

School Productivity in Increasing the Profitability of the Integrated Islamic Junior High School Foundation in the Riau Islands Province

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ABSTRACT

School productivity serves as a primary determinant of operational sustainability for Islamic educational foundations in the modern era. In Riau Islands Province, Islamic educational institutions face distinctive challenges related to the archipelagic geographical conditions that affect accessibility and distribution of educational resources. This study aims to explore school productivity in enhancing foundation profitability at Integrated Islamic Junior High Schools, identify factors influencing their relationships, and develop effective and sustainable management models. The research employs a qualitative approach with a descriptive-evaluative case study design at three Integrated Islamic Junior High Schools: SMP IT Ulil Albab Batam, SMP IT As Sakinah Tanjungpinang, and SMP IT Bahtera Insani Bintan. Data were collected through in-depth interviews, non-participant observation, and documentation over six months, then analyzed using the interactive model of Miles et al. (2020). Research findings identify six indicators of school productivity: resource optimization, academic achievement, Islamic character formation, global competitiveness, financial sustainability, and management system integration. Findings indicate that educational success is not solely determined by the availability of modern facilities, but rather depends on principals' managerial capacity and work culture grounded in Islamic principles such as al-ihsan, amanah, shura, and tawazun. The three schools demonstrate different yet equally effective productivity models: digital-professional, collaborative-character, and creative-adaptive. The research confirms that Islamic education can adapt to globalization demands without abandoning spiritual identity, through integrating 21st-century skills with Islamic values to achieve academic excellence while contributing positively to society.

Keywords: school productivity, foundation profitability, integrated Islamic education, educational management, Islamic values

INTRODUCTION

In Indonesia, education not only serves to educate the nation but also serves as a means of developing the potential of individuals and society (Law No. 20 of 2003). In the era of globalization, educational institutions face increasingly fierce competition, both government-run and private. This situation encourages educational institutions to continuously improve the quality of their services. The public is now increasingly critical and selective in choosing educational institutions, which has implications for demands for improved educational quality in schools, including private schools, which often must compete with state schools with greater resources (Hanushek & Woessmann, 2020; Rosser & Fahmi, 2021).



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School productivity is a fundamental aspect in ensuring the operational sustainability of educational foundations in the modern era. In the context of managing Islamic educational institutions, productivity is measured not only financially but also encompasses the effectiveness of resource use, the quality of graduates, and social contributions to society (Arifin, 2019; Parker & Raihani, 2021). The productivity paradigm in Islamic education integrates spiritual values with modern management principles, creating a balance between achieving educational goals and operational efficiency (Noor & Saenab, 2020; Maarif et al., 2021). This becomes increasingly important given the competitive challenges facing Islamic educational institutions in the contemporary educational landscape.

The productivity dimension in the context of Islamic schools has unique characteristics, where quantitative and qualitative aspects are closely interconnected. Effective resource utilization is measured not only by optimizing budgets and physical assets but also by empowering human resources in line with Islamic values (Noor et al., 2020; Huda et al., 2021). Graduate quality, as an indicator of productivity, is assessed based on academic ability, personality character, and an integrated understanding of Islamic values. This holistic approach reflects the commitment of Islamic educational institutions to producing a generation that excels not only academically but also possesses a strong spiritual foundation (Hidayat & Wijaya, 2020; Sahlan & Prastyo, 2022).

Social contribution is a crucial dimension in measuring the productivity of Islamic schools, going beyond the traditional concept of return on investment to consider the positive impact on community development and the advancement of Islamic civilization (Muhdi et al., 2020; Suyatno et al., 2019). Productive schools are able to create added value through community empowerment programs, da'wah development, and social initiatives that provide sustainable benefits to the surrounding community (Nasir et al., 2021).

Statistics show that the number of students enrolling in private schools fluctuates significantly, depending on public perceptions of educational quality. According to data from the Central Statistics Agency (2023), student enrollment dynamics in private schools are influenced by various factors, including the quality of educational services and public trust. This demonstrates that educational quality is a primary public concern, and schools must adapt to these demands to remain viable (Azzahra, 2020; OECD, 2019).

Private schools operating under foundations play a crucial role in the national education system. Foundations act as managers and are responsible for school operations, including financial aspects. Reliance on internal financial management presents a challenge for foundations in managing schools (Kurniady et al., 2019). There is a close relationship between the quality of educational services and foundation revenue. Schools that provide high-quality education typically attract more students, which in turn increases foundation revenue (Sallis, 2019; Hanushek & Woessmann, 2021).

