

Artificial Intelligence and Islamic Educational Management: A Theoretical Review for School Education

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ABSTRACT

Artificial Intelligence (AI) is reshaping educational management by augmenting decision-making, optimizing administrative processes, and enabling learner-centered ecosystems aligned with Education 4.0 paradigms. Systematic evidence from higher education shows AI integration is approaching an inflection point comparable to the internet's arrival, with broad institutional implications for strategy, governance, and resource allocation. This study aims to analyze the relationship between artificial intelligence and educational management. A theoretical literature review is conducted and a conceptual framework for additional research is offered in order to achieve the goals and objectives of the study. This research use 83 research articles as materials. In the current research, the authors consider the sales of educational management as dependent variable affected by AI. The promise of AI is inseparable from its challenges. Issues of bias, fairness, data privacy, and ethical accountability require robust governance frameworks and human oversight. Sustainable adoption depends on infrastructure modernization, capability-building, and inclusive design practices that ensure equitable access and avoid widening digital divides. AI in educational management is best understood as a dual empowerment process: it strengthens both educational outcomes and institutional performance, provided leaders invest in governance, infrastructure, and talent development.

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Introduction

Artificial intelligence (AI) is reshaping educational management by augmenting decision-making, optimizing administrative processes, and enabling learner-centered ecosystems aligned with Education 4.0 paradigms (Figuroa de la Fuente & Farhadian, 2025). Systematic evidence from higher education shows AI integration is approaching an inflection point comparable to the internet's arrival, with broad institutional implications for strategy, governance, and resource allocation (Figuroa de la Fuente & Farhadian, 2025). Meta-analytic findings across 228 studies indicate AI's effects cut across cognition, knowledge utilization, metacognition, and psychological functioning, which collectively influence how leaders design and manage learning environments (Yeo & Lansford, 2025). Emerging models of AI-

empowered management call for infrastructural modernization, dual empowerment of education and technology, and talent cultivation to sustain change at scale (Xing, 2023).

AI also redefine many subjects, such as leadership, that it's positions in academia are being redefined, which has led to important questions about its long-term effects on educational institution governance (Chaushi et al., 2023). AI has the ability to replace some traditional jobs and is emerging as a strategic tool for institutional management optimization. It improves organizational effectiveness and teaching quality because of its data analysis capabilities and the personalization of educational routes (Toutain et al., 2023). Discussions are sparked by this development; some worry that education will become less human, while others see AI as a chance to relieve teachers of tedious work so they can concentrate on the human contact that is crucial to learning (Wang, 2021). Academic directors used to do these jobs, but current AI systems now track student progress and offer tailored recommendations (Easouh et al., 2024). This study aims to analyze the relationship between artificial intelligence and educational management. (Abdulghani & Sya'ban, 2026)

The goal of AI, a relatively new technology, is to improve human intelligence or work capacity. It has a wide range of applications (Ahmad et al., 2021, 2022; Kolotylo-Kulkarni et al., 2021). AI is a technical term that uses intellectual stimulation and development to assess and actualize a human's normal brain processes (Ahmad et al., 2022). Algorithms that replicate human mental processes form the basis of AI technology. Through a variety of applications that advance society, AI combines social science and engineering. It can recognize human commands and use algorithms to evaluate data in a manner akin to that of human minds. (Permadi et al., 2026).

AI has seen a rise in commercial applications due to the development of modern science and technology, which has altered the way people live and work. It has a number of advantages, especially in e-commerce, and is becoming more and more of its motivator (Helmy Mohamad et al., 2022). AI is gaining traction in both academia and business, attracting scholars to improve its technological developments and broaden its applications in a variety of fields. These days, it helps people perform a variety of tasks, etc. Consequently, it is one of the primary sources of the current era of development (Ran et al., 2020).

