



A THEOLOGICAL APPROACH TO PERFORMANCE MANAGEMENT IN STRENGTHENING MODERN WORK ETHICS IN EDUCATIONAL INSTITUTIONS

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Abstract

Islamic theology based performance management has emerged as a strategic approach to improving the quality of Islamic education in the contemporary era, particularly as institutions such as pesantren are required not only to transmit knowledge but also to cultivate character through exemplification and daily practices. The challenges of globalization, the need to strengthen work ethics, and the demand for enhancing the quality of Islamic educational institutions make the integration of kalam-derived theological values a relevant foundation for performance management. This article employs a descriptive qualitative method with a library research approach, analyzing literature related to performance management, Islamic theological values, and their implementation within Islamic educational institutions. Data were analyzed through processes of reduction, presentation, and conclusion drawing to reveal patterns of theological value integration in educational managerial practices. The findings indicate that performance management incorporating Islamic values such as honesty, responsibility, discipline, and collaboration effectively enhances the work ethic of teachers and students, strengthens organizational culture, and supports holistic character formation. Practical implementations, including *maqasid al-shari'ah* based evaluation, the development of students' soft skills, and teacher training grounded in Islamic values, positively influence the effectiveness of Islamic educational institutions. However, challenges such as insufficient training, limited facilities, and resistance to change must be addressed systematically. The implications of this study underscore the importance of reinforcing Islamic performance management policies, enhancing educator capacity, and fostering collaboration among schools, parents, and communities to develop Islamic educational institutions that are excellent, adaptive, and character-driven.

Keywords: Performance Management, Islamic Theology, Work Ethic, Islamic Education

Abstrak

Manajemen kinerja berbasis teologi Islam menjadi salah satu pendekatan strategis dalam meningkatkan mutu pendidikan Islam di era modern, terutama ketika lembaga pendidikan seperti pesantren dituntut tidak hanya mentransfer ilmu pengetahuan, tetapi juga membina karakter melalui keteladanan dan praktik kehidupan sehari-hari. Tantangan globalisasi, kebutuhan penguatan etos kerja, serta tuntutan peningkatan kualitas lembaga pendidikan Islam menjadikan integrasi nilai-nilai ilmu kalam sebagai pijakan teologis yang relevan dalam manajemen kinerja. Artikel ini menggunakan metode kualitatif-deskriptif dengan studi kepustakaan, menganalisis literatur terkait manajemen kinerja, nilai-nilai teologi Islam, serta implementasinya di lembaga pendidikan Islam. Data dianalisis melalui proses reduksi, penyajian, dan penarikan kesimpulan untuk mengungkap pola integrasi nilai teologis dalam praktik manajerial pendidikan. Temuan penelitian menunjukkan bahwa manajemen kinerja yang mengintegrasikan nilai-nilai Islam seperti kejujuran, tanggung jawab, disiplin, dan kolaborasi mampu meningkatkan etos kerja guru dan siswa, memperkuat budaya organisasi, serta mendukung pembentukan karakter yang holistik. Implementasi praktis seperti evaluasi berbasis *maqashid al-syariah*, pengembangan *soft skills* santri, dan pelatihan guru berbasis nilai Islami memberikan dampak positif terhadap efektivitas lembaga pendidikan Islam. Meski demikian, tantangan

seperti kurangnya pelatihan, fasilitas terbatas, dan resistensi terhadap perubahan masih perlu ditangani secara sistematis. Implikasi makalah ini menegaskan pentingnya penguatan kebijakan manajemen kinerja Islami, peningkatan kapasitas pendidik, serta kolaborasi antara sekolah, orang tua, dan masyarakat untuk mewujudkan lembaga pendidikan Islam yang unggul, adaptif, dan berkarakter.

Keywords: Manajemen Kinerja, Teologi Islam, Etos Kerja, Pendidikan Islam

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Introduction

Performance management in the context of Islamic educational institutions plays a crucial role in fostering a strong work ethic grounded in Islamic theological values. In the modern era, educational institutions, such as pesantren, have become centers for character development through moral education and daily life practices, as well as platforms for the transfer of both Islamic and general knowledge¹. Character can be effectively built through direct experience, internalization of values, and structured daily practices, such as the students of elementary school Pagentan 3 Indoensia who understand the value of diversity through traditional dances, Indonesian cuisine, and traditional clothing². Students in Islamic boarding schools are also shaped through concrete practices such as discipline, mutual cooperation, deliberation, and respect for one another. The context of performance management based on Islamic theology can significantly contribute to creating a productive and ethical learning environment.

