

## **Trends in Islamic Education Management Studies, 2018-2022**

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### **ABSTRACT**

This article discusses the trends in Islamic education management studies at UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta, as well as the factors driving these trends. After identifying the trends and their influencing factors, this research further proposes recommendations for bolstering Islamic education management studies. The analysis of these trends utilizes theses written by students of the Islamic education management study program at these two universities over five years, from 2018 to 2022. Considering that the theses are available online, the data in this study are sourced from the institutional repositories of both campuses. The data are classified into three study topics: management, leadership, and supervision. These topics are further categorized based on their study area, namely Islamic educational institutions. The data, presented in tables and graphs, are also supplemented with interviews with policy-makers. These interviews serve to delve deeper into the factors influencing the trends in studies. The research reveals a clustering of studies in certain sub-disciplinary areas, attributed to the tendencies in the supervisors' expertise and the availability of topics within the study program, which in turn shape the students' choices of thesis topics. Additionally, there is a factor of replication from previous studies conducted by former students.

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## INTRODUCTION

The educational sphere plays a crucial role in the sustenance of human life, acting as a conduit for the transmission of values, ideologies and equipping the newer generations with essential life skills. Initially, educational studies focused primarily on the most effective methods of imparting knowledge and information to learners. However, as time progressed, the classical methods employed in education necessitated the management of classrooms within school systems. This gave rise to the study of educational management, commonly known as educational administration.

Educational management emphasizes the administration of educational units to ensure that students are well-served and that teachers' needs are met for the continuation of the learning process. Various resources are mobilized to support services for students, including providing extracurricular activities, fulfilling the requirements for laboratory facilities, and ensuring access to policies within the educational units.

The study of Islamic educational management concentrates its scholarly attention on Islamic educational institutions. Its domain encompasses both formal and non-formal education units, such as madrasahs, Islamic boarding schools (Pondok Pesantren), Quranic Educational Centers (Taman Pendidikan Al-Quran), Islamic study groups (Majlis Ta'lim), and mosques.

As an academic program focusing on issues beyond teaching, the Islamic educational management program bears the responsibility of providing students with learning experiences that deepen and enrich the discourse surrounding these non-teaching issues. Students are equipped with various knowledge about Islamic educational management and current trends in educational unit management. The issues developed and academically explored by the students reflect the program's contribution to the advancement of Islamic educational management studies.

Islamic educational management studies have garnered significant attention from various academic circles. The number of academic programs in Islamic educational management within Islamic higher education institutions totals 320, indicating substantial Indonesian societal interest in the development of Islamic educational institutions. Consequently, the academic community within these programs has produced a vast array of scholarly works, including theses, dissertations, books, and journal articles.

A search for studies related to Islamic educational management on the Science and Technology Index (Sinta) using the keyword "Islamic educational management" yielded 1,091 titles. The focal points of this study intersect with an overarching scholarly landscape. This landscape, or research map, aims to plot out the body of work that pertains to the management of Islamic education. Concurrently, the study's trends scrutinize how prevalent these

management studies are within the wider field of Islamic educational research. This implies that trend analysis is conducted after initially understanding the research map.

A report written by Sulanam categorizes the trends in Islamic educational management studies into three main areas: management, leadership, and supervision. Additionally, auditing and planning are identified as distinct groups. Auditing focuses on quality, performance, and finance, while planning specifically examines strategic planning. The work of Fetty Ernawati and Muhammad Munadi represents an attempt to map educational management studies within public and private universities in Indonesia. This study also compares the number of journals as a medium for publishing academic products with the number of educational management programs at all educational levels in Indonesia.

Conceptually, the narrative constructed by Nasib Tua Lumban Gaol is very helpful chronologically in understanding the concept of educational management. The article explains in more detail about the methodological construction of educational management studies, which was previously more commonly referred to as educational administration. Gaol assesses that the development of educational management in Indonesia is inseparable from the decentralization of education policies enacted by the government after the reformation period. Educational management is an applied field of management science contextualized within the education area.

Considering the three aforementioned accounts, Sulanam's writings require further examination using the historical framework as outlined by Gaol. These two accounts should also consider Ernawati's findings as part of the data processing of the Islamic educational management knowledge database published in scientific journals. Ernawati, in her conclusion, does not explain the scope of Islamic educational management studies and only notes the need for a focus on studies at each university.

