



TYOLOGY OF FINANCIAL MANAGEMENT STRATEGIES IN ISLAMIC EDUCATIONAL INSTITUTIONS: A SHARIAH ECONOMIC PERSPECTIVE

TIPOLOGI STRATEGI PENGELOLAAN KEUANGAN DI LEMBAGA PENDIDIKAN ISLAM: PERSPEKTIF EKONOMI SYARIAH

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DOI: <https://doi.org/10.62567/micjo.v2i3.751>

Article info:

Submitted: 01/05/25

Accepted: 20/07/25

Published: 30/07/25

Abstract

The complexity of the global economy and demands for accountability drive the need for a comprehensive study of financial management strategy typologies that align with the characteristics of Islamic educational institutions and Islamic economic principles. This research aims to identify, classify, and analyze financial management strategy typologies in Islamic educational institutions from an Islamic economic perspective. Effective financial management presents a major challenge for Islamic educational institutions facing global economic complexity and accountability demands, while most still rely on conventional models that have not fully accommodated Islamic values. Using the Systematic Literature Review (SLR) method with the PRISMA protocol, this research analyzed 6 selected articles from 77,522 articles identified from three major academic databases. The results revealed five typologies of financial management strategies in Islamic educational institutions: (1) pure sharia principles-based that emphasize sharia compliance, maqashid sharia, and justice; (2) audit and accountability-based that focus on legal compliance, transparency, and fraud prevention; (3) governance and professionalism-based that prioritize financial manager competence; (4) management function-based that include planning, organizing, implementation, and supervision; and (5) integration of Islamic values into the education system. Despite showing different characteristics, all typologies aim to achieve financial sustainability while maintaining sharia compliance. This research provides a conceptual framework that can serve as a reference in developing adaptive and contextual financial management models according to the characteristics of Islamic educational institutions.



Keywords : Financial Audit, Islamic Educational Institutions, Financial Management, Islamic Education Management, Sharia Financial Management, Strategy Typology

Abstract

Kompleksitas ekonomi global dan tuntutan akuntabilitas mendorong perlunya kajian komprehensif tentang tipologi strategi pengelolaan keuangan yang sesuai dengan karakteristik lembaga pendidikan Islam dan prinsip ekonomi syariah. Penelitian ini bertujuan untuk mengidentifikasi, mengklasifikasikan, dan menganalisis tipologi strategi pengelolaan keuangan di lembaga pendidikan Islam dari perspektif ekonomi syariah. Pengelolaan keuangan yang efektif menjadi tantangan utama bagi lembaga pendidikan Islam dalam menghadapi kompleksitas ekonomi global dan tuntutan akuntabilitas, sementara sebagian besar masih mengandalkan model konvensional yang belum sepenuhnya mengakomodasi nilai-nilai syariah. Menggunakan metode Systematic Literature Review (SLR) dengan protokol PRISMA, penelitian ini menganalisis 6 artikel terpilih dari 77.522 artikel yang diidentifikasi dari tiga database akademik utama. Hasil penelitian mengungkapkan lima tipologi strategi pengelolaan keuangan di lembaga pendidikan Islam: (1) berbasis prinsip syariah murni yang menekankan kepatuhan syariah, maqashid syariah, dan keadilan; (2) berbasis audit dan akuntabilitas yang fokus pada kepatuhan hukum, transparansi, dan pencegahan fraud; (3) berbasis governance dan profesionalisme yang mementingkan kompetensi pengelola keuangan; (4) berbasis fungsi manajemen yang mencakup perencanaan, pengorganisasian, pelaksanaan, dan pengawasan; serta (5) berbasis integrasi nilai-nilai syariah dalam sistem pendidikan. Meskipun menunjukkan karakteristik berbeda, seluruh tipologi bertujuan mencapai keberlanjutan finansial sambil mempertahankan kepatuhan syariah. Penelitian ini memberikan kerangka konseptual yang dapat dijadikan acuan dalam pengembangan model pengelolaan keuangan adaptif dan kontekstual sesuai karakteristik lembaga pendidikan Islam.