The implementation of performance management based on Islamic theology involves integrating religious values with effective managerial practices. For example, values such as honesty, responsibility, and hard work, as taught in the Quran and Hadith, can serve as a foundation for developing relevant performance indicators for educators and students. Revitalizing the epistemology of Islamic theology can serve as a foundation in building harmony and good work ethic in educational institutions³.

Performance management based on Islamic theology also strives to create a harmonious and mutually supportive work environment. In this context, an inclusive approach that prioritizes dialogue and collaboration among stakeholders in educational institutions is essential. For example, developing training programs that involve all parties, including parents, the community, and alumni, can strengthen synergy in achieving better

¹ Choirun Niswah et al., "Analisis Peran Lembaga Pendidikan Pesantren Dalam Membangun Karakter Dan Ilmu Pengetahuan," 2025, 308–16.

² Silviana Nur Faizah et al., "Realize Tolerant Students Through Strengthening the Profile of Pancasila Students with Global Diversity in Elementary Schools" 15, no. 1 (2023): 439–52, <https://doi.org/10.37680/qalamuna.v15i1.2149>.

³ E Fauziah and M Muniron, "Revitalisasi Epistemologi Ilmu Kalam Sebagai Landasan Membangun Kerukunan Intern Umat Islam Melalui Pendekatan Teofilosofis," *Jurnal Global Islamika*, 2025, <https://jurnal.globalaksarapers.com/index.php/globalislamika/article/view/169>.

educational goals⁴.

In its implementation, educational institutions implementing Islamic theology-based performance management need to consider aspects of the existing organizational culture. A positive organizational culture can encourage increased individual motivation and performance. This is consistent with findings showing that organizations with a strong culture tend to perform better than those without⁵. Therefore, it is crucial for educational institutions to create a culture that reflects Islamic values and inspires the entire academic community.

By understanding the strengths and weaknesses within an organization, as well as the opportunities and threats it faces, educational institutions can formulate more effective and adaptive strategies to improve performance⁶. Based on the above explanation, this article discusses how the concept of performance management in Islamic education, integrated with Islamic theological values (*theology of kalam*), can be effectively applied in Islamic educational institutions.

Method

This article uses a qualitative-descriptive approach with a literature review method that focuses on conceptual and thematic analysis related to performance management in Islamic education integrated with Islamic theological values. Primary and secondary data were obtained from scientific journals, books, and other relevant sources. Data analysis techniques were carried out through data reduction stages data presentation, and drawing conclusions by examining the relationship between the concept of performance management, work ethics based on Islamic theology in the discipline of *kalam*, and its implementation in Islamic educational institutions, including Islamic boarding schools and universities. Data validity is strengthened through source triangulation by comparing findings from various supporting literatures, resulting in a comprehensive interpretation of the integration of Islamic-values-based performance management in the educational context.

Results and Discussion

Performance management in the context of Islamic education is a strategic approach aimed at increasing the effectiveness and efficiency of educational delivery. This concept focuses not only on academic outcomes but also on the development of student

⁴ S K Telfah et al., "PERAN ILMU KALAM DALAM KONTEKS PENDIDIKAN ISLAM," *Jurnal Intelek Dan ...*, 2024, <https://jicnusanantara.com/index.php/jicn/article/view/2384>.

⁵ V A Sutrisna and S H Rohmadi, "Optimalisasi Manajemen Kinerja Guru Dalam Meningkatkan Mutu Pendidikan Islam: Optimizing Teacher Performance Management in Improving the Quality of Islamic ...," ... : *Jurnal Kependidikan Islam*, 2024, <https://jurnal.staithawalib.ac.id/index.php/thawalib/article/view/474>.

