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Research Article

The Relevance of Thematic Interpretation of the Qur'an to Contemporary Educational Leadership and Administration Practices (Case Study of PAUD KOBER Miftahul Ulum Mataram Udik)

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Abstract
This study aims to analyze the relevance of thematic interpretation of the Qur'an to the practice of leadership and contemporary education administration in PAUD Kober Miftahul Ulum Mataram Udik. This research uses a qualitative approach with a case study type. The research subjects included heads of institutions, teachers, and education personnel who were selected through purposive sampling techniques. Data collection techniques are carried out through observation, in-depth interviews, and documentation, while data analysis uses an interactive model that includes data reduction, data presentation, and conclusion drawn. The results of the study show that Qur'anic leadership values such as trust, justice, deliberation, and example have been implemented in real life in leadership practice. In addition, educational administration is carried out systematically by integrating the principles of planning, organizing, implementing, and evaluating based on Islamic spiritual values. The thematic interpretation of the Qur'an has proven to be relevant to the concepts of transformational leadership and modern education management, and has contributed to shaping a holistic, adaptive, and contextual model of Islamic educational leadership.

Keywords: Thematic Interpretation, Educational Leadership, Educational Administration, Qur'anic Leadership, Islamic Education Management

Abstrak
Penelitian ini bertujuan untuk menganalisis relevansi tafsir tematik Al-Qur'an terhadap praktik leadership dan administrasi pendidikan kontemporer pada PAUD Kober Miftahul Ulum Mataram Udik. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian meliputi kepala lembaga, guru, dan tenaga kependidikan yang dipilih melalui teknik purposive sampling. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa nilai-nilai kepemimpinan Qur'ani seperti amanah, keadilan, musyawarah, dan keteladanan telah terimplementasi secara nyata dalam praktik kepemimpinan. Selain itu, administrasi pendidikan dijalankan secara sistematis dengan mengintegrasikan prinsip perencanaan, pengorganisasian, pelaksanaan, dan evaluasi berbasis nilai-nilai spiritual Islam. Tafsir tematik Al-Qur'an terbukti relevan dengan konsep

kepemimpinan transformasional dan manajemen pendidikan modern, serta memberikan kontribusi dalam membentuk model kepemimpinan pendidikan Islam yang holistik, adaptif, dan kontekstual.

Kata kunci: *Tafsir Tematik, Kepemimpinan Pendidikan, Administrasi Pendidikan, Kepemimpinan Qur'ani, Manajemen Pendidikan Islam*

INTRODUCTION

The development of contemporary education presents complex challenges for educational leadership and administration practices, especially in the face of the dynamics of globalization, digitalization, and changing learning paradigms that increasingly demand effectiveness, efficiency, and strong moral values (Ramdani *et al.,* 2025; Sanjaya & Tirtana, 2025). In this context, educational leadership is no longer only oriented to managerial aspects, but also demands spiritual and ethical dimensions that are able to shape the character of educational institutions. Effective leadership not only serves to direct the organization, but also motivates, inspires, and builds a sustainable organizational culture (Mukti *et al.,* 2026).

On the other hand, Islamic educational institutions, including PAUD such as Kober Miftahul Ulum Mataram Udik, face challenges in integrating Islamic values with modern management practices. Many institutions still adopt conventional leadership models that are less based on Qur'anic values, thus potentially losing spiritual orientation in education management (Muzaini & Fadhilah, 2023). In fact, from an Islamic perspective, human beings are created as caliphs who have leadership responsibilities in various aspects of life, including education (Kahfi & Darmuin, 2024).

Another phenomenon that has emerged is the gap between the ideal concept of Islamic leadership sourced from the Qur'an and real practice on the ground. Leadership in education often focuses more on technical administrative aspects than prophetic values such as trust, justice, and wisdom (Ni'am *et al.,* 2025). In fact, the Qur'an has provided comprehensive principles of leadership through various concepts such as caliphs, imams, and ulil amri that are relevant to be applied in the context of modern education (Hidayatussaliki, 2022).

In addition, the transformation of education in the modern era also requires an adaptive and innovative leadership model (Muzaini *et al.,* 2023). In the study of Islamic educational leadership, there is a need to integrate the thematic interpretation approach (maudhu'i) as a foundation in formulating the concept of leadership and educational administration based on the values of revelation (Afdalyanti & Sulisno, 2025). This approach allows for a more systematic understanding of the verses of the Qur'an as it relates to educational leadership and management (Zaini, 2022).

