



Future-Proofing Islamic Education Management in the Era of Artificial Intelligence: A Literature Review on Adaptation and the Existence of Science

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Abstrak

Perkembangan Artificial Intelligence (AI) telah mengubah lanskap pendidikan global dan mendorong lahirnya paradigma baru dalam tata kelola pendidikan. Di tengah transformasi tersebut, Manajemen Pendidikan Islam (MPI) menghadapi tantangan yang tidak hanya berkaitan dengan digitalisasi kelembagaan, tetapi juga menyangkut keberlanjutan, relevansi, dan eksistensi keilmuan di masa depan. Se jauh ini, sebagian besar penelitian masih berfokus pada pemanfaatan AI dalam pembelajaran dan transformasi digital institusi pendidikan, sementara kajian yang secara khusus membahas strategi keberlanjutan keilmuan MPI di era AI masih terbatas. Penelitian ini bertujuan menganalisis strategi adaptasi dan penguatan eksistensi keilmuan Manajemen Pendidikan Islam melalui perspektif future-proofing sebagai paradigma baru keberlanjutan keilmuan. Penelitian menggunakan pendekatan kualitatif dengan desain kajian pustaka (library research) yang bersumber dari artikel ilmiah bereputasi, buku akademik, serta dokumen kebijakan internasional dan nasional yang dipublikasikan pada periode 2020–2026. Data dianalisis melalui content analysis, thematic analysis, dan narrative synthesis. Hasil penelitian menunjukkan bahwa Manajemen Pendidikan Islam memerlukan pergeseran paradigma dari pendekatan administratif menuju sistem keilmuan yang adaptif, strategis, dan berorientasi masa depan. AI tidak diposisikan sebagai pengganti nilai-nilai Islam, melainkan sebagai akselerator yang memperkuat kapasitas tata kelola dan pengambilan keputusan pendidikan. Penelitian ini juga mengidentifikasi lima kompetensi masa depan, yaitu digital leadership, AI literacy, data-driven decision making, adaptive governance, dan ethical Islamic governance. Selain itu, penelitian ini menghasilkan model konseptual Future-Proofing Islamic Educational Management Framework (FPIEM) yang mengintegrasikan adaptasi keilmuan, tata kelola adaptif, eksistensi akademik, dan dampak sosial pendidikan Islam secara berkelanjutan. Kontribusi utama penelitian ini terletak pada pengenalan paradigma future-proofing sebagai pendekatan baru dalam memperkuat keberlanjutan Manajemen Pendidikan Islam di era Artificial Intelligence. Penelitian selanjutnya direkomendasikan untuk menguji model ini secara empiris pada berbagai institusi pendidikan Islam.

Kata kunci: future-proofing, manajemen pendidikan Islam, artificial intelligence, adaptasi keilmuan, eksistensi akademik.

Abstract

The development of Artificial Intelligence (AI) has transformed the global educational landscape and driven the emergence of a new paradigm in educational governance. Amid this transformation, Islamic Education Management (IEM) faces challenges related not only to institutional digitalization but also to the sustainability, relevance, and future existence of its science. To date, most research has focused on the use of AI in learning and the digital transformation of educational institutions, while studies specifically addressing the sustainability strategy for IEM in the AI era are still limited. This study aims to analyze strategies for adapting and strengthening the scientific existence of Islamic Education Management through a future-proofing perspective as a new paradigm for scientific sustainability. The study used a qualitative approach with a literature review design (library research) sourced from reputable scientific articles, academic books, and international and national policy documents published in the 2020–2026 period. Data were analyzed through content analysis, thematic analysis, and narrative synthesis. The results indicate that Islamic Education Management requires a paradigm shift from an administrative approach to an adaptive, strategic, and future-oriented scientific system. AI is not positioned as a substitute for Islamic values, but rather as an accelerator that strengthens educational governance and decision-making capacity. This study also identifies five future competencies: digital leadership, AI literacy, data-driven decision-making, adaptive governance, and ethical Islamic governance. Furthermore, this study produces a conceptual model of the Future-Proofing Islamic Educational Management Framework (FPIEM), which integrates scientific adaptation, adaptive governance, academic existence, and the social impact of Islamic education in a sustainable manner. The main contribution of this research lies in the introduction of the future-proofing paradigm as a new approach to strengthening the sustainability of Islamic Education Management in the era of Artificial Intelligence. Further research is recommended to empirically test this model in various Islamic educational institutions.

Keywords: *future-proofing, Islamic education management, artificial intelligence, scientific adaptation, academic existence.*

Introduction

The development of Artificial Intelligence (AI) in recent years has changed the landscape of education governance globally.(Sukandi 2026) Artificial Intelligence is no longer understood as a mere learning support instrument, but has developed into a system that influences decision-making, strategic planning, resource management, performance evaluation, and the formulation of education policies.(Hasanudin and Arif 2026) This change marks a shift in the educational paradigm from an administrative system to a data-driven, adaptive, and predictive system (data-driven educational management).(Razilu 2025)

This situation requires all educational disciplines, including Islamic Education Management (MPI), to adapt to technological developments to remain relevant and competitive in the future.(Yulia 2026) This phenomenon is increasingly evident as the use of Artificial Intelligence technology

experiences rapid growth in various sectors, including education.(Zebua et al. 2023) A UNESCO report shows that the use of AI has entered almost all dimensions of education, from personalized learning, automated evaluation systems, predictive analytics, to strengthening data-driven education governance.(Lusiyanti et al. 2025)