⁶ Arfi Hidayat Arfi and Samsul Wathani Samsul, "Teologi Modernitas: Muhammad Syahrur Dan Gagasan-Gagasan Fundamental Ketuhanan Untuk Rekonstruksi Islam," *Refleksi Jurnal Filsafat Dan Pemikiran Islam* (Al-Jamiah Research Centre, 2023), <https://doi.org/10.14421/ref.v23i1.3933>.

character and ethics. Therefore, good performance management in Islamic educational institutions must integrate Islamic values that support the achievement of educational goals⁷. This includes strengthening a work ethic aligned with Islamic teachings, such as honesty, responsibility, and discipline. Some modern Islamic boarding schools, for example, implement performance management that focuses on development. soft skills Students through programs integrated with Islamic values have shown positive results, both in academic and non-academic aspects⁸. Therefore, performance management in Islamic education is crucial for developing a relevant and contextual curriculum. Education based on Islamic values must be able to meet the challenges of the times, including globalization and technological advancement. This is because technology integration in Islamic education management can improve teacher and student performance and expand access to quality education⁹.

Islamic theology, or theology, plays a crucial role in shaping an individual's work ethic in an educational context. A deep understanding of Islamic teachings can motivate individuals to work harder and more effectively¹⁰. This is because Islamic teachings emphasize the importance of good intentions and sincerity in every action, including in the world of education. Thus, educational institutions that integrate Islamic theological values into their curriculum can improve student motivation and performance. For example, educational institutions that apply the principles of theology in teaching and learning, such as educational institutions under the auspices of the Ministry of Religious Affairs at the Islamic State University (UIN), as well as pesantren and madrasas, often report increased student participation and achievement¹¹. Among the top five best students in terms of the 2022 UTBK average results, Madrasah Aliyah Negeri Insan Cendikia (MAN IC) Serpong ranked first in Indonesia¹². Thus, a work ethic built on Islamic teachings also encompasses aspects of collaboration and solidarity. In the educational context, this is seen in the joint efforts of teachers, students, and parents to achieve educational goals. Good cooperation between all relevant parties can create a positive learning environment and support student character development¹³.

⁷ A Aswaruddin, Y Syafriani, and ..., "Manajemen Kinerja: Meningkatkan Competitive Advantage Pada Lembaga Pendidikan Islam," ... *Ilmu Manajemen*, 2024, <https://ejurnal.politeknikpratama.ac.id/index.php/jupiman/article/view/3287>.

⁸ F Arsyad, K Santi, and M Sahroni, "Penguatan Soft Skills Santri Melalui Manajemen Kinerja Berbasis Maqashid Syariah: Studi Kasus Di Pesantren Indonesia," ... *Edukatif: Jurnal Pendidikan* ..., 2025, <https://synergizejournal.org/index.php/QE/article/view/52>.

⁹ Sutrisna and Rohmadi, "Optimalisasi Manajemen Kinerja Guru Dalam Meningkatkan Mutu Pendidikan Islam: Optimizing Teacher Performance Management in Improving the Quality of Islamic"

¹⁰ Fauziah and Muniron, "Revitalisasi Epistemologi Ilmu Kalam Sebagai Landasan Membangun Kerukunan Intern Umat Islam Melalui Pendekatan Teofilosofis."

¹¹ Telfah et al., "PERAN ILMU KALAM DALAM KONTEKS PENDIDIKAN ISLAM."

¹² Buka Ksm, Madrasah Sangat, and Lebih Unggul, "Buka Ksm, Menag : Madrasah Sangat," 2022.

¹³ S A Muslimin and S A Suharmanto, *Pemikiran Pendidikan Islam Dan Integrasi Ilmu* (books.google.com, 2024), <https://books.google.com/books?hl=en&lr=&id=jOoJEQAQBAJ&oi=fnd&pg=PA10&dq=pendekatan+ilmu+k>

Implementing Islamic theology-based performance management requires a systematic and planned approach. One important initial step is to analyze the needs and potential of the educational institution. By understanding the local context and student characteristics, educational institutions can formulate appropriate strategies to improve performance¹⁴. Examples of successful implementations can be seen in

Performance management at the Mambaul Ulum Islamic Boarding School, Tangsil Wetan, Wonosari, Bondowoso, this Islamic boarding school implements a performance evaluation system based on *maqashid sharia*. Administrators employ various strategies, such as imposing firm but fair sanctions, consistent supervision, and setting a good example¹⁵. As a result, students in this system demonstrate improvements in discipline, responsibility, and leadership.

