



TRANSFORMATIONAL LEADERSHIP IN ISLAMIC EDUCATION MANAGEMENT IN THE DIGITAL AGE: CHALLENGES AND IMPLEMENTATION STRATEGIES

Muhammad Fazis¹, Jamilus², Ferdino Wedi Sanjaya³

^{1,2,3} UIN Mahmud Yunus Batusangkar, West Sumatera, Indonesia

m.fazis@uinmybatusangkar.ac.id¹, jamilus@uinmybatusangkar.ac.id²,

ferdinowedisanjaya@uinmybatusangkar³

Abstract:

The rapid advancement of digital technology has significantly transformed the management of educational institutions, including those in Islamic education, creating the need for leadership capable of managing organizational change while preserving Islamic values. This study aims to analyze the role of transformational leadership in Islamic education management in the digital era by identifying its major challenges, implementation strategies, and implications for sustainable educational governance. The study employed a qualitative descriptive approach using library research. Data were collected from books, peer-reviewed journal articles, and relevant policy documents related to transformational leadership, Islamic education management, and digital transformation, and were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that transformational leadership plays a strategic role in strengthening organizational vision, enhancing digital competencies, promoting innovation, fostering collaborative organizational cultures, and integrating Islamic values into educational governance. The analysis also identifies limited digital literacy, inadequate technological infrastructure, organizational resistance to change, and digital governance as the primary challenges affecting successful digital transformation. The study contributes to the development of Islamic education management by proposing a comprehensive conceptual framework that integrates transformational leadership, digital transformation, and Islamic values as a foundation for sustainable educational governance.

Keywords: *Transformational Leadership, Islamic Education Management, Digital Transformation, Islamic Values.*

INTRODUCTION

Digital transformation has become one of the most influential phenomena in the development of modern society. Advances in information and communication technology such as the internet, digital learning systems, the use of big data, and the development of artificial intelligence have brought fundamental changes to various sectors of life, including education. These changes have prompted educational institutions to adapt their management systems, learning processes, and organizational governance to keep pace with the dynamics of the times (Rahmi & Darajat, 2023). For Islamic educational institutions including madrasahs, pesantren, and Islamic religious universities digitalization not only opens opportunities to enhance the effectiveness of educational services, expand access to learning, and improve the quality of management, but also presents challenges in preserving Islamic values as the

primary foundation of educational delivery (Munir & Zumrotus, 2024).

These rapid changes demand leadership that possesses capabilities beyond merely performing administrative functions. Leaders of Islamic educational institutions are expected to be able to develop a strategic vision, inspire the entire institutional community, and build an organizational culture that is responsive to technological developments without compromising Islamic identity and character. From an educational management perspective, one leadership approach considered relevant to addressing these needs is transformational leadership. This leadership model focuses on a leader's ability to influence and motivate organizational members to work beyond their individual interests in order to achieve shared goals (Yuliati et al., 2024).

The characteristics of transformational leadership are manifested through four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four dimensions align with the principles of leadership in Islam, which emphasize setting a good example, moral guidance, the empowerment of human resources, and the development of each individual's potential. The leadership tradition of the kiai in Islamic boarding schools (pesantren) is a concrete example of the application of these values in the practice of Islamic education (Mustofa et al., 2024).

Nevertheless, the implementation of transformational leadership in Islamic educational institutions in the digital age has not yet been fully optimized. Various studies indicate that there are still a number of obstacles affecting the effectiveness of its implementation. Low levels of digital literacy among some educators and educational staff, limited information technology facilities, and the uneven distribution of digital infrastructure particularly in rural and remote areas are factors that hinder the organizational transformation process (Munir & Zumrotus, 2024).

Given these conditions, a study on transformational leadership in Islamic education management has become increasingly important. The discussion of this concept aims not only to understand the characteristics of leadership that align with the demands of the digital age but also to identify the various challenges that arise in its implementation and to formulate strategies that can be effectively applied in accordance with the characteristics of Islamic educational institutions.

RESEARCH METHODS

This study employs a qualitative method with a descriptive approach through library research. This approach was chosen because it aims to describe, analyze, and interpret various concepts, theories, and research findings related to transformational leadership in Islamic education management in the digital age. Library research allows the author to gain a comprehensive understanding of the phenomenon under study based on various relevant scientific sources (Abdurrahman, 2024).

