The Role of Philosophy in the Development of Islamic Education Management

Nina Tisnawati[1], Noormawanti[1], Murtadlo[1], Agus Pahrudin[1]
[1]Universitas Islam Negeri (UIN) Raden Intan Lampung, Lampung, Indonesia

Corresponding author e-mail: 2386031009@radenintan.ac.id

Abstract: This research has the aim of how we can find out the importance of the role of philosophy in the management of Islamic education. This research uses qualitative methods with a library approach and literature related to the theme. From the results of the author's analysis, philosophers have a strong role in contributing to the development of Islamic education management, including thinking in terms of ontology, epistemology and axiology, as well as maintaining how Islamic education management science is able to plan, organize, mobilize and provide good control, because Islamic education management will develop well by strengthening Islamic values in educational institutions guided by the Qur'an and Hadith, because that's by knowing it is history, development of philosophy and management science, then understanding the schools of philosophy, both classical philosophy and modern philosophy, and knowing how much the philosophers have contributed to the development of management science in Islamic education today.

Keywords: Development, Management of Islamic Education, Role of Philosophy.

A. Introduction

The presence of management in an organization is to carry out activities so that a goal is achieved effectively and efficiently. To achieve common goals, the presence of management in an organization or institution is very important, because management is carried out so that the implementation of a planned business is carried out systematically (Febiyanti et al., 2024; Gupta et al., 2022; MARLAPA et al., 2023; Sancak, 2023) and can be evaluated correctly, accurately and completely so as to achieve goals productively, with quality and efficiency (Alwiyah & Watini, 2023; Marc Lim, 2023; Paul et al., 2023; SOELTON et al., 2023). Then the question arises, who organizes and manages these elements so that they can be implemented in an organization, for example an educational institution. The answer is leaders and their staff, in this case means those who organize and manage management elements, namely leaders, educators and education staff

(Bănăduc et al., 2021; Ferrari, 2023; A. Singh et al., 2022). Educators and education management are activities that must be carried out by educators, education staff and institutions. education to the end. Through workforce planning, recruitment, selection, placement, compensation, development and termination processes.

Management in general is the process of determining the goals or targets to be achieved and determining the paths and resources used to achieve the goals as efficiently and effectively as possible (Hidayah & Murtafiah, 2023; Imaduddin & Astuti, 2022; Yuliana et al., 2023). The same is true when it comes to education. The response to these expectations, of course, cannot be separated from the school's efforts to improve its performance, especially in preparing and implementing educational organizational management which of course has a big influence on educational success. Because the quality of the preparation and implementation of education can lead every agency in general to achieve success. The dynamics of educational management science are developing rapidly in line with the times (Rabiman et al., 2020; Stolze & Sailer, 2022). Educational management science is a part of knowledge that was born, developed and obtained its essence for the development of Islamic education (Ekasari et al., 2021; Ilham, 2020). The development of science has greatly enhanced and provided suggestions for the progress of human civilization, managing or organizing an Islamic educational institution is one of these contributions. In the context of educational development, the term educational management is used. It is the art and science of managing Islamic educational resources to achieve the goals of Islamic education effectively and efficiently. It can also be defined as the process of planning, organizing, directing and controlling Islamic education resources effectively and efficiently to achieve the goals of Islamic education (Mansir, 2020; Rifuddin et al., 2020; Suhono et al., 2022). In general, educational management refers to all educational activities. However, the management applied in the development of Islamic education includes how to use and manage Islamic education resources effectively and efficiently to achieve the goals of development, progress and quality of the process and results of Islamic education itself. Of course, Islamic education management must have elements of managers and leaders who are Islamic or imbued with Islamic teachings and values.

The development of Islamic education management certainly needs attention, which is actually intended to improve the quality of the Islamic education system in educational institutions. Islamic education is our effort to form, Salimah Aqidah, Shahihah Worship, al-Karimah and Mu'amalah Tayyibah morals, as well as the development of human, persuasive and refined values (Farid et al., 2024), Islamic education must contain divine values where the values These values are based on the Koran and Hadith (Bakar et al., 2023; Shaturaev, 2021). The development of Islamic education management in Indonesia has developed since the existence of Islamic education institutions in Indonesia, namely

Islamic education institutions based on Islamic boarding schools, where Islamic education management has been formed and implemented in everyday life.

B. Methods

The method in this article uses library research, namely a method of collecting data by understanding and studying theories from various literature related to the research. There are four stages of library study in research, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading or recording research material (Gentile et al., 2020; Song et al., 2023).

This data collection uses the method of searching for sources and constructing them from various sources, for example books, journals and research that has already been carried out. Library materials obtained from various references are analyzed critically and must be in-depth in order to support the propositions and ideas.