The challenges facing Islamic educational foundations, particularly at the junior high school (SMP) level in the Riau Islands Province, are increasingly complex, along with rising public expectations for educational quality and demands for professionalism in educational institution management (Fahmi et al., 2020). Productive management of educational foundations is key to ensuring the operational sustainability and development of Islamic educational institutions. Studies show that educational foundations with high productivity are able to generate financial surpluses that can be reinvested in improving educational quality, developing infrastructure, and improving educator welfare (Bashori, 2021; Wardani & Ayriza, 2020).

In the Riau Islands Province, the development of integrated Islamic junior high schools (SMP) faces unique challenges related to the geographical characteristics of the archipelago, which affect the accessibility and distribution of educational resources (Indrawati, 2020). Optimizing school productivity becomes even more crucial in this context, given the limited resources and high operational costs faced by educational institutions in the archipelago (Nurabadi et al., 2021). The geographical fragmentation of islands creates complexities in managing school networks, distributing qualified teaching staff, and providing adequate educational infrastructure (Sumintono et al., 2021).

The relationship between school productivity and foundation profitability is a crucial aspect that requires a comprehensive understanding in the context of managing Islamic educational institutions (Bush & Glover, 2021). Several studies have shown a positive correlation between school productivity and the financial sustainability of educational institutions (Hanushek & Rivkin, 2020; Leithwood et al., 2020). In the context of Integrated Islamic Junior High Schools in the Riau Islands Province, this relationship has unique characteristics influenced by productivity components such as optimizing the teacher-student ratio, efficient use of learning facilities, the effectiveness of extracurricular programs, and the level of stakeholder satisfaction (Tobari et al., 2020; Arifin et al., 2021).

Based on these conditions, the urgency to increase school productivity while maintaining the financial sustainability of foundations is a crucial foundation for this research. By understanding the dynamics of the relationship between school productivity and foundation profitability, and identifying the factors influencing it, it is hoped that a more effective and sustainable management model can be developed for Islamic educational institutions in the Riau Islands Province. This research aligns with the spirit of Islamic education development, which is not only oriented towards academic excellence but also considers aspects of long-term organizational sustainability (Safitri et al., 2022; Nurdin et al., 2023).

METHOD

This study uses a qualitative approach with a case study design to explore school productivity in increasing foundation profitability at an Integrated Islamic Junior High School in the Riau Islands Province. A qualitative approach was chosen because it allows researchers to understand the phenomenon in depth in its natural context, focusing on the meanings and interpretations given by participants to their experiences (Creswell & Creswell, 2023; Merriam & Tisdell, 2022). The case study design is descriptive-evaluative, not only describing the conditions of productivity and profitability but also evaluating the factors that influence their relationship (Yin, 2018; Stake, 2020). Data analysis was conducted inductively, starting with specific data collected in the field and then developing general themes and broader patterns, in line with the characteristics of qualitative research that emphasizes bottom-up understanding (Levitt et al., 2021; Braun et al., 2019; Moleong, 2019).

The study was conducted at three Integrated Islamic Junior High School Foundations in the Riau Islands Province for six months based on the principle of prolonged engagement to build trust with participants and understand the context in depth (Nowell et al., 2017; Mohajan, 2020). Participant selection used a combination of purposive sampling and snowball sampling to maximize the quality and depth of information obtained (Campbell et al., 2020; Palinkas et al., 2015; Naderifar et al., 2017). Participants consisted of key informants, namely the Head of the Foundation and the Principal, as well as supporting informants including teachers, education staff, and other

stakeholders selected based on the criteria of information mastery through the enculturation process, active involvement, availability of time, and objectivity of information (Sugiyono, 2019).

The data collected consisted of qualitative data in the form of narratives and in-depth descriptions, as well as quantitative data in the form of numbers and supporting statistics that provide context for qualitative analysis (Muhadjir, 2020; Johnson et al., 2020). Data sources included primary data obtained directly through interviews and observations, as well as secondary data from various documents and archives grouped by person, place, and paper (Arikunto, 2019; Sudijono, 2019; Bowen, 2009). Data collection was carried out through three main complementary techniques. First, non-participant observation where researchers directly observed the foundation's management activities, the principal's leadership, and the learning process by making structured field notes that separated objective descriptions from researcher reflections (Creswell, 2020; Emzir, 2018; Phillippi & Lauderdale, 2018). Second, semi-structured interviews with key informants and supporters were recorded and transcribed verbatim to ensure data accuracy (Denzin & Lincoln, 2018; Brinkmann & Kvale, 2018). Third, documentation of various archives and official documents, including foundation profiles, financial reports, work programs, and other supporting documents (Sudaryono, 2019; Soehartono, 2020).