The scope of this study focuses on the implementation of transformational leadership in Islamic education management in the digital age, emphasizing four main aspects, namely: (1) the nature of transformational leadership in Islamic education management, (2) the challenges of implementing transformational leadership in the digital age, (3) strategies for implementing transformational leadership in the face of digital transformation, and (4) the implications of transformational leadership for the management of Islamic educational institutions. These four aspects form the focus of the analysis to obtain a comprehensive picture of the role of transformational leadership in supporting the effectiveness of Islamic education management.

The operational definitions in this study encompass several key concepts. Transformational leadership is understood as a leadership style capable of inspiring, motivating, empowering, and driving positive change within an organization through the development of a shared vision, intellectual stimulation, individual attention, and the leader's exemplary behavior. Islamic educational management is defined as the process of planning, organizing, implementing, and supervising all educational resources based on Islamic values to achieve educational goals effectively and efficiently. Meanwhile, the digital age refers to the development of information and communication technology that influences management systems, learning processes, administrative services, and decision-making in educational institutions.

This study was not conducted at a specific location because it employed a literature review approach. Therefore, the study did not involve a population or a sample, as is typical in field research. The research data sources consisted of primary and secondary data sources. Primary data sources comprised national and international scholarly articles discussing transformational leadership, Islamic educational management, and digital transformation published between 2020 and 2026. Secondary data sources include academic books, conference proceedings, government policy documents, and other literature relevant to the research focus.

The primary instrument in this study is the researcher (human instrument), who is responsible for selecting, reviewing, interpreting, and synthesizing various pieces of information from the sources used. To assist in the data collection and management process, the researcher used a data recording sheet (literature review matrix) that included the source's identification, research objectives, research methods, research findings, and their relevance to the focus of the study.

Data collection was conducted through a literature review by searching various scientific articles, books, and documents obtained from scientific databases, such as Google Scholar, Garuda, DOAJ, Crossref, and relevant university journal portals. The literature used was selected based on topic relevance, source quality, year of publication, and its connection to the research focus.

Data analysis was conducted using a qualitative descriptive approach, following an interactive analysis model comprising three stages: data reduction, data presentation, and drawing conclusions. In the data reduction stage, the researcher selected and grouped information according to the research focus. The data presentation stage involved organizing the study results into a systematic description to facilitate the interpretation process. Next, conclusions were drawn through a synthesis of various findings from previous research to produce a comprehensive understanding of the challenges and implementation strategies for transformational leadership in Islamic education management in the digital age.

RESULTS AND DISCUSSION

The Nature of Transformational Leadership in Islamic Education Management

Transformational leadership is one of the modern leadership paradigms that positions the leader as the primary driver of organizational change. This concept was first introduced by James MacGregor Burns and later developed more comprehensively by Bernard M. Bass. According to Bass, transformational leadership is a leader's ability to raise awareness, change ways of thinking, and influence the values, attitudes, and behaviors of followers so that they are

motivated to achieve organizational goals with a level of commitment and performance that exceeds established targets. Thus, a leader's success is measured not only by their ability to perform administrative functions but also by their ability to inspire, empower, and create sustainable change within the organization (Nur et al., 2021).

The transformational leadership model is built on four interrelated main dimensions. First, idealized influence the leader's ability to serve as a role model through integrity, consistency, and commitment to organizational values, thereby earning the trust and respect of their followers. Second, inspirational motivation, which is a leader's ability to foster optimism, enthusiasm, and a shared vision that can motivate all members of the organization to work collectively toward achieving their goals. Third, intellectual stimulation, which refers to the encouragement provided by a leader so that every member of the organization is able to think critically, creatively, and innovatively, as well as remain open to change and problem-solving through new approaches. Fourth, individualized consideration, which refers to a leader's attention to the needs, potential, and development of each individual through mentoring, guidance, and the provision of opportunities to enhance their competencies. These four dimensions position leaders not merely as decision-makers but also as change agents capable of fostering an organizational culture that is adaptive, collaborative, and oriented toward continuous quality improvement (Mufidah & Syafi'aturrosyidah, 2021).

