



Education management according to the perspective of the quran

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Abstract: This research aims to analyze the concept of education management in the perspective of the Qur'an with a focus on its functions and implementation in the Islamic education system. The research method used is library research with a descriptive qualitative approach, where the main sources analyzed are the verses of the Qur'an and related literature. The results of the study show that the study of education management from the perspective of the Qur'an is important, because the Qur'an as the main source of Islamic teachings, contains divine principles that can be used as a guideline in the management of education holistically and based on monotheism, justice, and morals. In addition, the concept of human beings as caliphs provides the basis for moral and spiritual responsibility in leading and managing a meaningful education system. Although much has been done on education management, approaches that directly link modern managerial functions to Quranic values are still limited, so this research offers novelty by developing an Islamic education management model that is applicable and relevant to contemporary educational challenges, such as digitalization and moral crises. The practical implications of this research include strengthening Islamic leadership, developing a curriculum based on spiritual values, improving educator competence, using technology ethically, and strengthening collaboration between schools, families, and communities. With this approach, the Islamic education system is expected to be able to produce a generation with noble character and ready to face the challenges of the times.

Keywords: Educational Management, Perspective of the Quran

1. Introduction

The study of education management from the perspective of the Qur'an has an important role in exploring the basic principles that are the foundation for the management of education according to Islamic teachings can be harmonized with Islamic values (Siti Sangadah, Sriyanta, 2025). The Qur'an as the main source of Islamic teachings provides guidance on how humans should manage and manage various aspects of life, including in the field of education. The concept of management in the Qur'an is often associated with the function of man as a caliph who is responsible for prospering the earth through good and structured arrangements (Zulkapli, 2022). The main pillar of the basic principle in Islamic education management is monotheism which emphasizes that all activities, including education management, must be based on the oneness of Allah. This principle is the foundation in the formation of the character and goals of Islamic educational institutions (Zulkapli, 2022). Thus, the concept of the caliph in the Qur'an emphasizes the role of humans as leaders who are responsible for managing educational resources with integrity and integrity.

Management functions such as planning, organizing, actuating, and controlling are also reflected in the verses of the Qur'an (Terry, 1977). For example, planning in education can be associated with commands to prepare oneself and strategies in the face of challenges. Organizing is reflected in the emphasis on the importance of structure and order in the community, while implementation and control can be seen from the command to carry out tasks well and to make improvements to the actions that have been carried out (Sondari & Anwar, 2022). The main problem raised in this study is how the values of the Qur'an can be practically integrated into the functions of modern education management in order to form a relevant, adaptive, and characterful Islamic education

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system. This research aims to formulate an education management model that is not only normative-theological, but also applicable in the context of the current world of education.

Compared to previous studies, such as (Siti Sangadah, Sriyanta, 2025) which emphasizes the normative aspects of Islamic education management based on the Quran and Hadith, as well as the study of (Zulkapli, 2022) which outlines the principles of monotheism in education management, this study offers a new approach by linking the modern management functions of planning, organizing, implementing, and controlling systematically with Quranic values. This approach is more contextual, as it considers real challenges in the world of education, such as the digitalization of learning, the crisis of moral leadership in educational institutions, and the low relevance of spiritual values in educational policy-making.

The practical urgency of integrating the values of the Qur'an into the management of Islamic education is even more evident when looking at the current conditions. Global surveys such as The Global Education Monitoring Report by UNESCO (2023) highlight the failure of many education systems in building the character and integrity of the younger generation, as well as the growing need for value-oriented education. In Indonesia, BKKBN data (2022) shows that 76% of adolescents do not have a strong grip on moral values in dealing with the influence of digital culture. In this context, the Qur'an as a source of divine value can be a managerial foundation that not only emphasizes aspects of administrative efficiency, but also the formation of noble character.