On the other hand, this development presents new challenges because educational institutions are not only required to master technology but also to build governance systems capable of integrating aspects of humanity, ethics, and sustainability.(Raprap et al. 2025) In the Indonesian context, the digital transformation of education continues to accelerate along with the implementation of education digitalization policies and the development of the artificial intelligence ecosystem.(Pustikayasa et al. 2023) However, most of the transformations undertaken still focus on technical and operational aspects, such as the digitalization of learning,

educational administration, and strengthening technological infrastructure.(Maulana et al. 2026) Meanwhile, transformation at the epistemological level and the sustainability of educational disciplines have not received adequate attention. This situation has the potential to create a gap between the highly dynamic development of technology and the relatively slow adaptability of scientific knowledge.(Kholis and Husni 2026)

This problem also occurs in the field of Islamic Education Management. As a discipline developing within Islamic Religious Higher Education institutions, Islamic Education Management has been primarily focused on the study of institutional governance, educational leadership, human resource management, organizational culture, and the development of the quality of Islamic education.(Yaqin 2016) However, the development of Artificial Intelligence has created new challenges that go beyond conventional managerial functions.(Aminuddin 2019)

Islamic Education Management is no longer sufficient as an administrative instrument, but is required to become a discipline capable of anticipating change, building academic resilience, and formulating sustainability strategies in the future. Conceptually, these challenges are closely related to organizational adaptation theory, digital transformation theory, and the concept of future-proofing.(Fadil and Sutianingsih 2025) Organizational adaptation theory explains that the sustainability of an organization or discipline is largely determined by the ability to respond to environmental changes quickly and sustainably.(Rachmawati 2025) Meanwhile, digital transformation theory emphasizes that technology is not merely a tool, but a catalyst for changes in the structure, culture, and decision-making models of organizations.(Sutopo and Sudioanto 2025) The concept of future-proofing offers a broader perspective, namely the ability of a system to remain relevant, resilient, and sustainable in the face of changes that cannot yet be fully predicted.

From an Islamic educational perspective, the integration of Artificial Intelligence cannot be separated from Islamic

values, which are the primary foundation of educational management. Artificial Intelligence must be positioned as an instrument that strengthens human capacity, not replaces it.(Hakiki et al. 2026) Therefore, the development of Islamic Educational Management requires an approach that balances technological advancement with ethical principles, humanity, and Islamic values.

This integration is crucial to avoid technological dominance that could potentially shift the scientific identity of Islamic education in the future.(Mahmudah et al. 2025) Based on a literature review, previous research remains dominated by three main trends. First, research focuses on the use of Artificial Intelligence in learning, personalizing education, and improving the effectiveness of the teaching and learning process. Second, research primarily addresses the digital transformation of Islamic educational institutions in operational and administrative aspects. Third, research on Artificial Intelligence and Islamic education generally focuses on the use of technology, rather than on the sustainability of the discipline itself.(M.Ag and Ph.D, n.d.) Thus, a significant academic research gap remains: the lack of studies specifically addressing the sustainability strategy (future-proofing) of Islamic Educational Management as a discipline in the era of Artificial Intelligence. This research gap indicates that Islamic Educational Management requires a paradigm repositioning so that it becomes not only a user of technology but also a producer of new conceptual frameworks capable of addressing future challenges. In this context, future-proofing is seen as a strategic approach that can be used to build adaptive capacity, strengthen scientific identity, and maintain the academic existence of Islamic Educational Management amidst the accelerating development of Artificial Intelligence.

Based on these issues, this study aims to analyze strategies for adapting and strengthening the scientific existence of Islamic Educational Management in the era of Artificial Intelligence through a future-proofing perspective. This study uses a qualitative approach with a library research method through a critical synthesis of various

relevant scientific literature. This research is expected to produce a new paradigm that expands the orientation of Islamic Educational Management from an administrative approach to a strategic, adaptive, predictive, and sustainable approach. Furthermore, this study also contributes to the development of a conceptual model for the Future-Proofing Islamic Educational Management Framework (FPIEM) as an integrative framework that connects Artificial Intelligence disruption, scientific adaptation, governance transformation, competency strengthening, academic existence, and the social impact of Islamic education in a sustainable manner.

Research Methods

This study uses a qualitative approach with a library research design that is oriented towards conceptual synthesis and critical analysis of the development of Islamic Education Management science in the era of Artificial Intelligence. The qualitative approach was chosen because this study aims to deeply understand the dynamics of adaptation, repositioning, and strengthening the existence of Islamic Education Management as a scientific discipline amidst the acceleration of global digital transformation.(Moleong 1996) The library research design was used because this study is not oriented towards collecting field data, but rather on the exploration, analysis, and synthesis of various scientific literature related to Artificial Intelligence, digital transformation of education, educational governance, educational sustainability, and Islamic Education Management. The literature review in this study is positioned not merely as an activity of collecting references, but as a scientific process to build academic arguments, identify knowledge developments, find research gaps, and produce a new conceptual framework that can strengthen the sustainability of Islamic Education Management science in the era of Artificial Intelligence.(Creswell 2015) The research was conducted from February to April 2026 through a process of searching,

selecting, verifying, and synthesizing various relevant literature sources. In this study, the researcher acted as the primary instrument (human instrument) who directly identified literature, extracted data, interpreted findings, analyzed conceptually, and compiled an academic synthesis. The researcher's presence as the primary instrument was crucial because the entire process of interpretation and argumentation construction was carried out reflectively and systematically based on the established research objective.(Sugiyono 2015) The research data sources consisted of primary and secondary data. Primary data in this library research were obtained from scientific journal articles that directly discussed Artificial Intelligence, the digital transformation of education, educational governance, the future of education, and Islamic Education Management. Primary literature was selected using a purposive sampling technique based on its level of relevance, novelty, and contribution to the research focus. Secondary data were obtained from academic books, international policy documents, national policy documents, global institutional reports, and various scientific publications that supported the research analysis. The data sources analyzed in this study encompass five main clusters. First, reputable international journal articles indexed by Scopus and Web of Science from 2020–2026. Second, SINTA-accredited national journal articles discussing the transformation of Islamic education and Islamic Education Management. Third, academic books discussing Artificial Intelligence, digital transformation, educational leadership, and Islamic Education Management. Fourth, international policy documents published by UNESCO, the OECD, and the World Economic Forum relating to the future of education and Artificial Intelligence. Fifth, national policy documents relating to the digital transformation of education in Indonesia. The selection of the 2020–2026