Table 1. Dimensions of Transformational Leadership in Islamic Education Management

Dimension	Leadership Characteristics	Digital Implementation	Contribution to Islamic Education
Idealized Influence	Ethical role model	Digital governance	Organizational trust
Inspirational Motivation	Shared vision	Digital transformation roadmap	Organizational commitment
Intellectual Stimulation	Innovation	Educational technology	Continuous improvement
Individualized Consideration	Coaching	Digital competency development	Teacher empowerment

Table 1 demonstrates that each dimension of transformational leadership contributes differently to digital transformation in Islamic educational institutions. Idealized influence primarily strengthens ethical governance, whereas intellectual stimulation promotes innovation and technology adoption.

From the perspective of Islamic educational management, transformational leadership is inseparable from the fundamental values of Islamic teachings, which view leadership as a trust for which one must be accountable—both to humanity and to Allah SWT. Leadership is not merely the process of directing subordinates to achieve organizational goals, but also the process of guiding, educating, and building the character of all members of an educational institution based on the principles of Sharia. Therefore, a leader in Islamic education is not only required to possess managerial competence but also moral integrity, strong spirituality, and the ability to serve as a role model in daily life. These values constitute the primary distinction between transformational leadership in Islamic educational organizations and organizations focused solely

on achieving institutional targets (Rustandi & Syafei, 2025).

Thus, the essence of transformational leadership in Islamic educational management can be understood as the integration of modern leadership theory with the principles of Islamic leadership. This leadership is not only focused on achieving organizational effectiveness but is also aimed at fostering a religious academic culture, improving the quality of human resources, promoting innovation grounded in Islamic ethics, and establishing professional, adaptive, and sustainable governance in educational institutions (Wahyuni & Maunah, 2021). Therefore, transformational leadership serves as a relevant strategic approach to strengthen the competitiveness of Islamic educational institutions while preserving their Islamic identity amid the dynamic developments of the digital age.

The Challenges of Transformational Leadership in the Digital Age

Digital transformation has presented various opportunities for Islamic educational institutions to improve the quality of educational services, the effectiveness of organizational management, and innovation in the learning process. However, the implementation of transformational leadership in the digital age is not without complex and multidimensional challenges. These challenges are not limited to technological aspects but also involve human resource readiness, organizational culture, institutional governance, and leaders' ability to maintain a balance between modernization and Islamic values. Therefore, the success of digital transformation is largely determined by leaders' capacity to manage change strategically, inclusively, and sustainably.

One of the main challenges is the low level of digital literacy among educators, educational staff, and some leaders of Islamic educational institutions. Digital literacy is no longer defined merely as the ability to operate technological devices but also encompasses the ability to access, evaluate, manage, utilize, and generate information in a critical, creative, safe, and responsible manner. In practice, many teachers and educational staff still face difficulties in integrating digital technology into the learning process and educational administration. These conditions have prevented various digital learning platforms, academic information systems, and school management applications from being utilized to their full potential. As a result, the process of organizational transformation is proceeding more slowly than the dynamic pace of technological development (Fitriani & Rukli, 2025).

Table 2. Major Challenges of Transformational Leadership			
Challenge	Root Cause	Impact	Strategic Response
Low Digital Literacy	Limited training	Slow technology adoption	Continuous professional development
Infrastructure Gap	Budget limitation	Unequal implementation	Government collaboration
Resistance to Change	Organizational culture	Delayed transformation	Participatory leadership
Cybersecurity Issues	Weak digital governance	Data risks	Digital policy

As shown in Table 2, digital literacy remains the most frequently identified challenge in the implementation of transformational leadership in Islamic educational institutions, followed by technological infrastructure, organizational

resistance to change, and cybersecurity issues. These findings indicate that the success of digital transformation depends not only on the availability of digital technologies but also on the readiness of human resources, institutional support, and effective organizational governance. Therefore, transformational leaders are expected to adopt comprehensive strategies that integrate technological advancement with organizational development and the preservation of Islamic values, enabling educational institutions to respond more effectively to the demands of the digital age.