Data analysis used an interactive model developed by Miles et al. (2020), which consisted of four stages that occurred simultaneously and repeatedly until the data reached saturation point. The data collection stage was carried out systematically with a coding system to facilitate analysis. The data reduction or condensation stage involved sorting, simplifying, and categorizing data through a coding process to identify patterns, relationships, and meanings contained within the data (Saldaña, 2021). The data presentation stage was carried out in various formats such as matrices, tables, charts, and descriptive narratives to facilitate understanding and interpretation. The conclusion-drawing and verification stages were carried out based on patterns and themes that emerged from the data. Initial conclusions were tentative and were continuously verified through data triangulation, member checking, and re-examining field notes until data saturation was reached (Hennink & Kaiser, 2022).

RESULTS AND DISCUSSION

The results of the study indicate that this study analyzed school productivity in three Integrated Islamic Junior High Schools (SMP IT) in the Riau Islands Province, namely SMP IT Ulil Albab Batam, SMP IT As Sakinah Tanjungpinang, and SMP IT Bahtera Insani Bintan. School productivity was examined through six main interrelated dimensions that form a holistic educational ecosystem.

1. Resource Optimization

The research results show that the level of resource optimization is significantly influenced by managerial policies, facility support, and the work culture developed in each school. The three research locations exhibited different yet effective optimization models in their respective contexts.

Digital-Professional Model (Ulil Albab IT Middle School, Batam)

SMP IT Ulil Albab Batam implements digital-based resource management that emphasizes professionalism and efficiency. The use of an e-performance application to assess teacher performance and a Smart School Management system enables effective

monitoring and optimization of human resources. Adequate technological infrastructure, including Wi-Fi connections in every classroom, LCD projectors, and digital boards, supports modern and interactive learning. Teachers utilize the Google Classroom platform and Learning Management System (LMS) in the learning process, enhancing student motivation due to the interactive nature of learning activities.

Collaborative-Character Model (SMP IT As Sakinah Tanjungpinang)

SMP IT As Sakinah Tanjungpinang optimizes resources through a collaborative approach and in-depth character development. Although facilities are not yet fully digital, a clear division of tasks and a strong sense of responsibility from all educators have maintained the institution's stable performance. Teachers work collectively to manage school resources, including utilizing the science laboratory for simple experiments using readily available materials. The prayer room is used for spiritual activities that support student character development through routine activities such as congregational prayer and Koran reading. The shared commitment of educators and school leaders creates a religious, orderly, and conducive learning environment.

Creative-Adaptive Model (SMP IT Bahtera Insani Bintan)

Bahtera Insani Bintan Junior High School faces limited facilities with an unwavering spirit to optimize resources. The principal plays a key role in instilling the values of hard work and sincerity in utilizing the limited facilities. Teachers are accustomed to using simple aids such as whiteboards, printed images from magazines or newspapers, and local media as substitutes for digital devices. Despite only having one rotating projector, learning remains active and creative. Students consider the teacher's dedication to teaching more influential than the completeness of the facilities, demonstrating that the quality of teaching and teacher-student interaction have a significant impact on the learning process.

Comparative Analysis

A comparative analysis shows that resource optimization is determined not only by the number and sophistication of facilities, but also by the principal's managerial capacity and the established work culture. All three institutions demonstrate the principle of Islamic efficiency: working optimally with full responsibility and trust (*al-amanah fi al-'amal*). This principle is reflected in every action and decision made by leaders and educators, who strive to provide the best for students. Educational success does not depend solely on facilities, but rather on how all parties collaborate in utilizing existing resources for the holistic development of students.

2. Academic Achievement

Academic achievement across the three locations showed significant variation correlated with the quality of curriculum management and learning evaluation systems. Each school developed unique strategies tailored to its capacity and context.

Technology-Based System (Ulil Albab Batam IT Middle School)

Student academic achievement is monitored through a computer-based assessment system (CBT). The school implements data-driven grade analysis each semester to monitor student progress. Transparency and accountability are created through students' direct access to their grades. Documentation of achievement is displayed on an achievement board and award certificates in the school lobby, fostering a culture of appreciation for academic achievement.

Personal-Coaching Approach (SMP IT As Sakinah Tanjungpinang)

Students' academic achievement has significantly improved through the implementation of supplemental tutoring programs and a personalized approach. The structured coaching system includes remedial classes and afternoon classes specifically designed for students experiencing learning difficulties. Teachers play an active role as mentors, not only in academic aspects but also in students' spiritual development. Discussion sessions addressing life values are integrated into the learning, creating an inclusive and supportive learning environment. Students feel more cared for because teachers not only teach the material but also guide them until they truly understand and can apply what they have learned.

