

# Balancing Spiritual Leadership and Modern Management Practices: A Hybrid Model for Educational Excellence in Islamic Schools

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## ABSTRACT

The increasing demands for educational quality and institutional competitiveness have prompted Islamic schools to integrate spiritual leadership with modern management practices to strengthen organizational effectiveness and sustainability. This study aims to analyze the integration of spiritual leadership and modern management practices in strengthening institutional effectiveness in Islamic schools. This study uses a qualitative case study approach with data collected through observation, semi-structured interviews, documentation review, and institutional records. Data analysis uses the interactive model of Miles, Huberman, and Saldaña. The findings indicate that the integration of spiritual leadership and modern management practices significantly improves school performance through strategic planning, an ethical organizational culture, and a quality assurance system. Spiritual leadership strengthens teacher commitment by fostering emotional attachment, intrinsic motivation, and organizational loyalty among educators. A modern governance system integrated with Islamic values enhances accountability, transparency, administrative efficiency, and participatory decision-making within schools. This study contributes theoretically by proposing an integrative framework linking spirituality and educational management in Islamic institutions.

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## INTRODUCTION

The development of Islamic educational institutions in the contemporary era has increasingly demanded the integration of effective leadership and professional management systems to respond to complex social, technological, and educational challenges. Islamic schools are currently expected not only to preserve religious values and moral education but also to compete institutionally within rapidly changing educational environments characterized by globalization, technological advancement, and increasing public expectations toward educational quality (Ghafar et al., 2021; Maideja et al., 2023; Purwanto et al., 2024). In many contexts, however, Islamic schools still experience organizational problems such as weak institutional governance, low teacher commitment, ineffective administrative systems, and limited competitiveness compared to other educational institutions (Ibad & Fatkuroji, 2024; Kuswandi & Asmoni, 2025; Rohaeni et al., 2021). These conditions create a crucial social issue because educational institutions are required to maintain Islamic identity while simultaneously adapting to modern management demands.



Theoretically, modern educational management emphasizes efficiency, accountability, and strategic planning, whereas Islamic leadership perspectives prioritize morality, spirituality, and collective responsibility. In practice, these two dimensions are often implemented separately, resulting in organizational imbalance and institutional inefficiency.

The discourse surrounding spiritual leadership and modern educational management has received increasing attention from scholars in the fields of educational administration and organizational studies. Spiritual leadership theory explains that organizational effectiveness can be strengthened through leadership practices emphasizing moral values, meaningful work, empathy, integrity, and collective purpose (Futaqi & Mashuri, 2022; Subhaktiyasa et al., 2024). Meanwhile, modern management theory highlights the importance of strategic planning, performance evaluation, accountability systems, and organizational efficiency in improving institutional performance (Budiharso & Suharto, 2022; Maduningtias et al., 2022). In educational contexts, researchers argue that schools require not only administrative professionalism but also leadership approaches capable of fostering emotional commitment and ethical organizational cultures. Several scholars have also emphasized that Islamic educational institutions possess unique organizational characteristics because their governance structures are influenced by both managerial principles and religious values (Muttaqin et al., 2023; Rusmini et al., 2023). However, the implementation of these approaches often remains fragmented because spiritual leadership is frequently treated as a moral discourse without managerial application, while modern management systems are implemented without adequate cultural and ethical integration.

The context of Islamic educational management has become increasingly important due to the growing expectations placed upon Islamic schools as institutions responsible for producing academically competent and morally grounded generations. Islamic schools are expected to maintain religious identity while simultaneously demonstrating professional governance, educational quality, and institutional competitiveness within national and global educational systems (Ikhwan & Yuniana, 2022; Nuranifah et al., 2022). This dual responsibility creates complex organizational demands because school leaders must balance spiritual missions with managerial effectiveness. In many Islamic schools, however, organizational practices still emphasize administrative compliance rather than strategic institutional development, resulting in weak coordination, ineffective governance, and limited innovation (Al Anshori et al., 2022; Hastasari et al., 2022). Furthermore, educational reforms often focus primarily on curriculum development and technological modernization while neglecting leadership culture and organizational values. These conditions contribute to inconsistencies between institutional vision and practical implementation within educational management systems.