In addition to human resource factors, limitations in technological infrastructure also pose a significant obstacle to achieving digital transformation in Islamic educational institutions. To date, there are still many madrasahs, pesantren, and Islamic schools located in frontier, outermost, and underdeveloped (3T) regions that face unstable internet access, a shortage of computer devices, limited communication networks, and inadequate support for information technology facilities. These disparities have prevented the equitable implementation of various educational digitization policies. On the one hand, educational institutions in urban areas find it relatively easier to develop technology-based learning and digital administrative systems, while those in remote areas are still struggling to meet basic infrastructure needs. These differing conditions have led to disparities in the quality of educational services, management effectiveness, and access to digital learning resources among Islamic educational institutions (Hariro et al., 2024).

The next challenge relates to the emergence of resistance to organizational change. Any transformation process will generally face resistance from some members of the organization, especially when the change is perceived as disrupting long-standing work habits. This resistance can manifest as a refusal to adopt new technologies, low participation in digitization programs, or skepticism regarding the effectiveness of innovations implemented by organizational leadership. The factors underlying this resistance are highly varied, ranging from concerns about losing one's role and authority, a lack of confidence in operating digital technologies, to uncertainty regarding the impact of change on workloads and performance evaluation systems. If this situation is not managed properly, the transformation process will only take place at the administrative level without bringing about genuine organizational cultural change (Ma'arif et al., 2026). Therefore, transformational leaders must be able to foster open communication, cultivate a sense of ownership regarding change, and involve all members of the organization in the decision-making process so that resistance can be minimized.

In addition to internal organizational challenges, leaders in Islamic education also face the challenge of maintaining a balance between the use of digital technology and the preservation of Islamic values. The digitization of education should not be understood as a process of replacing all conventional educational traditions, but rather as a means to enhance the effectiveness of learning and institutional governance. In the context of Islamic education, the primary focus remains on character building, strengthening religious character, instilling spiritual values, and developing the Islamic scholarly tradition that has been passed down from generation to generation (Rofiq & Sonia, 2026). Therefore, the use of technology must remain within the bounds of Islamic ethics so as not to shift the true purpose of education into merely achieving technical and academic goals.

Overall, these various challenges indicate that implementing transformational leadership in the digital age requires a comprehensive and sustainable approach. An Islamic educational leader must be able to integrate managerial competencies, the ability to lead change, mastery of digital

technology, and a commitment to Islamic values in every policy decision made. The success of transformational leadership is not measured solely by the level of technology adoption, but also by its ability to foster an organizational culture that is innovative, adaptive, and collaborative, while remaining grounded in the principles of Islamic education. Thus, digital transformation can serve as a strategic tool for improving the quality of Islamic education without compromising the identity, character, and values that form the cornerstone of Islamic educational institutions.

Strategies for Implementing Transformational Leadership in Islamic Education Management

The success of implementing transformational leadership in Islamic educational institutions in the digital age is determined not only by leaders' ability to understand modern leadership concepts, but also by their ability to translate those concepts into strategies that can be effectively implemented. Digital transformation is a continuous process of change that requires leadership that is visionary, adaptive, collaborative, and capable of integrating technological advancements with Islamic values. Therefore, the implementation of transformational leadership must be carried out through various mutually supportive strategies so that organizational change can take place effectively while preserving the identity of Islamic educational institutions.

Table 3. Implementation Strategies

Strategy	Leadership Role	Expected Outcome
Digital Vision	Visionary Leader	Shared commitment
HR Development	Coach	Higher competency
Innovation Culture	Change Agent	Organizational innovation
Strategic Partnership	Collaborator	Resource availability
Islamic Value Integration	Moral Leader	Sustainable transformation

As presented in Table 3, the implementation of transformational leadership in Islamic education management requires a set of integrated strategies that address both organizational and technological dimensions. The synthesis of the reviewed literature indicates that successful digital transformation is supported by the development of a shared digital vision, continuous improvement of human resource competencies, the establishment of an innovative organizational culture, strategic collaboration with various stakeholders, and the integration of Islamic values into leadership practices. These strategies are interconnected and collectively contribute to strengthening the capacity of Islamic educational institutions to adapt to digital transformation while maintaining their distinctive educational mission and Islamic identity.

