Transformative Islamic Education: Insights from Ma'had al-Jami'ah Raden Intan Lampung

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Abstract: This study explores the implementation of transformative Islamic education at Ma'had al-Jami'ah Raden Intan Lampung, with a focus on its management practices and organizational culture. Using a qualitative ethnographic approach, data were collected through participant observation, in-depth interviews, and document analysis. The findings reveal that Ma'had al-Jami'ah implements a participatory and inclusive management system, guided by values of integrity, collaboration, and hard work. This approach fosters a holistic educational environment that integrates Islamic principles with modern management strategies, aligning spiritual growth with intellectual development. The study underscores the significance of transformative Islamic education in addressing contemporary challenges by bridging religious and modern scientific knowledge. While the findings provide valuable insights into the management of Islamic education, the study's scope is limited to a single institution, necessitating further research across diverse settings. This research contributes to the theoretical understanding of Islamic education management and offers practical recommendations for adopting transformative educational practices in similar contexts.

INTRODUCTION

Islamic education plays a pivotal role in shaping the character and personality of the younger generation (Astuti et al., 2023; Dikaprio & Dahlan Diem, 2024; Irfan & Sain, 2024; Madum & Daimah, 2024). This role is becoming increasingly significant in the context of globalization and rapid technological advancements, which are reshaping various aspects of human life, including education. As cultures and ideologies converge in an interconnected world, Islamic education serves as a stabilizing force, helping the younger generation maintain their identity and values amidst these changes. Moreover, its integration with modern technologies and global perspectives ensures that students are not only grounded in their spiritual and ethical foundations but are also equipped to thrive in a fast-paced, knowledge-driven era. This dual focus enables Islamic education to address contemporary challenges while preserving its timeless principles.

Ma'had Jami'ah Universitas Islam Negeri Raden Intan Lampung (UIN RIL) is one of the Islamic educational institutions that is trying to face this challenge by implementing a transformative Islamic education paradigm. Transformative Islamic education seeks to integrate religious knowledge and modern sciences, eliminating the dichotomy between the two by fostering a unified approach to learning based on the principle of tawhid

(oneness of knowledge). This paradigm emphasizes the holistic development of individuals who are spiritually grounded and intellectually competent, combining classical Islamic disciplines such as Quranic studies and jurisprudence with contemporary fields like natural sciences, social sciences, and technology. By redesigning curricula, adopting innovative teaching methods, and promoting critical thinking, transformative Islamic education aims to prepare students to address modern challenges while upholding Islamic values. It aspires to produce ethically responsible individuals capable of contributing to societal advancement, ensuring the harmony of spiritual and material dimensions of human development (Fandir, 2024; Parhan et al., 2024; Wahyuni, 2020). This paradigm aims to produce a generation that not only understands religious knowledge, but is also able to apply this knowledge in a dynamic and complex modern context. This is in line with the vision and mission of UIN RIL which wants to produce students who have a global outlook, but are still firmly rooted in Islamic values.

The existence of Ma'had al-Jami'ah UIN RIL is an effort to answer the need for education that is able to face the challenges of the times. This Ma'had functions as an institution that not only provides intensive religious education, but also equips students with skills and knowledge that are relevant for their future.

In the context of a pluralistic Indonesian society, education has a role in changing societal civilization by instilling and developing science, technology, ethics and aesthetics (Gleason, 2018; Legi et al., 2023; Rosak-Szyrocka et al., 2023; Saputra et al., 2024). It is hoped that transformative Islamic education can deliver Indonesian society into a modern society that has science, technology, ethics, aesthetics

and a superior personality (Hajriyah, 2020; Huda, 2015; Murwanto, 2022).

The importance of transformative Islamic education is also supported by various previous studies. For example, research conducted by Toni Pransiska and Musthofa Rembangy shows that transformative Islamic education can create a religious and scientific generation (Pransiska, 2018; Rembangy, 2004). However, this research is different in the focus of the study, which places more emphasis on the substance and management practices of transformative education management at Ma'had al-Jami'ah UIN RIL.

