



## Providing a Jihadi Management Model to Align the Goals of Iranian Schools in the Digital Age

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### Abstract

**Purpose:** The present study aimed to provide a jihadi management model to align the goals of Iranian Schools in the Digital Age, which was inevitable during the corona pandemic.

**Method:** The grounded theory method has been used due to the lack of a codified model of jihadi management. The statistical population was experts and professors in the field of education and the system of education. The snowball technique was used to sample the population. A total of 11 education experts were interviewed. In the data research, the researcher performed data analysis including open coding, axial

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coding, and selective coding simultaneously with the data collection stage which was performed using a semi-structured interview. Reliability, data originality, relevance, and reliability were used to assess validity and reliability.

**Findings:** The findings showed that 15 main and pivotal categories led to the design of the jihadi management model of education. Categories based on causal, contextual, intervention and consequences include jihad-centered culture, jihadist structure, jihadist growth-oriented, jihadist-centered education, jihadist meritocracy, spiritual values, society supporting jihadism, revolutionary and pragmatic culture, the adaptation of jihad-centered Administrative system, rule of law based on jihad, job coordination with jihad, family and cultural education, teaching jihad principles, monitoring, and evaluation, and developing a jihad-centered structure.

**Conclusion:** Therefore, for proper jihadi management in schools, various factors are involved that provide the basis for management. Also, the need for this type of jihadi management and training is felt more in our country.

**Keywords:** Jihadi management, schools, digital age, online teaching.

## 1. Introduction

The process of complex transformation in the knowledge society, which was based on the continuous development of information and communication technology, is directly related to the emergence of a new technology model (Kesim, 2018). This social structure, which experiences drastic transformation processes, is based on knowledge and information and is defined as the knowledge community (Karakose et al, 2021). Thus, it is clear that education and teaching methods are influenced by technological developments (Klein, 2020). Management models and styles in different countries are designed and developed following their national, cultural, social, economic,

political, and human resource conditions (Canturk et al, 2017). The widespread development of information and communication technology in recent years has forced educational institutions to undergo digital transformation to keep pace with today's technology age (Sahin, 2020). It is not possible to use a management model completely from a particular culture and country, in an imitative way in another culture and country. Managing organizations is a complex and difficult task and requires a full understanding of dynamic relationships in the internal and external environment with which the organization interacts regularly. Given that jihadi management, despite practical work, is in poverty in the theoretical field, so by conducting this research and explaining the external influencing factors, we can adhere to the advancement of jihadi management goals (Hoseinzade, 2021).

The increasing development of information technology and the use of these technologies has led to the beginning of a new era in the life of human societies, which is called the digital age. Moving in this era requires the necessary arrangements and facilities, the most important of which is the proper bedrock of management. The first step in this regard is to address the issue of how to properly use organizational capital and technology and communication innovations in the school curriculum. Meanwhile, jihadi management based on the cultural infrastructure of the Islamic country and taking advantage of digital development can close the digital divide in Islamic countries.

Jihadi management, using the tools of science and technology and in the same direction with the divine will and based on the divine plan, manages affairs (Hosseinpour and Sadeghi, 2018). According to experts, jihadi management is like scientific management, which is based on formulas and rules in management knowledge. The difference between this type of management, which has an additional combination of "jihadi or Islamic", with absolute management is that it is based on the Islamic value system (Naderifar et al., 2019). Jihadi management is an example of management in which the organizational culture is formed to achieve the goals of the

organization and the goals of the organization are in line with environmental needs and values (Naderifer, 2020). Since the construction of jihadi management theory is based on religious principles and values as well as data obtained from the experiences of experts, it cannot be attributed to any of the management schools. Certainly, the use of the term "jihadi management" has a different meaning from the sum of meanings and definitions of the two terms "management" and "jihad" and this research has been done to fill this research gap (Qaraei and Poursadegh, 2020). Jihadi management is the process of using all individual talents and religious backgrounds and organizational characteristics of a jihadi manager to achieve a specific goal (Almasi et al., 2019).