The first strategy that needs to be implemented is to establish a clear, realistic vision for digital transformation that is focused on improving the quality of education. This vision must be formulated based on the institution's needs, technological developments, and the direction of national education policy, without neglecting the distinctive characteristics of Islamic education. Transformational leaders have a responsibility to consistently communicate this vision to teachers, school staff, students, parents, and other stakeholders so that everyone in the school community shares a common understanding and a shared goal regarding the ongoing process of change (Noor & Dartim, 2021).

The success of digital transformation is inextricably linked to the quality of the human resources implementing it. Therefore, the next strategy is to enhance the digital competencies of all members of educational institutions through ongoing professional development programs. Digital literacy encompasses not only the ability to use technological devices but also the ability to utilize technology productively, critically, creatively, ethically, and responsibly in both the learning process and organizational management (AlHammad et al., 2025). Training programs should adopt a need-based approach, tailored to the actual needs of teachers, educational staff, and institutional leaders (Hendawi & Qadhi, 2024).

Digital transformation is not only about the use of technology but also involves changes in organizational culture. Therefore, transformational leaders need to foster a work environment that encourages creativity, collaboration, open communication, and the courage to innovate. An adaptive organizational culture will enable institutions to respond effectively to policy changes, technological advancements, and the ever-evolving needs of society. Leaders need to provide space for teachers and educational staff to express ideas, share best practices, and participate in the decision-making process (Prabawa & Kuswinarno, 2024).

The limited infrastructure and resources available to some Islamic educational institutions necessitate collaboration with various stakeholders. Therefore, transformational leaders need to develop strategic partnerships with the government, universities, the business sector, industry, civil society organizations, philanthropic institutions, and the technology community. Such collaboration can take the form of providing internet access, donating technological devices, offering training to enhance digital competencies, developing technology-based curricula, and implementing community service programs that support digital transformation in Islamic educational institutions. For institutions located in areas with limited internet connectivity, strategies that can be implemented include utilizing offline learning technologies, using local servers, developing digital libraries that can be accessed without an internet connection, and providing learning materials stored on digital storage devices. These approaches ensure that the transformation process can continue despite infrastructure limitations.

The uniqueness of Islamic educational institutions lies in their focus not only on academic success but also on the character and moral development of students (Kurniadi, 2025). Therefore, the entire digital transformation process must be carried out within the framework of Islamic values so that technological advancement serves as a means to improve the quality of education, rather than an end in itself. Values such as trustworthiness, honesty (*ṣidq*), responsibility, professionalism (*itqan*), consultation (*syura*), justice (*'adl*), and the spirit of doing one's best (*ihsan*) must form the foundation of every policy and leadership practice.

Overall, the strategy for implementing transformational leadership in Islamic education management must be understood as an integrated effort encompassing the strengthening of leadership vision, the enhancement of human resource competencies, the development of an innovative organizational culture, the cultivation of strategic partnerships, the internalization of Islamic values, and continuous evaluation. The synergy of these various strategies will strengthen the capacity of Islamic educational institutions to navigate the dynamics of the digital age while preserving the identity, character, and educational objectives of Islam as the primary foundation for the delivery of education.

Implications of Transformational Leadership for Islamic Education Management

The implementation of transformational leadership in the management of Islamic educational institutions in the digital age has various strategic implications for improving the quality of educational management. Transformational leadership not only serves as an approach to guiding an organization toward its goals but also acts as an instrument for building a culture of change oriented toward innovation, collaboration, and continuous quality improvement. When leadership is exercised with a visionary approach and supported by the appropriate use of digital technology, Islamic educational institutions have a greater capacity to respond to environmental dynamics while maintaining their Islamic character and identity.

Table 4. Implications for Islamic Education Management

Management Aspect	Before Transformation	After Transformation
Administration	Manual	Digital
Decision Making	Experience-based	Data-driven
Communication	Conventional	Collaborative digital platform
Monitoring	Periodic	Real-time
Learning	Face-to-face	Blended Learning

As presented in Table 4, the implementation of transformational leadership has broad implications for the management of Islamic educational institutions, particularly in improving organizational governance, decision-making processes, communication, monitoring systems, and learning practices. The synthesis of previous studies indicates that the integration of transformational leadership with digital technology contributes to a shift from conventional management approaches toward more efficient, collaborative, and data-driven institutional management. These implications demonstrate that transformational leadership not only facilitates organizational adaptation to digital transformation but also strengthens the capacity of Islamic educational institutions to deliver sustainable and high-quality educational services while preserving their Islamic values.