Keywords : Audit Keuangan, Lembaga Pendidikan Islam, Manajemen Keuangan, manajemen Pendidikan Islam, Pengelolaan Keuangan Syariah, Tipologi Strategi

1. INTRODUCTION

Effective financial management is one of the biggest challenges for Islamic educational institutions in Indonesia in facing the complexity of the global economy and demands for accountability (Mas' ut et al., 2023; Tasa, 2022). Islamic boarding schools, madrasas and universities, which number in the thousands throughout Indonesia, face pressure to ensure operational continuity while maintaining conformity with sharia principles (Hamid, 2024). This phenomenon is increasingly urgent considering that most Islamic educational institutions still rely on conventional financial management models which do not fully accommodate sharia economic values (Djamil, 2023; Senang et al., 2024). The main obstacles faced include limited human resources who understand Sharia financial management (Misbah, 2024; Sauri, 2023), lack of standardization of sharia-based financial systems (Mas' ut et al., 2023), and lack of technology integration in asset and fund management (Hakim, 2023; Luntajo & Hasan, 2023). This problem requires a comprehensive study of the typology of financial management strategies that are in accordance with the characteristics of Islamic educational institutions and sharia economic principles. This financial management challenge is becoming increasingly



complex with demands for transparency from various stakeholders and the need to optimize limited resources.

A recent study by Widiastuti et al. (2024) shows that the implementation of sharia-based financial management in Islamic educational institutions is still partial and does not yet have an integrated framework (Widiastuti et al., 2024). The research found that although there is awareness of the importance of sharia principles in financial management, their application is still limited to certain aspects such as avoiding usury in investment and funding. Meanwhile, Inaldi & Rindaningsih (2024) identified significant variations in financial management practices in various types of Islamic educational institutions, ranging from traditional Islamic boarding schools to modern Islamic universities which require a more structured typology approach (Inaldi & Rindaningsih, 2024). A comparative study conducted by Wekke and Jamaluddin (2021) revealed that Islamic educational institutions in Indonesia, Malaysia and Brunei Darussalam have developed various productive waqf management models to support financial sustainability, although they are still limited to certain institutions and have not yet become common practice (Wekke & Jamaluddin, 2023). As a result, financial management in most Islamic educational institutions is still reactive rather than strategic, and more focused on meeting short-term needs rather than comprehensive long-term planning.

Research conducted by Hafizah (2021) regarding the adoption of sharia financial technology in Islamic universities revealed that although there is great potential, the integration of fintech in the financial management of Islamic educational institutions is still very minimal (Hafizah, 2021). A study by Nabella Novia (2023) regarding financial accountability in modern Islamic boarding schools found that although there is increasing awareness about the importance of good governance, its implementation is still hampered by a lack of standardization and clear guidelines regarding sharia financial management in educational institutions (Nabella Novia, 2023). These two studies indicate that there is a gap between the need for a comprehensive sharia financial management model and the practices that currently apply in Islamic educational institutions. Although several studies have examined specific aspects of financial management in Islamic educational institutions, there has been no systematic study that identifies and classifies various typologies of financial management strategies that can be adapted according to the specific characteristics and needs of Islamic educational institutions.

A significant research gap can be seen in the lack of studies that comprehensively categorize and evaluate various financial management models in Islamic educational institutions from a sharia economics perspective. Previous research tends to focus on certain aspects such as accountability, funding sources, or technology implementation, but no one has presented a holistic typology of financial management strategies. In addition, there has been no systematic review that integrates the latest research findings to develop a conceptual framework that can be used as a practical reference for Islamic educational institutions with various characteristics and scales. In fact, the need for financial management models that comply with sharia principles is increasingly pressing along with the growth in the number and complexity of Islamic educational institutions in Indonesia and countries with significant Muslim populations. This gap is increasingly emphasized by the demand to develop financial performance evaluation standards that not only measure financial aspects but also conformity with maqashid sharia in financial management practices in Islamic educational institutions.



This research aims to identify, classify and analyze various typologies of financial management strategies implemented in Islamic educational institutions from a sharia economics perspective through a systematic literature review. The research questions to be answered are: (1) What is the typology of financial management strategies applied in various types of Islamic educational institutions? (2) To what extent is the strategy in line with sharia economic principles? (3) What factors influence the effectiveness of implementing financial management strategies in Islamic educational institutions? (4) What conceptual framework can be developed to optimize sharia-based financial management in Islamic educational institutions? The novelty of this research lies in the development of a comprehensive typology of financial management strategies that integrates managerial, technological, governance and sharia-compliant aspects, which can be used as a reference for developing financial management policies and practices in various types of Islamic educational institutions according to their specific characteristics and needs.