This research positions itself to explore the focus of Islamic educational management studies while also unraveling and presenting the trends in Islamic educational management studies. Suppose there are four sub-fields in the focus of Islamic educational management studies. In that case, this research will examine where the concentration of studies is and which sub-fields have not yet been explored. This is beneficial for program policymakers to develop a roadmap or research map for Islamic educational management within their respective programs. In addition to exploring the focus of the studies, this research will also examine the areas of study that are the objects of Islamic educational management research. In some cases, it has been found that the theses composed by students do not reflect the area of Islamic educational institutions at all, and the focus or topic of the study also does not reflect Islamic studies.

**Methods**

This qualitative research utilizes databases from institutional repositories at UIN Sunan Ampel Surabaya, and UIN Sunan Kalijaga Yogyakarta. The data to be reviewed from these databases are from the last five years, from 2018 to 2022. This data is identified based on the subject of Islamic educational management studies, then categorized and classified into sections within the scope of Islamic educational management studies. Initially, the researcher defines the scope of the sub-fields of Islamic educational management science, including the sub-fields of administration (management), supervision, and leadership. The researcher will also incorporate additional sub-disciplines if categories are identified that do not fit within the three aforementioned sub-disciplines.

**RESULTS**

It turns out from the results of research on student perceptions of the use of digital storytelling in improving speaking skills show a high perception. The findings presented show that in the learning process through digital storytelling there is interaction and collaboration that can improve students' speaking skills. The findings of this study have additional implications for teachers as learning material designers where in presenting digital storytelling material should be tailored to the needs of learners not general material so that the material will be more attractive to students. The limitation of this study is related to the small sample size which reduce **Trends in Islamic Education Management Studies**

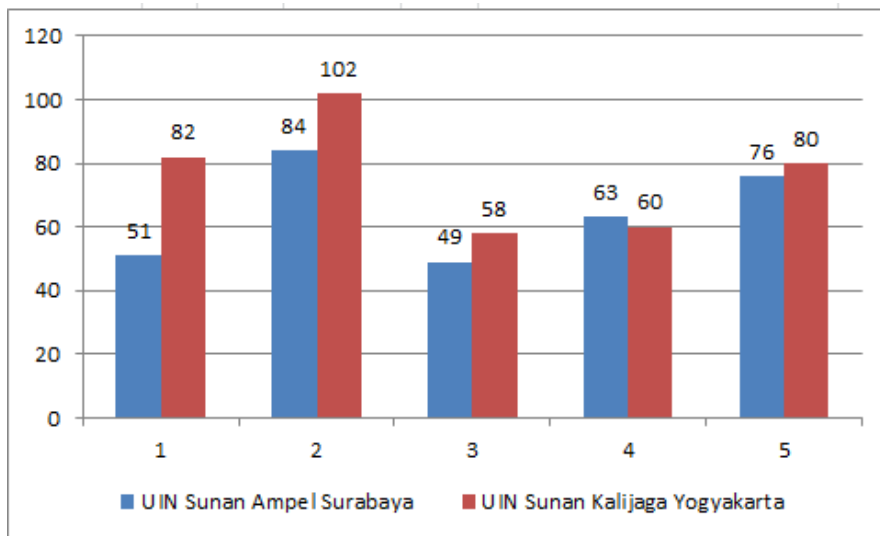
The document search was conducted on final projects in the form of theses from the years 2018 to 2022, which are available online in each respective institutional repository of the campuses. Online data of Islamic education management student theses at UIN Sunan Ampel Surabaya were accessed through the page <http://digilib.uinsa.ac.id/>. Meanwhile, online data of Islamic education management student theses at UIN Sunan Kalijaga Yogyakarta were accessed through the page <https://digilib.uin-suka.ac.id/>. As a result, there are 705 thesis document titles that have been produced by these two campuses.

**Table 1.** Number of Thesis Titles from 2018-2022 at UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta

No	University	2018	2019	2020	2021	2022	Total
1	UIN Sunan Ampel Surabaya	51	84	49	63	76	323
2	UIN Sunan Kalijaga Yogyakarta	82	102	58	60	80	382
	<b>Total</b>	<b>133</b>	<b>186</b>	<b>107</b>	<b>123</b>	<b>156</b>	<b>705</b>

Document-wise, on average, each university has produced over 100 thesis titles. The graph (see Graph 1) shows that UIN Sunan Kalijaga produced more theses each year. In 2018, the count was 51:82, with UIN Sunan Kalijaga producing 31 more titles. In 2019, the ratio was 84:102, with UIN Sunan Kalijaga producing 94 more thesis titles. In 2020, the figure was 49:58, with UIN Sunan Kalijaga producing 9 more thesis titles. In 2021, the count was 63:60, with UIN Sunan Ampel Surabaya producing 3 more titles. In 2022, there were 76:80 thesis titles, with UIN Sunan Kalijaga producing 4 more thesis titles.