The digital divide means inequality in the distribution, access, and use of digital technologies between developed countries and the Third World (Attaran et al, 2012). With the increasing development of digital age technologies, the digital divide in Islamic countries has increased.

In the field of school education and technological innovation, the digital divide can be defined in terms of the shortcomings associated with the use of technology to improve the quantity and quality of education. A gap that can be explored in the dimensions of technology-based access and output in schools. Cultural and Islamic contexts play an important role in the use of technology by students in schools. Comparisons of performance in technology-based and technology-free modes are well known, as defined in the digital divide in schools. Comprehensive management based on jihadi management can guide schools towards Islamic goals and the digital age by eliminating distinctions and differences at the same time.

Comprehensive management that considers the cultural, political, social, geographical, religious, and national backgrounds of countries and includes its scientific aspects and is compatible with national and Islamic culture in terms of local and religious (Naderifar, 2020). It is necessary to achieve the lofty and fundamental goals of the Islamic Revolution of Iran. On the other hand, protecting and preventing the

occurrence of crimes, maintaining and developing order and security, and promoting the moral and social security of society are among the inherent duties of the NAJA.

Educational activities have become entrenched in almost all environments and almost every situation so traditional blackboards have been replaced by interactive whiteboards in most schools (Sterrett et al, 2020). Emerging changes today include revised job definitions, changing daily life patterns, and a desire for economic value. Together they show the early results of this digital transformation (Yusof et al, 2019). Due to the importance of the position of jihadi management in the field of education, no specialized study has been done in the field of its aspects and infrastructures and the central factors and indicators in Iranian society based on the current indigenous culture have not been addressed. Also in the field of jihadi management, a special type of attitude and mentality is considered that the lack of its dimensions in education and lack of attention to it will cause society to distance itself from religious principles, which necessitates research on jihadi management from the researcher's point of view. It is important to note that despite various studies in other societies, in the current society and culture with a special educational system, different planning is necessary for the implementation of jihadi management, and cultural and social differences and differences in jihadi issues and indicators are the basis of differences, and reveals a new study in the direction of indigenous culture.

One of the most important changes in the field of education in the information age is the creation of a learner-centered education system along with a teacher-centered education system and its complement. The emergence of e-learning as a subset of distance education has paved the way for the widespread use of learning-based learning and other changes in educational practices (Mihai & Graba, 2019).

It can be said that one of the most important achievements of information technology development is the change in the field of education. Virtual classrooms, virtual schools, smart schools and e-

learning are among the reliable capacities and capabilities for the development of new technologies in education. The document of fundamental change in education also emphasizes the need to use information and communication technology to change the quality of teaching-learning methods and thus improve the effectiveness of the educational system (Arkhi, 2018). As a result, Iran, which is moving towards a knowledge-based economy and uses all its efforts to increase human capital, has no choice but to improve the quality of education at various levels, especially education. Therefore, the implementation of jihadi management is essential for keeping schools in line with developed countries in the digital age. According to the above and the importance of online and digital training in schools especially in the era of the Corona pandemic, the main question in this study is what will be the model of jihadi management for schools in the field of education and the educational system in Iranian society?

## **2. Literature review**

Nurul et al. (2015), in their research, found that over the past two decades, the use of e-learning technologies has increased to such an extent that it has forced traditional academic practices to change. This study focuses on the views of academics, their interaction in the e-learning environment, and the extent of increasing scientific workload with online applications. Thi Lip (2015), in his research, believes that the term e-learning is synonymous with information and communication technology in the field of education. It is also referred to as computer-assisted teaching, online learning, or computer-based learning; But e-learning involves a wide range of strategies and technologies, including the use of CD-ROMs, live video conferencing, TV presentations, live correspondence, forums, and e-learning. Uthman (2016) believes that the easiest parts of the software are ease of access to course materials, easy file management methods, real-time access to training materials, and quick feedback in online exams. Madani and Miri (2020) in a study entitled "Developing a model of