Method

A theoretical literature review is conducted and a conceptual framework for additional research is offered in order to achieve the goals and objectives of the study. We talked about how previous researchers conducted their studies (Acharya et al., 2023; Albuainain & Ashby, 2025; Chatterjee et al., 2020; Čikeš et al., 2018; Elisa Sousa et al., 2024; Gallego-Losada et al., 2023; Gretchen Brion-Meisels et al., 2024; Ha et al., 2025; Hueso et al., 2020; Israel & Gangai, 2025; Karami et al., 2021; Laszkiewicz & Kalinska-Kula, 2023; Mullen & Rennane, 2017; Nordbakke & Schwanen, 2014; Pramitasari et al., 2023; Remes et al., 2021; Singh et al., 2023; Solakis et al., 2022; Torkayesh et al., 2023; Vieyra & Edwards, 2021).

Result

In the current research, the authors consider the sales of educational management as dependent variable affected by artificial intelligence (AI). The conceptual model of the research is given at the Figure 1.

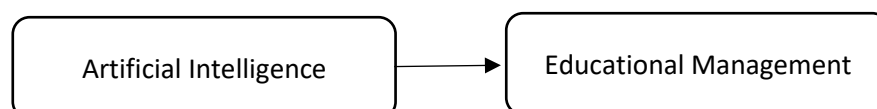


Figure 1. Conceptual model of the research

Based on conceptual model of the research, we present some research questions as follows:

- RQ1: What are conceptual foundations for AI in educational management?
- RQ2: What are core applications in educational management?
- RQ3: What impacts and outcome evidence from the use of AI in educational management?
- RQ4: What are challenges, risks, and ethics from the use of AI in educational management?

Table below presented a high-level overview for decision-makers aiming to align technological innovation with the principles of Maqasid al-Shariah (objectives of Islamic law) and **akhlak al-karimah** (noble character)

Table 1. AI Management & Islamic Ethics

Management Function	AI Application (Use Case)	Managerial Risks & Challenges	Mitigation Strategies (Best Practices)	Islamic Ethical Considerations (Maqasid & Akhlak)
Planning	Predictive Analytics & Forecasting (Market forecasting & strategic trend analysis)	Over-reliance: Excessive dependence on historical data, ignoring "Black Swans" or intuition. Determinism: Viewing AI predictions as absolute certainties.	Human in the loop: Use AI as decision support, not the ultimate decision-maker. Scenario Planning: Prepare contingencies for when algorithmic predictions fail.	Tawakkul vs. Asbab: Using data is a form of Ikhtiar/Asbab (taking means), but the outcome is Allah's prerogative (Tawakkul). Predictions must not erode faith in divine decree. Hifz al-Mal (Protection of Wealth): Utilizing efficiency to prevent resource wastage (Israf).
Organizing	Algorithmic HR & Talent Matching (CV screening & automated task allocation)	Algorithmic Bias: Unintentional discrimination against specific demographics (gender, race). Dehumanization:	Algorithmic Audits: Regularly check for bias. Holistic Assessment: Ensure human interviewers	Al-'Adl (Justice): Mandatory fairness in selection; avoiding Zulm (oppression) caused by systemic bias.

		Reducing humans to mere data metrics.	remain the final judge for cultural fit and character.	Ukhuwah (Brotherhood): Technology must not divide or discriminate against vulnerable groups. Amanah (Trust): Placing the right person in the right place based on merit, not just keywords.
Leading	Generative AI for Communication (Drafting speeches, emails, or vision statements)	Loss of Authenticity: Messages feel robotic and lack empathy. Hallucinations: AI disseminating false information under a leader's name.	Personal Touch: Leaders must edit and infuse "soul" into AI drafts. Fact Verification: Rigorous fact-checking before dissemination .	Sidq (Truthfulness): Avoiding lies or information manipulation. Tabligh (Conveying): Communication must be clear (Bayan) and true (Haqq), not empty machine-generated rhetoric. Qudwah (Role Modeling): Leadership is about moral example, which machines cannot replicate.
Controlling	AI Surveillance & Performance Monitoring (Real-time employee productivity tracking)	Privacy Invasion: Employees feel constantly watched (micromanagement) . Workplace Stress: Psychological pressure from rigid monitoring.	Transparency : Clearly disclose what data is collected and why. Output Focus: Monitor work	Prohibition of Tajassus (Spying): Islam forbids seeking out others' faults (Surah Al-Hujurat: 12).