Grafik 1. Comparison of the Number of Thesis Titles from 2018-2022 at UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta



This study notes that the abundance of thesis document titles produced over the last five years still gravitates towards the core topics of Islamic education management studies, namely topics on management, leadership, and supervision. This is indicated by the data in the "other" column, whose percentage, on average from the four aspects observed in this study, does not exceed 10% (see Table 2).

This study does not investigate aspects deemed "erroneous" (falling outside the scope of Islamic educational management studies). The criteria for determining what falls outside the focus and scope in this study are guided by the following principles: (1) If the topic is 'not related to Islam', then the 'location of the research must' be in Islamic educational institutions; (2) If the topic is 'related to Islam', then the 'location of the research may' be conducted outside Islamic educational institutions.

These two criteria serve as guides for Islamic education management studies when conducting research in this field. This study suggests that Islamic education

management studies should now strengthen the institutions of Islamic education themselves. Why is this so? Islamic educational institutional studies have unique characteristics that are deeply rooted in social and community traditions. Generally, Islamic educational institutions are born out of community initiatives, worked on and developed independently, voluntarily, and possess a strong spirit in instilling values of civility.

The studies conducted over the last five years can contribute to subsequent studies if gaps are filled with more robust studies. Presumably, this is what is referred to as a study having a contribution to the development of science and civilization. The following presents a comparison of Islamic educational management studies conducted at the two universities in this study. This presentation is also presented in comparative tables, allowing readers to directly understand the comparative data.

**Research Topics in Islamic Educational Management**

This section explains that the core topics of Islamic education management are related to themes of management, leadership, and supervision. These three themes are studied in various ways and places and are related to a wide variety of derivative topics. Overall, studies related to management have received considerable attention among MPI students at these two campuses. This attention is demonstrated through two significant figures, namely 62.54% for UIN Sunan Ampel Surabaya and 67.54% for UIN Sunan Kalijaga Yogyakarta. These percentages, which are more than half, indicate that Islamic education management studies at these two campuses are on target.

**Table 2.** Comparison of Research Topics in Islamic Educational Management at UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta 2018-2022

Topic	Management		Leadership		Supervision		Others	
Institution	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA
Total	202	258	81	78	31	41	9	5
%	62,54	67,54	25,08	20,42	9,60	10,73	2,79	1,31

The two other study groups, namely the themes of leadership and supervision, receive less attention. UIN Sunan Ampel still places more attention on the theme of leadership at 25.08%, which is larger compared to UIN Sunan Kalijaga at 20.42%. The least attention is given to the theme of supervision, which is only studied at 9.60% at UIN Sunan Ampel Surabaya and has a higher interest at UIN Sunan Kalijaga at 10.73%.

**Research Topics in Management Functions**

Attention to topics on the functions of management also shows the same indication at the two universities, namely topics related to organizing and actuating. These two topics seem to be familiar among students, so 59.44% of organizing topics and 21.05% of actuating topics are discussed at UIN Sunan Ampel Surabaya and

49.74% of organizing topics and 27.75% of actuating topics are discussed at UIN Sunan Kalijaga Yogyakarta.

**Table 3.** Comparison of Research Topics in Management Functions at UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta 2018-2022

Topic	Planning		Organizing		Actuating		Controlling		Others	
Institution	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA
Total	19	34	192	190	68	106	15	6	29	46
%	5,88	8,90	59,44	49,74	21,05	27,75	4,64	1,57	8,98	12,04

The comparison of other study documents is striking when looking at the data in Table 3. UIN Sunan Ampel Surabaya studies other aspects at 8.98% and UIN Sunan Kalijaga studies other topics at 12.04%. The researchers place other aspects in this core management study related to research themes in the field of management that involve training program analysis that does not take place at the seven locations recommended in this study.