2. RESEARCH METHOD

This research uses a qualitative method with a Systematic Literature Review (SLR) approach that follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol. The data collection and analysis process was carried out systematically through four main stages as depicted in the PRISMA diagram in Figure 1. The identification stage began with a literature search in three main academic databases, namely Mendeley (3,179 articles), Sciendirect (66,973 articles), and PubMed (7,370 articles), resulting in a total of 77,522 articles. At the initial screening stage, filtering was carried out to eliminate 20,433 non-research articles, leaving 57,089 research articles remaining. Next, at the eligibility stage, filtering was carried out based on several criteria: (1) 47,189 articles outside the field of education were eliminated, (2) 9,185 articles published before 2023 were excluded, (3) 20 articles other than English were removed, and (4) 689 articles were excluded that were not relevant to the research topic after reading the content. Through this strict selection process, 5 articles were finally obtained that met all the inclusion criteria for in-depth analysis. Analysis of selected articles was carried out by identifying, categorizing and synthesizing findings related to the typology of financial management strategies in Islamic educational institutions from a sharia economics perspective. This SLR approach allows researchers to identify research gaps, integrate findings from various studies, and develop a comprehensive conceptual framework based on systematic scientific evidence.

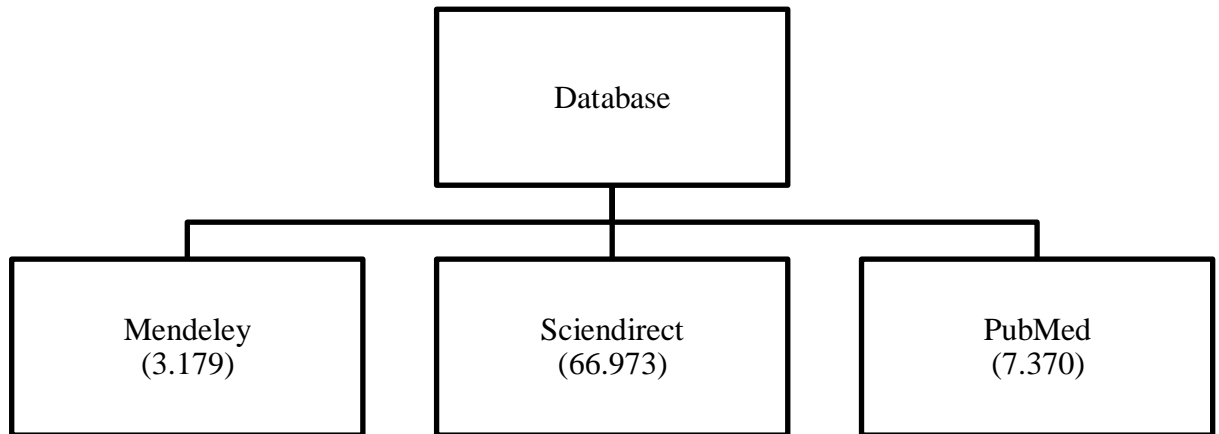
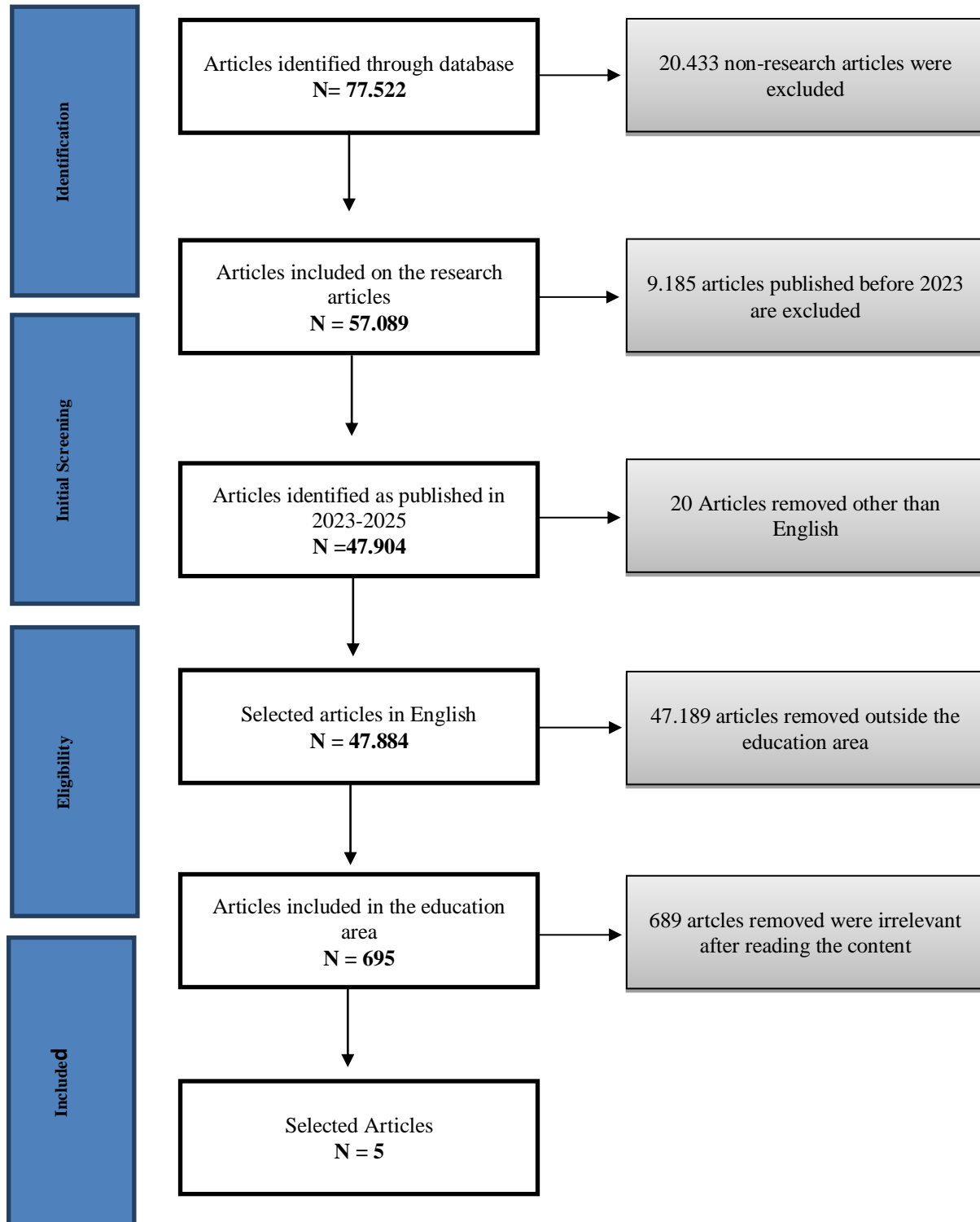