jihadi management in border management: a combined study" concluded that the important dimensions for experts in terms of importance include knowledge, acquisition, organization, mission, and context; Thus, the knowledge dimension is in the first rank and the context dimension is in the fifth rank. Finally, the most important index (according to experts) in the mission dimension belongs to the index of consultative structures, the acquisition dimension belongs to the index of jihadi leaders, the organizational dimension belongs to the index of teamwork and the contextual dimension belongs to the index of conscience. Musazadeh, Keshavarz, and Moghaddam (2019) in a study entitled "Application of components of jihadi management in educational organizations" concluded that the components of jihadi management in the form of 11 categories of jihadi construction, flexibility, provincial relationship, central struggle, Participation, task orientation, meritocracy, progressive thinking, spirituality, growth, and anti-arrogance were classified into different sub-categories. Malekolkalami (2021), considering the involvement of teachers and students in virtual education during the Corona epidemic, examined the situation of virtual teaching from the teachers' point of view, and counted the need for changes in national curricula and technological readiness to implement online education courses as important issues in Iran.

Sefipour, Salimi et al. (2020) in a study entitled "Presenting a model of jihadi management in the Islamic Azad University" showed that participation, satisfaction, the institutionalization of moral values , and giving importance to the treasury are influential factors in jihadi management and effective factors of Jihadi management include self-confidence, transformation, hard work and speed of action in objects. Also, the components of jihadi management in the university include management for God, provincial management, flexibility, structure, and proper organization. Naderifar et al. (2020) in a study entitled Designing a Jihadi Management Model. Based on the results, the jihadi management model includes 76 indicators that are classified into four sub-components of the roles, tasks, skills, and abilities of the

manager from two aspects (behavioral and cultural). Behavioral dimension indicators emphasize the type of manager's behavior. On the other hand, cultural dimension indicators are of cultural, value, and spiritual importance. Musazadeh et al. (2018) in a study entitled components of jihadi management in educational organizations. The results show that the components of jihadi management identified in the research, in the form of 11 categories of jihadi structure, flexibility, relationship Province, effort orientation, participation, self-government, meritocracy, progressive thinking, spiritualism, growth orientation, and anti-arrogance are classified into different sub-categories. The results of this research can be used in various systems such as the educational system. It is also suggested that the components of jihadi management be studied from the perspective of educational system development documents.

#### Jihad management in revolutionary schools

Based on the developments of the digital age, schools also had revolutionary changes in the teaching of students. Smart schools are one of the important achievements in the development of information technology in educational programs, the effects and results of which were to be reflected not only in the educational environment but also to be a new development with real experiences of students' living environment. The importance of new and multimedia education in education has become obvious and proven, but in our country either such projects are not implemented or it is not done with scientific methods and it is devoid of scientific content and it can be said that only runs symbolically. To develop a country, its education structure must first be optimal; Therefore, the condition for Iran's complete success in using smart services is to have an educational system equipped with the latest technologies. How can one expect the digital transformation to bring about a fundamental change in the country until the country's education system understands digital transformation? Therefore, based on the components of jihadi management, which indicates rapid action based on the needs of the digital age, it is possible to increase the convergence of Iranian

schools with the developments of the digital age. Since new social developments have created changes in various dimensions of society, including in various fields of information and communication technologies, it has automatically created new needs, so to meet these new needs of society, changes and changes in management methods. Schools and efforts to improve the quality of school management are essential. Jihadi management crystallizes national and global developments in schools. Optimizing and better understanding the needs of schools, the role of orbital digitalization, education and culture, and creating the necessary infrastructure to increase the ability of schools, will be the results of jihadist management in schools.

### **3. Methodology**

The present study was conducted to design a model of jihadi management in schools. This research has been done exploratory and qualitative and is based on the grounded theory of the foundation. The snowball technique was used for sampling in this study. A total of 14 education experts were interviewed. In the data research of the present foundation, the researcher performed data analysis including open coding, axial coding, and selective coding simultaneously with the data collection stage which was performed using a semi-structured interview. Validity and validity in the present study, with emphasis on reliability, data authenticity, relevance, and reliability.