			results, not every physical movement.	Husnuzan (Good Opinion): Work relationships are based on trust, not suspicion. Hifz al-Nafs (Protection of Self): Protecting employees' mental health from systemic pressure.
Marketing	Hyper-personalization & Recommendation Engines (Specific ad targeting)	Behavioral Manipulation: Exploiting psychological weaknesses for impulsive buying. Data Privacy: Using personal data without clear consent.	Ethical Design: Avoid "Dark Patterns" (manipulative UI). Informed Consent: Permission must be explicit and clear.	Prohibition of Gharar (Uncertainty) & Tadlis (Deception): Transactions must be transparent; manipulating consumer perception is forbidden. Qana'ah (Contentment): Not exploiting consumer desires to the point of encouraging Tabzir (wastefulness).

(Source: Reserchers, 2025)

Discussion

There are some conceptual foundations for AI in educational management. AI aligns with Education 4.0 by emphasizing personalization, data-driven orchestration, and flexible, competency-based pathways, providing a framework for managerial adoption and evaluation, and this orientation supports a shift from static planning to adaptive learning systems that require new administrative competencies and governance structures (Figuroa de la Fuente & Farhadian, 2025). A layered model considers AI's impact on cognition, knowledge use,

metacognition, and psychological functioning, allowing managers to map interventions to measurable learning and wellbeing outcomes, translating these layers into institutional KPIs can integrate academic quality, student support, and organizational performance in a unified management dashboard (Yeo & Lansford, 2025). Sustainable AI adoption depends on new infrastructure for education management, spanning data platforms, interoperability, and analytics capabilities that enable real-time decision support. Capability building must include AI literacy for leaders and staff, with pathways for upskilling and role redesign to ensure effective human–AI collaboration (Xing, 2023).

There are some core applications in educational management. AI-driven forecasting and learning analytics support enrollment planning, curriculum alignment, and resource optimization, improving predictive accuracy and responsiveness to change (Figueroa de la Fuente & Farhadian, 2025). These tools also allow identification of at-risk learners and proactive support, bringing outcome-focused management into routine institutional practice (Yeo & Lansford, 2025). Intelligent process automation streamlines admissions, scheduling, financial aid processing, and student services through workflows, chatbots, and document intelligence, freeing staff for higher-value work (Figueroa de la Fuente & Farhadian, 2025). Such automation increases throughput while retaining opportunities for human oversight where ethical or complex judgments are required (Xing, 2023). AI-enabled evidence systems can aggregate multi-source data (assessment, engagement, and progression) to inform quality cycles, audits, and continuous improvement at program and institutional levels (Figueroa de la Fuente & Farhadian, 2025). Meta-analytic insights on learning outcomes help calibrate standards and guide corrective actions with greater precision (Yeo & Lansford, 2025). AI tutors and recommender systems tailor content and pacing, requiring management of content pipelines, faculty workload models, and safeguarding guidelines, and also educational leaders must ensure alignment with pedagogical intent while monitoring effects on motivation and psychological functioning (Yeo & Lansford, 2025). Institutions need structured pathways to cultivate AI competencies among educators, administrators, and students, integrating ethics, data stewardship, and educational technology practice into professional development, and these efforts should be tied to strategic workforce planning to address role evolution and retention (Xing, 2023).

Impacts and outcome evidence about the use of AI in educational management are presented below. Meta-analytic evidence shows AI interventions yield measurable improvements across cognitive and metacognitive domains, supporting investments in intelligent tutoring and feedback systems, and also psychological functioning outcomes highlight the importance of designing AI experiences that foster autonomy and reduce anxiety, influencing management choices about deployment and support services (Yeo & Lansford, 2025). Systematic reviews report gains in efficiency, responsiveness, and scalability when AI is embedded within Education 4.0-aligned strategies, particularly in higher education contexts, and these performance gains depend on coherent governance and infrastructure rather than point solutions alone (Figueroa de la Fuente & Farhadian, 2025). AI can expand access to support and personalized learning, but benefits hinge on ethical safeguards, bias mitigation, and inclusive design practices overseen by institutional management, and targeted capability-building and infrastructure investments are necessary to avoid widening digital divides among learners and staff (Xing, 2023).