The application of management functions in Islamic education does not only focus on administrative matters, but also involves the development of aspects of students' character and spirituality (Siti Sangadah, Sriyanta, 2025). The Qur'an emphasizes that education should include more than just the process of imparting knowledge, but as forming good character. This indicates that the management of education in Islam needs to combine three main aspects, namely cognitive, affective, and psychomotor in the learning process to create balanced and qualified individuals. In addition, the Quran also highlights the importance of the role of leaders or managers in educational institutions. A leader is expected to have qualities such as trustworthiness, fairness, and be able to be an example for his subordinates. Good leadership in Islamic education must be based on Islamic principles and be able to create a supportive and harmonious learning environment (Sondari & Anwar, 2022). The implementation of education management based on the Qur'an also requires flexibility and adaptability to the changing times, without overriding the basic principles that have been set. The importance of this is so that Islamic education remains in accordance with the times and can face the challenges and needs of modern society. With this approach, Islamic educational institutions can continue to advance and have a positive impact on the progress of civilization (Zulkapli, 2022).

Islamic education rooted in the Qur'an has the potential to build trustworthy leadership, a fair system, and a holistic educational process. Principles such as monotheism, trust, deliberation, and justice are very relevant to build an educational structure that is humanistic and oriented towards the hereafter as well as worldly. Therefore, the incorporation of Quranic values in education management is an urgent need to ensure that Islamic education is not uprooted from its spiritual roots, but is still able to compete and contribute to the progress of modern civilization. With this approach, this article will analyze in depth how the values of the Qur'an can be operationalized in education management functions and how their application can answer contemporary educational challenges in a practical and sustainable manner.

2. Materials and Methods

This study uses a descriptive qualitative approach with a library research method. The main focus is to analyze the concept of education management according to the perspective of the Qur'an by studying relevant verses and relating them to managerial practices in the contemporary world of education. To ensure that the interpretation of the verses of the Qur'an is not subjective and contextual, the researcher refers to mu'tabar tafsirs such

as Tafsir al-Misbah, Tafsir Ibn Katsir, and Tafsir al-Maraghi, and uses a thematic approach (maudhu'i) that pays attention to the historical context (asbabun nuzul) and linguistics of the verses studied. This approach minimizes subjectivity and maintains the accuracy of meaning in accordance with the goals of Islamic education. The criteria for selecting sources are based on the following considerations: (1) Direct relevance to the theme of education management in Islam; (2) The scientific credibility of the source (e.g. accredited journals, academic books, and works of trusted Muslim scholars or scholars); (3) Methodological conformity with thematic and managerial approaches; and (4) The integration of Islamic values with the reality of contemporary education.

The time limit or scope of the literature studied includes literature from the last two decades (2005–2025) with a special focus on works that are theoretically and practically relevant to the development of Islamic education management and the dynamics of global transformation (e.g. digitalization, globalization, and moral crisis). Methodologically, the qualitative approach used in this study not only describes the content, but also interprets the meaning in depth. Content analysis techniques are used to identify managerial themes in Quranic verses and supporting literature. Furthermore, categorization is carried out based on the four main functions of management: planning, organizing, implementing, and control. The validity, credibility, and relevance of sources are maintained through source triangulation and critical interpretive approaches. References are compared from various points of view, both classical and contemporary to obtain a comprehensive synthesis. The researcher also ensures that the selected sources have academic legitimacy and are used consistently and responsibly in the overall analysis.

3. Results and Discussion

3.1. Functions of Education Management Contained in the Quran

In the discussion of management, there are four main functions that cannot be separated, namely planning, organizing, actuating, and controlling or known as POAC. In the author's view, these four aspects have a foundation in several verses of the Quran. To provide a clearer understanding, the author will outline them one by one as follows:

a. Planning

Planning is the main function in education management that determines the direction and strategy to achieve educational goals effectively and efficiently. In the perspective of the Qur'an, the concept of planning has a strong foundation, as explained in the various holy verses of the Qur'an (Basirun et al., 2023). One of the planning principles in the Qur'an is the principle of interdisciplinarity (bayna huqul al-dirosah) which emphasizes the importance of a multidisciplinary approach in educational planning. This is reflected in QS. An-Nahl: 89 which underlines that the Qur'an explains everything, encourages the integration of various fields of knowledge in the process of educational planning (Suja'i, 2018), as the word of Allah means: "Remember the Day when We brought a witness from every people from their own group and We made you (Muhammad) a witness over all mankind. We have also sent down to you the Qur'an as a guide to explain all things, and as a guide, mercy, and glad tidings for those who surrender." (QS. An-Nahl: 89) (RI, 2007)