### **4. Findings**

#### *4.1. Demographic characteristics*

In this study, first, according to semi-structured interviews, open coding was performed from the raw data to determine the totality of issues related to jihadi management. Then, in the next step, specific and basic concepts were extracted through the initial codes to facilitate the axial coding. In axial coding, jihadi management was considered the axis of the exploration process, and other related codes were

identified. These codes or categories are causal conditions (causes of the main phenomenon), interaction strategies and context (specific contextual conditions affecting strategies), intervening conditions (general contextual conditions in strategies), and consequences (results of using strategies) (Strauss and Corbin, 1998).

Table 1: Sample demographic information

| Gender | Age | Eduvation   | Work experience (years) | Field of Study                          |
|--------|-----|-------------|-------------------------|---|
| Female | 45  | PhD student | 19                      | Education Management                    |
| Man    | 49  | Masters     | 29                      | Educational Psychology                  |
| Female | 41  | P.H.D       | 30                      | Education Management                    |
| Female | 44  | Masters     | 21                      | Training and human resource development |
| Man    | 42  | Masters     | 24                      | Consulting                              |
| Female | 51  | Masters     | 22                      | Education Management                    |
| Female | 38  | Masters     | 11                      | General Psychology                      |
| Man    | 46  | P.H.D       | 26                      | Education Management                    |
| Man    | 49  | Masters     | 22                      | Psychology                              |
| Man    | 52  | P.H.D       | 26                      | Psychology                              |
| Female | 44  | P.H.D       | 21                      | Education Management                    |
| Man    | 46  | P.H.D       | 26                      | Education Management                    |
| Female | 45  | P.H.D       | 19                      | Education Management                    |

The interviews were entered into ATLAS TI software and coded. Based on the initial concepts, 460 codes were extracted. According to the extracted codes, the supercodes in ATLAS TI software.

*4.2. what will be the model of jihadi management for schools in the field of education and the educational system in Iranian society?*

Therefore, the answer to the research question is specified in Table and Figure 2.

Table 2: Code classification

| Initial code   | Categories                                | Axial code    |
|--|---|---------------|
| Creativity and innovation in schools                                       | Teamwork and creative spirit in education | Jihad-centric |
| Reproduction of jihadist organization and lack of borders and restrictions |   |               |
| Upgrade with the criterion of ability and talent                           |   |               |
| Creating grounds for self-improvement                                      |   |               |
| Jihadi training and education  |   |               |
| Intellectual and jihadi development in schools                             |   |               |
| Increase livelihood, academic level and awareness of teachers and parents  |   |               |
| Strengthen the sense of oppression   | Strengthen spirituality and faith         |               |
| A sense of humanity and benevolence  |   |               |
| Jihadi spirit  |   |               |
| Spiritual values in line with jihad  |   |               |
| Lessons and training of self-sacrifice                                     |   |               |
| Righteousness and justice  |   |               |
| Orbital province   |   |               |
| Idealism and purposefulness  |   |               |
| Observance of divine piety among students                                  |   |               |
| Preservation of human dignity in society                                   |   |               |

| Initial code  | Categories  | Axial code                                       |
|---|---|--|
| Divine satisfaction in management and education                 |   |  |
| Efficient resource management                                   | Conscience and work responsibility in jihadi management | Job coordination and striving and islamic spirit |
| School focus  |   |  |
| The effect of structure on transcendent goals                   |   |  |
| Maturity and competence of managers in the educational system   |   |  |
| Leaving aside efficient managers                                |   |  |
| Build trust and confidence in employees                         |   |  |
| Promoting faith and responsibility among students               |   |  |
| Assigning responsibility to jihadist employees                  |   |  |
| Strengthening the spirit of self-sacrifice in human resources   |   |  |
| People-friendly and self- devotion spirit                       |   |  |
| Coordinating the morale of human factors with jihadi management |   |  |
| Strengthen the spirit of tolerance                              |   |  |
| Social and life skills training                                 |   |  |
| The perpetuation of faith and jihadist mentality                |   |  |