period was based on the consideration that this period represents the acceleration phase of Artificial Intelligence implementation in various sectors, including education, thus representing the latest developments in literature relevant to the research context. Data collection was carried out through documentation techniques (document analysis) implemented in several stages. In the first stage, the researcher conducted a literature search using the main keywords, namely future-proofing, Artificial Intelligence in Education, digital transformation, educational management, Islamic educational management, adaptive governance, human-centered AI, and sustainable education. In the second stage, researchers selected literature based on the established inclusion criteria, namely: (1) published in the 2020–2026 period; (2) originating from credible and verified scientific sources; (3) having substantive relevance to the research theme; and (4) containing conceptual implications for the future of education and Islamic Education Management. In the third stage, researchers extracted data and classified the literature into five study clusters, namely Artificial Intelligence and the future of global education, Artificial Intelligence and human-centered education, digital transformation of Islamic Education Management in Indonesia, adaptive governance of Islamic education, and information systems and the future of Islamic Education Management. (Mestika 2018) Data analysis was conducted in an integrative manner by combining three analytical techniques: content analysis, thematic analysis, and narrative synthesis. Content analysis was used to identify concepts, meanings, argumentation patterns, and discourse tendencies contained in each analyzed literature. Thematic analysis was used to group findings into main themes that emerged repeatedly to obtain a systematic pattern of relationships between concepts. Next,

narrative synthesis was used to integrate various previous research findings, identify interconnections between themes, and formulate a new conceptual framework capable of explaining adaptation strategies and strengthening the existence of Islamic Education Management science in the era of Artificial Intelligence. (A. Michael Huberman and Saldana 2014) Because this study uses a conceptual synthesis-based literature review design, data analysis is not only conducted on each literature individually (within-literature analysis), but also through cross-literature analysis. Individual analysis is conducted to understand the characteristics, position of the study, and the contribution of each literature to the research theme. Next, cross-literature analysis is conducted by comparing, connecting, and integrating various findings to identify similarities, differences, trends in knowledge development, research gaps, and opportunities for the future development of Islamic Education Management. Through this process, this study produces the Future-Proofing Islamic Education Management paradigm as a conceptual model for strengthening the adaptation and sustainability of science in the era of Artificial Intelligence. Data validity is tested through the application of trustworthiness criteria, including credibility, transferability, dependability, and confirmability. Credibility is carried out through source triangulation by comparing various literature originating from international journals, national journals, academic books, and global policy documents. Transferability is achieved through the presentation of a detailed and in-depth description of the research process, allowing readers to assess the relevance of the research results in other contexts. Dependability is carried out by systematically documenting all stages of the research, while confirmability is carried out through a cross-referencing process and storing an audit trail to maintain objectivity and

minimize researcher interpretation bias.(Denzin and Lincoln 2023) Through these stages, this research is directed to produce a new paradigm that not only positions Islamic Education Management as a user of technology, but also as a discipline that is adaptive, predictive, resilient, and sustainable in facing the disruption of Artificial Intelligence.

Results and Discussion

The results of a literature search using Google Scholar, DOAJ, Crossref, Garuda, and Dimensions databases indicate that studies on future-proofing Islamic education management are divided into five data search review clusters, which serve as primary documents for the analysis and formulation of findings. These are presented below:

A. Cluster A. Artificial Intelligence and the Future of Education (Global).

Literature	Relevance	Links
UNESCO (2023). <i>Guidance for Generative AI in Education and Research</i>	Global guidelines for AI implementation in education	UNESCO 2023
UNESCO (2021). <i>AI and Education: Guidance for Policy-makers</i>	AI policy in education governance	UNESCO 2021
OECD (2024). <i>Digital Education Outlook</i>	The digital transformation of global education	OECD Digital Education Outlook 2023
World Economic Forum (2025). <i>Future of Jobs Report</i>	Future competencies and AI	WEF Future of Jobs 2025

The first cluster positions the development of Artificial Intelligence (AI) as a

global phenomenon that has fundamentally changed the global educational landscape. Studies in this cluster do not specifically address Islamic Education Management (IAM), but they provide a crucial conceptual foundation for understanding the changes in the educational ecosystem that IAM as a discipline must address. In general, global literature indicates that AI has shifted the educational paradigm from an administrative system to one that is data-driven, adaptive, predictive, and future-oriented.

The first literature referenced is the UNESCO document, "Guidance for Generative AI in Education and Research" (2023).(Wayne et al. 2023) This document holds a strategic position because it is the first international guideline to comprehensively discuss the use of Generative AI in education and research. UNESCO emphasizes that the development of AI is not only transforming learning and teaching but also transforming how knowledge is produced, distributed, and utilized in educational decision-making. UNESCO's key findings indicate that AI has given rise to five fundamental changes: the transformation of knowledge production patterns, changes in educational decision-making systems, the acceleration of personalized learning, the emergence of ethical challenges, and the need for institutional adaptive capacity. These findings indicate that education has entered a phase of epistemological transformation marked by the integration of humans, data, and artificial intelligence in building new knowledge systems. From a content analysis perspective, the main substance that can be drawn from this document is that AI can no longer be viewed as a complementary technology, but has become a catalyst for systemic change that impacts the sustainability of a discipline. In other words, a field's ability to survive in the future will be largely determined by its capacity to adapt to technological developments. This

finding has strong relevance to the current research because it justifies the need for Islamic Education Management to adapt not only at the institutional level but also to transform at the scientific level. However, UNESCO has not specifically addressed the sustainability strategy for Islamic Education Management as a discipline. Therefore, this research broadens the scope of the study by positioning Artificial Intelligence as a momentum for reconstructing the Islamic Education Management paradigm, enabling it to transform from an administrative approach to one that is adaptive, predictive, and futuristic. Thus, this literature directly contributes to the first research finding, namely the need for a paradigm shift in Islamic Education Management toward a more adaptive and sustainable scientific system.

