

Bridging Collaborative Practices with Digital Transformation: Mapping Trends in Madrasah Leadership

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Abstract:

Digital transformation has intensified the need for educational leadership models that integrate technological adaptation with collaborative organizational practices. This study aims to map research trends in collaborative practices, digital transformation, and madrasah leadership, and to identify conceptual gaps and future research directions. A scoping review design was employed using literature retrieved from the Scopus and Web of Science databases. Peer-reviewed journal articles published between 2015 and 2025 were selected through systematic screening and analyzed through evidence mapping, data charting, and thematic synthesis. The findings indicate a substantial increase in publications on collaborative leadership and digital transformation; however, studies specifically addressing madrasah leadership remain limited. The review also reveals that collaborative practices and digital transformation are frequently examined separately, creating a gap in understanding their integration within Islamic educational institutions. This study contributes a conceptual framework that bridges collaborative practices and digital transformation to support adaptive madrasah leadership and sustainable institutional development. Future studies should empirically validate the proposed framework in diverse madrasah contexts.

Keywords: *Collaborative Practices, Digital Transformation, Madrasah Leadership, Adaptive Leadership*

Abstrak:

Transformasi digital telah meningkatkan kebutuhan akan model kepemimpinan pendidikan yang mampu mengintegrasikan adaptasi teknologi dengan praktik kolaboratif dalam organisasi. Penelitian ini bertujuan memetakan tren penelitian mengenai collaborative practices, digital transformation, dan madrasah leadership sekaligus mengidentifikasi kesenjangan konseptual serta arah penelitian masa depan. Penelitian menggunakan desain scoping review dengan sumber literatur yang diperoleh dari basis data Scopus dan Web of Science. Artikel jurnal bereputasi yang diterbitkan pada periode 2015–2025 dipilih melalui proses penyaringan sistematis dan dianalisis menggunakan evidence mapping, data charting, serta sintesis tematik. Hasil penelitian menunjukkan adanya peningkatan publikasi terkait kepemimpinan kolaboratif dan transformasi digital, namun kajian yang secara khusus membahas kepemimpinan madrasah masih terbatas. Temuan juga mengungkap bahwa collaborative practices dan digital transformation umumnya dikaji secara terpisah sehingga menyisakan kesenjangan dalam memahami integrasinya pada lembaga pendidikan Islam. Penelitian ini menghasilkan kerangka konseptual yang menghubungkan kedua konsep tersebut untuk mendukung

kepemimpinan madrasah yang adaptif dan pembangunan kelembagaan yang berkelanjutan. Penelitian selanjutnya disarankan menguji kerangka yang diusulkan melalui studi empiris pada berbagai konteks madrasah.

Kata Kunci: *Praktik Kolaboratif, Transformasi Digital, Kepemimpinan Madrasah, Kepemimpinan Adaptif*

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INTRODUCTION

Digital transformation has become a major force shaping educational institutions worldwide, including madrasahs. The integration of digital technologies influences communication, administration, learning processes, and decision-making systems (Brown et al., 2022; Prabha et al., 2023; Werthner et al., 2023). As educational environments become increasingly complex, leadership is expected to guide institutions through continuous technological change. Collaborative practices involving principals, teachers, staff, parents, and stakeholders are essential for ensuring successful adaptation. Research has shown that technology alone cannot guarantee institutional improvement without effective leadership and cooperation (Cordero et al., 2023; Masi et al., 2023). Therefore, understanding the relationship between collaborative practices and digital transformation in madrasah leadership is important for enhancing educational quality, organizational sustainability, and responsiveness to contemporary societal demands.

Despite increasing digitalization in education, many madrasahs still struggle to implement digital transformation effectively. Technological initiatives are often introduced without adequate coordination among stakeholders, resulting in fragmented implementation (Marshall et al., 2022; Nhung et al., 2025). Challenges include limited digital literacy, unequal access to technology, insufficient infrastructure, and resistance to organizational change. In addition, leadership practices in some institutions remain hierarchical, reducing opportunities for collaboration and innovation. Consequently, digital programs may fail to achieve their intended outcomes and provide limited benefits for institutional development (Tantowi et al., 2025; Yaqin et al., 2023). These conditions highlight the need to examine how collaborative leadership can support digital transformation and strengthen organizational effectiveness in madrasah environments.