C. Results and Discussion

Understanding Philosophy

The word philosophy comes from Greek which is the compound word Philosophia or Philosophos. This word consists of two words, namely philos (philein) and Sophia. The word Philos means love, while Sophia or sophos means knowledge, truth, wisdom or wisdom. So etymologically philosophy means love of knowledge, truth or wisdom. The broadest meaning of love contains the meaning of a deep desire, or even an extraordinary thirst to gain knowledge or wisdom to its roots or at a radical level. The words love (Philos) and wisdom (sophia) can mean continuously uniting with knowledge that contains the values of truth, goodness and beauty in order to realize wisdom in social and state life. This idea is related to the goal of people who philosophize, namely seeking knowledge, various ideas, or basic concepts, all of which have a practical theoretical function for the life of society and the state. The word philosophy is also found in Arabic, namely falsafah or philosophy. Apart from that, there are also those from India who use the word dharsana which means looking, paying attention, contemplating, understanding followed by contemplation, then forming perceptions to provide conclusions, visions and beliefs. Etymologically, the word philosophy in Greek and Arabic as well as in India (dharsana) essentially has the same meaning, namely contemplative thinking activity in order to obtain the ultimate truth in the context of making humans wise creatures (Latham et al., 2020; M. Singh et al., 2022; Van Gordon et al., 2021). Meanwhile, in terms of terminology, philosophy is contemplation. which is in-depth about something that is considered or assessed as beneficial for human life.

Philosophy is a scientific discipline related to matters of wisdom. Wisdom itself is an ideal item in human life.

Through wisdom, humans are able to behave and act based on high humanitarian considerations, not just acting as ordinary people usually do while philosophy in Islamic education is a methodical thinking style that discusses the topic of education in Islam as its main component because it has a relationship which is very close to Islamic education. This is the main reason why both philosophy and Islamic education go hand in hand. Furthermore, Islamic educational philosophy in education is a medium used in thinking by studying various topics related to Islamic-based education. As long as there is philosophy in Islamic education, it will be the basis and main reference point for analyzing Islamic education in the future and adapting to the era of Industrial Revolution 4.0. Apart from that, the formation of human attitudes towards knowledge based on the Koran will make it easier to improve Islamic education.

Islamic philosophy is essentially the philosophy of the Prophet Muhammad SAW. Prophetic philosophy (prophetic philosophy) is an original form in the Islamic philosophical tradition. What is meant by Prophetic philosophy is the reality of prophetic knowledge and prophecy as an ontological, epidemiological and axilogical basis for the construction of Islamic thought. The reality of knowledge based on prophetic philosophy originates from the dialectic of reason and revelation, not merely discursive reasoning as occurred in Greek thought. The difference between Greek philosophy and Islamic philosophy lies in this issue.

History of the Development of Philosophy

History can be seen from a chronological and geographical perspective. For this reason, it can be seen from the time period in which history occurred. In each historical period the development of science displays certain characteristics or characteristics. But in dividing periods there are differences in the numbers. Therefore, to understand the history of the development of science easily, an outline division or classification has been carried out here. Below is a brief explanation of each period, its influential figures and their works.

1. Pre-Ancient Greek Period
2. Ancient Greek Era
3. Middle Ages
4. Renaissance Age
5. Modern Times
6. Contemporary Age

Philosophy of science functions to investigate and study various sources of knowledge. In the philosophy of knowledge, the sources of human knowledge are mentioned, namely reason, the five senses, reason and intuition. Humans through these sources recognize three models of knowledge. First, people consciously and continuously take steps to master and change objects through concrete efforts and directly towards progress or renewal. Second, by isolating themselves physically and spiritually, people meditate in a place to get inspiration which is considered a guide to achieving their goals. Third, by wrapping the target object, namely by beautifying it into something ideal so that what is called artistic, literary and mythological values that have an ethical or moral content are realized. The first model is called scientific knowledge (Hill et al., 2020), the second model is called non-scientific knowledge (Rofieq & Fauzi, 2022), and the third model is called pre-scientific knowledge (Bell, n.d.). Of these three models of human knowledge, only the first model can be called scientific knowledge or science. This is because the intellectual tradition states that what is called science must fulfill the following six conditions:

1. Having a certain object that will be the target of investigation (material object) and which will be looked at (formal object). The difference between one science and another lies in the point of view (formal object) it uses. This object is questioned continuously without any stopping point.
2. Having a certain method as a means of finding, studying and compiling data. Responsible means that what is thought and produced can be accounted for with coherent reasoning. With these conditions, science can always provide better and more objective explanations.
3. Everything that is the answer to the process is placed and rearranged in a system.
4. Every science is always open to conditions of falsification which are generalizations. There is no absolute truth, the only truth that exists is relative and tentative.
5. Science has a scientific paradigm that can be accepted by all groups. This paradigm should be able to answer crises and anomalies.