Manual-Motivational System (SMP IT Bahtera Insani Bintan)

The academic evaluation process is still manual, but teachers' enthusiasm for student development is strong. The principal emphasizes the principles of equality and fairness in assessment, where each student is assessed based on their individual abilities. Teachers volunteer to provide additional tutoring outside of school hours at no additional cost, demonstrating their commitment to supporting students' academic development. Simple award signs serve as a symbol of recognition for effort and hard work, fostering a healthy competitive spirit where students support each other to achieve even better.

The Principle of Al-Ihsan fi Al-'Amal

Analysis of the findings shows that differences in systems and facilities do not diminish the essence of academic evaluation. All institutions, despite varying methods and approaches, share a commitment to improving student achievement within their respective capacities. The principle of al-ihsan fi al-'amal (doing the best with available resources) is evident in academic management practices at all three locations. Educational success is determined not only by the available facilities, but also by the dedication and commitment of educators and their support for students.

3. Formation of Islamic Character

Islamic character development is at the heart of all educational activities in integrated Islamic schools. The three research locations demonstrated different yet consistent approaches to integrating Islamic values into students' daily lives.

Systematic Curricular Integration (SMP IT Ulil Albab Batam)

The character program is systematically integrated into the school curriculum. Every student is required to participate in the Tahfiz Class program, weekly mentoring sessions, and the Dhuha Prayer Group. Teachers play an active role in setting an example by instilling habits of worship, time discipline, and good speech. Every school activity begins with prayer and communal recitation of the Koran, enabling students to better understand Islamic values. A strong religious culture is reflected in the Islamic moral posters adorning classroom walls and the well-scheduled religious activities.

Sakinah Character Building Program (As Sakinah IT Middle School, Tanjungpinang)

Islamic character values are the driving force behind all teaching and learning activities. The Sakinah Character Building program is designed to shape students into individuals with noble character, discipline, and strong faith. This program is implemented concretely in students' daily lives, where each subject not only teaches academic material but also instills relevant Islamic values. Students are accustomed to

reciting daily prayers before starting lessons, greeting teachers and classmates, and demonstrating high manners. Weekly student mentoring and recitation activities reflect the school's commitment to continuous moral development.

Direct Exemplary Behavior (SMP IT Bahtera Insani Bintan)

The Islamic character-building approach emphasizes direct role modeling. The principal instills the values of simplicity, hard work, and honesty as forms of Islamic morality that must be exemplified by the entire academic community. Teachers serve as role models for students, not only in behavior but also in speech. Students learn Islamic values not only from textbooks but also from the daily attitudes of teachers, which reflect good morals. Every school activity begins with a group prayer, congregational prayer, and morning Quran recitation, demonstrating that the internalization of Islamic values is ongoing despite limited resources.

Consistency of Values and Exemplary Behavior

The three schools demonstrated that Islamic character formation does not depend on sophisticated facilities, but on consistent values, exemplary behavior, and the integration of faith into all aspects of education. This finding aligns with the view that effective Islamic education instills moral values through habituation, not merely theoretical instruction. A quality education is measured not only by academics but also by how well moral and ethical values are transferred to students. Islamic character formation is a holistic and ongoing effort that equips students not only with knowledge but also with values that will guide them throughout life.

4. Global Competitiveness

Global competitiveness is a crucial indicator for assessing school productivity in the modern era. The three schools demonstrated varying efforts in preparing students for the challenges of globalization, tailored to their respective capacities and resources.

Progressive-Technological Approach (Ulil Albab IT Middle School, Batam)

SMP IT Ulil Albab Batam implements a bilingual curriculum encompassing English and Arabic to enhance students' language skills and prepare them for global challenges. The integration of information technology is a key pillar through the Digital Literacy Class program, which trains students to think critically and communicate globally. The program provides skills for navigating the digital world, including software usage, cybersecurity, and digital ethics. Teachers design technology-based projects that foster collaboration and creativity, such as group projects on multimedia presentations on global issues. Students can participate in online international activities with partner institutions in Singapore, providing firsthand experience in cross-border collaboration. The school environment reflects a disciplined, creative, and open global culture, with classrooms equipped with modern technology that enables interactive learning.

Contextual-Adaptive Approach (SMP IT As Sakinah Tanjungpinang)

This school strives to increase global competitiveness through the introduction of simple technologies and communication skills training. An online learning system based on Google Forms has been introduced to facilitate access to learning materials. Despite limited infrastructure, the school strives to prepare students for the digital era in a contextual manner. Teachers train students in presenting simple scientific papers in English, improving their language skills and confidence in public speaking. The students'

enthusiasm for learning and adapting to new technologies is evident, demonstrating that determination and motivation can overcome limited facilities.