The principle of flexibility is also emphasized in the Qur'an, as mentioned in the Qur'an. Al-Hajj: 78. This verse teaches that Allah does not impose burdens beyond one's ability which shows that educational planning should be flexible and take into account the abilities and conditions of each individual involved (Suja'i, 2018), as the word of Allah means: "Strive in the way of Allah with true earnestness. He has chosen you and has not made religion a burden for you. Follow the teachings of your ancestor, Ibrahim who named you as Muslims long ago, as also mentioned in the Quran. Thus, the Apostle becomes a witness for you and you also become a witness for all mankind. So, establish prayer, pay zakat, and hold fast to the teachings of Allah. He is your Protector and the best protector and helper." (QS. Al-Hajj: 78) (RI, 2007).

Effectiveness and efficiency (fu'aliyah-kafaah) are other important principles in educational planning according to the Quran. QS. Al-Kahfi: 103-104 reminds that charity that does not follow the guidelines will be in vain, so planning should ensure that every step taken actually supports the achievement of educational goals (Suja'i, 2018), as the word of Allah means: "103. Say: "Shall We tell you about those who are the most losers in their actions and efforts?, 104. They are people whose efforts were in vain during their life in this world, while they thought that what they did was the best." (QS. Al-Kahfi: 103-104) (RI, 2007)

b. Organizing

Organizing in education management is the process of grouping activities, forming work structures, dividing tasks, as well as establishing a work system and coordination to achieve educational goals (Jaya et al., 2023). In the perspective of the Quran, the concept of organizing can be found in the term "shaffan" which is mentioned several times in the Quran. This word contains the meaning of togetherness, cohesiveness, and a clear division of tasks in an organization. For example, QS. As-Saff: 4 emphasizes the importance of lining up neatly like a sturdy building that reflects the principles of organization in education management, as the word of Allah means: "Indeed, Allah loves those who fight in His way in order and unity, as if they were a solid and supportive building." (QS. As-Saff: 4) (RI, 2007).

In addition, QS. Ali-'Imran: 103 invites Muslims to hold fast to the teachings of Allah and maintain unity (Ritonga et al., 2022). This verse highlights the importance of unity and cooperation in the organization. In the context of education, this means building synergy between the various components of education, such as teachers, students, and administrative staff to achieve effective and efficient educational goals, as the word of Allah means: "Remain steadfast in practicing the teachings of Allah's religion and do not be divided. Remember the gift of God that has united your hearts, even though you were once hostile to one another. By His grace, you are brothered, even though you were on the verge of perishing. However, Allah saved you from that destruction. Thus Allah explains His verses, so that you may always be on the straight path." (QS. Ali-'Imran: 103) (RI, 2007).

The above verse shows that an organization is a set of individuals that can be organized and managed well. Therefore, it is important to be united in working and committed to achieving common goals in one organizational unit. Then, the Qur'an directs that in a community, brotherhood, organization, or group there are no disputes, divisions, or conflicts that can disturb harmony and damage the leadership system that has been formed (Nashiratunnisa & Anwar, 2022).

Thus, organizing in educational management according to the perspective of the Qur'an emphasizes the importance of order, unity, and the application of Islamic values in the structure and operation of educational institutions. This approach is expected to improve effectiveness and efficiency in achieving desired educational goals.

c. Actuating

Actuating or implementation is one of the important functions in education management that focuses on mobilizing resources to achieve the goals of educational institutions (Fauzi et al., 2023). In the perspective of the Quran, the concept of actuating is reflected in various principles that emphasize the importance of effective leadership, motivation, and individual empowerment in the educational process.