Several scholars have explored leadership, collaboration, and digital transformation in educational settings. Ruhl et al. (2023) and Habibulloh et al. (2025) emphasized adaptive leadership as a driver of organizational improvement. Chandra et al. (2024) and Shah et al. (2023) found that distributed leadership enhances stakeholder participation and innovation. Fullan (2021) argued that educational transformation depends on collaborative cultures that encourage shared learning. Arif et al. (2025), Houten (2023), and Siregar et al. (2025) highlighted collaborative professionalism as a key factor in improving institutional performance. However, these studies mainly focused on general

schools rather than madrasahs. Furthermore, collaborative practices and digital transformation are often examined separately, resulting in a limited understanding of their interconnected development in madrasah leadership research.

Current studies indicate growing scholarly attention toward collaborative leadership and digital transformation (Caena, 2021; Farrell et al., 2024). Nevertheless, comprehensive investigations combining these themes within madrasah leadership remain limited. The novelty of this research lies in its bibliometric approach, which systematically maps publication trends, influential authors, collaborative networks, and emerging themes. Unlike conventional empirical studies that focus on specific cases, bibliometric analysis provides a broader understanding of knowledge development across the field (Gopalan et al., 2024; Taysum et al., 2023). Such mapping is important because it identifies research patterns, intellectual structures, and future opportunities. Consequently, this study contributes to strengthening the theoretical and practical foundations of leadership research in Islamic educational institutions.

Given existing gaps, important questions arise about the development of research on collaborative practices and digital transformation in madrasah leadership. How has the literature evolved? Which authors, institutions, and countries have contributed most significantly to this field? What themes dominate current discussions, and which topics remain underexplored? Answering these questions is essential because a fragmented understanding of the literature may hinder theoretical advancement and practical application. A systematic mapping of research trends is therefore needed to provide a comprehensive overview of the field and to support future investigations into leadership and digital innovation in madrasahs.

This study argues that successful digital transformation in madrasahs depends not only on technological resources but also on collaborative leadership practices. Leaders who encourage participation, shared decision-making, and collective responsibility are more likely to achieve sustainable organizational change. The originality of this research lies in integrating collaborative practices and digital transformation within a single bibliometric analysis of madrasah leadership studies. By identifying dominant themes, intellectual connections, and emerging research directions, the study provides a comprehensive picture of the field's development. The findings are expected to inform future research, leadership strategies, and policy development in Islamic education.

RESEARCH METHODS

This study employed a scoping review design to map, categorize, and synthesize the existing body of knowledge on collaborative practices, digital transformation, and madrasah leadership (Wright et al., 2023). A scoping review was considered appropriate because the study's purpose was not to assess the effectiveness of a particular intervention but rather to examine the breadth of the literature, clarify key concepts, identify research trends, and reveal gaps in current

scholarship. The review process followed contemporary methodological guidance for scoping reviews, emphasizing evidence mapping, data charting, and narrative synthesis of heterogeneous studies.

The literature search was conducted using the Scopus and Web of Science databases. Search terms included combinations of "collaborative leadership," "collaborative practices," "digital transformation," "digital leadership," "madrasah leadership," "Islamic school leadership," and "Madrasah Aliyah." The search was limited to peer-reviewed journal articles published in English between 2015 and 2025 to ensure relevance and academic quality. The selection process involved title and abstract screening, followed by full-text assessment according to predefined inclusion and exclusion criteria. Only studies explicitly discussing leadership practices, collaboration, digital transformation, or their intersection within Islamic or secondary education contexts were included.

As a literature-based review, this study did not involve a single physical research site. Instead, the scope of the investigation was defined by the body of scholarly publications on collaborative practices, digital transformation, and leadership in madrasah settings. This focus was chosen because contemporary madrasahs increasingly face demands for organizational collaboration and technological adaptation, while the relevant literature remains dispersed across different disciplinary and geographical contexts.