Figure 1 Articles Database





3. RESULTS AND DISCUSSION

Result

Table 1 Literature Review Results

No	Author, Year	Mean Characteristic	Variable	Study Design	Measure	Findings
1	Santi Nailul Izaty, Tsania Umairo, Sabita Khadiqoh, Gunawan Aji, Rizky Andrean (2024)	Sharia financial management, exploring the basics of financial management based on Islamic teachings. The main characteristic of this research is a systematic literature-based approach to understanding the principles and applications of Islamic financial management.	<ol style="list-style-type: none"> The principles of sharia financial management (sharia compliance, sharia maqashid, usury prohibition, justice, tawun, benefits, and balance) Sharia financial management functions (funding decisions, investment decisions, profit/dividend distribution decisions) Sharia financial institutions (Sharia banks, Sharia capital markets, Sharia insurance, etc.) Challenges in sharia financial management 	Systematic Literature Review (SLR)	<p>The research measures and analyzes various aspects of Islamic financial management through a systematic literature review involving five stages: problem formulation, search for relevant literature, literature selection based on quality criteria, in-depth analysis, and drawing conclusions.</p>	<ol style="list-style-type: none"> Sharia financial management focuses on the principles of justice, honesty and sharia compliance. The main principles include sharia compliance, maqashid sharia, prohibition of riba, justice, charity, benefit, and balance. The main challenges include capital, product development, human resources, infrastructure, instrument variability, and implementation of sharia principles. Sharia financial management offers a more stable approach by considering spiritual and ethical aspects in financial management.
2	Dahlan, M. Anas,	1. Compliance with laws	Financial management	qualitative literature	Thematic analysis was	1. Legal Compliance: Financial audits help