Pioneering-Innovative Approach (SMP IT Bahtera Insani Bintan)

Efforts to increase global competitiveness have begun with the introduction of basic digital media, such as offline learning videos and simple foreign language exercises. Observations indicate an adaptive spirit among students who strive to make the most of available resources. This is a clear example of how innovation in education can emerge even under less-than-ideal circumstances.

Integration of 21st Century Skills and Islamic Values

The analysis shows that the differences in global competitiveness among the three schools are strongly correlated with their respective technological capacities and foundation support. However, all three point in the same direction: striving to equip students with 21st-century skills, such as critical thinking, creativity, collaboration, and communication (the 4Cs), integrated with Islamic values. These findings demonstrate that Islamic education can remain adaptive to globalization without losing its spiritual identity. The increase in global competitiveness demonstrates that despite challenges, there are many opportunities for innovation and development in preparing a generation capable of competing on the global stage while embracing positive values in every aspect of life.

5. Financial Sustainability

Financial sustainability is a crucial aspect in maintaining the stability of Islamic educational institutions, enabling them to operate independently and sustainably. The three schools demonstrated different financial sustainability orientations, depending on the context and challenges they faced.

Independent Digital Model (Ulil Albab IT Middle School, Batam)

SMP IT Ulil Albab Batam has developed an integrated digital financial system known as the Financial Dashboard. This system allows the foundation to monitor cash flow transparently and in real time, providing a clear picture of the institution's financial condition. Every financial transaction can be easily viewed and analyzed, facilitating accurate and prompt decision-making. Sharia-compliant business units such as cooperatives, halal canteens, and printing businesses not only contribute to the foundation's revenue but also create an ecosystem that supports Islamic values in business. Teachers' salaries and incentives are paid on time, reflecting professional and responsible financial management. A financial dashboard containing annual budget reports serves as a transparency tool and an educational tool for students and parents to understand the importance of accountability in managing funds.

Participatory-Traditional Model (SMP IT As Sakinah Tanjungpinang)

Financial sustainability is managed through a traditional yet effective approach. The primary sources of funding come from tuition fees, Friday alms, and donations from the surrounding community. Although financial reports are prepared manually each semester, the process is conducted with complete transparency. In meetings with teachers and the school committee, reports are presented and discussed, so that all parties are involved in decision-making regarding fund management. This simple yet transparent system fosters mutual trust between the school and the community, internalizing the value of trust in managing educational funds. Students engage in social

activities such as community service, funded by their own alms, demonstrating an active role in contributing to the community.

Mutual Cooperation-Communal Model (Bahtera Insani Bintan IT Middle School)

Bahtera Insani Bintan Junior High School faces a greater challenge in financial sustainability. Operational funds rely heavily on tuition fees, local donors, and proceeds from social activities such as charity bazaars. Despite limited funding, a spirit of mutual cooperation among all members of the school community is a key factor in running activities. Every school event is the result of collaboration between teachers, parents, and the community, fostering a sense of togetherness and collective responsibility. Financial reports are compiled manually on the teacher's lounge whiteboard, demonstrating the institution's openness and moral responsibility towards managing funds. Financial limitations fuel creativity, as teachers and students work together to find solutions to organize meaningful activities without relying on large funds.

The Principle of Al-Amanah fi Al-Mal

The three schools demonstrated different financial sustainability orientations according to their context and challenges. SMP IT Ulil Albab Batam, with its modern and independent system, reflects adaptation to technological developments and the needs of the times, while SMP IT As Sakinah Tanjungpinang prioritizes a participatory model based on social values. SMP IT Bahtera Insani Bintan displays a community-based mutual cooperation approach that emphasizes cooperation and solidarity. These findings affirm the Islamic principle that the sustainability of educational institutions depends not only on material assets, but also on the value of blessings and trust in the management of educational funds (*al-amanah fi al-mal*). Financial sustainability reflects the values upheld in Islam, where each approach strives to create an environment that not only educates academically but also shapes the character and integrity of students as the next generation.

6. Management System Integration

The integration of school management systems reflects the level of internal coordination within an educational institution and the effectiveness of the bureaucracy that supports the smooth running of the educational process. The three schools demonstrated different approaches to integrating their management systems.