In this case, the Qur'an has established basic guidelines regarding the process of guidance, direction, and delivery of warnings through tangible actions or steps. Allah says which means: "As a clear warning of a severe punishment from Allah, and a glad tidings for those who believe and do righteous deeds, that they will be rewarded well.." (QS. Al-Kahfi: 2) (RI, 2007).

Actuating is a major part of management that focuses on efforts to achieve results. In actuating, the most important aspect is leadership which must be based on the princi-

ples of efficiency, effective communication, and the ability to provide the right answers to questions (Nashiratunnisa & Anwar, 2022).

In the perspective of the Quran, this function reflects the importance of mobilizing and directing resources effectively in accordance with Islamic values. As mentioned in QS. Al-Baqarah: 213, Allah SWT sent the Messengers with guidance and scriptures to lead mankind to the right path which reflects the actuating aspect in guiding and motivating mankind (Hadijaya et al., 2022), which means: *"Man was originally one people, but after a dispute, Allah sent the Prophets to warn and send down the true book with them to be the decision in settling disputes. There was no dispute about the book, except those who had received it, that is, after it had come to them a clear explanation which was provoked by envy among them. Allah gives guidance to the believers to understand the truth regarding what they are disputing about, according to His will and Allah always gives guidance to whomever He wills to the right path."* (QS. Al-Baqarah: 213) (RI, 2007).

In Islam, the principles of actuating include values such as monotheism which emphasizes unity of purpose and leadership, justice, deliberation, efficiency, effectiveness, discipline, integrity, loyalty, clear division of duties and responsibilities, and ukhuwah or brotherhood. This whole principle is a guideline in mobilizing resources in the world of education to create harmony and remain in harmony with Islamic values (Astuti, 2019).

Thus, the application of the actuating function in education management according to the perspective of the Qur'an requires leadership that is able to be an example, effective communication, and motivation in accordance with Islamic values. This aims to create an educational environment that is conducive, harmonious, and able to achieve educational goals optimally in accordance with Islamic teachings.

d. Controlling

Controlling in education management is a crucial function that ensures that the implementation of educational activities is in line with the plans and standards that have been determined. In the perspective of the Quran, this concept of control is known as ar-riqobah which emphasizes the importance of supervision and evaluation in every form of leadership (Rohmah, 2019). The main purpose of this supervision is to examine and ensure that the planned tasks are actually carried out, as well as to detect any irregularities, abuses, or deficiencies in their implementation. If a problem is found, it needs to be repaired.

The Qur'an provides guidance on the importance of supervision in various aspects of life, including in the context of education, for example in QS. Al-Baqarah: 282, Allah commands to record and witness transactions as a form of supervision and transparency. Although this paragraph specifically talks about transactions, the principles of record-keeping and supervision can be applied in education management to ensure that every activity is properly recorded and accountable (Endah Tri Wisudaningsih, 2018), as the word of Allah means: *"O you who have believed, if you make a transaction that is not paid in cash for a certain period of time, write it down. Let one of you write it down correctly and let not the writer refuse to write it as Allah has taught him. Therefore, let the debtor explain what is to be recorded and that he should be devoted to Allah his Lord, and not reduce the amount of his debt. If the debtor is unable to think well, is weak, or is unable to give instructions, then the guardian must give the instructions honestly. Witness the transaction with two male witnesses among you. If there are no two male witnesses, then it is permissible for a man and two women to be trusted as witnesses so that if one of them forgets the other can be reminded. Do not be reluctant to testify when called and do not feel reluctant to write debts, whether small or large until the appointed deadline. Writing it down is more just in the sight of God, more strengthening the testimony, and more avoiding doubt. However, if the transaction is a cash trade, you don't need to write it down, but still witness it well when making a trade. Do not make it difficult for writers or witnesses to make it difficult for each other. If you do these things, then it is a*

sin. Therefore, be devoted to Allah who has taught you. Allah is Omniscient.” (QS. Al-Baqarah: 282) (RI, 2007).