This study aims to explore the transformative Islamic education paradigm and its implementation in the management of Ma'had Jami'ah, focusing on fostering the development of santri (students). The research provides a theoretical contribution by expanding the body of knowledge and introducing new paradigms in the management of Ma'had Jami'ah educational institutions. Practically, it offers insights into the application of transformative Islamic education principles at Ma'had al-Jami'ah UIN RIL, particularly in relation to leadership and management practices for student development. The analysis centers on the management strategies and cultural practices employed by Ma'had leaders to enhance the educational experience and holistic growth of the santri.

Thus, it is hoped that this research can make a significant contribution to the development of transformative Islamic education theory and practice. It is hoped that the publication of this article will enable the sharing of knowledge and experience regarding the substance of the transformative Islamic education paradigm and its implementation at Ma'had al-Jami'ah UIN RIL as a transformative Islamic education institution. The impact of this research will not only be felt by academics and educational practitioners,

but also by the wider community who will benefit from an education model that is more holistic and relevant to current developments.

METHOD

This research uses an ethnographic method with a qualitative approach to understand in depth the culture and traditions that exist at Ma'had al-Jami'ah, UIN RIL. The ethnographic method was chosen because it provides the opportunity for researchers to be directly involved and observe in detail daily life in Ma'had, as well as making it possible to capture the meaning and interpretation given by informants to their experiences (O'Reilly, 2012). Through ethnographic methods, this research seeks to understand the culture and traditions that exist at Ma'had al-Jami'ah UIN RIL in depth (Singh & Dickson, 2002).

Research Design

This research is descriptive in nature with a focus on management and management culture at Ma'had al-Jami'ah UIN RIL. This research design was designed to describe how Ma'had is managed and how management culture is implemented by Ma'had leaders.

Location and Research Subjects

The research was conducted at Ma'had al-Jami'ah UIN RIL. Research subjects include Ma'had administrators, students, and teaching staff who are directly involved in the management and development process at Ma'had. Informants were selected purposively, with the criteria being that informants had in-depth knowledge and direct experience related to management and culture in Ma'had.

Data Collection

Data was collected through several techniques, namely: 1) Participatory Observation: Researchers were directly involved in daily activities at Ma'had to observe and record various aspects of management and interactions between administrators and students. This observation is carried out continuously to obtain a complete and in-depth picture; 2) In-depth Interviews: Interviews were conducted with Ma'had administrators, students and teaching staff to obtain more specific and in-depth information regarding management and management culture at Ma'had. Interviews were conducted in a semi-structured manner with flexible question guides to allow for broader exploration; 3): Collection of relevant documents such as Ma'had policies, activity reports, daily notes and learning materials. This documentation helps strengthen and complete the data obtained from observations and interviews.
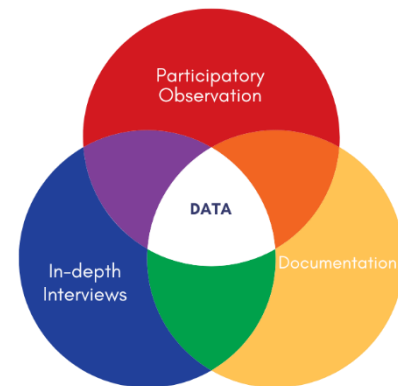

Figure 1. Data Collection Technique.

Data Analysis

The collected data was analyzed using a qualitative analysis approach, which includes several stages as follows: 1) Data Reduction: Data obtained from observations, interviews and documentation were summarized and selected according to their relevance to the research focus. This data reduction aims to simplify and focus the large amount of data into more targeted information; 2) Data Display: The reduced data is then presented in the form of a matrix, diagram or table to make it easier for researchers to see patterns and relationships between data.

Presentation of this data helps in the process of drawing conclusions; 3) Data Verification: The data that has been presented is then verified by comparing the results of observations, interviews and documentation. This verification aims to ensure the consistency and validity of the data obtained; 4) Drawing Conclusions: After the data has been verified, the researcher draws conclusions based on the patterns and themes that emerge from the data. This conclusion describes how management and management culture are implemented at Ma'had al-Jami'ah UIN RIL.