Understanding Management Science

Management is a process of organizing something carried out by a group of people or an organization to achieve the organization's goals by working together to utilize the resources they have. Etymologically, the word management is taken from ancient French, namely "management", which means the art of organizing and implementing. Management can also be defined as an effort to plan, coordinate, organize, and control resources to achieve targets efficiently and effectively (Montresor et al., 2020; Nawangsari et al., 2023; Professor Nikolaos Tzenios Ph.D., 2022). According to Usman, the word "management" comes from the Latin "manus" which means "hand" and "hand", agree" which means "to do". Of these two words, each of the meanings contained in them is the etymological meaning. Next, the words "manus" and "agree" are combined into one single

verb "manager" which means "to handle". In the science of grammar, this understanding is referred to as terminological understanding. "Manager" is translated into English in the form of the verb "to manage" with the noun "management". The nickname for people who carry out management activities is called manager or managers (in Indonesian). while in French it is called "management" which means the art of executing and organizing. The word "management" in Indonesian is translated as management, which means "management". In the context of education, management can be defined as a process of managing and empowering all educational resources effectively and efficiently through the practice of planning, organizing, leadership and control. In other words, educational management is an effort to organize the educational sector, especially educational institutions, so that all management functions can run effectively and efficiently so that educational goals can be achieved well (Dera Nugraha*, Endan Hamdan Ridwan**, 2017) In Islam itself, management is called idarah, which is a reciprocal situation. Idarah in its general meaning is all human efforts, actions and activities related to planning and controlling everything appropriately and usefully (Syahputra & Aslami, 2023).

History of the Development of Management Science

From a historical perspective, thinking about management has produced many theories and concepts in organizational management. Daniel Wren in his book entitled "The evolution of management thought" states that management has been studied and practiced by almost all individuals, which can provide strength and confidence that management has a long history. To manage various efforts, management is seen as an activity with specific functions to achieve the effective acquisition, allocation and utilization of human and physical resources to achieve a number of goals. Meanwhile, what is meant by management thinking is knowledge about the activities, functions, objectives and scope of management. Existing past lessons should be approached as a historical perspective, not historical research. The early journey of management education was characterized by great reliance on concepts and practices originating from the industrial conditions of the United States. At that time, educational management was a profession and then a field of study in the United States. Indonesian Management Style", "Indonesian-style Management", "Pancasila Management", and so on, with formulations that are similar to each other while Islamic education management in the Qur'an is not so clearly visible in terms of concept, however, management is viewed from the root word "yudabbiru" which means that God has arranged, determined and managed various affairs that are closely related to the universe (Jaeni et al., 2020; Riinawati, 2022). The existence of Islamic educational institutions in Indonesia is a reflection of the development of Islamic education, this is because it is through educational institutions that Islamic education is designed and developed, but what is still a problem is the management or management aspect. Formal institutions in Indonesia, both madrasas and public schools, provide evidence that the development of

management science in Indonesia has developed well as evidence of the emergence of superior madrasas in Indonesia has provided proof that madrasas are not inferior when compared to public schools (Saihu, 2020). To achieve the goal of becoming a superior madrasah, mature management, support from various parties, and supporting infrastructure are needed (Amin et al., 2021). Thus, the study of Islamic education management began when the Prophet Muhammad was sent as an Apostle, on the grounds that he was a pioneer education management system in the early days of Islam, which was qualified and capable of upholding the sentence of monotheism on earth in the Islamic syiar. Rasulullah S.A.W is a person who deserves to be a role model for all time by everyone as a manager.

Classical and Modern Management Flow

Classical Management

Fayol was born a mining expert and came from an aristocratic family from France in 1841. He became the main manager of a very famous mining and metallurgical factory in Europe. Fayol believed that his success was a skill of developing experience and introspection (Fatmariyanti et al., 2023). He revealed administrative theories and techniques for managing complex organizations in his famous book, Administration Industrielle et Generale (1916). Five years after writing the book, he died. The book was subsequently published in English with the title General and Industrial Management. Fayol also put forward fourteen very famous principles of administration, as follows:
1. Division of work: The object of division of tasks is to increase efficiency through reducing things unnecessary, increases output, and simplifies job training.
2. Authority: Good authority to give orders through power that is strictly obeyed. Authority provides accountability in carrying out duties and obligations.
3. Discipline: Discipline implies compliance with organizational regulations. A clear statement of agreement between the organization and its members is necessary, and group discipline depends on the quality of leadership.
4. Unity of command: Each member must receive orders from a superior. Obedience This principle avoids the division of authority and discipline.
5. Unity of direction: Similar activities directed to achieve one goal must be grouped together by a manager.
6. Subordinate individual interests: The interests of individuals and groups in an organization do not exceed the interests of the organization as a whole (prioritizing general interests over individuals)
7. Payroll Compensation must be open and satisfactory to members and the organization
8. Centralization: The manager must control final responsibility, but he must give it

subordinates have sufficient authority to carry out their duties successfully. The appropriateness of the degree of centralization will vary depending on the situation. This raises the question of how appropriate centralization is used in each case

9. Span of Control: Span of control or span of command is a supervisor's range of authority over top to bottom. Lines of authority must be clear and adhered to at all times.
10. Order: Human and material resources must be coordinated according to the right place and time.
11. Equity: The desire for equality and equality of treatment that managers aspire to towards all their subordinates
12. Personnel stability: Organizational success requires workplace stability. Managerial practicing the necessity of long-term commitment of members to their organization.
13. Member Initiative should be encouraged to develop and implement improvement plans
14. Team Spirit (Esprit de Coprs): Managers must support and maintain team work, team spirit, and a sense of togetherness in the fate and struggle of their members. (Basir et al., 2022)