Comprehensive Digitalization (Ulil Albab IT Middle School, Batam)

The school management system has undergone a significant transformation toward digitalization. The use of a School Management System (SMS) encompasses academic, financial, and personnel aspects comprehensively. This system facilitates data reporting and archiving, making performance monitoring more transparent and measurable. Teachers can easily access academic and administrative data online, saving time and improving data accuracy for decision-making. Students can monitor grades and class schedules through the student portal. Effective coordination between work units is facilitated by an online application-based internal communication system, creating a productive work atmosphere.

Conventional-Effective Method (SMP IT As Sakinah Tanjungpinang)

The integration of the management system still relies on conventional methods, relying on weekly coordination meetings to ensure inter-departmental integration. Communication through the school's official WhatsApp group is considered quite

effective. Each unit has clear administrative responsibilities, helping maintain an organized workflow. A constantly updated announcement system and information boards ensure information is effectively disseminated to the entire school community. While not using sophisticated digital systems, this method remains effective in facilitating coordination and communication.

Manual-Collegial System (SMP IT Bahtera Insani Bintan)

Although the management system integration was done manually, the collegial and family-like spirit among the teachers created a conducive environment for collaboration. The principal regularly held monthly meetings and joint activities to ensure all teachers were involved in decision-making. Coordination could run smoothly without the support of sophisticated digital systems. A simple organizational structure and open communication were key to maintaining relationships among team members. Good human interaction and effective communication were powerful substitutes for technology in this context.

The Principles of Shura and Tawazun

The analysis shows that a good management system does not always depend on digitalization. Collaboration, transparency, and a balanced distribution of roles are key factors in creating an effective management system. All three schools demonstrate the values of shura (deliberation) and tawazun (balance) as the main foundations for integrating Islamic education management. The success of a management system is measured not only by the sophistication of the technology used, but also by the strength of relationships among members within the organization. Whether using a digital or conventional approach, the most important thing is good cooperation and communication between all parties involved in creating an effective educational environment that supports student development.

DISCUSSION

Dynamics of Productivity in Integrated Islamic Schools

The findings of this study reveal that the productivity of integrated Islamic schools in the Riau Islands Province cannot be understood monolithically, but rather as a complex phenomenon influenced by the interaction between material resources, managerial capacity, and commitment to Islamic values. The three research sites demonstrate different yet equally effective productivity models in their respective contexts, confirming that no single approach is universally applicable in Islamic education management. The fundamental differences in the level of resource optimization between the digital-based SMP IT Ulil Albab Batam, the collaborative-character SMP IT As Sakinah Tanjungpinang, and the creative-adaptive SMP IT Bahtera Insani Bintan demonstrate that educational success is not solely determined by the availability of modern facilities. Instead, the results of this study confirm that the principal's managerial capacity and the established work culture play an equally, if not more crucial, role in optimizing available resources. This finding aligns with value-based management theory, which emphasizes that organizational effectiveness depends more on the quality of leadership and shared commitment than on the sophistication of infrastructure.

Dimensions of Academic Achievement and Character

The variation in academic achievement across the three research sites reveals that different evaluation systems can be equally effective as long as they are supported by a

strong commitment from educators. SMP IT Ulil Albab, with its technology-based system, demonstrated excellence in transparency and accountability, while SMP IT As Sakinah, with its personal-coaching approach, reflected the strength of deep teacher-student relationships. On the other hand, SMP IT Bahtera Insani demonstrated that teacher enthusiasm and dedication can compensate for the limitations of formal evaluation systems. What is interesting about this finding is the manifestation of the principle of *al-ihسان fi al-'amal* in academic management practices. This principle is not merely a slogan but is truly internalized in the attitudes and actions of educators at all three sites. Dedication to doing the best with available resources is a key driving force driving improvements in educational quality, overcoming various material limitations faced.

In terms of Islamic character building, this study confirms that an approach based on habituation and role modelling is far more effective than purely theoretical teaching. All three schools demonstrated that internalization of Islamic values occurs through consistent daily practice, not through lectures or verbal instructions. The Tahfiz Class program in Batam, Sakinah Character Building in Tanjungpinang, and direct role modelling in Bintan represent different strategies, but all are rooted in the principles of habituation and role modelling.

Adapting to Global Demands

The three schools' efforts to enhance global competitiveness demonstrate a broad spectrum of adaptations, ranging from a progressive-technological approach in Batam to a pioneering-innovative approach in Bintan. Significantly, all schools, despite differences in capacity, demonstrate a shared awareness of the importance of equipping students with 21st-century skills. The integration of the 4Cs (critical thinking, creativity, collaboration, and communication) with Islamic values demonstrates that modern Islamic education does not require a choice between tradition and modernity, but rather can synthesize both.