Data Validity

To ensure the validity of the data, this research uses triangulation techniques, namely by comparing data obtained from various sources and data collection methods. Apart from that, the researcher also carried out member checking by confirming the research findings with the informants to ensure that the researcher's interpretation was in accordance with their experiences and views. By using this ethnographic method, the research is expected to provide a comprehensive and in-depth picture of management and management culture at Ma'had al-Jami'ah UIN RIL. It is hoped that the findings of this research can provide a significant contribution to the development of transformative Islamic education theory and practice.

RESULT AND DISCUSSION

In this section the researcher presents management information and management culture implemented at Ma'had al-Jami'ah, UIN RIL. Based on the results of observations, in-depth interviews, document analysis, and active participation, several main findings were found related to the two main focuses of this research.

Management of Ma'had Jami'ah UIN Raden Intan Lampung

Management at Ma'had Jami'ah UIN RIL shows that there is a clear and systematic organizational structure. Ma'had management covers various aspects ranging from administration, academics, to the daily activities of students. The following are the main findings related to management from various data sources:

Results from Direct Observation, shows that daily activities in Ma'had are very organized. The administrative staff looks busy managing academic and administrative files every morning. Regular management meetings are held every Monday morning with an agenda for discussing the weekly program. Student activities are well organized, including study schedules, extracurricular activities and rest time. This observation shows that there is strong discipline and routine in Ma'had, which allows all activities to run smoothly and regularly.

Decision Making Process, carried out collectively involving leaders, staff and student representatives. Discussions are open and transparent during meetings, with all members given the opportunity to express their opinions. This reflects an inclusive and participative culture in management, where every voice is considered important and decisions are made based on consensus.

Results from In-depth Interviews, with leaders emphasizing the importance of transparency and participation in decision making. Ma'had leaders explained that Ma'had's vision and mission is to produce students with noble character and broad knowledge, with management that supports this goal. Interviews with staff show that they feel valued and have an important role in Ma'had's success. Staff acknowledged that the main challenges faced were time management and coordination between departments. They felt that although

there were challenges, support from leaders and colleagues was very helpful in overcoming these problems.

Interview with Santri, revealed that they felt Ma'had management was very helpful in arranging their schedules and activities. Santri appreciate the personal approach taken by the leadership and staff. They feel that good management allows them to focus on studies and other activities without feeling burdened by administrative or logistical problems.

Results from Document Analysis, shows the existence of a clear organizational structure with a detailed division of tasks. There are several committees responsible for various aspects of management, such as academic, administrative and student committees. Management policies emphasize efficiency, transparency and accountability. Standard operating procedures (SOP) are well documented, covering all operational aspects from student acceptance to performance evaluation. These documents demonstrate Ma'had's commitment to professional and structured management.

Results of Active Participation, shows that researchers are involved in preparing the annual budget and see how the discussion and approval process is carried out collectively. Researchers also take part in annual program implementation and evaluations, experiencing firsthand the challenges and successes achieved. This participation provides a deeper understanding of management dynamics in Ma'had and how strategic decisions are taken and implemented.

From the information above, it shows that the management of Ma'had al-Jami'ah UIN RIL is structured, inclusive and participatory, with a high commitment to transparency and accountability, and supports the achievement of educational goals and student development.

Implemented Management Culture

The management culture at Ma'had al-Jami'ah UIN RIL is characterized by several values and practices that support a conducive learning environment and are oriented towards the holistic development of students. The main findings regarding management culture are as follows:

Results from Direct Observation, shows that the opening ceremony of each semester is carried out solemnly, reflecting spiritual values and togetherness. Togetherness activities such as eating together every Friday night strengthen relationships between Ma'had members. Religious and academic symbols are visible throughout Ma'had, reflecting the core values espoused by the institution. Daily interactions show that the leadership shows personal concern for staff and students, often seen chatting casually with them. A culture of mutual respect and mutual cooperation can be seen in various activities, both formal and informal.