Listiana Sri Mulatsih, Alfiana, Abdul Kadir Ahmad (2024)	and regulations 2. Increased transparency and accountabili ty 3. Increased efficiency and effectivenes s of financial management 4. Prevention of fraud (fraud) 5. Ensure the survival of educational institutions	audit in educational institutions	review	carried out by grouping similar findings into five main themes with several indicators for each theme	educational institutions ensure compliance with laws and regulations, avoiding legal issues and penalties. 2. Transparency and Accountability: Audits ensure financial reports are accurate and transparent, increasing public trust in educational institutions. 3. Financial Management Efficiency: Audits help improve the efficiency and effectiveness of financial management through evaluating internal control systems and accounting procedures. 4. Fraud Prevention: Audits help prevent fraud and financial abuse by evaluating internal controls and accounting procedures. 5. Institutional Survival: Audits ensure the sustainability of educational institutions by ensuring financial health and minimizing financial risks. 6. Correlation with Education Quality: There is a positive correlation between financial audits and improving the quality of education in Indonesia. Regular audits increase accountability and
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transparency in the use of education budgets.

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|---|---|--|--|--|--|---|
| 3 | Minhas Akbar, Ahsan Akbar, Hafiz Sajid Yaqoob, Ammar Hussain, Libuse Svobodova & Fakhra Yasmin (2023) | This study evaluates the compliance of Sharia board members of Islamic banks in Pakistan with the Fit and Proper Criteria (FAPC) set by the State Bank of Pakistan (SBP). The research also discusses the condition of Islamic financial education at universities and madrasas in Pakistan. | <ol style="list-style-type: none"> 1. Compliance of Sharia board members with FAPC. 2. Provision of Islamic financial education in Pakistan. 3. The gap between demand and supply of Islamic finance experts. | The quantitative descriptive research design uses data from 21 banks (5 fully Islamic banks and 16 conventional banks with Islamic banking branches) as well as data from universities and madrasas in Pakistan. | <ol style="list-style-type: none"> 1. Profile of Sharia board members (academic qualification, experience, institutional affiliation). 2. Statistics of madrasas and universities offering Islamic finance education. 3. Provincial analysis regarding the provision of Sharia experts. | <ol style="list-style-type: none"> 1. All Sharia board members comply with FAPC, but more than 50% of members serve on some Islamic banking boards. 2. Most Sharia experts come from one madrasa in Karachi (Jamia Dar-ul-Uloom Karachi), although madrasas are spread across Pakistan. 3. Only four of Pakistan's fifteen leading business schools offer degrees in Islamic finance, with a shortage of specialized faculty. 4. There is a huge gap in the supply and demand of Islamic finance professionals in Pakistan. |
| 4 | Riyka Apriyanti, Wahidin Mustafin Billah (2024) | This research examines the implementation of sharia financial management at the Sejati Muslimah Islamic Boarding School, which includes an analysis of internal and | <ol style="list-style-type: none"> 1. Independent: Internal and external factors in sharia financial management. 2. Dependent: Effectiveness of implementing sharia financial management | Qualitative descriptive research with a phenomenological approach. Data was collected through interviews, observations and reflections from researchers in | <ol style="list-style-type: none"> 1. Direct observation of Islamic boarding school financial processes. 2. In-depth interview with Islamic boarding school treasurer. | <ol style="list-style-type: none"> 1. Financial Management Function: Islamic boarding schools have implemented financial planning, organization, implementation and supervision. 2. Financial Management Factors: The main problems are delays in paying student fees, dependence on donations, and a lack of professional |



external factors
that influence
financial
management.

the field.

3. Analyze
financial
reports, such
as cash flow
and
bookkeepin
g reporting.

skills in financial
management.

3. Financial
Implementation:
Financial implementation
involves managing
income (student fees and
donations) and
expenditure for
operational activities.
4. Financial Deficit: In the
2023-2024 reporting
period, there is a deficit
of IDR 72,108,023.00
because expenditure is
greater than income.

5. Muhamm
ad
Riyadlul
Jinan,
Muhamm
ad
Syapiuddi
n, Ulyan
Nasri.
(2024)

This study
discusses the
integration of
Islamic financial
principles into
Islamic
education
management to
achieve
financial
sustainability
and promote
Islamic moral
values.