The data consisted of published academic sources that met the review criteria (Bryanov et al., 2021). These sources included journal articles and other relevant scholarly publications discussing educational leadership, collaborative governance, organizational change, digital innovation, and Islamic education. In scoping review research, published studies serve as the primary data source, and data collection aims to extract descriptive and analytical information that supports evidence mapping and gap identification.

Data from the selected studies were charted using an analytical matrix containing information on authors, publication year, country, research context, methodology, key findings, and theoretical implications. The extracted information was analyzed thematically to identify dominant research themes, methodological trends, geographical distribution, and emerging issues related to collaborative practices and digital transformation in madrasah leadership. The findings were subsequently synthesized narratively to generate a comprehensive conceptual map of the field and to formulate recommendations for future research and leadership development in madrasahs. This procedure aligns with contemporary scoping review standards, which emphasize iterative data charting and interpretive synthesis as essential components of evidence mapping.

RESULTS AND DISCUSSION

Results

The findings of this review reveal important developments in the literature concerning collaborative practices, digital transformation, and madrasah leadership. The analysis identifies dominant themes, emerging research trends,

and existing conceptual gaps within the field. In addition, the findings provide a foundation for understanding how collaborative approaches and digital innovation can be integrated to support adaptive leadership and sustainable development in madrasah contexts. These results are further discussed in relation to existing theories and previous studies.

Trends of Collaborative Practices in Madrasah Leadership

Collaborative practices have become an increasingly important topic in educational leadership research over the last decade. The literature demonstrates a growing recognition that school improvement is more effective when leadership responsibilities are shared among various stakeholders rather than concentrated solely in formal leadership positions. This trend reflects broader changes in educational governance, where participation, collective responsibility, and stakeholder engagement are viewed as essential components of sustainable institutional development. As educational environments become more complex, collaborative approaches are increasingly considered necessary for addressing organizational challenges and supporting continuous improvement.

A significant proportion of the reviewed studies emphasize the role of shared decision-making in strengthening organizational effectiveness. Researchers consistently report that involving teachers, staff, and other stakeholders in decision-making processes increases commitment, trust, and institutional ownership. Professional learning communities also emerge as a recurring theme, highlighting the importance of collective learning and knowledge sharing in promoting educational innovation. Through collaborative structures, educational institutions are better positioned to respond to changing internal and external demands.

Another important finding concerns stakeholder engagement beyond the school environment. Several studies highlight the growing involvement of parents, community organizations, and external partners in educational governance. Such collaboration strengthens relationships between institutions and their surrounding communities while providing additional resources and perspectives that support organizational development. This trend reflects a shift from school-centered leadership models toward broader networks of cooperation and shared responsibility.

Despite the growing body of research, studies specifically examining collaborative practices in madrasah leadership remain limited. Most existing studies are conducted in public school settings and may not fully reflect the organizational culture, governance structures, and religious values that characterize madrasahs. Consequently, there remains a need for more context-specific research that explores how collaborative practices operate within Islamic educational institutions and how they contribute to leadership effectiveness and organizational sustainability.

Trends of Digital Transformation in Educational Leadership

The literature reveals a substantial increase in scholarly attention to digital transformation in educational leadership. Advances in technology, coupled with the growing importance of digital communication and information systems, have encouraged educational institutions to adopt new approaches to management and service delivery. Digital transformation is increasingly understood not merely as technology adoption but as a comprehensive process involving organizational change, innovation, and strategic adaptation. Educational leaders play a critical role in guiding these transformation processes and ensuring that technological developments contribute to institutional goals.

One of the dominant themes in the literature is the integration of technology across teaching, learning, and administrative processes. Researchers frequently discuss how digital platforms, learning management systems, and communication technologies improve operational efficiency and educational accessibility. School leaders are increasingly expected to create supportive environments that encourage the effective use of digital tools while addressing challenges related to infrastructure, training, and resource allocation. Successful digital transformation, therefore, depends not only on technological availability but also on leadership capacity.

The reviewed studies also emphasize digital governance and organizational innovation. Educational leaders are expected to develop strategic visions that align technological initiatives with institutional objectives. Data-driven decision-making, digital communication systems, and innovation-oriented organizational cultures are frequently identified as key components of successful transformation efforts. These findings suggest that leadership has evolved beyond traditional administrative functions to encompass responsibilities in technological planning and innovation management.