Results from In-depth Interviews with Leadership, emphasizes the values of integrity, hard work and togetherness. The leadership approach applied is inclusive and oriented towards individual development. Interviews with staff suggest that the culture of mutual respect and cooperation is very strong at Ma'had. Staff feel that the leadership sets a good example in terms of work ethic and commitment. They see leaders as role models who always show a positive and supportive attitude.

Interview with Santri: revealed that they felt a sense of kinship and high moral support. The culture of mutual cooperation and solidarity is felt in everyday life. Students feel that this supportive environment helps them to develop academically and personally.

Document Analysis Results, shows that Ma'had's vision is to become a superior educational institution in producing a generation with noble

character and broad insight. Core values emphasized include integrity, hard work, and togetherness. Communication documents, such as official letters and internal communications, reflect formality but still show a nuance of togetherness and mutual respect. Posters and promotional materials display high religious and academic values, showing Ma'had's commitment to quality education and integrity.

Results of Active Participation, shows that researchers directly felt the strong atmosphere of family and collaboration. Participation in togetherness activities such as eating together and religious activities strengthens understanding of existing cultural values. The researcher's personal experience in interacting with leaders, staff and students shows that the management culture implemented really supports the creation of a harmonious and productive environment.

The information above shows that the daily management of ma'had students in their daily activities reflects spiritual values and togetherness. the core values espoused by this institution. Daily interactions show that the leadership shows personal concern for staff and students, there is a culture of mutual respect, a culture of mutual cooperation and solidarity is visible in various activities, both formal and informal, a culture of mutual respect and cooperation is very strong at Ma'had. Staff feel that the leadership sets a good example in terms of work ethic and commitment. Leaders as role models who always show a positive attitude and strong support.

This support helps them to develop academically and personally. Documentation shows that Ma'had's vision is to become a superior educational institution in producing a generation with noble character and broad insight. Core values emphasized include integrity, hard work, and togetherness. Communication

documents, such as official letters and internal communications, reflect formality but still demonstrate a cultural nuance of togetherness and mutual respect. Posters and promotional materials display high religious values and academic culture, showing Ma'had's commitment to quality education and integrity.

Discussion

Research findings show that Ma'had al-Jami'ah UIN RIL has a clear and systematic organizational structure. This is important because a good organizational structure is the foundation of effective management (Ahmady et al., 2016; Kollmann & Dobrovič, 2022). A clear structure allows for an efficient division of tasks, which in turn supports Ma'had's smooth operations. The existence of special committees such as academic, administrative and student committees shows that Ma'had has a focused approach in managing various important aspects of education.

A decision-making process that is carried out collectively and transparently is also an indication of participative management. According to Ichdan, participation in decision making can increase the commitment and satisfaction of organizational members (Ichdan et al., 2023). At Ma'had al-Jami'ah UIN RIL, the involvement of leadership, staff and student representatives in management meetings shows that every member of the community has a voice in determining the direction and policies of Ma'had. This not only strengthens the sense of belonging among members, but also ensures that decisions taken reflect the needs and aspirations of the entire community (Rijal, 2023).

Challenges faced in time management and coordination between departments are common problems in educational organizations (Aribaş, 2021). However, support from leadership and collaboration between

staff show that Ma'had has the capacity to overcome this challenge. The use of information technology in administration also helps increase efficiency and accuracy in data management, which is a best practice in modern management (Diawati et al., 2023; Lestari et al., 2023).

The management culture at Ma'had al-Jami'ah UIN RIL is characterized by the values of integrity, hard work and togetherness. These values are not only expressed in Ma'had's vision and mission, but are also visible in daily practice. The semester opening ceremony and the group meal every Friday night are concrete examples of how Ma'had emphasizes the importance of togetherness and solidarity. According to Catalina Radu, a strong organizational culture can increase member cohesion and morale, as well as create an environment conducive to learning and development (Radu, 2023).