The next literature is the UNESCO document *AI and Education: Guidance for Policy-makers* (2021). (Fengchun et al. 2021) Unlike previous documents that focused on Generative AI, this study focuses more on the policy and governance aspects of Artificial Intelligence implementation in education. UNESCO emphasizes that AI implementation must be based on the principles of human-centered AI, ethical governance, equity and inclusion, and lifelong learning. The analysis shows that UNESCO firmly places humans at the center of decision-making. Artificial Intelligence is positioned as a supporting instrument that must be guided by ethical and humanitarian principles. This perspective is crucial because it emphasizes that technology should not replace humans, but rather strengthen their capacity to carry out educational functions. A more in-depth analysis reveals that the main substance contained in this document is closely related to the basic principles of Islamic education. The concept of human-centered AI aligns with the values of trustworthiness, justice (*al-'adl*), welfare (*maslahah*), and social responsibility,

which are the main foundations of Islamic education management. Therefore, Artificial Intelligence is not viewed as a threat, but rather as an instrument that can strengthen Islamic values in educational governance. However, UNESCO has not yet provided a conceptual formulation regarding how specific disciplines can maintain their sustainability amidst the development of Artificial Intelligence. Therefore, this study offers a new perspective by developing a conceptual proposition that the integration of Artificial Intelligence and Islamic values can create a sustainable Islamic educational management system. This literature also reinforces the findings of both studies, namely that Artificial Intelligence should be positioned as an accelerator for strengthening Islamic values, not as a substitute for humans.

The next literature comes from the OECD through the *Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem*. (Bo 2024) This study holds a significant position because it discusses the development of a sustainable digital education ecosystem. The OECD identifies five key elements that form the foundation of future educational transformation: data governance, digital ecosystem, adaptive institutions, digital competence, and sustainable innovation. The analysis shows that the OECD does not view digital transformation solely as a matter of technology adoption. The success of an education system is determined by the institution's ability to build an adaptive culture and governance that is responsive to environmental changes. Therefore, digital transformation is a process of comprehensive organizational change, not simply operational digitization. This substance has strong relevance to the research being developed. Islamic Education Management is no longer positioned as an administrative instrument managing educational resources, but must evolve into a discipline capable of

building adaptive capacity sustainably. However, the OECD has not yet addressed the issue of sustainability as a specific discipline. Therefore, this study expands the OECD's perspective by connecting the concept of adaptive institutions to the context of scientific adaptation in Islamic Education Management. The primary contribution of this literature to research is providing an argumentative basis for the emergence of future competencies that Islamic Education Management must possess to remain relevant in the era of Artificial Intelligence.

The latest literature in this cluster is The Future of Jobs Report 2025 published by the World Economic Forum (WEF). (World Econ. Forum, n.d.) This study focuses on mapping the competencies and future job requirements as a result of the development of Artificial Intelligence. The World Economic Forum (WEF) identified several competencies that will become key requirements, including analytical thinking, AI literacy, technological literacy, leadership, resilience, and adaptability. The analysis shows that organizational sustainability in the future is no longer determined solely by mastery of technical competencies, but by the ability to adapt to rapid change. Organizations that fail to develop adaptive capacity are at risk of losing their relevance and competitiveness. In the context of this research, these findings have significant implications for the development of Islamic Education Management. To date, Islamic Education Management (MPI) has focused more on strengthening administrative competencies and conventional educational leadership. However, the era of Artificial Intelligence demands the development of new, more futuristic and transformative competencies. Based on this analysis, this study adopts the concepts of adaptability and resilience offered by the WEF as a foundation for building a future-proofing paradigm. This paradigm is understood as the ability of Islamic

Education Management to anticipate change, adapt to technological developments, maintain its scientific identity, and ensure the sustainability of its academic existence in the future. Overall, the critical synthesis of Cluster A shows that the global literature shares a common thread: Artificial Intelligence has shifted the educational paradigm toward a more adaptive, data-driven, and future-oriented system. However, this literature still focuses on general educational transformation and has not specifically addressed the sustainability strategy for Islamic Education Management as a discipline. These findings highlight the existence of a critical academic research gap that needs to be filled. This research aims to bridge this gap by developing a future-proofing paradigm that integrates Artificial Intelligence, scientific adaptation, and strengthening the academic presence of Islamic Education Management. Thus, this research position not only complements the existing literature but also broadens the scope of the global discourse on educational transformation toward the sustainability of Islamic Education Management in the era of Artificial Intelligence.

B. Artificial Intelligence Based on Human-Centered Education as a Foundation for Strengthening Islamic Values in Islamic Education Management

Literature	Relevance	Links
Alfredo et al. (2023). <i>Human-Centred Learning Analytics and AI in Education</i>	Human-centered AI	Human-Centred AI in Education (2023)
Garshi et al. (2020). <i>Smart Technology</i>	Algorithm accountability	Smart Technology in the

<i>in the Classroom</i>		Classroom (2020)
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The increasingly massive development of Artificial Intelligence has given rise to a new discourse in global education regarding the importance of maintaining a balance between technological advancement and human values. While Artificial Intelligence offers various conveniences in decision-making, data analysis, and automation of educational systems, this development has also raised concerns about the potential dehumanization of education if technology is positioned as the primary actor in the educational process. Therefore, the Human-Centered Education paradigm has emerged, placing humans at the center of the entire educational management process. This cluster holds a very strategic position because it serves as a conceptual bridge connecting the development of Artificial Intelligence with Islamic values, the primary foundation of Islamic Educational Management. In general, all studies in this cluster emphasize that the success of educational transformation is not determined by technological sophistication alone, but rather by the ability of educational institutions to maintain the dimensions of ethics, humanity, and social responsibility.