| Initial code  | Categories  | Axial code                    |
|---|---|-------------------------------|
| Religion is central to education  | Central insight among educational administrators            | The culture of jihad-oriented |
| Selection of moral and striver teachers and administrators                          |   |                               |
| Contemplation combined with thinking in time  |   |                               |
| Training pragmatic and purposeful managers  |   |                               |
| Spiritual and intellectual spirit in the administrative system                      |   |                               |
| Centrality spirituality in jihadi management of education                           |   |                               |
| Defining organizational perspectives based on the revolutionary jihadist approach   |   |                               |
| Active staff company  | Effective communication within and outside the organization | Islamic culture and society   |
| Decreasing the spirit of cooperation, empathy, brotherhood and intimacy             |   |                               |
| Communication and cooperation between units   |   |                               |
| New information and communication tools   |   |                               |
| Participation and cooperation in jihadi education                                   |   |                               |
| Creating a close connection between the work environment and the family environment |   |                               |

| Initial code   | Categories                                 | Axial code  |
|--|--|---|
| Formation of specialized working groups and committees with the aim of achieving the fields of jihadi management |  |   |
| Forming the work of capable groups   |  |   |
| Participatory management in the jihadist structure   |  |   |
| Emphasis on increasing human relations between middle managers and executives                                    |  |   |
| Attention to synergy in the organization   |  |   |
| The orbital task in performing educational activities  | Commitment and accountability in education | Coordination of culture and jihad-based education |
| Orbital ethics in the management and education process   |  |   |
| Differences and educational distance in schools  |  |   |
| Unify schools in terms of goals  |  |   |
| Elimination of class gap in the staff and line areas of education  |  |   |
| Proper allocation of resources and facilities  | Cultural context                           |   |
| Expanding and intensifying the culture of administrative control and supervision in education ministry           |  |   |

| Initial code  | Categories  | Axial code                             |
|---|---|--|
| Cultural invasions and the impact on education  |   |  |
| Changing attitudes and the axis of jihadi cultural values   |   |  |
| Coordination at all organizational levels   |   |  |
| Linking the spirit of jihadism and personal life  |   |  |
| The social, economic, and cultural status of educational human resources                                  |   |  |
| Prioritize social, religious, and cultural values   |   |  |
| Leadership spirit in the political, cultural, and other arenas  | Intellectual and cultural foundations governing jihadi management | Jihadi growth                          |
| Lack of accurate knowledge of managers of environmental opportunities and threats about jihadi management |   |  |
| Adaptation of jihad-centric to the administrative system  |   |  |
| Reducing the morale of risk-taking and courage at both staff and line levels                              |   |  |
| Emphasis on excellence and spirituality of managers and employees   |   |  |
| Influence of material ideas   |   |  |
| A comprehensive and intellectual system in jihadi management  | Value and jihadi resources  | Rule of law being the context of jihad |
| Content of jihad-oriented textbooks   |   |  |
| Explain the principles and rules of jihadi management in education  |   |  |
| Preference for public and national interests over individual interests                                    |   |  |
| Use human resources with features of high self-confidence, professionalism, and commitment                |   |  |
| Advertising toward luxury and non-spiritual life  |   |  |
| The passivity of office managers to deal with environmental developments and needs                        | Barriers to jihadi culture  |  |
| Employees are not ready to accept the necessary changes and adapt to the new situation                    |   |  |
| Withdrawal of school and value human resources from the education organization                            |   |  |
| Confrontation of action and speech about  |   |  |

| Initial code   | Categories                                | Axial code         |
|--|---|--------------------|
| jihadi values  |   |                    |
| Flattery materialism and lack of responsibility  |   |                    |
| Possibility of confrontation and stance of educational institutions and organizations  |   |                    |
| The likelihood of incompetent managers becoming inefficient  |   |                    |
| Progress based on scientific approaches  |   |                    |
| Facilitate teaching and learning   |   |                    |
| Adapting the content of textbooks to the realities and approaches of today's society   |   |                    |
| Monitoring and evaluation of jihadism  |   |                    |
| Reforming the educational system based on jihadism   |   |                    |
| Forming a working group to study and prepare the ground for the fundamental transformation of the administrative system with a jihadist approach | Scientific jihad in teaching and learning | Jihadi meritocracy |
| Applying the mechanisms of evaluation of central jihad   |   |                    |

According to the axial coding, the code classification was extracted based on the Strauss and Corbin model of the foundation data. 4 categories of causal conditions, two categories of intervening conditions, two categories of contextual conditions, 3 categories of strategy and finally one outcome were identified. Figure 2 shows the data model of the research foundation.

