ISLAMIC VALUES-BASED LEADERSHIP AS THE KEY TO EDUCATIONAL MANAGEMENT TRANSFORMATION

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Abstract:

This research examines the role of leadership based on Islamic values in transforming educational management, especially in Islamic educational institutions. Using a qualitative approach with a case study method, this research collected data through in-depth interviews, direct observation, and document study at Mts Ulil Albab. The research results show that applying Islamic values such as justice, trust, and deliberation in leadership significantly contributes to positive changes in educational management, including improving teacher and student performance. These findings also reveal that collaboration based on Islamic principles can create a more productive and ethical learning environment. The implication of this research is the importance of integrating Islamic values in policies and managerial practices in Islamic schools to achieve a more sustainable and meaningful transformation in education.

Keywords : *Islamic Leadership, Educational Management, Educational Transformation*

INTRODUCTION

Leadership based on Islamic values is increasingly relevant in the modern context, especially in the education system which aims to produce a generation of character (Anggadwita et al., 2021; Arar et al., 2022; Ezzani et al., 2023). Global phenomena such as moral decline and weak ethical leadership are major challenges in the world of education. In the context of Islamic education, Islamic values such as justice, trust and deliberation have great potential to transform educational management to be more effective and based on strong moral values.(Abdul-Jabbar & Makki, 2024; Alazmi, 2023; Suryani & Muslim, 2024). Transformational leadership theory supports this idea by emphasizing the importance of values and vision in building successful organizations. This approach requires adaptation to relevant local values, such as Islamic values, to create a deeper impact(Begum et al., 2021). The importance of this research lies in its contribution in bridging modern leadership theory with Islamic principles, as well as responding to social and academic needs in the context of educational management(Arar et al., 2022; Samier & Hammad, 2021).

A phenomenon of concern at Madrasah Tsanawiah Ulil Albab is the weak integration between Islamic values and management practices in several Islamic educational institutions. Observations show that although many educational leaders recognize the importance of Islamic values, actual implementation at the managerial level is often inconsistent. This problem has an impact on the low effectiveness of management and the performance of teachers and students. One

of the causes is the lack of training regarding the application of Islamic values in leadership(Islam et al., 2024; Zaim et al., 2024). This phenomenon shows an urgent need to understand how Islamic values can be applied systematically in educational management, so as to create a meaningful and transformation-oriented learning environment.

This research shows that Islamic values can create a school culture that supports sustainable learning. This study highlights the importance of a clear vision in Islamic leadership to build a culture of quality. Other research by (Torlak et al., 2022) emphasized that the principle of deliberation in Islamic leadership increases the involvement of teachers and staff in decision making. In addition, research by (Whang, 2021) emphasizes that the values of justice and integrity in leadership increase student motivation and performance. However, these studies have not explicitly linked the application of Islamic values to the comprehensive transformation of the education management system, thus opening up opportunities for this research to complement previous studies.(Baptiste et al., 2022; Chanifah et al., 2021; Fernandez-Vidal et al., 2022).

Although previous research has revealed the benefits of Islamic values in various aspects of leadership, most of them are still limited to the application of these values in general. There are not many studies that specifically explore how Islamic values can be the key to transforming educational management. This gap is important to fill because systemic transformation in the world of education requires a leadership model that is not only value-based, but also capable of providing a strategic impact on all aspects of educational management.(Beddewela et al., 2021; Norqvist & Ärlestig, 2021).

The novelty of this research lies in its approach which integrates transformational leadership theory with Islamic values to create a transformative educational management model. This research not only explains the application of Islamic values, but also comprehensively evaluates their impact on changes in organizational structure and culture in educational institutions. It is hoped that the model proposed in this research can become a reference in developing innovative and applicable Islamic value-based management practices.

This research aims to explore the role of Islamic values in the transformation of educational management, with a focus on how these values influence organizational structure, work culture and educational outcomes. Through this approach, it is hoped that this research can provide new insights that are not only academically relevant but also have a practical impact on Islamic educational institutions. This research aims to fill the existing gap while making a real contribution to the development of Islamic values-based educational management theory and practice.

RESEARCH METHODS

This research uses a qualitative method with a case study approach, which was chosen because of its relevance and strength in exploring phenomena in depth in a particular context (Priya, 2021). This approach allows a richer exploration of the application of Islamic values in leadership and its impact on the transformation of educational management. Case studies were chosen over

quantitative methods because the focus of this research is understanding processes and experiences, not just measuring relationships or influences between variables (Brennen, 2021). The research was conducted at Mts Ulil Albab, an Islamic educational institution in Brumbungan Lor, which is known for implementing Islamic values in its management system. This location was chosen based on recommendations from Islamic education experts and initial observations that showed consistent application of Islamic values in school management. Respondents consisted of 8 people, including the principal, 4 teachers and 4 administrative staff. The selection of respondents was carried out purposively, taking into account their strategic position in the management decision making process.