Different approaches to enhancing global competitiveness also reflect intelligent contextualization. SMP IT Ulil Albab, with its adequate technological infrastructure, was able to develop a Digital Literacy Class program and international collaborations, while SMP IT As Sakinah focused on strengthening communication skills and adapting to simple technologies. SMP IT Bahtera Insani, despite its limitations, demonstrated an adaptive spirit through the use of basic digital media. This diversity of approaches demonstrates that there are many paths to increasing global competitiveness, and each institution needs to find the path that best suits its capacity and context.

Financial Sustainability and Management

The findings on financial sustainability reveal three distinct models that all reflect the principle of trustworthiness. The digital-independent model in Batam, the participatory-traditional model in Tanjungpinang, and the gotong royong-communal model in Bintan demonstrate that financial sustainability can be achieved through various strategies, as long as there is a commitment to transparency and accountability. Interestingly, these three models are not mutually exclusive, but rather can complement each other and provide valuable lessons.

The diversification of funding sources at SMP IT Ulil Albab through a sharia-based business unit demonstrates the potential for financial independence that can be developed by Islamic educational institutions. However, the participatory model at SMP IT As Sakinah and the mutual cooperation model at SMP IT Bahtera Insani are equally important, demonstrating that financial sustainability can also be built through active community involvement and a strong communal spirit. These three models reflect

Islamic teachings on the importance of economic independence, transparent fund management, and social solidarity.

In terms of management system integration, this study confirms that management effectiveness does not always correlate positively with the level of digitalization. The principles of shura (deliberation) and tawazun (balance), which underpin management integration in the three schools, indicate that collaboration, transparency, and proportional role allocation are more important than the sophistication of the technology used. These findings offer hope for Islamic educational institutions with limited technological resources that they can still achieve high management effectiveness by strengthening non-technical aspects.

CONCLUSION

This research provides a comprehensive understanding of school productivity and foundation profitability within the context of integrated Islamic education in the Riau Islands Province. School productivity is understood as a measure of efficiency and effectiveness in achieving organizational goals through optimal resource utilization. In the school context, productivity reflects how educational institutions can produce quality educational outputs by efficiently utilizing inputs such as teachers, facilities, and funds. The research findings identify six key indicators of interrelated productivity that form a holistic educational ecosystem.

The first indicator, resource optimization, demonstrates that success is not solely determined by the number and sophistication of facilities. Research reveals that the principal's managerial capacity and the work culture they cultivate play an equally important, if not more crucial, role in optimizing available resources. The three institutions studied demonstrate strong Islamic principles of efficiency, namely working optimally with full responsibility and trustworthiness as a manifestation of the value of *ihsan* in educational management. This demonstrates that with effective leadership and strong commitment, material limitations can be overcome.

In terms of academic achievement, the analysis of the findings shows that differences in systems and facilities do not diminish the essence of quality academic evaluation. All institutions share a commitment to improving student achievement in ways that align with their respective capacities. The principle of *al-ihsan fi al-'amal*, or doing the best with available resources, is evident in academic management practices across the three research sites. Whether through technology-based systems, personal coaching approaches, or manual-motivational systems, all schools demonstrate a high level of dedication to achieving optimal academic achievement.

Islamic character formation, as the third indicator, yielded highly significant findings. The three schools demonstrated that Islamic character formation does not depend on sophisticated facilities, but rather on consistent values, exemplary behavior, and the integration of faith into all aspects of education. These findings confirm that effective Islamic education instills moral values through habituation and role modeling, not simply theoretical instruction. Through programs such as Tahfiz Class, Sakinah Character Building, and direct role modeling from educators, students acquire not only academic knowledge but also internalize Islamic values that will guide them throughout their lives.

Regarding global competitiveness, the analysis shows that despite differences in technological capacity and foundation support, the three schools demonstrate a similar approach in preparing students for future challenges. All institutions strive to equip students with 21st-century skills, including critical thinking, creativity, collaboration, and

communication (the 4Cs), integrated with Islamic values. These findings demonstrate that Islamic education can adapt to the demands of globalization without losing its spiritual identity, creating a balance between global competence and Islamic identity.

In terms of financial sustainability, the study revealed three distinct yet equally effective models, tailored to their respective contexts. SMP IT Ulil Albab Batam implemented a modern and independent system through digitalization and a sharia-based business unit. SMP IT As Sakinah Tanjungpinang developed a participatory model based on social values by actively involving the community. Meanwhile, SMP IT Bahtera Insani Bintan implemented a community-based mutual cooperation approach that prioritizes social solidarity. This diversity of models affirms the Islamic principle that the sustainability of educational institutions depends not solely on material assets, but also on the value of blessings and trustworthiness in managing educational funds (*al-amanah fi al-mal*).