The first literature referenced is the study by Alfredo et al. (2023) entitled "Human-Centred Learning Analytics and Artificial Intelligence in Education." (Alfredo et al. 2023) This study positions Artificial Intelligence as an instrument that must be built based on humanitarian principles (human-centered AI). The research critiques the tendency of some educational institutions to focus too much on technological efficiency without considering its social and ethical implications.

The study's key findings indicate that the use of Artificial Intelligence in education must adhere to four key principles: transparency,

trustworthiness, accountability, and human oversight. These four principles are seen as mechanisms to maintain a balance between technological automation and the role of humans in educational decision-making. Based on content analysis, the main substance identified from the study is that Artificial Intelligence cannot work independently in determining the direction of education. Instead, the presence of technology must strengthen human capacity in carrying out educational functions. In other words, the more sophisticated the technology, the greater the need to strengthen the human dimension. This finding is strongly relevant to the focus of the current research. In the context of Islamic Educational Management, the principle of human oversight is closely related to the concept of amanah (trust), which places humans as the primary bearer of responsibility in every decision-making process. Therefore, Artificial Intelligence should not be positioned as the primary decision-maker, but rather as a supporting instrument that assists humans in carrying out the mandate of managing Islamic education. The main contribution of this literature to research is strengthening the argument that the future sustainability of Islamic Education Management cannot be built through technological dominance, but through the integration of human intelligence, artificial intelligence, and Islamic values. This argument then forms the foundation for the second finding of the study, namely Artificial Intelligence as an accelerator for strengthening Islamic values.

The following literature comes from Garshi et al. (2020) entitled Smart Technology in the Classroom: A Review of Educational Technology and Ethical Implications.. (Alfredo et al. 2023) This study focuses on the ethical implications of using intelligent technology in education. The research reveals that the accelerated digitalization of education has the potential to give rise to various problems, such

as algorithmic bias, loss of privacy, technological dependency, and reduced human autonomy in the educational process. The results show that the implementation of Artificial Intelligence without ethical oversight can shift the orientation of education from a process of humanizing humans to merely a process of system optimization. This condition has the potential to create a paradox in modern education, namely increasing technological sophistication but decreasing the quality of human interaction. The substantive analysis of this study shows that the main challenge of Artificial Intelligence lies not in its technological aspects, but in the ethical governance that accompanies it. The wider the adoption of Artificial Intelligence, the greater the need for a monitoring system that ensures the sustainability of human values. These findings have strong relevance to this research. Islamic Educational Management has had significant epistemological capital in building ethical governance, because Islamic values inherently regulate the principles of trustworthiness, justice (al-'adl), balance (tawazun), benefit (maslahah), and social responsibility. However, this epistemological capital has not been widely developed in the context of Artificial Intelligence. Based on this, this study expands this perspective by positioning Islamic values as an ethical control mechanism in the implementation of Artificial Intelligence. Thus, Artificial Intelligence is understood not only as a technological innovation but also as a new space to strengthen the scientific identity of Islamic Educational Management.

C. Digital Transformation of Islamic Education Management in Indonesia: From Institutional Digitalization to Adaptation and Sustainability of Knowledge

Literature	Relevance	Links
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Jannah et al. (2023). <i>Transformasi Digital dalam Manajemen Pendidikan Islam</i>	Digital opportunities and challenges	JMPID (2023)
Mudiono & Mudzakkir (2025). <i>Transformation of Islamic Educational Management in The Digital Era</i>	Conceptual transformation of MPI	at Tandhim Journal (2025)
Latifah (2024). <i>Transformasi Manajemen Pendidikan Islam di Era Digital</i>	MPI digitalization strategy	An Najah Journal
Munir & Su'adah (2025). <i>Adaptasi Kepemimpinan di Era Society 5.0</i>	MPI digital leadership	JIEM Journal

The digital transformation that has taken place over the past decade has driven fundamental changes in the governance of Islamic education in Indonesia. Various Islamic educational institutions have begun adopting digital technology in their administration, learning, human resource management, and decision-making processes. This change is further accelerated by the development of Artificial Intelligence, which requires educational institutions to build systems that are more adaptive, efficient, and responsive to the dynamics of the global environment.

The first literature analyzed was the study by Jannah et al. (2023) entitled "Digital Transformation in Islamic Education Management".(Jannah et al. 2023) This research holds a significant position because it specifically addresses the opportunities and challenges of digitalization in the management of Islamic education in Indonesia. The study shows that the development of digital technology has encouraged Islamic educational institutions to adapt their administrative systems, organizational communication, data management, and educational services. The main findings of this study indicate that digital transformation can improve the effectiveness, efficiency, transparency, and accountability of Islamic educational institution management. However, the study also identifies various challenges that remain, such as limited digital competency, resistance to organizational culture, and uneven distribution of technological infrastructure. Based on the content analysis, the main substance that can be drawn is that digitalization is viewed as an instrument of institutional modernization. This perspective shows that the transformation that has occurred is still oriented towards strengthening the administrative and operational functions of educational institutions. However, the development of Artificial Intelligence demands a more fundamental change, namely a transformation of the scientific paradigm. In the context of this research, these findings are highly relevant because they indicate that Islamic Education Management is still in the phase of institutional digitalization and has not yet entered the phase of scientific adaptation. Therefore, this study broadens the existing perspective by positioning digitalization not as an end in itself, but as a gateway to the future sustainability of Islamic Education Management science. This literature's contribution to research is to strengthen the argument that Islamic Educational

Management requires a paradigm repositioning so that it does not stop at operational digitalization but is able to build an adaptive and sustainable scientific system.