A lot of research on leadership in the perspective of the Qur'an has been done, one of which shows that Islamic leadership is rooted in the values of revelation that place man as a caliph who is responsible for managing life fairly and wisely (Ni'am *et al.,* 2025). The study confirms that leadership in Islam is not only structural, but also

moral and spiritual, by imitating the leadership of the Prophet PBUH as an ideal model (Thoyibah & Hajizah, 2025).

Another study examined the Islamic leadership model through a thematic interpretation approach and found that the concept of leadership in the Qur'an encompasses various dimensions, such as prophetic, transformational, and participatory leadership. Terms such as caliph, imam, and ulil amri indicate that leadership in Islam has a broad scope that includes aspects of social relations, influence, and management of educational organizations (Coal *et al.,* 2025).

In addition, studies that link Qur'anic leadership to modern leadership theory show a strong relevance between Qur'anic values and transformational leadership concepts. For example, the story of the Prophet Joseph in the Qur'an reflects leadership characteristics such as professionalism, justice, and the ability to create a productive environment, which is in harmony with modern leadership theory (Hakim *et al.,* 2024).

Although various studies have examined leadership in the perspective of the Qur'an, most of the studies are still conceptual and based on literature studies, so there is not much real implementation in educational institutions, especially at the early childhood education level (Apiyani, 2025; Aziz & Muzaini, 2026). This leads to limitations in understanding how Qur'anic leadership values are applied practically in the context of educational institutions (Zaini, 2022).

In addition, previous studies have tended to focus on leadership aspects in general without integrating specifically with educational administration practices (Fahmi, 2022). In fact, educational administration is an integral part of leadership which includes planning, organizing, implementing, and evaluating. This separation between the study of leadership and educational administration is a gap that needs to be studied further (Suwenti *et al.,* 2025).

Furthermore, previous research has not specifically examined the relevance of thematic interpretations of the Qur'an in local contexts and specific case studies. In fact, the case study approach is very important to understand the contextual implementation of Qur'an values in certain educational institutions. Therefore, this study presents a novelty by directly examining the practice of leadership and educational administration based on thematic interpretation of the Qur'an at PAUD Kober Miftahul Ulum Mataram Udik as a case study.

This study aims to analyze the relevance of thematic interpretation of the Qur'an to contemporary educational leadership and administration practices, especially in the Kober Miftahul Ulum Mataram Udik PAUD institution. In particular, this study seeks to identify Qur'anic leadership values, examine their implementation in institutional practice, and analyze their conformity with modern educational management principles.

The contribution of this research lies in the effort to integrate the study of thematic interpretation of the Qur'an with the real practice of leadership and administration of education. This research is expected to make a theoretical

contribution to the development of the concept of revelation-based Islamic education leadership, as well as a practical contribution for the management of educational institutions in implementing the values of the Qur'an contextually and applicatively in the education management system.

RESEARCH METHODS

This research uses a qualitative approach with a case study type of research. The qualitative approach was chosen because this study aims to understand in depth the phenomenon of leadership and educational administration based on thematic interpretation of the Qur'an in a natural context. The case study was used to intensively explore leadership practices in one particular institution, namely PAUD Kober Miftahul Ulum Mataram Udik, so as to enable researchers to gain a comprehensive and contextual understanding (Creswell, 2018; Muzaini, 2026).

The subjects of this research include the heads of institutions, teachers, and education staff at PAUD Kober Miftahul Ulum Mataram Udik. The selection of subjects was carried out by purposive sampling, which is a technique for determining informants based on certain considerations that are relevant to the purpose of the research. Informants are selected because they have knowledge, experience, and direct involvement in the practice of educational leadership and administration at the institution. The purposive sampling technique is widely used in qualitative research because it is able to produce in-depth data and in accordance with research needs (Etikan *et al.,* 2021; Palinkas *et al.,* 2022).

The data collection techniques in this study were carried out through observation, in-depth interviews, and documentation. Observation is used to directly observe leadership practices and educational administrative activities in institutions. In-depth interviews were conducted to explore the perspectives, experiences, and understandings of informants related to the implementation of Qur'anic leadership values. Meanwhile, documentation is used to complete data in the form of archives, work programs, and other administrative documents. Triangulation techniques are used to improve the validity of data by comparing results from different sources and data collection methods (Denzin, 2017).