One of the most tangible implications is the increased effectiveness and efficiency of educational institution governance. The use of educational management information systems enables various administrative processes ranging from program planning, academic data management, financial administration, human resource management, to performance evaluation to be carried out in a more integrated, rapid, and accurate manner. The digitization of governance also reinforces the principles of transparency, accountability, and effective service delivery to all stakeholders. With the availability of systematically documented data, institutional leaders can make evidence-based decisions, ensuring that every policy adopted is more targeted and responsive to the organization's needs (Mandalia, 2024).

In addition to improving the quality of governance, transformational leadership also contributes to the formation of a more adaptive and participatory organizational culture. Leaders who are able to inspire, empower, and foster open communication will encourage all members of the institution to actively engage in the organizational development process (Prabawa & Kuswinarno, 2024). Teachers, educational staff, and students are no longer merely policy implementers but also serve as partners in creating innovations and resolving various challenges faced by the institution. This environment supports the

realization of a learning organization an organization capable of continuously learning, adapting, and making sustained improvements through reflection, collaboration, and the use of knowledge as the basis for decision-making.

The implementation of transformational leadership also contributes to enhancing the competitiveness of Islamic educational institutions at the local, national, and global levels. The ability to adopt technology, foster a culture of innovation, improve service quality, and strengthen institutional governance makes Islamic educational institutions better prepared to compete with other educational institutions. This competitiveness is measured not only by academic achievement or the use of technology, but also by the institution's ability to preserve the distinctive characteristics of Islamic education, which emphasizes a balance between intellectual, spiritual, moral, and social development. Thus, digital transformation serves as a tool to strengthen competitive advantage without compromising the Islamic identity that forms the institution's core foundation.

In addition to having implications for institutional management practices, the findings of this study also have implications for the development of Islamic education policy. Development programs for madrasah principals, pesantren leaders, and administrators of Islamic educational institutions should be geared toward strengthening transformational leadership competencies, combined with proficiency in digital technology and an understanding of the ethics of technology use. Leadership education and training curricula should not only emphasize administrative aspects but also equip future leaders with the ability to manage change, foster a culture of innovation, utilize data in decision-making, and integrate Islamic values throughout the entire organizational transformation process. It is hoped that such policies will produce professional, adaptive Islamic education leaders with a long-term vision to navigate the developments of the digital age.

Conceptually, transformational leadership contributes to the development of Islamic educational management theory by demonstrating that the success of organizational transformation is determined not only by structural and technological aspects but also by the quality of leadership, organizational culture, and the internalization of Islamic values. The synergy between modern management approaches and the principles of Islamic leadership serves as a crucial foundation for building educational institutions that are innovative, adaptive, competitive, and remain focused on nurturing individuals who are knowledgeable, possess good character, and are capable of making positive contributions to society (Nur et al., 2021). Therefore, transformational leadership can be viewed as a relevant strategic approach to support the sustainability of Islamic education management amid the accelerating pace of digital transformation.

The discussion presented in the previous sections demonstrates that transformational leadership plays a central role in supporting the digital transformation of Islamic educational institutions. The synthesis of the reviewed literature reveals several key findings concerning the nature of transformational leadership, the challenges encountered during its implementation, the strategies required to address those challenges, and the implications for institutional management. To provide a comprehensive overview of these findings, the main results of this study are summarized in Table 6.

Table 5. Overall Synthesis of the Research Findings

Research Aspect	Key Findings	Contribution to Islamic Education Management
Nature of Transformational Leadership	Transformational leadership integrates visionary leadership, innovation, digital adaptation, and Islamic values to enhance institutional effectiveness.	Establishes a leadership model that balances technological advancement with Islamic principles.
Challenges	The major challenges include limited digital literacy, inadequate technological infrastructure, organizational resistance to change, and digital governance issues.	Identifies critical barriers that must be addressed to achieve successful digital transformation.
Implementation Strategies	Successful implementation requires a shared digital vision, continuous competency development, an innovative organizational culture, strategic partnerships, and the integration of Islamic values.	Provides a practical framework for strengthening organizational readiness and sustainable transformation.
Implications	Transformational leadership improves governance effectiveness, organizational adaptability, service quality, institutional competitiveness, and long-term sustainability.	Demonstrates the strategic value of transformational leadership in improving the quality and competitiveness of Islamic educational institutions.