1. Independent:
Sharia financial
principles
(transparency,
fairness, risk
sharing,
prohibition of
interest).
2. Dependent:
Effectiveness
and
sustainability
of Islamic
education
management.

Qualitative
methodology
through
literature
reviews and
interviews
with experts
in the fields
of Islamic
finance and
Islamic
education
management.

Literature
Review:
Analysis of
literature related
to sharia
financial
principles and
Islamic
education
management.

Expert
Interviews: Gain
insight into
current
practices,
challenges, and
integration
strategies.

Thematic
Analysis:
Identifying
patterns, themes,
and

1. Current Practices: Some
institutions have begun to
integrate Islamic finance
principles, although many
still use conventional
approaches.
2. Challenges: Lack of
understanding, resistance
to change, and regulatory
limitations are the main
obstacles.
3. Strategy: Education,
training, and stakeholder
engagement are needed to
support integration.
4. Benefits: Integration
improves financial
sustainability, supports
ethical values, and
provides a competitive
advantage.



					relationships in data.	
6	Yus Hermansyah, Mohamad Yudiyanto, Dudi Badruzaman, Anisa Nurlaila. (2023)	This research analyzes the implementation of sharia-based financial literacy among elementary school students and evaluates its effectiveness in improving children's financial understanding.	<ol style="list-style-type: none"> 1. Independent: Sharia-based financial literacy. 2. Dependent: Students' ability to understand financial management (money symbols, differences in needs/wants, and spending priorities). 	Qualitative descriptive research with data collection through observation, interviews and documentation.	<p>Observation of the implementation of financial literacy in intra and extracurricular activities.</p> <p>Interviews with teachers regarding teaching approaches.</p> <p>Documentation of teaching materials and activity reports related to financial literacy.</p>	<ol style="list-style-type: none"> 1 Sharia-based financial literacy in elementary schools has not been implemented systematically. 2 Financial literacy material is only taught implicitly through Natural and Social Sciences lessons in the independent curriculum. 3 Students have difficulty in three main things: recognizing financial symbols and terms, distinguishing needs and wants, and determining spending priorities. 4 It is hoped that the research results will encourage teachers to develop financial literacy learning that prioritizes students' thinking and social skills.

Results of Literature Review Analysis

Principles and Characteristics of Sharia Financial Management in Islamic Education Institutions

Based on the results of the literature review, there are several main principles and characteristics in sharia financial management applied in Islamic educational institutions. Izaty et al. (2024) identified that sharia financial management focuses on the principles of justice, honesty and sharia compliance. The main principles found include sharia compliance, sharia maqashid, prohibition of usury, justice, taawun (cooperation), benefit, and balance. This is in line with the findings of Jinan et al. (2024) which highlights the importance of transparency, fairness, risk sharing, and avoidance of interest (riba) in financial management in Islamic educational institutions. Through the integration of these principles, Islamic educational institutions can achieve financial sustainability while maintaining Islamic moral values in their financial management practices.



Implementation of Financial Management in Islamic Education Institutions

The implementation of sharia financial management in Islamic educational institutions shows variations in its application. Apriyanti and Billah (2024) in a case study at the Sejati Muslimah Islamic Boarding School found that the Islamic boarding school had implemented financial management functions which included planning, organizing, implementing and monitoring finances. However, there are significant challenges in implementation, such as delays in paying student fees, dependence on donations, and a lack of professional expertise in financial management. This is proven by the existence of a financial deficit of IDR 72,108,023.00 in the 2023-2024 reporting period due to expenditure being greater than income. Meanwhile, Jinan et al. (2024) revealed that although several Islamic educational institutions have begun to integrate sharia financial principles, many still use conventional approaches in managing their finances.

The Role of Audit in Financial Management of Islamic Education Institutions

Audit plays a crucial role in the financial management of Islamic educational institutions. Dahlan et al. (2024) found that financial audits have five main contributions to educational institutions, namely: (1) ensuring compliance with laws and regulations, so that institutions can avoid legal problems and penalties, (2) increasing transparency and accountability which has implications for increasing public trust, (3) increasing the efficiency and effectiveness of financial management through evaluating internal control systems and accounting procedures, (4) preventing fraud and financial abuse, and (5) ensuring the sustainability of educational institutions by ensuring financial health and minimizing financial risks. Another important finding is that there is a positive correlation between financial audits and improving the quality of education in Indonesia, where regular audits have been proven to increase accountability and transparency in the use of education budgets.