The next literature comes from Mudiono and Mudzakkir (2025) through their study, "Transformation of Islamic Educational Management in the Digital Era".(Mudiono and Mudzakkir 2025) This research focuses on the conceptual transformation of Islamic Education Management in the face of the digital era. The study's main findings indicate that technological developments have transformed leadership patterns, organizational communication, and Islamic education management strategies. Furthermore, this study confirms that the success of digital transformation is greatly influenced by an institution's ability to build a culture of sustainable innovation. The content analysis reveals that this research has moved beyond administrative digitalization to address aspects of conceptual transformation. However, the transformation in question still focuses on changes in organizational governance and does not explicitly address the sustainability of Islamic Education Management as a discipline. This limitation presents a crucial area for development for this research. The research underway focuses not only on organizational transformation but also on developing adaptation strategies that enable Islamic Education Management to maintain its academic existence in the era of Artificial Intelligence. This contribution to the literature reinforces the notion that digital transformation must be understood as a multidimensional change process encompassing the organization, human resources, and knowledge structures.

The next literature reference is Latifah's (2024) study, "Transformation of Islamic Education Management in the Digital Era".(Latifah 2024) This study examines the digitalization strategy for Islamic Education

Management through leadership strengthening, educational service innovation, and the use of information technology. The research findings indicate that the success of digital transformation is influenced by the ability of Islamic educational institutions to build a culture of innovation, increase human resource capacity, and integrate technology into the educational management system. The content analysis results indicate that the digital transformation discussed is still oriented at the institutional level. This approach is important for strengthening Islamic education governance, but it is insufficient to address the challenges of the sustainability of Islamic Education Management in the future. In the context of this research, this limitation is crucial because the development of Artificial Intelligence is not only changing the way educational institutions are managed but also changing the way disciplines maintain their relevance and existence. The main contribution of this literature to research is emphasizing that successful digital transformation must be accompanied by a reconstruction of scientific orientation.

The next literature review is Munir and Su'adah's (2025) study, "Leadership Adaptation in the Era of Society 5.0." This study highlights the changing character of educational leadership, which is required to be more adaptive to technological developments. The results indicate that future educational leaders are required to possess digital competencies, analytical skills, flexibility, and the ability to manage organizational change. Leadership is no longer understood as an administrative function, but as a strategic capability to direct an organization in the face of uncertainty. Based on content analysis, this study shows that digital leadership is a crucial component in building organizational resilience. However, this study has not yet connected digital leadership with the sustainability of Islamic Educational

Management as a discipline. This limitation becomes an academic space that this research fills through the development of a future-proofing paradigm. Within this paradigm, digital leadership is positioned not only as an individual competency, but also as an instrument for maintaining the sustainability and existence of Islamic Educational Management scholarship.

D. Adaptive Governance of Islamic Education as a Foundation for Sustainable Islamic Education Management in the Era of Artificial Intelligence

Literature	Relevance	Links
Shalicha & Alghiffary (2025). <i>Digital System Integration in Educational Management</i>	Adaptive governance	TADRIS Journal
Baitussalam & Basofitrah (2024). <i>Integrating Digital Transformation in Islamic Educational Institutions</i>	Sustainable management	DAAR EL-IDARAH Journal
Yuliati et al. (2024). <i>Islamic Education Management Strategy in the Digital Era</i>	Governance transformation	IJIER Journal

The development of Artificial Intelligence, the acceleration of digital transformation, and the increasing complexity of the global education environment have shifted the paradigm of educational governance from a static system to one that is adaptive, dynamic, and sustainability-oriented. This change has given rise to the concept of adaptive governance, which places adaptability

as a key asset for the future sustainability of educational institutions and disciplines. Therefore, this cluster holds a highly strategic position as it serves as the conceptual foundation for developing a future-proofing paradigm for Islamic Educational Management.

The first literature analyzed was Shalicha and Alghiffary's (2025) study entitled "Digital System Integration in Educational Management." (Shalicha and Alghiffary 2025) This study focuses on the integration of digital systems into educational governance as an effort to build an organization that is more adaptive to environmental changes. The results show that digital system integration can improve the effectiveness of educational management, accelerate the flow of information, enhance the quality of decision-making, and strengthen coordination between organizational units. Furthermore, the study confirms that the success of digital transformation is strongly influenced by an organization's ability to build an adaptive culture. Based on content analysis, the main substance that can be identified is that digitalization is no longer understood solely as a process of technology adoption, but rather as a process of reconstructing organizational systems that enable institutions to learn, adapt, and develop sustainably. This perspective demonstrates that adaptation is a systemic process, not simply a momentary response to change. In the context of this research, these findings have strong relevance because they demonstrate that the sustainability of Islamic Education Management cannot be built through technological modernization alone. Sustainability can only be achieved if Islamic Education Management is able to build the adaptive capacity inherent in its scientific structure. However, this research still focuses on institutional governance and has not explicitly discussed strategies for maintaining the existence of Islamic Education

Management as a discipline. Therefore, this study expands this perspective by positioning adaptability as the foundation of knowledge sustainability. The main contribution of this literature to research is to strengthen the argument that adaptation must be understood as an intrinsic character of Islamic Education Management in facing the era of Artificial Intelligence.