Data was collected through in-depth interviews, direct observation, and document study (Deterding & Waters, 2021). Interviews were conducted with 8 respondents who were directly involved in the implementation of Islamic values, using a semi-structured interview guide to maintain flexibility in data exploration. Observations were carried out for three months in the school environment, recording management practices, interactions between staff, and the implementation of Islamic values in daily activities. Document studies include analysis of school policies, performance reports, and activity documents to support data obtained through interviews and observations. A triangulation approach was used to increase data validity.

Respondent Code	Role/Position	Short Description
R1	Headmaster	The main leader responsible for policy.
R2	Senior Teacher 1	Teacher with more than 15 years of experience.
R3	Senior Teacher 2	Religion teacher with influence in the community.
R4	Junior Teacher 1	New teacher with an innovative approach.
R5	Junior Teacher 2	Young teachers who support the implementation of Islamic values.
R6	Student 3	Mts Ulil Albab students

The data analysis technique uses an interactive analysis model from Miles and Huberman which involves three main stages: data reduction, data presentation, and drawing conclusions/verification. (McDonald, 2022) In the data reduction stage, all data is obtained from interviews, observations, and documents summarized, selected, and focused on themes relevant to the research. The data presentation stage is carried out by arranging the data in the form of descriptive narratives and visualizations such as tables and diagrams to clarify the patterns found. The final stage is drawing conclusions, where the data that has been organized is interpreted in depth to answer the research questions. This process is carried out iteratively to ensure that the data interpretation truly reflects the existing phenomenon (Cheung & Tai, 2023; Lim, 2024).

RESULTS AND DISCUSSION
Application of Islamic Values in Educational Leadership

The application of Islamic values in educational leadership is the main basis for creating a just, moral and mutually supportive environment. During the research, it was found that leaders who adopted Islamic values were able to create an atmosphere that prioritized justice, compassion, and trust, which was reflected in policies, relationships between staff, and interactions with students. The Principal at Madrasah Tsanawiah Ulil Albab stated:

"I always emphasize to teachers and staff to respect each other and carry out their mandate with full responsibility. In managerial decisions, I try to prioritize deliberation and adhere to the principles of justice, as taught in the Koran." (Interview with Principal, 15 November 2024).

The interview above states that the principal makes Islamic values, such as mutual respect, responsibility, deliberation and justice, the core of the leadership he implements. These values are considered capable of creating harmony in work relationships and ensuring fair and inclusive decision making. . The principal explained that a deliberative approach is the basis for every managerial decision, while the principle of justice based on the teachings of the Koran is a guideline for maintaining balance in responsibilities and work relationships. Leadership based on Islamic values not only builds a harmonious work environment, but also ensures that every decision and action is in line with moral and spiritual principles, which are the key to the transformation of educational management.

Based on the interview above, the school principal prioritizes Islamic values, such as respect, responsibility, deliberation and justice, as the basis of his leadership. The application of these values aims to create a work environment that is harmonious, productive and in line with religious teachings. The principal emphasized the importance of respect between individuals as the foundation of work relationships, responsibility in carrying out mandates as a form of integrity, and deliberation to ensure managerial decisions are carried out collectively and fairly. The principle of justice is taken directly from the teachings of the Koran, and is the main guideline in every decision-making process. These values not only provide moral direction for educational management, but also become a transformation tool that builds a work culture based on Islamic spirituality and ethics. On the other hand, a teacher also believes:

"Leadership based on Islamic values inspires me to maintain more integrity in teaching. When values such as patience, trust and compassion are implemented, I feel I have a greater role in educating students wholeheartedly." (Interview with Teacher, November 16, 2024).

From this quote, it can be seen that leaders who instill Islamic values in leadership not only have an impact on policies and decisions, but also inspire teachers to improve the quality of their teaching. This shows that leadership based on Islamic values is able to form a positive and meaningful work culture

among educators. In observations, it can be seen that in schools that implement leadership based on Islamic values, every educational activity, whether in staff meetings or teaching and learning activities, always prioritizes deliberation and respect for other people's opinions. This creates an open and collaborative work atmosphere.

The Role of Leadership in Educational Management Transformation

Leadership based on Islamic values has a significant impact on the transformation of educational management. Leaders who are able to integrate religious values in education management play a role in improving the education system through policies that support quality improvement and sustainability. As expressed by the Principal of Mts Ulil Albab:

"We strive to not only manage administration, but also build education that reflects Islamic values. This is not easy, but with a patient and deliberative approach, we see significant changes in management and educational outcomes." (Interview with Principal, 15 November 2024).