RESULTS AND DISCUSSION

Implementation of Qur'anic Leadership Values in Leadership Practice

The results of the study show that the leadership practice at PAUD Kober Miftahul Ulum Mataram Udik has integrated Qur'anic leadership values, such as trust, justice, deliberation, and example. The head of the institution plays the role of a central figure who not only carries out managerial functions, but also becomes a moral example for teachers and students. In practice, the head of the institution applies the principle of trust by carrying out duties responsibly and upholding the trust given by the community. As the head of the institution said in an interview: "*We try to carry out this mandate as well as possible, because this is not only a responsibility to the foundation, but*

also to Allah SWT and the parents of students." These findings are in line with research showing that leadership based on spiritual values can improve organizational integrity and commitment within educational institutions (Coronado-Maldonado & Benítez-Márquez, 2023).

In addition, the value of deliberation *(syura)* is also seen in the decision-making process involving teachers and education staff. Based on the results of observations, each activity program planning is carried out through regular meetings that provide space for participation for all teachers. One of the teachers stated in an interview: "*Every time there is an important decision, we are always invited to discuss together, so we feel involved and appreciated*." This shows that decisions are not taken authoritatively, but rather through joint discussions to reach an agreement. This practice reflects the concept of participatory leadership which in the Islamic perspective has a strong foundation in the Qur'an. Previous research has revealed that participatory leadership is able to increase a sense of belonging (sense of belonging) and team performance in educational organizations (Boeske, 2023).

Furthermore, the exemplary aspect (*uswah hasanah*) is also the main character in leadership in this institution. Based on observations, the head of the institution consistently shows a disciplined attitude, such as arriving early and directly involved in learning and administrative activities. This is reinforced by the statement of one of the education staff: "The principal always sets an example, he comes early and helps with the activities, so we are also motivated to be disciplined." These findings show that exemplary-based leadership has a significant influence on work culture within educational institutions.

Thus, the integration of Qur'anic leadership values in leadership practices at PAUD Kober Miftahul Ulum Mataram Udik is not only conceptual, but also implemented in real terms in leadership behavior and policies. This reinforces the findings of previous research that leadership that prioritizes moral and spiritual values is able to create a harmonious, productive, and value-oriented work environment (Johns, 2024).

Qur'anic Value-Based Education Administration Practices

In the aspect of educational administration, it was found that the management of institutions at PAUD Kober Miftahul Ulum Mataram Udik is carried out systematically by referring to the principles of efficiency, transparency, and accountability in line with the values of the Qur'an. Program planning is prepared based on the needs of students and the visions and missions of institutions that are oriented towards the formation of Islamic character. This is as conveyed by the head of the institution in an interview: "*Each program we design is not only for academic achievements, but also to shape the character of children according to Islamic values*." These findings show that educational administration functions not only as a managerial tool, but also as a means of internalizing religious values in the management of institutions.

Based on the results of observations, administrative processes such as the preparation of annual programs, RPPH, and recording student development are

carried out in an orderly and well-documented manner. Teachers are actively involved in the preparation of learning administration, thus creating a collaborative work system. One of the teachers stated: "*We arrange the administration together, so we don't feel burdened, but instead help each other to be neater and more up to standards*." This shows the existence of a collective work culture that supports the effectiveness of education administration.

In addition, the principles of transparency and accountability are also seen in financial management and activity reporting. Based on interviews with education staff, it is known that every use of funds is always recorded and reported openly to the relevant parties. The statement was affirmed as follows: "*Every time there is income and expenditure, it is always recorded and reported, so everything is clear and nothing is covered*." This practice reflects the values of honesty and responsibility (amanah) which are the main principles in Islamic teachings.

These findings are relevant to research that states that the integration of ethical and spiritual values in educational administration can improve organizational effectiveness and quality of educational services (Costa *et al.,* 2023; Wu *et al.,* 2021). In addition, the principle of accountability applied in administrative management reflects the concept of hisab (accountability) in Islam, which demands that each individual be responsible for the tasks undertaken. Thus, the practice of Qur'anic value-based education administration in this institution has been proven to be not only normative, but also applicable and has a positive impact on the quality of education management.