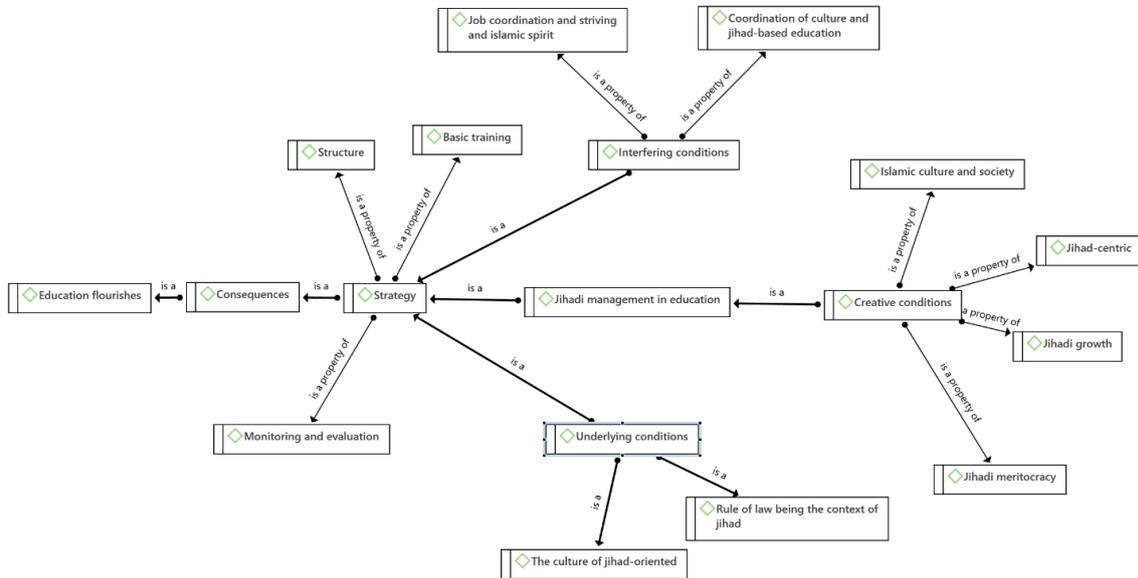


Figure 2: Convergence model of schools in the digital age based on the components of jihadi management

### 5. Conclusion

The purpose of this study is to provide a model of jihadi management to align the goals of revolutionary schools and the digital age. The education system has historically been slow to adopt new technologies. Although the space for educational technology is very large, it is difficult to find cost elasticity, especially in public schools (Cahyadi, 2020). To understand the digital divide, it must be noted that information technologies are widely developed in developed countries. But in Iran, it is progressing at a slow pace. Providing education and learning opportunities based on electronic tools requires a cultural context in the shadow of jihadi management. In many Islamic countries, imported technology has a wide range. But what is more important is the proper use of digital tools in processes tailored to them.

However, sometimes the emergence of a technology attracts everyone's attention, and virtual reality is one such technology. Virtual reality is rapidly becoming a vital part of how we teach and learn (Panshin et al, 2021). There is a large list of specific virtual reality programs in the educational space and the potential for using augmented reality and augmented reality technologies is high. This technology has attracted the attention of thought leaders in the education system, and a lot of creativity and energy has been devoted to the use of virtual reality technology in classrooms. Of course, the classroom is not the only place where people learn. During the outbreak of Corona virus, the importance and special place of digital tools and virtual education for all managers was identified (Telli & Altun, 2020). With the outbreak of coronary heart disease, there were many changes in the way education was taught, with laptops and smartphones replacing books and homes replacing the school as a place to teach (Börnert-Ringleb et al, 2021).