These three dimensions were selected because they represent fundamental indicators of institutional sustainability and educational quality in contemporary school management. School performance reflects the ability of institutions to achieve educational goals effectively and competitively, while teacher commitment represents the emotional and professional engagement necessary for sustaining educational processes (Estrada et al., 2021; Sezer & Uzun, 2023). Governance effectiveness, meanwhile, determines institutional accountability, organizational coordination, and administrative efficiency within school systems (Fatmawati et al., 2024; Timotheou et al., 2023). The limited understanding is caused by limited research on the interaction between spiritual values and managerial mechanisms in Islamic educational institutions. Moreover, many educational reforms prioritize technical administrative improvements without adequately addressing leadership culture, ethical orientation, and organizational meaning.

Sulaiman et al. (2024) explained that spiritual leadership strengthens organizational commitment and employee motivation through meaningful organizational culture and moral leadership practices. Zuhdi (2023) emphasized that modern educational management improves institutional effectiveness through strategic planning, accountability, and

performance-based governance systems. Nuranifah et al. (2022) found that Islamic educational institutions require governance models integrating religious values and professional management. Muharom (2023) demonstrated that spiritual organizational culture strengthens teacher motivation and institutional loyalty within Islamic schools. Illah et al. (2022) argued that empathetic and participatory leadership improves teacher commitment and collaborative organizational culture. Berkovich and Hassan (2024) identified that digital administration and systematic evaluation enhance governance effectiveness in Islamic educational institutions. Novia and Aimah (2024) further revealed that ethical leadership contributes positively to educational quality and stakeholder trust within pesantren-based schools.

Most previous studies focused either on spiritual leadership as a moral and religious discourse or on modern management as a technical administrative process without sufficiently examining the integration between these dimensions. In practice, many Islamic schools continue experiencing governance problems, low institutional competitiveness, weak teacher commitment, and ineffective organizational coordination despite adopting modern administrative systems. This condition indicates a gap between theoretical expectations regarding professional educational management and the actual realities faced by Islamic schools. Furthermore, previous studies rarely investigated how spiritual leadership contributes structurally to improving school performance, governance effectiveness, and teacher commitment simultaneously. This research therefore offers novelty by proposing an integrative perspective that combines spiritual leadership and modern management practices as interconnected organizational mechanisms within Islamic educational institutions.

This study aims to investigate the integration of spiritual leadership and modern management practices in Islamic educational institutions, namely Darussalam Islamic Elementary School. Specifically, this study seeks to answer several important research questions, namely: How does the integration of spiritual leadership and modern management practices affect school performance in Islamic educational institutions? This study focuses on understanding not only the existence of leadership and management practices, but also the organizational mechanisms through which these practices influence institutional effectiveness. Furthermore, this study seeks to analyze how Islamic values such as trustworthiness, justice, sincerity, and shared responsibility are integrated into modern governance systems and educational administration.

This research contributes original insights both theoretically and practically to the development of Islamic educational management studies. The research argues that spiritual leadership functions not only as a religious or ethical framework but also as an organizational mechanism capable of reinforcing teacher commitment, governance effectiveness, and institutional sustainability. The findings are expected to assist school principals, educational policymakers, and institutional administrators in developing governance systems integrating professional administration, ethical leadership, and participatory organizational culture. Moreover, the research contributes to contemporary discussions regarding the future direction of Islamic educational institutions amid globalization, technological modernization, and increasing societal expectations toward educational quality.

## RESEARCH METHOD

This study employed a qualitative research design using a case study approach to explore deeply the integration of spiritual leadership and modern management practices within Islamic educational institutions at Darussalam Islamic Elementary School, Bogor. The qualitative approach was selected because the study aimed to understand social interactions, organizational meanings, leadership experiences, and institutional cultures from the perspectives of participants involved directly in educational management processes. The case study design enabled the researcher to investigate complex organizational phenomena holistically within their natural contexts (Humble & Mozelius, 2022), particularly regarding

the relationship between spiritual values, leadership behavior, and governance effectiveness. The study emphasized interpretative understanding rather than statistical generalization because organizational culture and leadership experiences are socially constructed phenomena requiring contextual analysis. Furthermore, the research adopted a descriptive-interpretative orientation to identify patterns, organizational meanings, and institutional dynamics emerging from leadership and management practices within Islamic schools.