Challenges and Gaps in Sharia Financial Management

The literature review reveals several challenges and gaps in sharia financial management in Islamic educational institutions. Izaty et al. (2024) identified the main challenges including capital, product development, human resources, infrastructure, instrument variability, and implementation of sharia principles. This finding is in line with research by Akbar et al. (2023) which revealed a large gap between the demand and supply of Islamic finance professionals in Pakistan, with only four of Pakistan's fifteen leading business schools offering degrees in Islamic finance, with a lack of teaching staff with specialized expertise. Jinan et al. (2024) added that lack of understanding, resistance to change, and limited regulations are the main obstacles in integrating sharia financial principles in Islamic education management.

Sharia Financial Literacy in the Educational Context

Another important aspect that emerged from the literature review is the importance of Islamic financial literacy in the educational context. Hermansyah et al. (2023) found that sharia-based financial literacy in elementary schools has not been implemented systematically, where financial literacy material is only taught implicitly through Natural and Social Sciences lessons in the independent curriculum. This study revealed that students had difficulty in three



main areas: recognizing financial symbols and terms, distinguishing needs and wants, and determining spending priorities. These findings indicate the need to develop a comprehensive and systematic sharia financial literacy program starting from the basic education level to build a strong foundation for understanding sharia finance from an early age.

Sharia Financial Management Development Strategy in Educational Institutions

Based on the identified challenges and gaps, several strategies for developing sharia financial management in Islamic educational institutions have been proposed in the literature. Jinan et al. (2024) emphasize the importance of education, training and stakeholder involvement to support the integration of sharia financial principles in Islamic education management. They also revealed that this integration could provide benefits in the form of increased financial sustainability, support for ethical values, and competitive advantages for Islamic educational institutions. Hermansyah et al. (2023) recommends that teachers develop financial literacy learning that prioritizes students' thinking and social skills. Meanwhile, Akbar et al. (2023) highlight the importance of increasing the capacity of educational institutions to provide quality Islamic finance education programs to address the gap between demand and supply of Islamic finance professionals.

Discussion

Typology of Financial Management Strategies in Islamic Education Institutions

Based on the results of the literature review, several typologies of financial management strategies implemented in Islamic educational institutions can be identified. First, a typology of financial management based on pure sharia principles which focuses on the implementation of fundamental principles such as sharia compliance, maqashid sharia, prohibition of usury, justice, taawun, benefit and balance (Izaty et al., 2024). This typology places Islamic spiritual and ethical values as the main foundation in every financial decision making. These findings indicate that Islamic educational institutions that adopt this typology tend to have better financial sustainability due to a more comprehensive and holistic approach to financial management.

Second, an audit and accountability-based financial management typology that emphasizes aspects of legal compliance, transparency, efficiency, fraud prevention and ensuring institutional sustainability (Dahlan et al., 2024). This typology views financial audits as strategic instruments in ensuring sound financial management practices. These findings indicate that Islamic educational institutions that implement regular audits tend to have better governance and higher public trust, which in turn has a positive impact on the quality of education provided.

Third, a financial management typology based on governance and professionalism which focuses on compliance with professional standards such as Fit and Proper Criteria (FAPC) for financial managers (Akbar et al., 2023). These findings highlight the importance of competence and professionalism in the financial management of Islamic educational institutions. However, research shows that there is a gap in the availability of competent human resources in the field of Islamic finance, which poses a significant challenge in implementing this typology.

Fourth, the typology of financial management is based on management functions which include planning, organizing, implementing and monitoring finances (Apriyanti et al., 2024). This approach shows that several Islamic educational institutions, such as Islamic boarding



schools, have attempted to adopt modern management practices in managing their finances even though they still face operational challenges, such as dependence on donations and late payment of fees.

Fifth, a typology of financial management based on the integration of sharia values in the education system which emphasizes the development of sharia financial literacy as an integral part of the education curriculum (Hermansyah et al., 2023; Jinan et al., 2024). This typology not only focuses on aspects of institutional financial management, but also on forming awareness and understanding of sharia financial principles among students.