Capable manpower and the production of valuable and standard electronic content are other infrastructural factors of this type of training (Fernandez et al, 2020). The Corona crisis can also be an opportunity to identify weaknesses, deficiencies and shortcomings in infrastructure in this area and show the imbalance in the distribution of infrastructure needed in the Internet and existing media, especially in remote and deprived areas and identify these shortcomings. And strive to eliminate them (Habibi et al, 2020). And this has emerged as growth and excellence in this field and the positive aspect of the situation, and it is the starting point for the continuation and improvement of the quality of virtual education in the future. Therefore, jihadi management is an effective way to reduce the problems of education in the digital age. In the present study, by reviewing the theoretical and experimental foundations and examining the issue of jihadi management in the field of education, the components of jihadi management were identified from different aspects.

Based on the findings of this study, in the field of jihadi management, 15 main and pivotal categories were identified, which led to the design of the jihadi management model of education. Today, education is the foundation of the development and infrastructure of the country and at the tip of the cultural and economic arrow of society. In fact, the light of development is lit by education, and all the countries that have entered the industrial and post-industrial stages today, have been by strengthening and upgrading the education system of their country. The most important foundation of jihadi management is the structure in management and organization, which refers to the conditions in which employees have the necessary competence and skills and are the cause of unity. Also in such a structure, friendly and intimate relations are a prominent feature in jihadi management. In the approach of jihadi management and in line with the field of education, it is necessary to have flexibility in goals, programs and methods within the framework of principles, and also by observing consensus and participation in educational planning, to the conditions and position of coaches and trainers. Pay attention and importance. Therefore, monitoring environmental changes and keeping pace with digital developments is one of the main principles of jihadi management. Organizations in order to create improvement and transformation and increase the spirit and culture and jihadi management in their organizations are forced to pay more attention to the followers and the context, structure and text of the organization. In fact, organizations should encourage their employees to work hard and participate as much as possible in affairs and decisions, as well as pay more attention to the context and text of the organization and explain the goals and missions that have a divine and spiritual color and smell. And creating a kind of culture based on trust among employees, to create a jihadist spirit in the organization and to be able to implement a management that has a great success in revolutionary institutions. In fact, jihadi culture refers to examples of religion-centeredness, self-sacrifice, value-orientation, self-belief, and dynamism. In the educational system, it is necessary to identify the challenges and

correct and intelligent management, and to determine and formulate the management, executive, human and structural mechanisms of the jihadi management approach. The basis of jihadi management is in line with the principles of educational behaviors and practices and tries to promote morals and principles of spiritual behavior in educational settings and prevent mental and human deviations. In this regard, by eliminating the digital divide, based on digital management, the costs of face-to-face classes can be greatly reduced (water, electricity and other costs). Finally, if this type of education is combined with face-to-face education, increasing educational productivity may be the most important consequence of virtual education. Compared to traditional education, attention can be paid. Creating a culture of proper use of technology, anticipating the requirements and needs of virtual education, removing restrictions and improving the production of creative and happy educational software, planning and policy-making with emphasis on emergencies, all of jihadi management strategies in the digital age to improve school quality. Finally, it is suggested that the strategies and strategies identified in the present study be carefully considered by educational administrators and with the cooperation and coordination of all educational stakeholders including parents, students, teachers, administrators and schools and offices (needs and requirements of digital transformation and virtual education). And promote virtual education to be considered as an effective complement to traditional education in the future, as well as to pave the way for the growth, development of capabilities and better education of students. Study of virtual education in Iran and developed and leading countries in the field of education.

It is suggested that in order to improve the situation of schools and achieve the model of jihadi management, experienced and educated principals and experts in the field of educational management and curriculum planning be used. It also localized digital technology and developments in schools to reach the level of competition in the digital age, following the example of developed countries. To

establish jihadi management, he established a link between the ICT unit and the Ministry of Education.

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