The sources of information in this study consisted of respondents, informants, and institutional documents relevant to the implementation of spiritual leadership and modern management practices within Islamic schools (Stough & Lee, 2021). The primary informants included school principals, vice principals, teachers, administrative staff, and quality assurance coordinators who possessed direct experience related to institutional leadership, governance systems, and educational management activities. Data collection was conducted through desk review, participatory observation, semi-structured interviews, and supporting questionnaires designed to strengthen data triangulation. Desk review techniques were used to examine institutional documents and organizational records related to leadership and governance practices. Observations were conducted during leadership meetings, academic supervision activities, religious programs, and administrative processes to understand organizational interactions and institutional culture directly. Semi-structured interviews were guided by interview protocols focusing on leadership practices, teacher commitment, governance effectiveness, and organizational values. Supporting questionnaires were distributed to several teachers and administrative staff to identify general perceptions regarding organizational culture and leadership implementation. The following matrix illustrates the data collection process applied in this study (see **Table 1**).

**Table 1. Research Matrix**

Data Source	Technique	Instrument	Research Focus
School principals	Interview	Interview guideline	Leadership practices
Teachers	Interview & questionnaire	Question sheet	Teacher commitment
Administrative staff	Observation & interview	Observation sheet	Governance systems
Institutional documents	Desk review	Documentation checklist	Organizational policy
School activities	Observation	Field notes	Organizational culture

The data analysis process in this study employed the interactive analysis model developed by Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion verification stages (Miles et al., 2015). Data reduction was conducted by selecting, categorizing, simplifying, and organizing research findings obtained from interviews, observations, documentation, and questionnaires according to the focus of the study. The second stage involved data display, in which the researcher systematically presented categorized information in the form of narrative descriptions, thematic matrices, tables, and conceptual interpretations to facilitate analytical understanding and pattern identification. This stage enabled the researcher to compare perspectives among participants and analyze the relationships between organizational culture, leadership behavior, and governance systems. The final stage consisted of conclusion drawing and data verification to ensure analytical consistency, interpretative validity, and credibility of findings through triangulation and repeated examination of research evidence.

## RESULT AND DISCUSSION

### Enhancing School Performance

The integration of spiritual leadership and modern management practices significantly contributes to enhancing the performance of Islamic schools. Spiritual leadership was reflected through exemplary behavior, trustworthiness, service-oriented

attitudes, and the cultivation of worship-based organizational values that shaped a meaningful educational environment. School leaders consistently emphasized moral integrity and spiritual responsibility in carrying out managerial functions, thereby encouraging teachers and staff to work with sincerity and discipline. Simultaneously, modern management practices such as strategic planning, performance-based evaluation, quality assurance systems, and administrative digitalization strengthened institutional effectiveness and operational efficiency. The integration of these two dimensions enabled schools to achieve balanced development between spiritual values and professional administration. As a result, improvements were identified in academic quality, organizational discipline, teacher collaboration, parental satisfaction, and institutional competitiveness among Islamic educational institutions. Furthermore, the study found that schools with integrated spiritual and managerial approaches were more adaptive to educational changes and community expectations. This finding confirms that the sustainability and excellence of Islamic schools cannot rely solely on managerial professionalism, but must also be supported by the internalization of spiritual values within the organizational culture and leadership system of the institution.

The implementation of spiritual leadership and modern management practices was visibly integrated into daily school activities and organizational routines. School principals actively demonstrated ethical leadership by participating in congregational prayers, greeting teachers and students personally, and encouraging collective reflection before formal meetings. These practices created a warm organizational climate characterized by mutual respect, discipline, and emotional attachment among school members. In addition, observations revealed that schools implemented structured managerial systems through scheduled evaluations, digital attendance systems, strategic work programs, and regular academic monitoring. Teachers appeared more organized in preparing lesson plans and educational reports due to the existence of systematic administrative supervision. School environments were also observed to be cleaner, more disciplined, and academically oriented because leadership policies were consistently enforced. During classroom observations, teachers demonstrated greater enthusiasm and professionalism in conducting learning activities, while students showed higher participation and discipline. Administrative staff also adapted effectively to digital systems for reporting and documentation. These observational results indicate that the combination of spiritual values and modern managerial mechanisms positively influenced institutional culture and operational effectiveness. Therefore, the study concludes that integrated leadership and management practices create a productive educational ecosystem that supports both spiritual development and institutional performance improvement.