The Relevance of Thematic Interpretation of the Qur'an to Contemporary Leadership

Based on the results of the analysis, the thematic interpretation of the Qur'an has a strong relevance to contemporary leadership theory, especially transformational leadership. Values such as exemplary (*uswah*), justice (*'adl*), and wisdom (*hikmah*) found in the Qur'an are in line with the characteristics of transformational leadership that emphasizes inspiration, motivation, and positive change in the organization. In this context, leaders not only function as directors, but also as agents of change who are able to build a shared vision and empower the members of the organization.

Theoretically, this concept is reinforced by Bernard M. Bass who states that "*transformational leaders inspire followers to transcend their own self-interest for the sake of the organization and are capable of having a profound and extraordinary effect on followers*" (Karakose *et al.,* 2024). This statement shows that transformational leadership focuses on the leader's ability to inspire and transform the values and behaviors of the organization's members, which is in line with the leadership values in the Qur'an.

Further, James MacGregor Burns asserts that "*leadership is one of the most observed and least understood phenomena on earth*" (Aboramadan & Dahleez, 2020), as well as distinguishing between transactional and transformational leadership. In this context, transformational leadership places more emphasis on moral values and long-term

change, which is particularly relevant to the thematic interpretation approach of the Qur'an that emphasizes ethical and spiritual values in leadership.

In addition, Kenneth Leithwood in his study states that "*transformational leadership has significant effects on organizational conditions and student learning*" (Asrar-ul-Haq & Kuchinke, 2016). This shows that transformational leadership not only impacts organizational performance, but also on the quality of learning. Thus, the integration of the values of thematic interpretation of the Qur'an in educational leadership practice not only has a theological basis, but is also supported by modern leadership theories that have been empirically tested.

Thus, it can be concluded that the thematic interpretation of the Qur'an has a strong relevance to contemporary leadership concepts, particularly in shaping transformational leadership models that are oriented towards values, change, and empowerment. This integration provides a solid conceptual foundation for the development of adaptive and relevant Islamic educational leadership in the modern era.

The Relevance of Thematic Interpretation of the Qur'an to Contemporary Education Administration

The results of the study show that the thematic interpretation of the Qur'an provides a strong conceptual foundation in the practice of educational administration at PAUD Kober Miftahul Ulum Mataram Udik. Principles such as planning (*administration*), organizing, implementing, and evaluating are reflected in the day-to-day administrative activities of the institution. Based on an interview with the head of the institution, it was stated that: "*In managing the institution, we try to plan every activity carefully, because in Islam it is also taught the importance of good planning so that the results are maximized*." This statement shows an awareness of integrating Qur'anic values in modern managerial practices.

Based on the results of observations, administrative activities such as the preparation of work programs, division of tasks, and evaluation of learning are carried out in a structured and continuous manner. Each teacher has clear responsibilities according to his or her field, and there is a systematic division of labor. One of the teachers said in an interview: "*Our tasks are clearly divided, so we know what needs to be done and can coordinate well with each other.*" This shows that the organizing principle in educational administration has been running effectively.

In addition, the evaluation aspect is also an important part of the administration of Qur'anic value-based education. Based on observations, evaluations are carried out regularly through monthly meetings that discuss program achievements and obstacles faced. In an interview, the education staff stated: "Every month we always evaluate the activities, what has gone well and what needs to be improved in the future." This practice reflects the value of muhasabah (self-evaluation) which is an important part of Islamic teachings and is relevant to the concept of evaluation in modern management.

This finding is in line with research that states that educational administration based on ethical and spiritual values is able to improve organizational effectiveness and the quality of management of educational institutions (Dursun & Bilgivar, 2022). Thus, the integration of thematic interpretation of the Qur'an in educational administration practice is not only normative, but also proven to be applicable through careful planning, clear organization, and continuous evaluation.

CONCLUSION

The thematic interpretation of the Qur'an has a strong and significant relevance to the practice of leadership and contemporary educational administration at PAUD Kober Miftahul Ulum Mataram Udik. Qur'anic leadership values such as trust, justice, deliberation, and example have been proven to be implemented in real terms in the leadership behavior of the head of the institution and have a positive impact on the work culture and performance of educators. In addition, the principles of educational administration which include planning, organizing, implementing, and evaluating are also carried out systematically by integrating Islamic spiritual values such as responsibility (*hisab*) and self-evaluation (*muhasabah*). These findings show that thematic interpretation of the Qur'an is not only conceptually relevant, but also applicable in supporting the effectiveness of leadership and education management, so that it can become an alternative model of leadership of Islamic education that is holistic, adaptive, and contextual in the modern era.

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