Modern Management Flow

The theory of the modern management school is management which in its period was characterized by the study of management as a science which had scientific logical foundations, so that many management experts and economists were involved in conducting research on management which produced various theories and schools of management. These theories were first pioneered by Robert Owen, Adam Smith, Charles Babbage and Max Weber. The following are the demands that describe this type of management, namely: management cannot be viewed as a strictly technical process; management must be systematic, and the approach used must be carefully considered; the organization as a whole and the individual manager's approach to supervision must be situational; Motivational approaches that generate employee commitment to organizational goals are needed. Modern terminology, in The Contemporary English-Indonesia, is expressed most recently; modernism: modern attitudes, thoughts, behavior; modernization: updating to suit today's times. The modern understanding indicates a replacement for something that was previously an agreed way of doing something. Modern management is management that relies on several basic ideas, such as: system concepts, decision analysis, the importance of human factors and human social responsibility in organizations. Modern management also still originates from the best thinking from management.

Modern management is built on best management practices, which are assisted by new approaches, directions, techniques and attitudes (Pengajian Islam et al., 2022). The

framework of modern management thinking and approaches are: Process Approach In the process approach the figure is Harold Koontz in his article mentions "Management Jungle Theory**.** Systems Approach This approach views the organization as an inseparable interacting unit. Organizations are part of the external environment in a broad sense. As a management systems approach, it includes general systems and specific systems as well as closed and open analysis. Contingency Approach. The contingency approach is used to bridge the gap between theory and actual practice.

Usually, between theory and practice, you have to pay attention to the surrounding environment. Environmental conditions will require the application of different management concepts and techniques. This flow appears to be more of a quantitative flow, a combination of Operation Research and Management Science. In this stream, mathematics, physics and other exact sciences scholars gather to solve more complex problems. This team of scholars in England, in the United States, after World War II was known as "OR Tema" and after the war was used in the industrial sector. This includes, among others, in the fields of transportation and communications. The presence of computer technology has made OR procedures more formalized into the flow of Modern Management Science. Development of models in solving complex management problems. With computer assistance, managers can provide more rational problem solving in making their decisions. These management science techniques help organizational managers in various important activities, such as capital budgeting, cash flow management, production scheduling, production development strategies, human resource planning and so on. The figures in the contingency approach are Lawrence and Lorsch in their book entitled "Developing Organizations: Diagnosis and action" in 1969. This focuses on the need for comprehensive assessment and analysis of the organizational environment.

Japanese management style approach, the figures include: Deming (1950) and Juran Deming introduced a comprehensive management system model based on the Japanese company management style, known as the Total Quality Management (TQM) model. This model uses statistics to analyze the variability of the production process in an effort to improve production quality in a sustainable manner. Juran stated that currently not many companies are capable and understand how to manage quality. There are three steps suggested by Juran in Quality Management, namely: Structured annual improvement, major training program, program, and upper management leadership. Crosby 14. Put forward the concept, namely what is called Zeo Defect, stating that quality is something that cannot be compromised. Introduced by Crosby, what is called quality cost, states that in implementing quality management, a company must strive to achieve zero defects or maximum quality. William Ouchi (1981) William Ouchi, in his book "Theory Z -How American Business Can Meet the Japanese Challenge (1981)", introduced theory Z in 1981 to describe American adaptation of Japanese Organizational

behavior. The company's Theory Z includes: close company-employee relationships, unique payroll systems and labor unions as well as recruitment of new employees who usually have long-term relationships. The type of decision making in this theory is usually collective by involving employees in every process. His theory is based on a comparison of management in organizations. Japan is called a Japanese type company with management in an American company called an American type company (Nuraeni & Prihatin, 2021).

Excellence Management Approach

The main approach to excellence management is to direct all company resources to achieve excellence (Rahmawati et al., 2021). According to them, it is not enough for a company to just be an effective organization, but it must also be able to achieve organizational excellence through continuous improvement in every aspect of organizational quality. According to David Kolzow, Excellent Management has several key components to become an organization of excellence.
Known as The Twelve "C"S" of Excellence Management, namely:
1. Competencies Explains the strengths, weaknesses and competencies of an organization
2. Culture Formation or establishment of an organization to become excellence (achieving good performance)
3. Customer –Driven Providing service development to customers and procedures
4. Continuous performance improvement Providing and implementing training and realizing effective management goals
5. Change management Making work changes for a better organization
6. Collaboration Team formation within the organization to achieve organizational excellence
7. Communication An organization will achieve better if it implements improvements in communication
8. Creative solution Using a problem-solving approach to overcome issues in the organization
9. Choices Choose to develop a strategic plan for the organization
10. Checking Up Create performance standards and determine output, responsibilities and evaluation systems to ensure performance achievement in accordance with organizational goals
11. Capitalizing on performance management Using a balanced scorecard approach to 15 integrate the implementation of management functions in the organization