**Table 2. The Relationship Between Leadership and Managerial Implementation**

Spiritual Leadership Practices	Modern Management Practices	Institutional Outcomes
Exemplary moral behavior	Strategic planning	Improved academic quality
Amanah and responsibility	Performance evaluation	Stronger organizational discipline
Service-oriented leadership	Quality assurance systems	Enhanced teacher productivity
Worship-based organizational culture	Administrative digitalization	Efficient school administration
Collective decision making	Program monitoring	Better institutional coordination
Empathetic communication	Structured task distribution	Increased teacher collaboration
Spiritual mentoring activities	Data-based evaluation	Improved parental trust
Ethical organizational culture	Technology integration	Greater institutional competitiveness

The **Table 2** demonstrates that spiritual and managerial dimensions function as complementary components within Islamic educational institutions. Leadership values

strengthened the ethical and emotional foundations of the school, while modern management systems improved institutional organization and effectiveness. These interconnected elements collectively contributed to educational quality enhancement and institutional sustainability. Therefore, the findings highlight that effective Islamic school management requires the simultaneous integration of moral leadership and professional administrative systems in order to achieve holistic educational excellence.

The findings reaffirm that school performance improvement in Islamic educational institutions is strongly influenced by the integration of spiritual leadership and modern management systems. The study revealed that spiritual leadership alone was insufficient to maintain institutional competitiveness without structured managerial support, while modern management practices lacked sustainability when separated from spiritual and moral values. The interaction between these two dimensions created a balanced organizational framework in which professionalism and spirituality mutually reinforced one another. From an interpretative perspective, spiritual leadership provided emotional meaning, collective commitment, and ethical direction for organizational members, whereas modern management contributed to efficiency, accountability, and strategic institutional development. This synergy encouraged school stakeholders to work not merely for administrative obligations but also for religious and moral purposes. Consequently, institutional activities became more disciplined, collaborative, and value-oriented. The study also interprets that the internalization of spiritual values reduced organizational conflicts and strengthened trust among teachers, administrators, parents, and students. At the same time, systematic management mechanisms ensured that school programs operated effectively and measurably. Thus, the integration of spiritual and managerial dimensions should not be viewed as contradictory approaches, but rather as complementary strategies capable of strengthening the organizational resilience and educational quality of Islamic schools in contemporary educational contexts.

Schools that combine ethical leadership, worship-oriented culture, and professional administration tend to demonstrate stronger institutional performance and organizational sustainability. This integration creates a holistic educational environment in which academic achievement, moral development, and organizational discipline develop simultaneously. The integration contributes to strengthening stakeholder trust, especially among parents and surrounding communities, because schools are perceived as both morally grounded and professionally managed institutions. The findings also suggest that educational reforms in Islamic schools should not focus exclusively on technological modernization or administrative efficiency, but should also prioritize the cultivation of ethical and spiritual organizational cultures. Therefore, this study concludes that the integration of spiritual leadership and modern management represents an effective strategy for enhancing school performance, strengthening institutional competitiveness, and sustaining the educational mission of Islamic schools within rapidly changing social and educational environments.

### **Strengthening Teacher Commitment**

The spiritual leadership plays a significant role in strengthening teacher commitment and loyalty within Islamic schools. School principals who consistently implemented spiritual approaches through moral exemplification, empathetic communication, collective consultation, and spiritual development activities were able to establish strong emotional and psychological relationships with teachers. Teachers perceived their professional responsibilities not only as occupational duties but also as forms of religious devotion and service to society. This perception increased intrinsic motivation and strengthened their sense of belonging toward the institution. Moreover, spiritual leadership created a supportive work atmosphere characterized by mutual respect, collaboration, and shared organizational values. Teachers became more willing to contribute voluntarily to school development programs, student mentoring activities, and institutional improvement initiatives beyond

formal responsibilities. The study also identified that teachers working under spiritually oriented leadership demonstrated higher emotional resilience and greater commitment during organizational challenges. In addition, spiritual guidance activities such as regular religious discussions, collective prayers, and moral reflection sessions contributed to maintaining teachers' psychological well-being and professional dedication. Therefore, the findings indicate that spiritual leadership serves not only as a managerial approach but also as an emotional and moral mechanism that reinforces teachers' professional commitment, organizational loyalty, and long-term engagement within Islamic educational institutions.