Teacher capacity development is also an important part of performance management. Training and workshops focused on strengthening Islamic values in teaching can improve teachers' competence in educating students. Teachers trained in a performance management approach based on Islamic values can improve teachers' competence in educating students. Islam is capable of creating a more conducive and inspiring learning environment¹⁶. Conversely, the main obstacles to creating a more conducive and inspiring learning environment include a lack of teacher training (40% have never received training, 60% feel the training is inadequate), inadequate facilities (70% of teachers and 65% of students experience obstacles), and minimal parental involvement¹⁷. The challenges of Islamic theology-based performance management have many benefits, there are several challenges that must be faced. One of them is resistance to change from certain parties, including teachers, students, and parents. Paradigm changes in education often encounter obstacles due to a lack of understanding or discomfort with new methods¹⁸. Therefore, an inclusive and participatory approach is needed. Involving all stakeholders in the planning and implementation process can help reduce resistance. This is also in line with the principles of Islamic teachings that prioritize deliberation and collaboration¹⁹. The development of an effective monitoring and evaluation system is also

alam+mazhab+membangun+dialog+inklusif+harmonisasi+pemikiran+islam&ots=pv9qzuNbBm&sig=KvOJ5m1IYqH2uU0IFekC6SZSGCY.

¹⁴ S Hera et al., "PERSPEKTIF INTEGRATIF ILMU KALAM DAN FILSAFAT DI ERA KONTEMPORER," *Jurnal Intelek Dan ...*, 2024, <https://jicnusantara.com/index.php/jicn/article/view/2406>.

¹⁵ M Y Ikbali, "Efektivitas Manajemen Kinerja Pengurus Dalam Mendisiplinkan Santri Di Pondok Pesantren Mambaul Ulum, Wonosari, Bondowoso," *Mudir: Jurnal Manajemen Pendidikan*, 2024, <https://ejournal.unsuda.ac.id/index.php/MPI/article/view/1135>.

¹⁶ M Shobri, "Peran Sistem Informasi Manajemen Pendidikan Dalam Meningkatkan Transparansi Dan Akuntabilitas Di Lembaga Pendidikan Islam," *AKSI: Jurnal Manajemen Pendidikan Islam*, 2024, <https://ejournal.inhafi.ac.id/index.php/aksi/article/view/302>.

¹⁷ Nelwan Madada, Muhammad Faizin, and Ernawati Simatupang, "Strengthening Character Education Through Pancasila Student Profiles : Challenges and Impacts in Elementary Schools" 9, no. 1 (2025): 68–76.

¹⁸ N Nurhasnah, M Kustati, and ..., "Manajemen Sumber Daya Manusia Dalam Pendidikan Islam," ... *Ilmu Pendidikan*, 2024, <http://www.jiip.stkipyapisdempu.ac.id/jiip/index.php/JIIP/article/view/3430>.

¹⁹ A Rahman, "PROGRAM DERADIKALISASI MELALUI PENDIDIKAN AGAMA ISLAM DI SULAWESI SELATAN (Konsep Dan Strategi Darud Dakwah Wa Al Irsyad)" (Universitas Muhammadiyah ..., 2024).

very important. With a transparent and accountable system, educational institutions can objectively assess teacher and student performance. Accurate data will aid in better and more sustainable decision-making²⁰.

Conclusion

The analysis shows that Islamic theology-based performance management can be a strategic approach to improving the quality of Islamic educational institutions, both in academic aspects and character development. The integration of theological values such as honesty, responsibility, discipline, collaboration, and sincerity has been shown to contribute to strengthening the work ethic of teachers, students, and all stakeholders. Managerial practices inspired by Islamic theology, including performance-based evaluation, are also important *maqashid al-sharia*, internalization of values through role models, and strengthening of Islamic organizational culture, enable educational institutions, particularly Islamic boarding schools, to become centers for character development and knowledge. However, a number of challenges, such as limited teacher training, inadequate facilities, and resistance to change, remain and need to be addressed through a holistic approach collaborative, participatory, and strengthening accountable monitoring and evaluation systems. The implications of these findings emphasize the need for sustainable policy development and training programs, modernization of educational management, and collaboration between schools, parents, and the community so that Islamic theology-based performance management can be effectively implemented to shape superior, adaptive, and character-based Islamic educational institutions.

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