Contribution of Philosophers to Islamic Education Management

After philosophy entered Muslim culture, in the dynamics of the history of Islamic philosophy, there was a warm discussion between al-Ghazālī and Ibn Rushd. Al-Ghazālī's culture, methods and methodology are very systematic and profound. Previously, no one had been able to criticize the mistakes of the falāsifah with a systematic exposition like al-Ghazālī did And from several views reviewed, philosophers have formulated a philosophical system, with a definitive formulation of Islamic education management as mentioned above, which includes ontology, epistemology and axiology (Rahmi et al., 2020). Ontology as a management object, in the form of Islamic educational institutions, learning resources, and other related matters; epistemology as a "way or method" of management, in the form of management processes and ways of getting around it; while axiology is the result of management in the form of achieving the goals of Islamic education. The terms effective and efficient are statements that explain axiology and epistemology. Effectiveness emphasizes axiology, while efficiency focuses on epistemology.

Education management plays an important role in educational units because it regulates all aspects of the educational unit structure. As stated previously, the role of educational management in educational institutions consists of the following parts:
1. Curriculum management;
2. Student management;
3. Personnel management;
4. Management of facilities and infrastructure;
5. Administrative management;
6. Financial management;
7. Managing public relations;
8. Organizing special services.

Education management aims to regulate the entire system in educational institutions because these components include educational institutions. Becoming an extraordinary teacher at the SMK/MAK level who has management and administrative skills is the role of Islamic education management in society. Apart from that, the contribution of Islamic education management to society, because graduates of the Islamic education management program can become skilled researchers, human resource trainers, and educational consultants who can contribute to the development of society related to education. Management philosophy is part the most important thing is the knowledge and beliefs that provide a broad basis for determining managerial problem solving. Management philosophy provides the basis for a manager's work. A manager needs basic trust and values to provide appropriate and trustworthy guidance to get the job done. Management philosophy also provides designs so that a manager can start thinking.

Management philosophy is very useful because it can be used to gain favor and followers. Management philosophy provides thoughts and actions that are profitable in management and contribute to its dynamic and challenging nature 4. Management philosophy contains a basic view of life that reflects existence, identity and its implications for realizing efficiency and effectiveness in management work. To realize the goal, several supporting factors are needed so that it is an integrated combination, both regarding individuals and the public interest. This means that there is a balance between the factors needed to achieve strength to pursue maximum results.

Activities in managing an organization as the essence of management are organizational management strategies to influence other people to carry out tasks and obligations so that goals can be achieved as best as possible, namely in an effective and efficient way philosophy science must be studied well, especially in terms of character education or noble morals. Because philosophy leaves clues about moral and ethical functions in life. The function of philosophy is to form morals in the Islamic perspective because the science of philosophy is the main framework of Islamic teachings. Having status is very important. Noble morals are the result of the process of implementing aqidah and sharia. In other words, noble morals are the main ingredient for perfecting a building that is used as a foundation and the building is designed as well as possible. Noble morals are manifested in someone who has good aqidah and sharia, of course. Philosophy is not something that must be trained continuously for Indonesian people. Even though there are many pros and cons regarding the science of philosophy that occurs in Indonesia, however It must be acknowledged that culture and discussion as a philosophical method in finding answers to problems is part of the way of life and can be accepted by Indonesian society. Therefore, applying moral philosophy in the way of education in educational institutions is not that difficult, because with this application educators are able to build a character that is not just dogmatic, but constructive based on individual thinking while working must have manners.

The material objects of Islamic education management science are:

The holy book Al-Qur'an

The holy book Al-Quran as the main source in the study of Islamic education management. This word is a derivation from the word dabbara (manage) which is found in many parts of the Qur'an, such as the words of Allah SWT Q.S. As Sajdah verse 5.

يُدَبِّرُ ٱلْأَمْرَ مِنَ ٱلسَّمَآءِ إِلَى ٱلْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِّمَّا تَعُدُّونَ ٥

"He regulates affairs from heaven to earth, then (affairs) ascend to Him in one day whose length is a thousand years according to your calculations (QS.Assajdah:5)

He regulates affairs from heaven to earth, then (affairs) ascend to Him in one day which is a thousand years according to your calculations.

Product of Human Reason

Management in Islamic education cannot be separated from the objectives of Islamic education, namely: Formation of noble morals, Preparation for life in this world and the hereafter, cultivating a scientific spirit in lessons, preparing students who are professional in addition to maintaining spirituality and religion, preparing students to seek sustenance and care for other aspects. in terms of usefulness in accordance with the objectives of Islamic education.

The principles that form the basis of the view of the natural world include the following rationale: Education and human behavior and morals, apart from being influenced by the social environment, are also influenced by the physical environment (natural objects). The environment and what is included in the universe is everything created by Allah SWT, both living creatures and natural objects. Every form (existence) has two aspects, namely matter and spirit. This basic idea directs the philosophy of Islamic education to develop the concepts of the real and unseen nature, the material world and the spiritual world, the natural world and the afterlife. Nature is always changing according to the provisions of the creator's rules. Nature is a means provided for humans to improve their abilities. Meanwhile, management according to the term is the process of coordinating work activities so that they can be completed efficiently and effectively with and through other people.