### **Research Area in Islamic Education Management**

This study identifies seven areas that can be examined as research objects: (1) Islamic boarding schools (*Pondok Pesantren*), (2) Islamic schools (*madrasah*), (3) mosque, (4) Quranic Educational Centers (Taman Pendidikan Al-Quran, TPQ), (5) Islamic doctrinal school (*madrasah diniyah*), (6) Islamic preschools (*Raudlatul Athfal*, *Bustanul Athfal*), and (7) Islamic study groups (*majlis ma'lim*). These seven institutions are Islamic educational establishments involved in the transmission of Islamic religious knowledge.

There is still a significant lack of focus on these Islamic educational institutions. Table 4 clearly shows that mosques, Quranic Educational Centers, *madrasah diniyah*, and *majlis taklim* have yet to receive sufficient attention from academics. These institutions are now widespread, with almost every village area having access to them.

**Table 4.** Comparative Study of Islamic Educational Institutions Researched by MPI Students at UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta 2018-2022

Location	Pesantren		Madrasah		TPQ		MADIN		Mosque		School		Government Ins		Others	
Institution	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA
Total	18	43	107	82	2	2	5	5	1	2	146	132	25	47	19	69
%	5,57	11,26	33,13	21,47	0,62	0,52	1,55	1,31	0,31	0,52	45,20	34,55	7,74	12,30	5,88	18,06

Table 4 continues to include schools and institutions as part of this research because these two elements have also been the focus of studies conducted by students during the period from 2018-2022. Both at UIN Sunan Ampel Surabaya and at UIN Sunan Kalijaga Yogyakarta, research conducted in schools still holds the top position. Each received attention of 45.20% at UIN Sunan Ampel Surabaya and 34.55% at UIN Sunan Kalijaga Yogyakarta. Fortunately, this attention is followed in *madrasahs*, with figures at 33.13% in Surabaya and 21.47% in Yogyakarta.

This study recommends a shift from non-Islamic educational institutions as research objects, focusing instead on strengthening studies in Islamic educational institutions. This is important because the more frequently Islamic educational institutions are used as research objects, the more it will encourage internal improvements. In addition, the recognition of Islamic educational institutions in the online academic world is also faster, as academic publications are now predominantly conducted online.

**Research Methodology in Islamic Education Management**

In addition to the research areas, this study also reviews and compares the research methodologies employed in Islamic education management studies. The majority of these are dominated by qualitative research, with quantitative research being a rarity. Case study research is a common approach within qualitative methods.

**Table 5.** Comparison of Research Methodologies Used in MPI Student Theses at UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta 2018-2022

Topic	Case		Correlation		Evaluation		Others	
	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA	UINSA	UINSUKA
Total	268	334	39	24	16	24	0	0
%	82,97	87,43	12,07	6,28	4,95	6,28	0,00	0,00

As shown in Table 5, 82.97% of case studies are used by students at UIN Sunan Ampel Surabaya and 87.43% by students at UIN Sunan Kalijaga Yogyakarta. These high figures indicate that academics at these two universities prefer depth (qualitative) over breadth (quantitative) in their research approach.

**DISCUSSION**

**Factors Influencing Research Trends**

**Academic Program Policy Factors**

Since its inception, the Islamic Education Management study program, which was formerly known as the Islamic Education department under the Faculty of Tarbiyah, has faced queries about the true nature of its scientific characteristics to be developed. This is due to the lack of clarity in terms of curriculum characteristics and future prospects for Islamic Education Management (MPI) program graduates. Questions about the distinction between MPI and Islamic Religious Education (PAI), both under the same umbrella of the Faculty of Tarbiyah and Teacher Training (FTIK), are understandable. Despite superficial similarities, the two departments undoubtedly differ.

This is understandable since both departments fall under the same FTIK umbrella. Consequently, almost all FTIK students have the same orientation: upon completing their studies, they will immerse themselves in the educational field, specifically as teachers. However, currently, the study program policy for Islamic



education management is directed towards the graduate profile as educational administration staff, educational research assistants, and educational consulting assistants.

Graduates are expected to become educators with work capability, knowledge mastery, managerial ability, and responsibility as educational administration staff, educational research assistants, and educational consulting assistants in Early Childhood Education (PAUD), schools/madrasahs (elementary, junior high, high school, vocational schools, Diniyah, Pesantren, and Dayah), and government/private institutions in the field of Education. Therefore, the study's focus is directed towards achieving the desired graduate profile of the study program.