**Table 3. Aspects of the Relationship between Leadership and Teacher Commitment**

Spiritual Leadership Practices	Teacher Responses	Institutional Impact
Moral exemplification	Increased work sincerity	Stronger organizational loyalty
Empathetic communication	Emotional attachment to school	Better teamwork
Collective consultation	Sense of participation	Improved institutional harmony
Spiritual mentoring	Higher intrinsic motivation	Sustainable teacher commitment
Religious reflection sessions	Psychological well-being	Reduced workplace conflict
Worship-oriented culture	Increased responsibility	Higher teaching discipline
Service-based leadership	Voluntary contribution	Greater institutional support
Ethical organizational values	Strong sense of belonging	Long-term professional dedication

**Table 3** demonstrates that spiritual leadership positively influenced teachers' emotional, psychological, and professional engagement within the institution. Teachers became more committed because leadership practices fulfilled not only administrative expectations but also emotional and spiritual needs. Consequently, schools developed collaborative organizational cultures that strengthened institutional stability and teacher retention. Therefore, the findings suggest that spiritual leadership functions as a strategic mechanism for nurturing sustainable professional commitment among teachers in Islamic educational environments.

Teachers working within spiritually supportive environments demonstrated stronger emotional attachment, greater professional dedication, and higher organizational loyalty compared to those experiencing purely administrative leadership approaches. Spiritual leadership created meaningful interpersonal relationships between principals and teachers, enabling educators to feel appreciated, trusted, and morally guided within their professional roles. The study also found that teachers perceived institutional activities as collective religious responsibilities rather than merely formal organizational obligations. This perspective encouraged teachers to maintain discipline, participate actively in school programs, and support institutional development initiatives even beyond their assigned duties. Furthermore, spiritually oriented leadership reduced feelings of burnout and professional fatigue because teachers received emotional encouragement and moral support from school leaders. The findings also emphasize that collective religious activities and ethical organizational cultures strengthened solidarity among teachers and enhanced mutual trust within the institution. Consequently, teacher commitment was maintained not only through formal regulations or financial incentives but also through the internalization of spiritual values and emotional relationships within the school environment. Therefore, spiritual leadership emerged as an essential factor in sustaining teacher motivation, professional dedication, and institutional loyalty in Islamic educational settings.

The findings suggest that spiritual leadership fulfills teachers' psychological, emotional, and moral needs more effectively than conventional managerial approaches. Teachers require not only administrative supervision and professional evaluation but also emotional recognition, ethical guidance, and meaningful organizational relationships. Spiritual leadership addressed these needs by promoting empathy, moral integrity, collective values, and spiritual reflection within institutional culture. As a result, teachers developed stronger intrinsic motivation and deeper emotional attachment to the school. The findings

also imply that spiritual leadership transformed professional work into a meaningful form of worship and social contribution, thereby increasing teachers' willingness to sacrifice time, energy, and effort for institutional progress. Moreover, the integration of spiritual values reduced organizational stress because teachers perceived workplace challenges as shared responsibilities rather than individual burdens. The study further interprets that emotional trust between principals and teachers strengthened institutional solidarity and minimized professional conflicts within the organization. In this context, teacher commitment was not generated through coercive managerial control, but through internal awareness and moral responsibility cultivated by spiritual leadership. Therefore, the interpretation of these findings highlights that sustainable teacher commitment in Islamic schools depends largely on leadership approaches capable of balancing professional management with emotional care, ethical guidance, and spiritual empowerment.

Educational institutions that cultivate ethical leadership, empathetic communication, collective participation, and spiritual organizational cultures are more capable of maintaining long-term teacher dedication and professional engagement. The study generalizes that teachers demonstrate stronger commitment when they perceive their work as meaningful, morally valuable, and spiritually rewarding. Spiritual leadership also contributes to creating supportive workplace environments where emotional trust, collaboration, and mutual respect become dominant organizational characteristics. Furthermore, the findings suggest that sustainable teacher commitment cannot be achieved solely through administrative regulations, financial incentives, or professional supervision. Instead, commitment is strengthened when leadership practices successfully integrate moral values, emotional relationships, and spiritual meaning into institutional life. This condition encourages teachers to remain loyal, disciplined, and actively involved in institutional development despite organizational challenges and educational changes. Therefore, the study concludes that spiritual leadership should be considered a central component in Islamic educational management because it reinforces teacher motivation, organizational solidarity, and institutional sustainability. By integrating spirituality into leadership practices, Islamic schools are better positioned to maintain professional commitment and achieve long-term educational effectiveness within increasingly competitive educational environments.