If we look at the two definitions of management above, it can be concluded that management is a process of utilizing all resources through the help of other people and collaborating with them, so that common goals can be achieved effectively, efficiently and productively. On the other hand, Islamic education is a process of trans internalizing Islamic values to students as provisions for achieving happiness and prosperity in this world and the hereafter.

D. Conclusion

The history of the development of the philosophy of science begins in ancient Greece, where the philosophy of science was born due to the emergence of knowledge from the West. Philosophy is the process of searching for its essence or studying a phenomenon down to its roots, which is done in depth using systematic, rational, in-depth and critical thinking. Islamic education management is a process of managing Islamic educational institutions in an Islamic way by dealing with learning resources and other related matters to achieve the goals of Islamic education effectively and efficiently so that it is

clear that philosophy has a very important role in the development of Islamic education management. Philosophy is the basis and guide in forming the vision, mission and values that will direct the management of Islamic education. Through the application of philosophy, educational institutions are able to create an atmosphere that is conducive to developing the character and spirituality of students. Apart from that, philosophy can help in formulating educational policies that are in accordance with Islamic principles. Thus, philosophy in Islamic education management is not just a concept, but the main foundation that provides identity and sustainability to Islamic educational institutions in achieving the noble goals of education.

E. Acknowledgement

References

Alwiyah, & Watini, S. (2023). Development of Java Hands Startup Business Idea Model by Lean Startup Approach. *Startupreneur Business Digital (SABDA Journal)*, 2(1), 43–50. https://doi.org/10.33050/SABDA.V2I1.268

Amin, H., Sinulingga, G., Desy, D., Abas, E., & Sukarno, S. (2021). Issues and Management of Islamic Education in a Global Context. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(3), 608–620. https://doi.org/10.31538/NDH.V6I3.1808

Bakar, M. A., Umroh, K. A., & Hameed, F. (2023). Improving Quality Islamic Education for Today's Generation. *At-Tadzkir: Islamic Education Journal*, 2(2), 118–128. https://doi.org/10.59373/Attadzkir.V2I2.42

Bănăduc, D., Curtean-Bănăduc, A., Cianfaglione, K., Akeroyd, J. R., & Cioca, L. I. (2021). Proposed Environmental Risk Management Elements in a Carpathian Valley Basin, within the Roşia Montană European Historical Mining Area. *International Journal of Environmental Research and Public Health*, 18(9), 4565. https://doi.org/10.3390/IJERPH18094565/S1

Basir, A., Suri, S., AN, A. N., Sholihin, R., & Hayati, H. (2022). The relevance of national education goals to the guidance of the Al-Quran and Al-Hadith. *Linguistics and Culture Review*, 6(S5), 122–137. https://doi.org/10.21744/LINGCURE.V6NS5.2088

Bell, J. M. (n.d.). The German Translation of Royce's Epistemology by Husserl's Student Winthrop Bell: A Neglected Bride of Pragmatic-Phenomenological Interpretation? *The Pluralist*, 6(1), 46.

Ekasari, S., Manullang, S. O., Syakhrani, A. W., & Amin, H. (2021). Understanding Islamic Education Management in Digital Era: What Experts Say. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(1), 127–143. https://doi.org/10.31538/NDH.V6I1.1336

Farid, M., Al Kautsary, M. I., Hilmi, A., & Sidik, M. (2024). Pendidikan Karakter dalam Perspektif Al-Qur'an (Analisis Corak Tafsir Tarbawi dalam Qs. Luqman Ayat 12-19). *Jurnal Al-Qiyam*, *5*(1), 1–14. https://doi.org/10.33648/ALQIYAM.V5I1.457

Fatmariyanti, Y., Muin Bahaf, A., Firdaos, R., Sultan Maulana Hasanudi Banten, U., & Serang, K. (2023). Verses of the quran about quality management of islamic education. *indopedia (Jurnal Inovasi Pembelajaran Dan Pendidikan)*, *1*(2), 452–461. https://indopediajurnal.my.id/index.php/jurnal/article/view/50

Febiyanti, H., Yuniar, D. C., Yiharodiyah, L., & Anwar, S. (2024). Implementation of Risk Management with the ISO 31000 Approach in an Effort to Improve the Performance of Educational Services. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, *9*(1), 123–135. https://doi.org/10.31851/JMKSP.V9I1.13668

Ferrari, F. (2023). The postponed succession: an investigation of the obstacles hindering business transmission planning in family firms. *Journal of Family Business Management*, *13*(2), 412–431. https://doi.org/10.1108/JFBM-09-2020-0088/FULL/PDF

Gentile, D., Patamia, V., Scala, A., Sciortino, M. T., Piperno, A., & Rescifina, A. (2020). Putative Inhibitors of SARS-CoV-2 Main Protease from A Library of Marine Natural Products: A Virtual Screening and Molecular Modeling Study. *Marine Drugs 2020, Vol. 18, Page 225*, *18*(4), 225. https://doi.org/10.3390/MD18040225