The interview above states that the application of Islamic values is the main focus in developing educational management. This approach is taken to create an education system that is not only oriented towards administration, but also reflects spiritual and moral values. The principal stated that although this process was not easy, the application of deliberation and patience had brought about significant changes in both school management and educational outcomes. By using Islamic values as guidelines, educational management experiences a transformation that not only increases operational effectiveness, but also strengthens spiritual identity within the school environment.

Based on the interview above, education management is directed to reflect Islamic values, not just limited to administrative management. This approach aims to create a more holistic education system, which integrates spiritual values in all aspects of management and learning outcomes. The principal explained that despite facing various challenges, the consistent application of the principles of patience and deliberation had brought about significant changes. This change can be seen in improvements to management processes and educational outcomes that better reflect Islamic values. Through an Islamic values-based approach supported by patience and deliberation, the transformation of education management not only improves the administrative system, but also strengthens the quality of education as a whole. One teacher also added:

"In the managerial process, we are always invited to participate in formulating the policies that will be implemented. Leadership based on Islamic values ensures that we are involved in every step of change." (Interview with Teacher, November 16, 2024).

The interviews above show that an inclusive leadership approach based on Islamic values encourages closer collaboration between all parties involved in education. By involving all elements in the decision-making process, leaders create a sense of collective ownership and responsibility for the changes being

made. Observations show that the changes that occur in schools with leadership based on Islamic values are not only limited to policies, but are also seen in increasing work morale, togetherness, and improving the overall quality of education.

Improving Teacher and Student Performance

The application of leadership based on Islamic values has been proven to have a positive impact on teacher and student performance. In interviews, several teachers expressed how Islamic values had motivated them to work harder and be more disciplined:

"I feel more responsible and better at teaching when I see my principal leading with Islamic values. For example, he always reminds us to teach with compassion and fairness to all students." (Interview with Teacher, November 16, 2024).

The interview above states that leadership based on Islamic values increases the sense of responsibility and quality of teaching of teachers. Islamic values such as compassion and justice applied by leaders are an inspiration for teachers in carrying out their educational duties. In an interview, a teacher stated that a principal who leads with Islamic values provides reminders to teach with compassion and fairness to students, which encourages him to be more responsible and improve the quality of his teaching. The application of Islamic values in leadership not only has an impact on school management, but also provides direct motivation to teachers to create a better learning environment.

Based on the interview above, leadership based on Islamic values motivates teachers to carry out their duties more responsibly and prioritize compassion and justice in teaching. This approach creates a supportive work environment, where teachers feel inspired by the principal's example that is consistent with Islamic principles. a teacher stated that the principal's leadership which emphasized values such as compassion and justice made him feel more responsible and give his best in teaching students fairly. Teachers also noted that regular reminders from the principal regarding the importance of teaching with Islamic values strengthened their commitment to the educational process. Leadership that integrates Islamic values not only improves the school management system but also motivates teachers to improve the quality of teaching, thereby having a positive impact on the entire educational process. One student also spoke about changes in their learning attitudes and motivation:

"Dengan pemimpin yang mengajarkan kami nilai-nilai Islami, saya merasa lebih termotivasi untuk belajar dan berbuat baik kepada teman-teman. Kepemimpinan yang penuh kasih dan keadilan membuat saya lebih percaya diri dalam mengembangkan diri." (Wawancara dengan Siswa, 16 November 2024).

From this quote, it can be seen that Islamic values-based leadership does not only focus on academic aspects, but also on the development of student character. Self-confidence and motivation to learn increases as positive values are implemented in daily school life. Observations also show that in classes led by teachers who understand Islamic values, there is more harmonious interaction

between students, with stronger attitudes of mutual respect and collaboration. The teaching and learning process becomes more conducive, where students feel encouraged to participate actively and are not afraid of making mistakes.
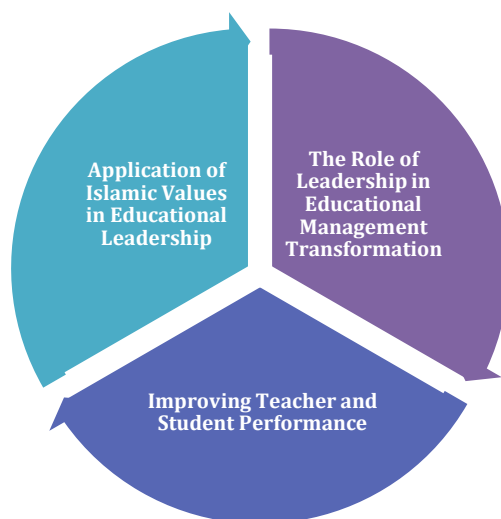