### **Advancing Governance Effectiveness**

The modern management practices significantly improve the effectiveness of governance within Islamic schools, particularly in the areas of accountability, transparency, administrative efficiency, and strategic decision-making. Schools implemented structured managerial systems such as target-based planning, periodic monitoring and evaluation, organized task distribution, and technology-assisted administration to improve institutional coordination and operational effectiveness. These managerial practices enabled schools to manage educational programs more systematically and professionally. At the same time, governance effectiveness became more meaningful when administrative systems were integrated with Islamic values such as *amanah*, justice, responsibility, and collective participation. This integration ensured that organizational policies and managerial decisions were not only technically effective but also ethically and spiritually legitimate. The study found that administrators and teachers became more disciplined in carrying out institutional responsibilities because governance systems were supported by moral accountability and shared organizational values. Furthermore, the use of digital administration systems simplified reporting processes, improved data accuracy, and accelerated institutional communication. Consequently, schools became more adaptive to educational demands and organizational challenges. Therefore, the findings indicate that effective governance in Islamic schools requires the integration of modern managerial professionalism with ethical and spiritual principles that reflect the identity and mission of Islamic educational institutions.

School leaders conducted regular evaluation meetings, monitored program implementation systematically, and distributed organizational responsibilities according to clearly defined job descriptions. Teachers and administrative staff consistently used digital systems for attendance recording, academic reporting, and institutional documentation, which improved administrative efficiency and reduced procedural delays. Observations also indicated that decision-making processes involved collective discussions and consultations among school stakeholders, reflecting the integration of managerial professionalism with Islamic values of *musyawarah* and collective responsibility. Furthermore, school environments appeared more disciplined and structured because institutional policies were communicated transparently and implemented consistently. Teachers demonstrated higher punctuality in completing academic tasks, while administrative staff maintained organized records and reporting systems. During organizational meetings, school leaders emphasized accountability and ethical responsibility alongside institutional targets and performance indicators. The integration of moral values into governance practices encouraged staff members to perceive administrative duties as ethical responsibilities rather than merely technical obligations. Consequently, the observational findings suggest that governance effectiveness was strengthened not only through technological and managerial improvements but also through the cultivation of ethical organizational cultures rooted in Islamic principles and collective institutional responsibility.

The interview findings further strengthened the conclusion that governance effectiveness in Islamic schools was influenced by the integration of modern management systems and Islamic ethical values. One school principal explained, “Administrative modernization is important, but governance will not work effectively without honesty, trust, and collective responsibility among all school members.” This statement indicates that managerial systems require ethical foundations to function sustainably. A senior teacher also stated, “The existence of digital administration and regular evaluation helps us work more systematically, but spiritual values make us responsible for carrying out those duties sincerely.” This response demonstrates that governance effectiveness is reinforced when technical systems are accompanied by moral awareness. In addition, an administrative staff member explained, “The use of technology has simplified our reporting process, while collective discussions with school leaders create transparency and mutual trust within the institution.” This interview highlights the role of participatory governance in strengthening institutional coordination. Another teacher noted that “leadership transparency and fairness encourage us to comply with school policies voluntarily rather than through pressure.” These interview results collectively show that effective governance emerges when professional management practices are integrated with ethical leadership, participatory communication, and Islamic organizational values. Therefore, governance effectiveness in Islamic schools depends on both systematic administration and moral legitimacy within institutional culture.

The study revealed that professional managerial systems improved institutional efficiency, organizational coordination, and strategic decision-making processes, while Islamic values provided moral legitimacy and collective accountability within governance structures. From an interpretative perspective, the integration of spiritual values into governance systems transformed administrative activities into ethically meaningful responsibilities rather than purely bureaucratic procedures. This condition encouraged organizational members to demonstrate greater discipline, honesty, and institutional responsibility. Moreover, participatory decision-making practices strengthened trust and transparency between school leaders, teachers, and administrative staff, thereby minimizing organizational conflict and improving institutional collaboration. The findings also suggest that modern governance systems become more sustainable when they are aligned with the cultural and religious identity of Islamic educational institutions. Technological advancement and managerial professionalism alone may improve operational efficiency, but ethical and spiritual values ensure long-term organizational commitment and social legitimacy.