Gupta, S., Tuunanen, T., Kar, A. K., & Modgil, S. (2022). Managing digital knowledge for ensuring business efficiency and continuity. *Journal of Knowledge Management*, *27*(2), 245–263. https://doi.org/10.1108/JKM-09-2021-0703/FULL/XML

Hidayah, N., & Murtafiah, N. H. (2023). Identifying Management Concepts in Improving the Quality of Islamic Education in Indonesia. *Bulletin of Science Education*, *3*(3), 241–248. https://doi.org/10.51278/BSE.V3I3.854

Hill, R., Adem, Ç., Alangui, W. V., Molnár, Z., Aumeeruddy-Thomas, Y., Bridgewater, P., Tengö, M., Thaman, R., Adou Yao, C. Y., Berkes, F., Carino, J., Carneiro da Cunha, M., Diaw, M. C., Díaz, S., Figueroa, V. E., Fisher, J., Hardison, P., Ichikawa, K., Kariuki, P., … Xue, D. (2020). Working with Indigenous, local and scientific knowledge in assessments of nature and nature's linkages with people. *Current Opinion in Environmental Sustainability*, *43*, 8–20. https://doi.org/10.1016/J.COSUST.2019.12.006

Ilham, D. (2020). The Challenge of Islamic Education and How to Change. *International Journal of Asian Education*, *1*(1), 09–20. https://doi.org/10.46966/IJAE.V1I1.16

Imaduddin, M., & Astuti, A. P. (2022). Strengthening Chemistry Teachers' Technological Pedagogical Content Knowledge through the Introduction of Augmented Reality and Learning Management Systems. *Bulletin of Community Engagement*, *2*(1), 21–31. https://doi.org/10.51278/BCE.V2I1.299

Jaeni, U., Basuki, I., & Moedjiarto. (2020). Culture Learning Management Al-Quran Model Tilawati to Improve Student Character. *IJORER : International Journal of Recent Educational Research*, *1*(3), 286–300. https://doi.org/10.46245/IJORER.V1I3.65

Latham, K. F., Hartel, J., & Gorichanaz, T. (2020). Information and contemplation: a call for reflection and action. *Journal of Documentation*, *76*(5), 999–1017. https://doi.org/10.1108/JD-05-2019-0076/FULL/XML

Mansir, F. (2020). The Leadership of Personnel Management in Islamic Education: Emerging Insights from an Indonesian University. *Edukasia Islamika*, 1–16. https://doi.org/10.28918/JEI.V5I1.2349

Marc Lim, W. (2023). Transformative marketing in the new normal: A novel practice-scholarly integrative review of business-to-business marketing mix challenges, opportunities, and solutions. *Journal of Business Research*, *160*, 113638. https://doi.org/10.1016/J.JBUSRES.2022.113638

Marlapa, e., srihadi, t. f., yuliantini, t., & soelton, m. (2023). socialization of hr management to encourage msmes to become sustainable and sustainable enterprises in marunda. *iccd*, *5*(1), 262–265. https://doi.org/10.33068/ICCD.V5I1.584

Montresor, A., Mupfasoni, D., Mikhailov, A., Mwinzi, P., Lucianez, A., Jamsheed, M., Gasimov, E., Warusavithana, S., Yajima, A., Bisoffi, Z., Buonfrate, D., Steinmann, P., Utzinger, J., Levecke, B., Vlaminck, J., Coolsid, P., Vercruysse, J., Cringoli, G., Rinaldi, L., … Gyorkos, T. W. (2020). The global progress of soil-transmitted helminthiases control in 2020 and World Health Organization targets for 2030. *PLOS Neglected Tropical Diseases*, *14*(8), e0008505. https://doi.org/10.1371/JOURNAL.PNTD.0008505

Nawangsari, l. c., siswanti, i., & soelton, m. (2023). human resources management strategy for business sustainability in msmes. *ICCD*, *5*(1), 514–518. https://doi.org/10.33068/ICCD.V5I1.599

Nuraeni, S., & Prihatin, E. (2021). Learning Management of Tahfidz Al-Quran. *Proceedings of the 4th International Conference on Research of Educational Administration and Management (ICREAM 2020)*, *526*, 140–143. https://doi.org/10.2991/ASSEHR.K.210212.030

Paul, S. K., Moktadir, M. A., Sallam, K., Choi, T. M., & Chakrabortty, R. K. (2023). A recovery planning model for online business operations under the COVID-19 outbreak. *International Journal of Production Research*, *61*(8), 2613–2635. https://doi.org/10.1080/00207543.2021.1976431

Pengajian Islam, J., Hamdi Usman, A., Farid Ravi Abdullah, M., Ibrahim, M., & Penghubung, P. (2022). Quranic Views on Quality of Islamic Educational System. *Jurnal Pengajian Islam*, *15*(1), 29–41. https://jpi.kuis.edu.my/index.php/jpi/article/view/153