The implementation of the control function in Islamic education is also reflected in the practice of the Prophet PBUH. He not only planned and organized educational activities, but also actively supervised and evaluated their implementation. This shows that control is an integral part of educational management in Islam which aims to ensure the effectiveness and efficiency of the educational process.

Thus, control in education management according to the perspective of the Qur'an emphasizes the importance of continuous supervision, objective evaluation, and commitment to continuous improvement. This is in line with modern management principles that emphasize the importance of control and evaluation in achieving organizational goals. Therefore, the integration of Qur'anic values in the control function can strengthen the quality of education management and ensure that the educational process runs in accordance with Islamic values.

3.2 Implementation of Islamic Education Management in the Contemporary World of Education

Islamic education management is an approach to managing educational institutions that are based on Islamic values, including the process of planning, organizing, implementing, and supervising in accordance with sharia principles. In the context of contemporary education, the implementation of this management is crucial to ensure that Islamic educational institutions can adapt to the changing times without neglecting Islamic values. One of the main challenges is the integration between Islamic values and 21st century skills and technological developments. To answer this challenge in a real way, educational institutions can implement an integrative curriculum that not only teaches general science and Islam in parallel, but also unites them in one integrated learning framework, for example, science learning can be associated with the values of monotheism and the greatness of Allah's creation, so that students are able to interpret knowledge spiritually and intellectually at the same time.

The application of Quranic planning management can be done through school policies based on the vision of monotheism, such as developing a long-term education strategic plan that emphasizes the value of trust, noble morals, and accountability. The practice can be in the form of a planning meeting with teachers and guardians of students by prioritizing deliberation, so that the values of QS. Ash-Shura: 38 is truly brought to life in decision-making. In the organizational aspect, educational institutions need to build an organizational structure that upholds the principles of justice and equal roles between school elements. This can be implemented in the form of team teaching that involves collaboration between religious teachers and general teachers to design thematic learning that is balanced between cognitive and spiritual aspects. The coordination system between divisions must also adopt the principle of *ukhuwah*, which is to encourage harmonious and collaborative communication.

In the context of implementation, the principal as a managerial leader must be an example in integrity and professionalism. This can be realized through regular coaching and mentoring for teachers in implementing Islamic values in the classroom, as well as strengthening school culture that educates students' character, such as the culture of greeting, discipline, and daily spiritual activities. Meanwhile, the supervisory function can be implemented by building a performance evaluation system that not only assesses academic results, but also the development of students' character and spirituality. For example, schools can hold a moral report card as part of a student development report. This evaluation is carried out periodically and accompanied by feedback from homeroom teachers, BK teachers, and parents. In addition, the use of information technology in an Islamic manner is an important aspect. Schools can use digital platforms based on Islamic values for online learning, such as learning applications that contain prayer reminder features or daily verses. School information systems also need to be designed to maintain digital ethics, protect privacy, and avoid content that contradicts Islamic teachings. In the

digital era, social media can be optimized to disseminate Islamic educational content, strengthen communication between teachers and parents, and promote school programs. However, this use needs to be monitored with the Islamic digital ethics policy to remain meaningful and educational.

Institutionally, Islamic education management needs to be supported by continuous training for educators on the application of Islamic management and adaptation to technology-based learning. Islamic educational institutions can organize collaborative workshops between schools based on Quranic values to exchange best practices. Finally, collaboration between schools, parents, and the community is the main pillar. Programs such as family majlis ta'lim, school-community service, and Islamic parenting can be a bridge to the application of Islamic management values into the real life environment of students.

Based on the explanation above, it can be concluded that the implementation of Islamic education management in the world of contemporary education can be realized in real terms through the application of an integrative curriculum based on the values of monotheism, strengthening organizational culture that reflects Islamic principles, optimizing leadership with exemplary character, and evaluation that includes academic and spiritual aspects. In addition, the ethical use of digital technology and active collaboration between schools, parents, and the community are key in creating an education system that is adaptive to the challenges of the times, but still based on Quranic values. This approach allows Islamic education not only to survive in the modern era, but also to play an active role in shaping a generation that is knowledgeable, noble, and globally competitive.