Although research on digital transformation continues to expand, studies focusing specifically on madrasah contexts remain relatively scarce. Much of the literature originates from public schools, universities, and educational systems in developed countries. As a result, limited attention has been given to understanding how digital transformation is experienced within Islamic educational institutions. This gap underscores the need for further research on how madrasahs can effectively integrate technological innovation while maintaining their educational missions, religious values, and institutional identities.

Bridging Collaborative Practices and Digital Transformation in Madrasah Leadership

The review indicates that collaborative practices and digital transformation are often discussed as separate areas of educational leadership research. Studies on collaboration primarily focus on participation, collective decision-making, and professional cooperation, whereas digital transformation studies emphasize technology adoption, innovation, and organizational modernization. While both

perspectives contribute to school improvement, only a limited number of studies explicitly examine their interrelationship. This separation creates a conceptual gap in understanding how collaboration can facilitate successful digital transformation processes.

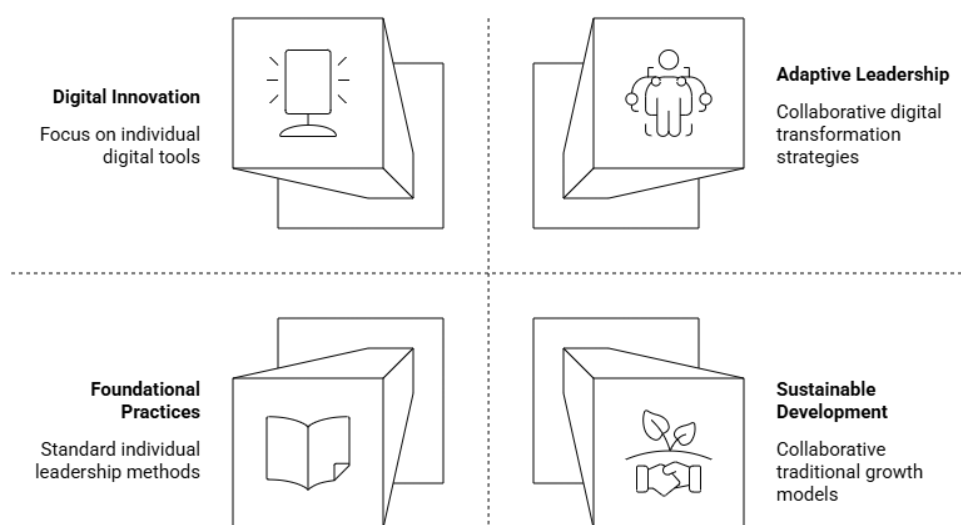


Figure 1. Conceptual Framework for Bridging Collaborative Practices and Digital Transformation in Madrasah Leadership

The findings suggest that collaborative practices provide the social and organizational foundation necessary for digital transformation. Effective implementation of technological innovations often requires cooperation among teachers, administrators, students, and external stakeholders. Shared responsibility encourages greater acceptance of change, while collaborative problem-solving helps institutions address the challenges of technology adoption. In this sense, collaboration functions as a mechanism that supports organizational readiness for transformation and strengthens institutional capacity to manage change effectively.

Within madrasah contexts, integrating collaborative practices and digital transformation is particularly important. Madrasahs face unique challenges related to balancing technological innovation with religious values, community expectations, and educational objectives. Leadership approaches that encourage stakeholder participation may facilitate smoother transformation processes by ensuring that technological initiatives align with institutional identities and cultural contexts. However, the literature provides limited evidence regarding how such integration occurs in practice, highlighting a significant area for future investigation.

A further gap identified in the review concerns the limited attention given to Islamic values within discussions of digital transformation. Most studies focus on managerial efficiency, technological capability, and organizational performance, while overlooking the ethical and religious dimensions that influence leadership in madrasahs. This finding suggests the need for a more comprehensive framework that connects collaborative practices, digital

transformation, and value-based leadership. Such a framework could support the development of adaptive madrasah leadership capable of responding to technological change while preserving the distinctive mission and identity of Islamic educational institutions.