Interpretation of these results reveals that although there are variations in financial management typologies in Islamic educational institutions, all of these typologies have the same goal of achieving financial sustainability while maintaining compliance with sharia principles. These findings strengthen the argument that financial management in Islamic educational institutions is not only oriented to material aspects (profit), but also to spiritual and social aspects which are in line with maqashid sharia.

Contextualization in Sharia Economic Studies

The typology of financial management strategies based on pure sharia principles identified in this research is in line with previous studies by Qodir (2024) which emphasize the importance of sharia principles in the operations of Islamic educational institutions (Qodir, 2024). However, recent research adds a new dimension by identifying specific challenges in implementing these principles, such as capital, product development, and infrastructure (Izaty et al., 2024). These findings enrich our understanding of the complexity of implementing sharia principles in the context of financial management of educational institutions.

The audit and accountability-based financial management typology revealed in this research expands the findings of Baehaqi et al., (2021) which focuses on aspects of financial accountability in Islamic boarding schools (Baehaqi et al., 2021). Dahlan et al. (2024) made a significant contribution by identifying five dimensions of audit contribution to educational institutions and revealed a positive correlation between financial audits and improving the quality of education (Dahlan et al., 2024). These findings strengthen the argument that good audit practices not only have an impact on financial aspects but also on the overall quality of education.

Based typology *governance* And *professionalism* what was revealed in the results of the literature review provides a new perspective compared to research by Rahman and Iswandi (2023) which focuses more on aspects of Sharia financial regulations (Iswandi, 2023). Akbar et al. (2023) provide a more comprehensive picture by analyzing the professional qualifications of Islamic financial managers and gaps in the provision of Islamic financial education (Akbar et al., 2023). These findings demonstrate the importance of developing institutional capacity in providing Islamic finance education and training to address competency gaps.

The case study by Apriyanti and Billah (2024) regarding the implementation of financial management in Islamic boarding schools expands previous research by Juhaidi (2023) which focused more on funding strategies (Juhaidi et al., 2023). Apriyanti and Billah provide a more detailed analysis of the internal and external factors that influence financial management, as well as highlighting specific challenges such as budget deficits. These findings provide a more nuanced understanding of the operational realities of financial management in Islamic educational institutions.



The typology based on the integration of sharia values in the education system identified in this research complements Rohmatillah's (2023) study on the development of a sharia economics curriculum (Rohmatillah, 2023). Hermansyah et al. (2023) and Jinan et al. (2024) provide a new contribution by analyzing the implementation of sharia financial literacy in the context of basic education and strategies for integrating sharia financial principles in education management. These findings emphasize the importance of a holistic approach in developing sharia financial literacy starting from an early age.

Compared to previous research which tends to focus on specific aspects of sharia financial management, this research has succeeded in identifying a more comprehensive and integrated strategy typology. These findings provide a conceptual framework that can be used as a reference in developing financial management models that suit the specific characteristics and needs of Islamic educational institutions. In contrast to the findings of Arifin et al., (2024) which suggest a standard approach in sharia financial management (Arifin et al., 2024), the diversity of strategy typologies identified shows the need for a more contextual and adaptive approach. Each Islamic educational institution has unique characteristics that require financial management strategies that suit their specific circumstances, while maintaining compliance with fundamental sharia principles.

Overall, this research makes a significant contribution to the sharia economics literature by presenting a comprehensive and contextual typology of financial management strategies for Islamic educational institutions. These findings not only enrich theoretical understanding of sharia financial management but also provide practical implications for the development of financial management policies and practices in Islamic educational institutions.

4. CONCLUSION

Based on the systematic literature review that has been carried out, it can be concluded that there are five typologies of financial management strategies in Islamic educational institutions, namely: based on pure sharia principles, based on audit and accountability, based on governance and professionalism, based on management functions, and based on the integration of sharia values in the education system. Although each typology exhibits different characteristics, they all aim to achieve financial sustainability while maintaining compliance with sharia principles. However, this research has limitations in the number of articles analyzed (only 6 articles) and the limited geographic scope of the study which mostly focuses on Indonesia and Pakistan. Nevertheless, this research has made a significant contribution in mapping a typology of sharia-based financial management strategies for Islamic educational institutions which can become a conceptual framework for developing a more adaptive and contextual financial management model in accordance with the specific characteristics and needs of Islamic educational institutions, thereby combining aspects of financial sustainability with sharia compliance which is a major challenge in the global economic era.

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