The sixth indicator, management system integration, demonstrates that a good management system is not always synonymous with advanced digitalization. The analysis reveals that collaboration, transparency, and proportional role allocation are fundamental elements that are more important than technological sophistication. All three schools demonstrate the values of *shura* (deliberation) and *tawazun* (balance) as the main foundations for integrating Islamic education management. Whether through comprehensive digitalization, conventional-effective methods, or manual-collegial systems, all approaches can achieve high effectiveness as long as they are supported by good communication and shared commitment.

Regarding the profitability of educational foundations, research defines it as the institution's ability to efficiently manage assets, revenues, and programs to achieve financial sustainability and support its social or educational goals. The research identified six interrelated profitability indicators that form a comprehensive governance system.

The effectiveness of asset management, as the first indicator, shows that the three schools have different practices, but all implement proportional and responsible asset utilization. This aligns with the Islamic value of *itqan*, which emphasizes the importance of working with sincerity and honesty. Asset management encompasses not only the technical aspects of utilization but also considers the long-term impact on student development and community well-being. By optimally maintaining and utilizing assets, including utilizing technology for inventory management, these schools have successfully created a conducive learning environment and supported the achievement of educational goals.

Operational efficiency, as the second indicator, reveals that success is determined not only by the availability of technology but also by the values of discipline and a culture of responsibility implemented within the institution. The principle of *al-iqtisad*, meaning simplicity in management, is clearly evident as the basis for efficient educational management in all three schools. Operational efficiency is reflected in various aspects, from the implementation of a project-based learning system that utilizes local resources, to the management of time and teaching staff that prioritizes the well-being of teachers, to flexible scheduling. This holistic approach demonstrates that efficiency is not only related to financial aspects, but also to the balance between productivity and the well-being of all educational components.

Financial sustainability in the context of foundation profitability demonstrates that this principle rests not solely on economic strength but also on underlying moral values. Values such as transparency, participation, and social responsibility are crucial pillars in creating an effective and sustainable sustainability model. Through programs such as donation drives involving parents and the community, schools not only raise

funds but also build a sense of ownership and community involvement in education. The application of strict accountability principles ensures that every expenditure is made with a clear and measurable purpose, thereby enhancing stakeholder trust and creating a culture of transparency essential in financial management.

The achievement of the social mission is a crucial indicator in the context of Islamic education. In accordance with the principle of *rahmatan lil 'alamin* (blessing for the universe), an institution's success is measured not only by financial achievements but also by its contribution to social and humanitarian welfare. All three schools are actively involved in various community service programs aimed at improving the quality of life of the surrounding community, including a scholarship program for underprivileged students that not only helps individuals but also improves the welfare of the community as a whole. The achievement of the social mission is also reflected in the curriculum, which emphasizes social and humanitarian values in every subject, so that education functions not only as a transfer of knowledge but also as a formation of character and social awareness in students.

The governance systems implemented in all three institutions demonstrate consistency in upholding the principles of *shura* (deliberation) and *amanah* (trust) as core values. Important decisions are made through a discussion process involving various stakeholders, including teachers, parents, and students, ensuring that every voice is heard and considered. The principle of *amanah* is reflected in the leadership, which acts not only as administrators but also as role models in implementing ethical and moral values. This participatory approach creates a strong culture of trust where every individual feels valued and has a vital role in achieving shared goals.

The final indicator, resource management, demonstrates that effectiveness is measured not only by academic performance but also by the spirituality and morality of the teaching staff. This aligns with the view that Islamic education aims to develop civilized individuals, not merely knowledge. A self-development program for teachers that focuses not only on improving teaching skills but also on strengthening spiritual and ethical values demonstrates a commitment to developing holistic educators. A fair and transparent reward system increases motivation and creates a positive and productive work environment, where every teacher feels appreciated for their efforts and dedication.

Overall, this study reveals that school productivity and foundation profitability in integrated Islamic education are complex and multidimensional constructs. Success is not determined by a single factor, but rather by the harmonious interaction between various elements grounded in fundamental Islamic values. Principles such as *ihsan*, *amanah*, *itqan*, *al-iqtisad*, *syura*, and *rahmatan lil 'alamin* have proven not only relevant but highly effective in the context of modern educational management. Commitment to these principles, manifested in the dedication of educators, wise leadership, and a positive work culture, is key to success amidst various constraints. Thus, the future of integrated Islamic education lies in strengthening the commitment to fundamental Islamic values in all aspects of educational management, enabling institutions to achieve academic excellence while maintaining their spiritual identity and contributing positively to society.

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