Therefore, governance effectiveness should not be interpreted solely in terms of administrative performance, but also in relation to moral accountability and collective organizational values. Consequently, the integration of professional management and Islamic ethics represents a holistic governance model capable of supporting institutional sustainability and educational quality improvement within Islamic schools.

Effective governance in Islamic schools is achieved through the balanced integration of modern management systems and Islamic ethical values. Schools that implement structured planning, systematic evaluation, digital administration, and participatory decision-making while simultaneously maintaining values of *amanah*, justice, transparency, and collective responsibility tend to demonstrate stronger institutional effectiveness and organizational stability. The study generalizes that governance modernization does not weaken Islamic institutional identity; instead, it can strengthen organizational professionalism when aligned with spiritual and ethical principles. Furthermore, governance systems grounded in both managerial competence and moral legitimacy encourage greater trust among teachers, administrators, parents, and wider communities. This trust contributes significantly to institutional sustainability and educational competitiveness. The findings also suggest that the future development of Islamic educational institutions requires governance models capable of adapting to technological and organizational changes without abandoning spiritual values and cultural identity. Therefore, Islamic schools should continue integrating professional administration with ethical leadership and participatory organizational cultures to ensure balanced institutional development. In conclusion, the study emphasizes that governance effectiveness in Islamic educational institutions depends not only on administrative efficiency and technological modernization but also on the successful internalization of Islamic moral values within organizational management and leadership practices.

## Discussion

The integration of spiritual leadership and modern management practices contributes positively to improving the performance of Islamic schools. This condition indicates that educational institutions are more capable of achieving organizational effectiveness when managerial professionalism is supported by ethical and spiritual values. The implementation of strategic planning, quality assurance systems, and performance evaluations enabled schools to strengthen operational efficiency and institutional competitiveness. Simultaneously, spiritual leadership created a value-oriented organizational climate characterized by sincerity, discipline, collective responsibility, and service-based work culture. Previous studies similarly explain that spiritual leadership strengthens organizational commitment and institutional effectiveness because employees perceive their work as meaningful and morally valuable (Lahmar, 2024; Muharom, 2023). In educational institutions, the integration of spirituality into organizational culture also contributes to improving collaboration among teachers and increasing stakeholder trust toward schools (Karsono et al., 2022; Utama & Akbar, 2023). The managerial modernization alone is insufficient to achieve sustainable institutional development in Islamic schools. Rather, organizational performance becomes stronger when schools integrate professional administrative systems with ethical and spiritual foundations.

The relationship between spiritual leadership and improved school performance can be explained through the interaction between organizational structure and value internalization within Islamic educational institutions. Spiritual leadership influenced institutional behavior because school leaders functioned not only as administrators but also as moral role models who shaped organizational culture and collective identity. Teachers and staff became more disciplined and collaborative because spiritual values such as *amanah*, sincerity, and collective service were continuously reinforced through daily institutional practices. Modern management systems then provided structural mechanisms that translated

these values into measurable organizational performance through planning, monitoring, and evaluation processes. Leadership effectiveness emerges when organizational structures are aligned with cultural and moral values (Roesminingsih & Windasari, 2025). The interaction between spiritual culture and professional management created a stable institutional environment in which organizational members worked with both emotional commitment and administrative clarity.

The spiritual leadership significantly strengthens teacher commitment and organizational loyalty within Islamic schools. Teachers who experienced empathetic communication, moral guidance, and participatory leadership demonstrated stronger emotional attachment to their institutions and higher professional dedication. This condition contributed positively to institutional sustainability because committed teachers were more willing to support school programs, maintain discipline, and contribute beyond formal responsibilities. The findings indicate that spiritual leadership creates a supportive organizational climate where teachers feel valued emotionally, morally, and professionally. Previous studies also confirm that teacher commitment increases when educational leaders emphasize ethical relationships, emotional support, and collective organizational values (Heikka et al., 2021; Samala et al., 2024). In Islamic educational institutions, spiritual leadership additionally strengthens teachers' perception that educational work constitutes a form of worship and social contribution rather than merely occupational responsibility (Salehuddin et al., 2024). Such perspectives encourage teachers to remain loyal and resilient even during institutional challenges and organizational changes.