A leadership approach that is inclusive, Islamic and oriented towards individual development is also in line with transformational leadership theory (Khan et al., 2020; Risqina et al., 2020; Siregar et al., 2021). The transformational leadership implemented at Ma'had al-Jami'ah UIN RIL not only motivates students and staff to achieve academic and personal goals, but also fosters a sense of self-confidence and responsibility.answer (Rokhman et al., 2014; Solahudin et al., 2020). Personal interactions between leaders and community members show that leadership in Ma'had is not only formal, but also emotional and supportive. Personal interactions between leaders and community members show that leadership in Ma'had is not only formal, but also emotional and supportive. This kind of culture of interaction creates strong bonds between leaders and community members, encouraging mutual trust and empathy. This can increase the motivation and morale of community members, because they feel

cared for and appreciated. In addition, personal interactions can facilitate more open communication, making it easier to resolve conflicts or problems quickly and effectively. Thus, this culture of personal interaction not only strengthens interpersonal relationships but also improves performance and harmony in the community (Sahadevan & Sumangala, 2021).

Apart from being inclusive, ma'had is also characterized by Islamic leadership which is a main indicator, where leaders and managers at all levels must follow Islamic principles continuously to ensure policies and practices are in accordance with Islamic values. The leadership style adopted must be fair, transparent and responsible,emulate the leadership of the Prophet Muhammad (Mirzal & Ninglasari, 2021). Then, these Islamic values are reflected in all policies and procedures, and are implemented by all members of the institution in all operational aspects continuously, to create a work environment that is in accordance with Islamic teachings.

An Islamic work environment is very important, where a work atmosphere that reflects Islamic ethics and values must always exist throughout the work environment, to support productivity and harmony. This can be achieved by encouraging ethical behavior, cleanliness and good cooperation.

The strong culture of mutual respect and mutual cooperation at Ma'had is also reflected in the results of interviews with students and staff. According to Uli Wildan in Nuryanto, a culture that values cooperation and solidarity can improve overall organizational performance (Nuryanto et al., 2020). Students feel appreciated and supported which will help them to focus more on their studies and self-development. Staff also feel that they play an important role in Ma'had's

success, which increases their motivation and performance.

Furthermore, the development of Islamic-based human resources is the main focus in the management of educational institutions. Several forms of training and development aimed at students, lecturers, administrative staff, and periodically to improve competency and moral integrity. This is all done through training programs, workshops and seminars based on Islamic teachings.

Finally, an important indicator of the transformative management of educational institutions is also visible in the Islamic curriculum content presented at Ma'had Jami'ah Raden Intan. Where the academic team and lecturers must incorporate Islamic values and teachings into student guidance materials to provide comprehensive and balanced education. Thus, these indicators help ensure that Islamic higher education institutions not only excel in academic matters but also in implementing Islamic teachings and values in every aspect of their operations.

The results of this research show that management and management culture at Ma'had al-Jami'ah UIN RIL support and strengthen each other. Efficient and transparent management creates an environment conducive to the development of a positive culture. Conversely, a strong and inclusive culture supports the implementation of effective management. These two aspects work in synergy together to create superior and broad-minded educational institutions.

These findings are consistent with the view that management and organizational culture are two elements that are interrelated and cannot be separated (Einhorn et al., 2024; Kargas & Varoutas, 2015; Mingaleva et al., 2022). Good management requires a supportive culture, while a strong culture requires effective management to thrive. At Ma'had al-Jami'ah UIN RIL, the combination of structured management and an inclusive and collaborative culture creates an ideal environment for education and character development.

CONCLUSION

This study concludes that Ma'had al-Jami'ah at Universitas Islam Negeri Raden Intan Lampung has successfully implemented effective management practices and fostered a supportive organizational culture that emphasizes holistic student development. Key factors include structured organizational systems, participatory decision-making, and a management culture rooted in Islamic values, integrity, and collaboration. These efforts reflect a strong commitment to quality education and character building. However, the study's focus on a single institution and reliance on qualitative methods limit its generalizability. Future research should explore comparative studies across multiple Ma'had institutions using diverse methodologies. Policymakers and leaders are encouraged to adopt participatory management models and invest in leadership development to enhance transformative Islamic education and address contemporary educational challenges effectively.

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