As summarized in Table 5, transformational leadership serves as a strategic approach that integrates visionary leadership, digital innovation, organizational development, and Islamic values. The findings indicate that although digital transformation presents significant challenges, these can be effectively addressed through comprehensive leadership strategies that strengthen institutional governance, human resource capacity, and organizational adaptability. Overall, the synthesis confirms that transformational leadership provides a strong foundation for achieving sustainable and high-quality Islamic education management in the digital era.

CONCLUSION

Transformational leadership is a relevant leadership model for managing Islamic educational institutions in the midst of the digital era. This leadership model not only focuses on achieving organizational goals but also emphasizes a leader's ability to inspire, empower human resources, and guide the entire institutional community to adapt to change through the development of vision, a culture of innovation, collaboration, and competency enhancement. In the context of Islamic education, this transformation process must remain grounded in Islamic principles such as trustworthiness, exemplary conduct, honesty, consultation, and accountability so that the use of technology does not undermine the core values that define the institution's identity.

On the other hand, the implementation of transformational leadership still faces a number of obstacles that affect its effectiveness. These obstacles include limited digital literacy among educators and educational staff, uneven availability

of technological infrastructure, resistance to change, and the need to balance technological development with the preservation of Islamic values. Therefore, successful transformation requires well-planned strategic steps, such as developing a focused digital vision, continuously enhancing digital capabilities, fostering an adaptive and innovative organizational culture, building partnerships with various stakeholders, and integrating Islamic values into every policy and leadership practice.

The optimal application of transformational leadership has a significant impact on improving the quality of Islamic education management. This impact is reflected in more effective institutional governance, the growth of a more participatory and adaptive organizational culture, improved quality of educational services, and the strengthening of the institution's competitiveness in the face of global changes. Thus, the integration of transformational leadership, the utilization of digital technology, and the internalization of Islamic values form a crucial foundation for realizing a professional, innovation-oriented, and sustainable Islamic education management system one capable of producing graduates with academic competence, Islamic character, and the readiness to face future challenges. The findings of this study contribute to the advancement of Islamic education management by proposing a comprehensive conceptual framework that integrates transformational leadership, digital transformation, and Islamic values as the foundation for sustainable, adaptive, and innovation-oriented educational governance.

Despite providing a comprehensive synthesis of transformational leadership in Islamic education management, this study is limited to a literature review and does not involve empirical data collected directly from Islamic educational institutions. Therefore, future research is recommended to examine the implementation of transformational leadership through case studies, surveys, or mixed-method approaches in various contexts of Islamic education. Such studies are expected to provide stronger empirical evidence regarding the effectiveness of transformational leadership in different institutional contexts and to enrich the theoretical and practical understanding of sustainable digital transformation in Islamic educational management.

REFERENCES

- Abdurrahman. (2024). Metode Penelitian Kepustakaan dalam Pendidikan Islam. *Jurnal Pendidikan Dan Pemikiran*, 3(2), 102–113. <https://ejournal.uiidalwa.ac.id/index.php/adabuna>
- Fitriani, & Rukli. (2025). Implementasi Literasi Digital Di Sekolah Dasar: Studi Tentang Kesiapan, Tantangan, Dan Peluang. *Jurnal Pendidikan Dasar*, 5(1), 20–30. <https://doi.org/10.15408/elementar.v5i1.46931>
- Hariro, A. Z. Z., Harahap, N. R., Puspitasari, P., Ardiyani, F., Melisa, W., & Juliani, J. (2024). Mengatasi Kesenjangan Digital dalam Pendidikan: Sosial dan Bets Practices. *Jurnal Nakula : Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 2(4), 187–193. <https://doi.org/10.61132/nakula.v2i4.954>
- Hendawi, M., & Qadhi, S. (2024). Digital Literacy-Based Learning in Islamic Education. *Ar-Fahrudin: Journal of Islamic Education*, 1(1), 45–58. <https://doi.org/10.7401/j19t2q81>
- Kurniadi, W. (2025). Tantangan dan Strategi Pendidikan di Tengah Krisis Global. *Jurnal Pendidikan Siber Nusantara*, 3(1), 9–16. <https://doi.org/10.38035/jpsn.v3i1.339>
- Ma'arif, M. Z., Maunah, B., & Safi'i, A. (2026). Fenomena Manajemen Perubahan Pendidikan Islam Transformatif. *As-Sulthan Journal Of Education*