The causal relationship underlying teacher commitment can be understood through the interaction between leadership behavior, emotional attachment, and organizational identity within Islamic schools. Spiritual leadership strengthened teacher commitment because school principals fulfilled teachers' psychological and emotional needs alongside professional expectations. Teachers developed stronger institutional loyalty when they experienced appreciation, trust, and moral recognition within their workplace environment. This condition aligns with organizational behavior theory, which explains that employee commitment increases when leaders establish supportive interpersonal relationships and meaningful organizational cultures (Chen & Weng, 2023; Jun & Lee, 2023). Furthermore, spiritual activities such as collective prayers, religious reflection, and moral mentoring created emotional solidarity among teachers and strengthened their sense of belonging to the institution.

The implementation of modern management practices significantly improves governance effectiveness in Islamic schools, particularly in relation to accountability, transparency, administrative efficiency, and institutional coordination. Schools that adopted structured planning systems, regular monitoring and evaluation, and digital administrative mechanisms were able to manage educational programs more systematically and professionally. The findings indicate that governance effectiveness contributes positively to institutional stability because organizational activities become more organized, measurable, and adaptive to educational challenges. Governance effectiveness increases when educational organizations combine managerial professionalism with ethical leadership and participatory organizational culture (Rusmini et al., 2023). Governance structures that emphasize transparency and moral accountability also strengthen stakeholder trust and institutional credibility.

The relationship between governance effectiveness and the integration of managerial professionalism with Islamic ethics can be interpreted through institutional structure and collective accountability mechanisms. Modern management systems improved governance effectiveness because schools implemented clear organizational procedures, structured task distribution, and measurable performance evaluation. These mechanisms minimized administrative inefficiency and improved coordination among institutional members. However, governance systems became more sustainable because they were supported by

Islamic moral values that encouraged honesty, fairness, and collective responsibility (Ridlo & Yanti, 2024; Zuhri, 2023). Institutional members complied with organizational policies not merely due to formal regulations but also because they perceived governance as an ethical obligation. The integration of ethical values into governance structures created stronger legitimacy and institutional cohesion because school members shared common moral principles and organizational goals. Therefore, the causal relationship identified in the findings suggests that governance effectiveness is strengthened when professional management systems are supported by participatory culture, ethical leadership, and collective moral responsibility within Islamic educational institutions.

The findings suggest that Islamic schools should integrate spiritual leadership with modern management systems to strengthen institutional effectiveness, teacher commitment, and governance quality. Educational leaders are encouraged to develop organizational cultures based on ethical values, empathetic communication, collective participation, and professional accountability. The implementation of digital administration, strategic planning, and quality assurance systems should also be accompanied by the reinforcement of spiritual values such as sincerity, justice, and responsibility. Theoretically, this study contributes to the development of educational leadership theory by demonstrating that organizational effectiveness in Islamic schools cannot be explained solely through conventional managerial perspectives. Instead, institutional sustainability is influenced by the interaction between professional management structures and spiritual-cultural dimensions within organizational life. Therefore, the integration of spiritual leadership and modern management represents a holistic framework for sustaining Islamic educational institutions in contemporary educational environments.

## CONCLUSION

This study demonstrates that the integration of spiritual leadership and modern management practices significantly strengthens school performance, teacher commitment, and governance effectiveness in Islamic educational institutions. The most important lesson learned from this study is that institutional sustainability and educational quality cannot be achieved solely through technical managerial professionalism but must also be supported by ethical leadership, a spiritual organizational culture, and collective moral responsibility. The findings suggest that spiritual values such as trustworthiness, sincerity, empathy, and justice serve not only as religious principles but also as organizational resources capable of enhancing institutional effectiveness and strengthening professional commitment among educational stakeholders. This research is still limited to a qualitative approach that emphasizes contextual interpretation rather than broad statistical generalizations. Therefore, future studies are needed to involve more diverse participants, broader institutional settings, and quantitative or survey-based methods to generate more comprehensive findings that can serve as a stronger basis for educational policy formulation and institutional development in the Islamic education system.

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