Discussion

The findings demonstrate that collaborative practices have become a significant component of contemporary educational leadership, particularly in relation to stakeholder participation, shared decision-making, and professional collaboration. This result is consistent with the work of Hilhorst et al. (2022), who argued that distributed and collaborative forms of leadership encourage broader participation and improve organizational effectiveness. Similarly, Mincu et al. (2022) emphasized that collaborative professionalism strengthens institutional capacity through collective learning and shared responsibility. The present review confirms these arguments by showing that collaboration is increasingly recognized as an essential mechanism for sustainable school improvement. However, unlike much of the existing literature, which focuses primarily on public schools, this review highlights the limited attention given to collaborative practices within madrasah settings. This difference suggests that existing leadership theories may not yet fully capture the organizational and cultural characteristics of Islamic educational institutions.

The findings also indicate that digital transformation has evolved beyond the simple adoption of technological tools and is now understood as a broader process of organizational change and innovation. This observation supports the perspective of Cheng et al. (2024), who emphasized that educational transformation requires systemic change rather than isolated technological interventions. Likewise, Day et al. (2023) noted that educational leaders must develop adaptive capacities to respond effectively to rapidly changing environments. The reviewed studies consistently show that technology integration, digital governance, and data-driven decision-making are becoming central responsibilities of educational leaders (Latuapo, 2023; Marcellus et al., 2021). Nevertheless, the review identifies an important divergence from the broader literature because studies examining digital transformation in madrasah contexts remain scarce.

A major contribution of this study lies in identifying the conceptual relationship between collaborative practices and digital transformation. While previous studies frequently investigate these topics separately, the findings suggest that successful digital transformation depends significantly on collaborative structures within educational organizations (Eldjoudi, 2024; Shalman et al., 2022). This conclusion aligns with contemporary leadership theories that view organizational change as a collective rather than an individual process. Collaborative practices facilitate communication, increase stakeholder commitment, and reduce resistance to innovation, thereby creating favorable conditions for technological transformation (Hadi et al., 2024; Hubbart, 2023). This integrative perspective represents a meaningful theoretical contribution by connecting two previously fragmented areas of research.

Another important finding concerns the limited attention to Islamic values in discussions of educational digital transformation. Most studies reviewed emphasize managerial efficiency, innovation capacity, and technological performance while paying relatively little attention to ethical, cultural, and religious dimensions. This observation differs from the realities of madrasah leadership, where educational goals are closely connected to character formation and religious identity. Consequently, the review suggests that existing leadership models require adaptation to the context of Islamic educational institutions. From a theoretical perspective, this finding contributes to the development of value-based leadership frameworks that integrate organizational effectiveness with institutional identity. Such an approach offers a more comprehensive understanding of leadership within religious educational settings undergoing technological change.

The practical implications of this study are relevant for policymakers, educational leaders, and researchers. For practitioners, the findings indicate that digital transformation initiatives should be accompanied by collaborative governance mechanisms that actively involve teachers, staff, students, parents, and community stakeholders. For policymakers, the review highlights the importance of leadership development programs that combine digital competencies with collaborative and value-based leadership skills. For researchers, the identified gaps provide opportunities for future studies examining the implementation of integrated leadership models in madrasahs across different contexts. Overall, this study contributes to the literature by proposing a conceptual framework that bridges collaborative practices and digital transformation, offering a foundation for the development of adaptive madrasah leadership capable of supporting sustainable institutional development in an increasingly digital era.

CONCLUSION

This study highlights that collaborative practices and digital transformation have emerged as two increasingly significant themes in educational leadership research; however, their integration within madrasah leadership remains relatively underexplored. The most important finding is that successful digital transformation in madrasahs depends not only on technological readiness but also on collaborative structures that promote shared decision-making, stakeholder engagement, and collective responsibility. The study contributes to the literature by synthesizing fragmented research and proposing a conceptual framework that bridges collaborative practices with digital transformation to support adaptive madrasah leadership and sustainable institutional development. Nevertheless, this review is limited by its reliance on published literature and the relatively small number of studies focusing specifically on madrasah contexts. Future research should empirically validate the proposed framework, examine diverse madrasah settings, and explore the integration of Islamic values within digitally transformed leadership models.

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