaptive, and sustainable manner. Through the synergistic interaction of its six pillars, the model provides a strategic approach for strengthening institutional governance, enhancing educational effectiveness, and ensuring the long-term development of Madrasah Diniyah Takmiliyah Awaliyah in the era of digital transformation and educational change.

Conclusion

This study produced a major finding in the form of the Integrated Islamic Education Management Innovation Model (MIPI), which represents the principal novelty of the research in the field of Islamic educational management, particularly within Madrasah Diniyah Takmiliyah Awaliyah (MDTA). The MIPI Model integrates six key dimensions—leadership, human resources, curriculum, digitalization, financial management, and institutional branding—into a holistic, synergistic, and sustainable management framework.

The integration of these six dimensions demonstrates that improving the quality of Islamic education cannot be achieved through isolated or partial efforts. Rather, it requires a systemic approach that incorporates all managerial aspects in a coordinated and integrated manner. Within the MIPI framework, leadership functions as the primary driving force, human resources serve as the key implementers, the curriculum acts as the core of the educational process, digitalization supports efficiency and innovation, financial management ensures institutional sustainability, and branding reflects the institution's quality, reputation, and competitiveness.

The findings indicate that the MIPI Model has significant potential to serve as a reference framework for enhancing the quality of MDTA institutions, not only in Padakembang District but also in other Islamic educational institutions with similar characteristics. The implementation of this model is expected to promote more professional educational management practices, strengthen institutional adaptability to technological developments, and increase public trust and community participation in educational activities.

Furthermore, the MIPI Model opens opportunities for future research. Subsequent studies may focus on the empirical implementation of the model in different geographical and institutional contexts, as well as on the development of

measurable indicators to evaluate **the effectiveness of each component within the framework. Such studies would contribute to the refinement and broader application of the model in strengthening the quality** and sustainability of Islamic educational institutions in the era of digital transformation.

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