### ***Academic Background Factors of Thesis Supervisors***

The educational background and expertise of lecturers can indeed influence the policies and guidance they provide to students in selecting research topics or titles. Lecturers with specific educational backgrounds and expertise are more likely to guide students towards research topics that align with their own knowledge and areas of specialization. For example, a lecturer with a background in Islamic religious education might be more inclined to suggest research topics related to Islamic learning.

Lecturers often have personal research interests that influence the guidance they provide to students. They may suggest research topics closely related to their own ongoing research or areas of interest they are passionate about. Additionally, the educational background of lecturers can also affect the quality and rigor of the research topics they recommend. A lecturer with in-depth expertise in their subject area is more likely to guide students towards well-defined and academically rigorous research topics.

Furthermore, a lecturer's educational background can impact the alignment of research topics with the curriculum. Lecturers may encourage topics that complement the broader learning objectives of the course or program. Moreover, lecturers from diverse educational backgrounds can encourage students to explore a broader range of research topics, bringing new perspectives and fostering innovation, as well as offering interdisciplinary opportunities. Lecturers with multidisciplinary backgrounds can encourage students to explore research topics that bridge various disciplines, creating opportunities for interdisciplinary learning and collaboration.

Lecturers often have networks within their academic fields, and their connections can provide access to resources, experts, and potential collaborators related to specific research topics. A lecturer's knowledge of research resources, databases, and available tools in their field can influence the feasibility of different research topics. Lecturers can have a significant impact on the guidance they provide, but it's also a balance between their expertise and the students' interests and goals.

Effective communication between students and lecturers is crucial to ensure that the chosen research topic aligns with the students' aspirations, academic requirements, and the lecturer's expertise. Lecturers who are up-to-date with emerging trends and developments in their field can encourage students to explore relevant and timely research topics.

### ***Factors of Replication of Previous Studies***

The replication of previous research is necessary as a research approach where researchers aim to reproduce or recreate the methods and findings of previous research to verify their reliability, validity, and generalizability. Replication plays a crucial role in the scientific process as it aids in validating and building upon existing knowledge. Replicating research helps confirm the reliability of original findings. If results are consistent across multiple independent studies, it enhances confidence in the accuracy of the findings. Replication can reveal errors or inconsistencies in the methodology, data collection, or analysis of the original study. Replication studies contribute to understanding whether findings from one study can be generalized to different populations, contexts, or conditions.

There are several types of replications, including: first, direct replication, where researchers follow the exact procedures of the original study to see if they obtain the same results. This type of replication aims to assess the reproducibility of the original findings. Second, conceptual replication, where researchers replicate the research using different methods or approaches to examine whether the same phenomenon can be observed using an alternative approach. Third, external replication, where researchers replicate the research in a different setting or with a different sample to test the generalization of findings.

Several benefits of replication include, firstly, scientific rigor, as replication enhances the precision of scientific research by subjecting findings to independent scrutiny. Error Correction: If errors or biases are present in the original study, replication can help identify and correct them. Secondly, theory validation, as replicating results across various studies strengthens the validity of theoretical models and hypotheses. Thirdly, credibility, meaning replication contributes to the credibility of research findings and builds trust within the scientific community.

Challenges in research replication include the presence of plagiarism, which can make it difficult to publish replication studies that confirm or contradict existing findings. There must be methodological differences with careful replication, as slight variations in methodology, sample, or context can lead to different results. Replicating previous research is an essential aspect of the scientific process. It contributes to building a strong foundation of reliable knowledge and helps researchers understand the robustness of findings in various contexts.

### ***Accessibility Factors of Research Locations for Students***

The accessibility of research locations for research students can vary greatly based on factors such as the country or city you choose, costs, available financial support, and personal preferences. Cost requirements include expenses such as accommodation, food, transportation, healthcare, and entertainment. Investigate the costs of these basic needs in different study locations to get an overview of overall affordability.

When evaluating the affordability of a research location, it is important to create a detailed budget that accounts for all potential expenses. Additionally, consider reaching out to current students or alumni from the institutions you are considering to gain insight into their cost of living and the financial strategies they used during their studies.

### **Strengthening Studies in Islamic Education Management**

This chapter presents responses to the research question regarding which studies need to be reinforced and developed within the domain of Islamic education management at UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta. The reinforcement of Islamic education management studies is based on the trends outlined in the previous chapter, which include increasing the number of studies by broadening the scope and strengthening the focus of research within Islamic educational institutions. Expanding studies in education management entails introducing research on specific topics that have not been extensively discussed within the Islamic education management study program. Strengthening the research with a focus on Islamic educational institutions entails the introduction of studies targeting Islamic educational institutions as the research sites in undergraduate theses for students of the Islamic Education Management study program at the two aforementioned universities.