Challenges, risks, and ethics about the use of AI in educational management including bias, fairness, data privacy, and adoption. Without robust data governance and model oversight, AI systems can perpetuate inequities in admissions, assessment, and support, requiring clear accountability frameworks and human-in-the-loop review, and ethical guidelines must codify transparency, explainability, and recourse mechanisms to protect learners and staff (Xing, 2023). Expanding analytics increases exposure to privacy risks and security threats, necessitating stringent controls, access policies, and compliance monitoring embedded within

management processes, and cross-functional coordination between academic leadership and IT/security is vital to maintain trust and legal compliance (Figueroa de la Fuente & Farhadian, 2025). Evidence underscores that outcomes vary with implementation fidelity; leadership must align incentives, workflow redesign, and professional development to sustain transformation (Yeo & Lansford, 2025). Resistance and fatigue can be mitigated by participatory governance and iterative rollout with continuous feedback loops (Xing, 2023).

Conclusion

Artificial intelligence is no longer a peripheral tool in education—it is becoming a core driver of educational management transformation. Evidence from systematic reviews and meta-analyses demonstrates that AI enhances learning outcomes across cognitive, metacognitive, and psychological domains, while simultaneously improving institutional efficiency and responsiveness. At the strategic level, AI empowers leaders to align education with Education 4.0 paradigms, enabling personalized learning pathways, predictive analytics, and adaptive governance structures. At the operational level, intelligent automation streamlines admissions, scheduling, and quality assurance, freeing human resources for higher-value tasks.

The promise of AI is inseparable from its challenges. Issues of bias, fairness, data privacy, and ethical accountability require robust governance frameworks and human oversight. Sustainable adoption depends on infrastructure modernization, capability-building, and inclusive design practices that ensure equitable access and avoid widening digital divides. AI in educational management is best understood as a dual empowerment process: it strengthens both educational outcomes and institutional performance, provided leaders invest in governance, infrastructure, and talent development. Future research must deepen causal evidence, refine ethical frameworks, and explore human-AI collaboration to ensure that AI serves as a transformative force for inclusive, learner-centered education.

Practical recommendations from Governance Model: The "Shura-Algorithmic" Framework is establishing a governance structure that integrates technical oversight with ethical counsel. Next is Ethical Oversight Committee, form a multi-disciplinary board including AI experts, educators, and Shariah scholars to audit algorithms for Adl (justice) and bias. Next is Human-in-the-Loop (HITL), that Implement a policy where AI never makes high-stakes "terminal" decisions (e.g., student expulsion or staff termination) without human validation. And finally Accountability (Mas'uliyah), that clearly define who is responsible when AI systems fail, ensuring that "algorithmic error" is not used as an excuse to avoid accountability.

Data should be treated as a sacred trust (Amanah) rather than a mere commodity: (1) Only collect what is strictly necessary for Maslahah (public benefit), adhering to the prohibition of Tajassus (unnecessary surveillance), (2) Provide students and staff with "Right to Explanation" regarding how their data influences AI-driven outcomes, (3) Utilize decentralized storage or anonymization techniques to protect the Hifz al-Nafs (protection of personhood/dignity). Training should focus on "AI Literacy" as a core competency for modern educators. Train staff to use AI as a Wasilah (tool) for efficiency while maintaining Tafakkur (critical reflection) to spot hallucinations. Workshops on identifying algorithmic bias and ensuring that digital interactions maintain Ukhuwah (fraternity) rather than cold, transactional exchanges. Shift human focus toward mentoring and pastoral care—areas where AI cannot replicate human akhlak.

Future researchers should explore how AI can assist in Ijtihad (scholarly reasoning) within educational administration, such as curriculum alignment with evolving societal needs.

Other research theme can study about developing KPIs for AI that measure not just "efficiency," but also "spiritual well-being" and "social justice" and researching how NLP (Natural Language Processing) models handle Arabic/Islamic terminology and cultural nuances without Western-centric bias.

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