The following literature comes from the research of Baitussalam and Basofitrah (2024) entitled Integrating Digital Transformation in Islamic Educational Institutions. (Baitussalam and Basofitrah 2025) This study examines the integration of digital transformation in Islamic educational institutions as a strategy for building a sustainable education system. The study's key findings indicate that the success of digital transformation is significantly influenced by the institution's ability to foster collaboration, continuous innovation, and responsive governance to changes in the external environment. This study also confirms that digitalization is inseparable from the development of an adaptive organizational culture. The content analysis reveals that digital transformation is positioned as a multidimensional process of organizational cultural change. Thus, the success of an educational institution is no longer measured by the availability of technology, but by the organization's ability to utilize technology to build long-term resilience. These findings are strongly relevant to the current research. Islamic Educational Management requires not only digital capacity but also the ability to maintain the continuity of its scientific identity amidst the accelerating development of Artificial Intelligence. However, this research has not yet addressed how a discipline can maintain its long-term existence. This gap is filled by this study by developing a future-proofing paradigm. The primary contribution of this literature to research is emphasizing that

the sustainability of Islamic Educational Management must be built through the integration of innovation, adaptation, and the strengthening of academic identity.

The following literature comes from research by Yuliati et al. (2024) entitled Islamic Education Management Strategy in the Digital Era. (S et al. 2024) This study focuses on Islamic education management strategies in the digital era. The results show that effective Islamic education management strategies must include strengthening leadership, increasing digital literacy, developing human resources, and strengthening a culture of innovation. Based on content analysis, this study shows that adaptation is no longer an option, but rather a fundamental necessity for Islamic educational institutions. However, the focus of the discussion is still limited to increasing organizational capacity and has not yet touched on the sustainability dimension of Islamic Education Management as a field of science. In the context of this research, this limitation becomes a very important academic space. Artificial Intelligence not only demands changes in the way institutions work, but also demands changes in how a discipline maintains its relevance and influence. Based on this, this study develops a broader perspective by positioning adaptive governance as a mechanism for maintaining scientific sustainability, not just increasing organizational effectiveness.

E. Information Systems and the Future of Islamic Education Management: Building a Future-Proofing Paradigm for Scientific Sustainability in the Era of Artificial Intelligence

Literature	Relevance	Links
Ambo' Dalle & Sugeng (2025). <i>Perencanaan Strategis Sistem</i>	MPI's future roadmap	Pendas Journal

<i>Informasi Manajemen untuk Transformasi Digital Pendidikan Islam</i>		
Samosir et al. (2025). <i>Digital Transformation in Human Resource Management in Islamic Educational Institutions</i>	HR Transformation	Journal of Educational Sciences
Shofwani et al. (2025). <i>Transforming Educational Management in Islamic Boarding Schools</i>	Transformation of Islamic boarding schools	Jurnal Pendidikan Unesa

The development of Artificial Intelligence has transformed the function of information systems in education. While information systems were previously understood as administrative data management instruments, in the Artificial Intelligence era, they have evolved into strategic mechanisms that determine the ability of organizations and disciplines to anticipate future changes. This shift requires Islamic Education Management to no longer position information systems as operational support tools, but rather as a foundation for building knowledge sustainability.

This cluster holds a highly strategic position because it integrates all the findings from previous clusters into a single, future-oriented framework. The focus of the discussion is no longer limited to digital transformation, but rather on efforts to build sustainable capacity

that will enable Islamic Education Management to maintain its academic relevance amidst the accelerating development of Artificial Intelligence.

The first literature analyzed was the research of Ambo' Dalle and Sugeng (2025) entitled Strategic Planning of Management Information Systems for Digital Transformation of Islamic Education.(Dalle and Prabowo 2025) This study examines the importance of strategic planning of information systems in supporting the digital transformation of Islamic educational institutions. The study's key findings indicate that information systems no longer function solely as data storage media but have evolved into strategic instruments that support decision-making, enhance organizational effectiveness, and accelerate adaptation to environmental changes. Based on content analysis, the key identified substance is a shift in the function of information systems from an administrative approach to a strategic one. Information systems no longer serve as work tools but as infrastructure that enables organizations to build sustainable adaptive capacity. These findings are highly relevant to this study. In the context of Islamic Educational Management, changes in the function of information systems not only have implications for institutional governance but also for the sustainability of the discipline itself. Islamic Educational Management is required to integrate information systems into the development of epistemology, curriculum, and scientific orientation. However, this research has focused on the transformation of Islamic educational institutions and has not yet addressed how information systems can be used to maintain the academic existence of Islamic Educational Management in the future. Therefore, this study broadens the existing perspective by positioning information systems as a strategic instrument in building a future-proof Islamic Educational

Management. The main contribution of this literature to research is to strengthen the argument that the sustainability of Islamic Education Management must be built through integration between information systems, scientific adaptation, and strengthening future capacity.

The following literature comes from research by Samosir et al. (2026) entitled Digital Transformation in Human Resource Management in Islamic Educational Institutions.(Samosir et al. 2026) This research focuses on digital transformation in human resource management in Islamic educational institutions. The main findings of the study indicate that technological developments have changed human resource management patterns to become more data-driven, adaptive, and oriented towards developing future competencies. This research also confirms that the success of digital transformation is greatly influenced by the readiness of human resources to face change. Based on content analysis, it appears that human resources are a central element in building organizational sustainability. Although Artificial Intelligence is capable of automating various work processes, the role of humans remains irreplaceable in aspects of leadership, decision-making, and ethical control. These findings are closely relevant to the focus of the current research. The sustainability of Islamic Educational Management is determined not only by technological advances but also by the ability to produce human resources with digital literacy, adaptive capacity, and integrity of Islamic values. However, this research is still oriented towards educational institutions and has not yet addressed the sustainability of the Islamic Educational Management discipline. Therefore, this study broadens this perspective by developing the idea that strengthening human resources must be part of the strategy to maintain the academic existence of Islamic

Educational Management. The main contribution of this literature is to strengthen the argument that future competencies are one of the main pillars of future-proofing.