- (ASJE), 03(01), 285–296. <https://ojssulthan.com/asje> Vol.
- Mandalia, S. A. (2024). Inovasi Teknologi Informasi untuk Efisiensi Manajemen Pendidikan dan Akuntabilitas di Madrasah Ibtidaiyah. *Shibyan: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(2), 143–158. <https://doi.org/10.30999/shibyan.v2i2.3824>
- Mufidah, N. Z., & Syafi'aturrosyidah, M. (2021). Dimensi Kepemimpinan Transformatif. *Jurnal Pendidikan Islam Anak Usia Dini* |, 1(2), 22–29.
- Munir, M., & Zumrotus, I. (2024). Manajemen Pendidikan Islam di Era Digital : Transformasi dan Tantangan Implementasi Teknologi Pendidikan. *Journal of Islamic Education and Management Volume*, 5(1), 1–13.
- Mustofa, A., Mauna, B., & Patoni, A. (2024). Dimensi Kepemimpinan Transformasional Di Lembaga Pendidikan Islam. *Jurnal Administrasi Pendidikan Islam*, 06(01), 25–34. <https://doi.org/10.15642/JAPI.2024.6.1.25-34>
- Noor, I. H., & Dartim. (2021). Kepemimpinan Transformasional Dalam Pendidikan Islam Yang Unggul. *Journal of Islamic Educational Thoughts and Practices*, 5(1), 68–83.
- Nur, L., Disman, D., Ahman, E., Hendrayati, H., & Budiman, A. (2021). Analisis Kepemimpinan Transformasional. *Jurnal Ilmu Manajemen Dan Bisnis*, 12(2), 185–200. <https://doi.org/10.17509/jimb.v12i2.37610>
- Prabawa, D. C., & Kuswinarno, M. (2024). Peran Kepemimpinan Dan Budaya Perusahaan Dalam Meningkatkan Kinerja Sdm Di Era Industri 5.0. *Journal Media Akademik*, 2(11), 2–20. <https://doi.org/10.62281>
- Rahmi, C., & Darajat, D. M. D. (2023). Kepemimpinan Kyai Gontor Dalam Meningkatkan Kualitas Pendidikan Pondok Modern Darussalam Gontor. *Jurnal Manajemen Dakwah*, 11(2), 364–401. <http://journal.uinjkt.ac.id/index.php/jmd>
- Rofiq, A. N., & Sonia, N. R. (2026). Implementasi Manajemen Transformatif Dalam Meningkatkan Mutu Pendidikan Pondok Pesantren Melalui Pelatihan Berkelanjutan. *Jurnal Manajemen Pendidikan*, 15(1), 67–75. <https://doi.org/10.26877/jmp.v15i1.413%0Ae-ISSN>
- Rustandi, F., & Syafei, I. (2025). Strategi Kepemimpinan Transformasional Berbasis Nilai Islam dalam Mencapai Keunggulan Lembaga Pendidikan Islam. *Teaching and Learning Journal of Mandalika*, 6(1), 2828–7126.
- Wahyuni, F., & Maunah, B. (2021). Kepemimpinan Transformasional Dalam Pendidikan Islam. *Southeast Asian Journal of Islamic Education Management*, 2(2), 68–84. <https://doi.org/10.23917/iseedu.v5i1.15993>
- Yuliati, A. S., Ernawati, S., Saputra, H., & Kurniawan, M. A. (2024). Islamic Education Management Strategy in the Digital Era: Governance Transformation to Increase Effectiveness and Accessibility. *International Journal of Islamic Educational Research*, 1(4), 27–44. <https://doi.org/10.61132/ijier.v1i4.67>