3.3 Discussion

Islamic education management is a discipline that integrates management principles in the context of education based on Islamic teachings. The goal is to manage educational resources effectively and efficiently in order to achieve the goals of Islamic education that have been set. This concept emphasizes the importance of management in accordance with the values contained in the Quran. The Quran provides the foundation for the management of Islamic education through principles such as flexibility, effectiveness, efficiency, openness, cooperation, and participation. These principles serve as a guide in managing educational institutions in order to adapt to change, achieve optimal results, and involve all relevant parties in the educational process (Fatoni, 2015).

One of the main principles emphasized in the Qur'an is monotheism, which is the belief in the oneness of Allah. This principle teaches that all activities, including in education management, must be based on sincere intentions and righteous goals in accordance with Allah's commands. This encourages education managers to always be oriented towards spiritual values in every decision-making. In addition, the concept of caliph in the Quran emphasizes that humans are entrusted as leaders on earth. In the context of education management, this means that the leaders of educational institutions have a responsibility to manage the institution fairly, wisely, and in accordance with Islamic principles. They are expected to be able to create a conducive educational environment and empower all components involved (Sondari & Anwar, 2022).

The principle of trust is also the basis for the management of Islamic education. Every individual involved in the management of education must carry out his duties and responsibilities with full integrity and honesty. This includes the management of human resources, finances, and educational infrastructure in a transparent and accountable manner. The Qur'an also emphasizes the importance of deliberation or consultation in decision-making. In education management, this principle encourages the active participation of all relevant parties, including educators, students, and the community in the process of planning and implementing educational programs. It aims to reach a mutual agreement that reflects the needs and aspirations of all parties (Lutfi, 2023).

Efficiency and effectiveness in resource management are also emphasized in the Quran. The management of Islamic education must be able to make optimal use of the available resources to achieve educational goals without any waste. This includes man-

aging time, energy, and materials wisely and appropriately (Fatoni, 2015). Lastly, the principle of justice in the Qur'an teaches that every individual in an educational institution should be treated fairly and equally. This includes providing balanced rights and obligations, recognition of achievements, and handling problems objectively and impartially. The application of this principle will create an educational environment that is harmonious and conducive to the learning process.

Overall, education management according to the Qur'an is an educational management process based on the values of monotheism, trust, justice, deliberation, and effectiveness which all aim to create an education system that is not only academically superior, but also firmly rooted in Islamic spiritual and moral values. These principles guide the management of educational institutions to run in accordance with sharia, provide space for participation of all components, and produce a generation that is devoted, knowledgeable, and has high integrity in life.

4. Conclusions

The conclusion of this study confirms that education management in the perspective of the Qur'an has a strong foundation in divine values which includes aspects of planning, organizing, implementing, and evaluation based on monotheism. This concept emphasizes the role of human beings as caliphs on earth who have the responsibility to manage education thoroughly and focus on the welfare of the people. Principles such as trust, justice, deliberation, and continuous learning are the main elements in the Islamic education management system. With this approach, education not only aims to produce knowledgeable individuals, but also forms character and morality in accordance with Quranic values, so as to create a society with noble and competitive morals in the modern era. One of the novelties resulting from this research is the emphasis on the integration of Quranic values in education management which is not only theoretical, but also applicative, covering its relevance and implementation in the context of globalization and digitalization. In contrast to previous research that tends to limit the study to the normative aspects of the Quran, this study provides new insights related to the challenges of integrating these values in the development of the times, especially in the face of the digital era and increasingly complex global challenges. However, this study has limitations, including the use of a literature study approach that does not include empirical validation in the field and the limitation of coverage on the sources of the Qur'an without deep integration with hadith or contemporary practices in Islamic educational institutions. Therefore, for further development, it is recommended to conduct field research with an interdisciplinary approach that combines normative-theological and empirical aspects, as well as exploration of the challenges of integrating Quranic values in the context of digitalization and globalization so that the implementation of Islamic education management becomes increasingly applicable and relevant.

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