Professor Nikolaos Tzenios Ph.D., F. F. F. F. F. A. mRSB, D. (2022). Budget management for the non-profit organization. *International Journal of Global Economic Light*, *8*(6), 9–13. https://doi.org/10.36713/epra0003

Rabiman, R., Nurtanto, M., & Kholifah, N. (2020). Design and Development E-Learning System by Learning Management System (LMS) in Vocational Education. *Online Submission*, *9*(1), 1059–1063. www.ijstr.org

Rahmawati, A., Sutarto, J., & Utomo, C. B. (2021). Management of Al-Qur'an-Based Curriculum at Qur'an Hanifah Elementary School Semarang. *Educational Management*, *10*(2), 311–324. https://journal.unnes.ac.id/sju/eduman/article/view/49513

Rahmi, E., Patoni, A., & Sulistyorini, S. (2020). The Management of Human Resources Development in Increasing the Quality of Islamic Education Institutions. *Al-Ta Lim Journal*, 27(2), 166–178. https://doi.org/10.15548/JT.V27I2.624

Rifuddin, B., Ilham, D., & K, N. (2020). Academic Services in Islamic Education Management Study Program: The Actualization of the Basic Values of the State Civil Apparatus at IAIN Palopo. *International Journal of Asian Education*, *1*(2), 81–94. https://doi.org/10.46966/IJAE.V1I2.34

Riinawati, R. (2022). The Concept of Islamic Education Management from the Perspective of the Qur'an and Al-Hadith. *Tafkir: Interdisciplinary Journal of Islamic Education*, *3*(2), 148–162. https://doi.org/10.31538/TIJIE.V3I2.124

Rofieq, A., & Fauzi, A. (2022). Students' Knowledge and Attitudes toward Science: Its Correlation on Students' Disbelief in Non-Scientific Misinformation. *Jurnal Pendidikan IPA Indonesia*, *11*(2), 195–207. https://doi.org/10.15294/JPII.V11I2.35768

Saihu, S. (2020). Qur'anic perspective on total quality management (tqm) and its implementation in the institution of islamic education. *Mumtaz: Jurnal Studi Al-Quran Dan Keislaman*, *4*(01), 13–26. https://doi.org/10.36671/MUMTAZ.V4I01.88

Sancak, I. E. (2023). Change management in sustainability transformation: A model for business organizations. *Journal of Environmental Management*, *330*, 117165. https://doi.org/10.1016/J.Jenvman.2022.117165

Shaturaev, J. (2021). Financing and Management of Islamic (Madrasah) Education in Indonesia. *Zeszyty Naukowe Politechniki Częstochowskiej. Zarządzanie*, *42*(42), 57–65. https://doi.org/10.17512/ZNPCZ.2021.2.05

Singh, A., Chauhan, S., Varjani, S., Pandey, A., & Bhargava, P. C. (2022). Integrated approaches to mitigate threats from emerging potentially toxic elements: A way forward for sustainable environmental management. *Environmental Research*, *209*, 112844. https://doi.org/10.1016/J.ENVRES.2022.112844

Singh, M., Tandon, N., Potdar, V., & Bhatt, P. (2022). Resilience and Transformation for Global Restructuring. *Resilience and Transformation for Global Restructuring*, 1–450.

Soelton, m., permana, d., ramli, y., Hanafiah, a., karyatun, s., srihadi, t. f., & risman, a. (2023). business plan counseling in creating micro-entrepreneurship at kemanggisan-jakartA. *ICCD*, *5*(1), 266–271. https://doi.org/10.33068/ICCD.V5I1.589

Song, Y., Wei, K., Yang, S., Shu, F., & Qiu, J. (2023). Analysis on the research progress of library and information science since the new century. *Library Hi Tech*, *41*(4), 1145–1157. https://doi.org/10.1108/LHT-06-2020-0126/FULL/XML

Stolze, A., & Sailer, K. (2022). Advancing HEIs' third-mission through dynamic capabilities: the role of leadership and agreement on vision and goals. *Journal of*

Technology Transfer, *47*(2), 580–604. https://doi.org/10.1007/S10961-021-09850-9/TABLES/1

Suhono, S., Setyawan, D., Haikal, H., & Pratiwi, W. (2022). Branding Media Digital oleh Jamaah Mushola Sabilil Mustaqim dalam Pengembangan Pasar Yosomulyo Pelangi (Payungi). *Bulletin of Community Engagement*, *3*(1), 10–26. https://doi.org/10.51278/BCE.V3I1.434

Van Gordon, W., Sapthiang, S., & Shonin, E. (2021). Contemplative Psychology: History, Key Assumptions, and Future Directions. *Https://Doi.Org/10.1177/1745691620984479*, *17*(1), 99–107. https://doi.org/10.1177/1745691620984479

Yuliana, M., Sutrisno, E., & Asropi. (2023). Factors for the Implementation of Talent Management in the Ministry of Marine Affairs and Fisheries of the Republic of Indonesia. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, *8*(1), 390–404. https://doi.org/10.31851/JMKSP.V8I1.12077