Figure 1. Research Findings Data

DISCUSSION

The findings of this research indicate that the application of Islamic leadership values plays an important role in the transformation of educational management, especially in Islamic schools or madrasas (Mahsusi et al., 2024; Warisno & Hidayah, 2022). These findings are in line with research on transformational leadership in education, which emphasizes the importance of vision articulation, collaboration, and values-based leadership in improving school performance. (Daniel et al., 2024) This research highlights how leadership that integrates Islamic values contributes to culture quality in educational institutions, with a focus on continuous improvement and involvement of all stakeholders. The transformational leadership approach of madrasah leaders, as seen in this research, reflects this, where the leaders' commitment to quality management has a positive impact on staff performance and student learning outcomes.

In addition, findings regarding the effectiveness of consultation as part of the leadership behavior demonstrated at Madrasah Tsanawiah Ulil Albab are in line with findings from (Kirazli, 2024), which shows that Islamic values such as humility and deliberation (shura) are proven to encourage a collaborative leadership style. This collaborative approach, their study found, empowers educators and creates a conducive learning environment that supports academic and moral growth. Likewise, transformational leadership behavior, such as clear vision communication and stakeholder involvement, is the main factor that drives Madrasah Tsanawiah Ulil Albab to achieve superior performance status (Haldorai et al., 2022).

This research also contributes to the broader discourse on leadership in education by showing that the application of Islamic leadership values not only

transforms the administrative aspects of education but also builds a sense of togetherness and shared responsibility among stakeholders. This is consistent with research conducted by (Leithwood, 2021), which suggests that educational leaders who prioritize values such as fairness, integrity, and respect, create an atmosphere that supports sustainable organizational success. These elements of Islamic leadership provide valuable insight into how educational institutions can improve their performance through ethics and values-based management (Rahim et al., 2023).

The following is a table that can be used to support the research findings above. This table summarizes the relationship between the application of Islamic values in educational leadership, transformation of educational management, and improved teacher and student performance.

Research Aspect	Evidence of Findings	Interview Quotes
Application of Islamic Values in Leadership	Islamic value-based leadership emphasizes the principles of justice, trust and deliberation which are implemented in education policies.	"I always emphasize to teachers and staff to respect each other and carry out their mandate with full responsibility. In managerial decisions, I try to prioritize deliberation and adhere to the principles of justice, as taught in the Koran." (Principal)
The Role of Leadership in Educational Management Transformation	Leadership based on Islamic values plays a role in improving the education system through policies that support improving the quality and sustainability of education.	"We strive to not only manage administration, but also build education that reflects Islamic values. This is not easy, but with a patient and deliberative approach, we see significant changes in management and educational outcomes." (Principal)
Improving Teacher and Student Performance	Islamic values inspire teachers to teach with compassion and justice, and increase student motivation and performance in learning.	"I feel more responsible and better at teaching when I see my principal leading with Islamic values. When values such as patience, trust and compassion are implemented, I feel like I have a greater role in educating students wholeheartedly." (Master)
		"With a leader who teaches us Islamic values, I feel more motivated to learn and do good to my friends. Leadership that is full of love and justice makes me more confident in developing myself." (Student)

The table above presents the relationship between Islamic values applied in educational leadership and their impact on educational management and teacher and student performance. Each interview excerpt provides direct evidence that strengthens research findings and shows the application of Islamic values in real contexts in the field. This table also organizes information in a more structured way, facilitating understanding of how Islamic values guide changes in leadership practices and educational outcomes.

CONCLUSION

This research succeeded in showing that leadership based on Islamic values has a significant impact on the transformation of educational management. The application of principles such as justice, trust and deliberation in leadership has been proven to increase the involvement of all stakeholders, including teachers, staff and students. These findings enrich our understanding of how Islamic values not only function as a moral foundation but also as an effective driver of change in the management of educational institutions. By involving all parties in a collaborative process, the application of these values encourages improved performance and creates a more productive and ethical educational atmosphere. The main lesson that can be taken is that leadership based on Islamic values not only contributes to improving the quality of education, but also forms stronger character in future generations.

This research makes an important contribution in enriching the literature on leadership in education, especially in the context of Islamic educational institutions. By combining transformational leadership theory and Islamic values, this research proposes a more holistic approach to educational management. The main contribution of this research is the introduction of how Islamic values can directly change thought patterns and behavior in educational management, creating synergy between theory and practice. However, this research has limitations in terms of scope, which only covers one location of Islamic education, as well as a limited number of respondents. Therefore, further research is needed to explore the application of the same principles in various other educational contexts and involve more diverse samples to obtain a more comprehensive picture and can be used as the basis for more effective policies.

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