### ***Expansion of Islamic Education Management Studies***

Expanding research in the field of Islamic Education Management Studies can contribute to the enhancement of the quality of educational institutions and management practices in institutions focusing on Islamic education. Here are some potential areas and themes that can be explored and developed. First, Islamic leadership and governance. Discussions on effective leadership models and practices in Islamic educational institutions need to be explored and developed. This discussion should revisit the role of ethics and moral values in shaping leadership and decision-making in Islamic educational institutions. The relationship between leadership styles that adhere to the vision, mission, and values of the institution warrants further exploration and development.

Second, quality assurance and accreditation. Examining the development and implementation of quality assurance mechanisms in Islamic educational institutions

and researching the accreditation process and its alignment with the principles of Islamic education. Third, teacher training management and professional development. Researching effective management strategies for teacher training in the Islamic education environment, exploring the management of integrating modern teaching techniques with Islamic pedagogical traditions, and investigating the managerial role of ongoing professional development in improving teaching quality.

Fourth, technology integration. Examining the management of technology use in Islamic education, including online learning platforms and educational applications, and investigating the potential benefits and challenges of technology integration in preserving Islamic values. Fifth, inclusivity and diversity. Studying approaches to promoting inclusivity and diversity in Islamic educational institutions and research strategies to accommodate students with different cultural and learning backgrounds. Sixth, global perspectives and comparative studies. Researching by comparing Islamic education management practices in various countries and regions and studying the challenges and opportunities of globalization in Islamic education.

### ***Strengthening Studies in Islamic Educational Institutions***

Strengthening studies in Islamic educational institutions involves a multidisciplinary approach that encompasses management in curriculum development, teaching methodology management, leadership, student engagement, and overall institutional management.

Key considerations in strengthening studies include: Enhancing the curriculum level of study programs by regularly reviewing and updating the curriculum to ensure alignment with Islamic principles and contemporary educational standards in education management. Integrating a balanced approach that includes traditional Islamic courses and modern contemporary knowledge fields, emphasizing critical thinking, problem-solving, and knowledge application.

Recognizing that strengthening studies in Islamic educational institutions is a continuous process that requires the commitment of all stakeholders, including administrators, faculty, students, and the broader community. By focusing on continual improvement and innovation, these institutions can provide holistic and high-quality education that prepares students for their spiritual and academic journeys.

These alternative study topics offered can provide a broader and deeper understanding of how Islamic principles can shape educational management practices, offering valuable insights to students and practitioners in the field of Islamic education management. The studies proposed through this research are based on the results of document examinations as discussed in the previous two chapters.

Providing students with a more comprehensive insight into topics that can be studied is not an easy task; it requires persistence, sincerity, and diligence in

discussions, sharing, and conducting adequate academic forums within the study program environment. The reinforcement offered in this research still provides ample room for discussion among various parties to refine and discuss scientifically that what is offered in this research is merely an effort to improve the development of Islamic education management scholarship at UIN Sunan Ampel Surabaya. The sampling of UIN Sunan Kalijaga Yogyakarta is solely as a comparator to be able to see in a balanced way what happens outside and then use it to develop the Islamic education management study program at UIN Sunan Ampel Surabaya. The strength of these findings to explore more deeply the digital storytelling method related to improving students' speaking skills.

## CONCLUSION

Islamic education management studies employ principles of administration to scrutinize and assess the functioning of Islamic educational institutions. This study places "management themes (leadership and supervision) as disciplinary studies" and "Islamic educational institutions as area studies".

The core trends of Islamic education management studies are dominated by studies related to management science, followed by leadership studies, and then supervision studies. The largest focus in management function studies is on the organizing and actuating functions. The objects of research in Islamic education management studies are still largely conducted in schools, followed by madrasahs, and only a few are conducted in pesantrens, mosques, TPQ/TKQ, madrasah diniyah, or majlis taklim. Methodologically, the research conducted is dominated by the use of qualitative approaches, and only a few use quantitative approaches.

Strengthening Islamic education management studies is directed to reinforce leadership themes, undertake studies within Islamic education institutional settings, and add variety to studies with quantitative approaches. Islamic education management studies should transition from secular schools and establishments to focus more on Islamic educational institutions.

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