The next literature is the research of Shofwani et al. (2025) entitled *Transforming Educational Management in Islamic Boarding Schools*. (Shofwani et al. 2025) This study examines the transformation of Islamic boarding school management in the face of digital technological developments. The results indicate that Islamic boarding schools are beginning to move toward a more modern management model through the use of information technology, strengthening administrative systems, and developing a culture of innovation. The content analysis reveals that Islamic boarding schools have demonstrated a relatively strong adaptive capacity in responding to technological developments. However, the transformation remains focused on institutional aspects and has not yet been directed toward strengthening the existence of Islamic Education Management as a scientific field. This finding is crucial for this study because it demonstrates that the digitalization of Islamic education in Indonesia is still dominated by an institutional orientation. Yet, the greatest challenge in the era of Artificial Intelligence is maintaining the sustainability of the discipline, ensuring its relevance and academic influence.

Based on the overall analysis of five literature clusters, it was found that there has been a shift in the global educational paradigm from an administrative system to one that is adaptive, predictive, and data-driven. However, most previous research still positions Islamic Education Management at the institutional governance level and has not developed a knowledge sustainability perspective. These findings indicate that the primary challenge facing Islamic Education Management in the era of Artificial Intelligence is not the delay in technology adoption, but

rather the risk of academic irrelevance if it fails to adapt to changes in the global knowledge ecosystem. In other words, the greatest threat lies not in technological development itself, but in the inability of the discipline to undergo sustainable transformation.

In this context, this research proposes a fundamental shift in academic orientation. While the transformation of Islamic Education Management has been primarily understood as an effort to digitize institutions, this research shifts it toward a knowledge sustainability paradigm. This shift positions adaptability as an intrinsic characteristic that must be inherent in the future development of Islamic Education Management.

Based on the synthesis results, a mutually reinforcing relationship was found between the five analyzed study clusters.

Cluster A demonstrates that Artificial Intelligence has transformed the global education ecosystem and created the need for an adaptive education system.

Cluster B demonstrates that this transformation must remain grounded in humanitarian and ethical values, thus creating a human-centered education paradigm compatible with Islamic values.

Cluster C demonstrates that the transformation of Islamic Education Management in Indonesia is still dominated by institutional digitalization and has not yet addressed the sustainability dimension of the discipline.

Cluster D demonstrates that adaptive governance is a key prerequisite for building long-term resilience.

Meanwhile, Cluster E emphasizes that the future sustainability of Islamic Education Management requires the integration of strategic information systems, strengthening future competencies, and sustainable adaptive capabilities.

This interconnectedness demonstrates that the sustainability of Islamic Education

Management cannot be built through a single approach. Instead, it requires multidimensional integration linking Artificial Intelligence, Islamic values, scientific adaptation, adaptive governance, and strengthening academic existence.

Conclusion

This research demonstrates that the development of Artificial Intelligence can no longer be understood solely as a technological transformation phenomenon, but rather as a transformative force that has changed the structure, orientation, and ecosystem of educational knowledge globally. These changes not only impact the governance of educational institutions but also influence the sustainability and relevance of various disciplines, including Islamic Education Management. This research found that most previous studies focused on institutional digital transformation, modernizing administrative systems, strengthening digital leadership, and developing Islamic education governance. Despite making significant contributions, these approaches fail to fully address future challenges because they fail to address the sustainability dimension of Islamic Education Management as a discipline. Thus, there is an urgent need to shift the focus of studies from institutional digitalization to strengthening knowledge sustainability. This research then proposes a reconstruction of the Islamic Education Management paradigm through a future-proofing approach, a paradigm that positions adaptability, academic resilience, and anticipation of change as the primary foundations of scientific sustainability. From this perspective, Islamic Education Management is no longer understood as a science solely responsible for managing educational institutions, but as a knowledge system that is adaptive, predictive, resilient, and future-oriented.

Furthermore, this research confirms that the integration of Artificial Intelligence

with Islamic Educational Management must not ignore the humanitarian dimension and Islamic values. Therefore, the concept of Islamic Human-Centered Artificial Intelligence Governance was developed as an ethical framework that integrates Artificial Intelligence, human intelligence, and Islamic values, such as trustworthiness, justice (al-'adl), balance (tawazun), and benefit (maslahah). This framework emphasizes that technology should be positioned as an instrument to enhance human capacity, not as a substitute for humans in the educational decision-making process.

Conceptually, this research also succeeded in developing a Future-Proofing Islamic Educational Management Framework (FPIEM), consisting of seven interconnected components: Artificial Intelligence Disruption, Islamic Human-Centered AI Governance, Knowledge Adaptation, Adaptive Governance, Future Competency Development, Sustainable Academic Existence, and Social Impact Expansion. This framework demonstrates that the sustainability of Islamic Educational Management is no longer determined solely by the ability to manage educational institutions, but by their capacity to build a scientific system that can adapt to technological developments without losing its identity, relevance, and social impact. Thus, this research's position lies in its effort to shift the focus of discourse from the digital transformation of Islamic education to the sustainability of Islamic Education Management scholarship in the era of Artificial Intelligence. This research not only complements existing studies but also expands the academic space by integrating Artificial Intelligence, Islamic values, scientific adaptation, adaptive governance, and academic existence into a comprehensive sustainability paradigm.

The primary academic contributions of this research lie in three aspects. First, it

introduces the Future-Proofing Islamic Education Management paradigm as a strategy for scientific sustainability in the era of Artificial Intelligence. Second, it develops the concept of Islamic Human-Centered Artificial Intelligence Governance as an integrative framework between technology and Islamic values. Third, it reconstructs the orientation of digital transformation from an institutional digitalization approach to a knowledge adaptation and knowledge sustainability approach.

Ultimately, this research confirms that the future of Islamic Education Management is not determined by how quickly technology is adopted, but rather by the discipline's ability to build adaptive capacity, maintain its epistemological identity, and expand its social contribution amidst the accelerating development of Artificial Intelligence. In other words, the sustainability of Islamic Education Management in the future era will depend greatly on its ability to transform without losing its scientific identity.

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