

LEADERSHIP TRANSFORMATION IN ISLAMIC EDUCATION MANAGEMENT: SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

The digital era and globalization have created complex challenges for Islamic education systems that demand a fundamental reorientation in educational leadership paradigms. Bass and Avolio's transformational leadership theory provides a relevant conceptual framework for understanding leadership evolution in the face of these systemic changes. Leadership transformation in Islamic education management is a complex phenomenon that is rapidly developing in the digital era. This research aims to explore the dynamics of educational leadership change through a systematic literature review method by analyzing current research publications. The study employs a qualitative approach by examining 12 research articles focusing on leadership transformation in various Islamic educational institutions in Indonesia. The research findings reveal four main dimensions of leadership transformation: (1) digitalization of educational administration, (2) shift in leadership style from conventional to transformational, (3) development of educator competencies, and (4) integration of technology in the learning process. The findings highlight that contemporary Islamic education leaders face significant challenges in adapting digital technology, developing human resources, and creating innovative learning environments while maintaining authentic Islamic values. The transformation demonstrates positive impacts on improving learning quality and organizational effectiveness, although cultural resistance, digital literacy gaps, and limited financial resources remain significant obstacles. This research provides theoretical contributions in understanding contemporary educational leadership dynamics and offers practical implications for Islamic education management in the digital era. The research recommends the development of a more systematic adaptive-integrative leadership model, the establishment of technology-based continuous leadership training programs, and increased investment in digital infrastructure in Islamic educational institutions. Future research should conduct longitudinal studies with mixed-methods approaches, geographical expansion to other Muslim countries, and development of valid measurement instruments for leadership transformation effectiveness to achieve a more comprehensive understanding of Islamic educational leadership dynamics in the digital era.

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INTRODUCTIONS

Islamic education is a crucial domain in the intellectual and spiritual development of a society that continues to experience significant changes in line with global developments (Siswanto, Hadi & Saiful, 2024). In the context of the 21st century, the Islamic education system faces increasingly complex challenges, ranging from the industrial revolution 4.0, the digitalization of learning, to changes in socio-cultural paradigms that affect the way of looking at science and technology (Kashfahri, Jelita & Putri, 2025). The complexity of contemporary challenges demands a leadership paradigm that is adaptive, transformative, and responsive to social, technological, and epistemological change (Joseph et al., 2021). Leadership in the context of Islamic education management is no longer just about maintaining traditions, (Jamil, Masyhuri & Ifadah, 2023) rather, they must be able to design innovative strategies that integrate Islamic values (Aggisni et al., 2024) with the demands of modernity (Jaudi, 2024). The phenomenon of globalization and the development of information technology has created an educational ecosystem that demands a more dynamic, inclusive, and visionary approach to leadership (Nisa et al., 2025). Islamic education leaders today are required to be able to bridge the gap between traditional wisdom and contemporary innovation, creating a harmonious synthesis that can strengthen Islamic identity while increasing global competitiveness (Ihwan, 2025).

Leadership transformation is a strategic phenomenon that has received significant attention from academics and education practitioners (Zulkifli et al., 2023). The era of disruption, which is characterized by the acceleration of technological change, shifting learning paradigms, and the evolution of the needs of education stakeholders, demands a fundamental reorientation in the leadership approach of Islamic education (Basori et al., 2023). The dynamics of rapid change require Islamic education leaders to continuously carry out paradigmatic reconstruction in understanding and implementing the concept of leadership (Salmon et al., 2024). This challenge is not only administrative, but also touches on the philosophical and epistemological dimensions in building a quality education ecosystem. Islamic education leaders must be able to integrate spiritual values with organizational performance demands, manage generational diversity in the work environment, and create an organizational culture that supports sustainable innovation. This complexity requires the development of a leadership model that is not only managerially effective, but also able to inspire holistic transformation in all aspects of educational delivery.

The context of globalization has brought profound implications for the implementation of Islamic education, where Islamic education leaders today must be able to navigate complexities that include the integration of digital technology in learning and administrative systems, the management of human resources that have the characteristics of different generations, and the development of a curriculum that is responsive to the needs of industry and scientific developments (Basri, Wahidah & Mahyiddin, 2024). The COVID-19 pandemic phenomenon has accelerated the digital transformation process in education, creating a catalyst for change that demands rapid adaptation from education leaders (Afra & Alwi, 2025). Online learning experiences and hybrid learning have fundamentally changed the way we understand space and time in the context of education, which in turn demands a redefinition of educational leadership roles and functions. Islamic education leaders are required to not only master the technological aspect, but also to be able to create a learning ecosystem that maintains the spiritual and moral dimensions that are the hallmarks of Islamic education. In addition, they must also be able to build a network of strategic partnerships with various stakeholders and maintain the authenticity of Islamic values in the context of ever-evolving modernity.

The study of leadership transformation in Islamic education has grown rapidly in the last decade, covering various dimensions ranging from digitalization to organizational culture transformation. Rosmini et al. (2024) show that the implementation of technology-based educational administration significantly improves student learning outcomes, while Megayanti and Asri (2022) identify a shift in leadership style from an administrative-managerial

orientation to a transformative approach in the implementation of the Merdeka Learning curriculum. In the context of pesantren, Zubedi et al. (2022) identified the evolution of kyai leadership styles from paternalistic to visionary transformational, while Nawanti et al. (2024) emphasized the duality between disruption as a global challenge and leadership as a strategic skill. Research by Sitohang et al. (2023) proves that a transformational leadership style can improve the quality of teaching through teacher empowerment, strengthened by Badriyah and Suwandi (2024) who identify the strategic role of madrasah heads in the transformation of character education. Anindita (2024) demonstrates the implementation of participatory leadership that empowers all stakeholders in decision-making, while Subrumanian et al. (2024) uncover the complexity of the relationship between the transformational leadership dimension and organizational outcomes. However, the majority of previous research has been partial and limited to specific geographical contexts, thus requiring a comprehensive synthesis to produce a conceptual framework that can be used as a practical guide for leadership transformation in Islamic education.

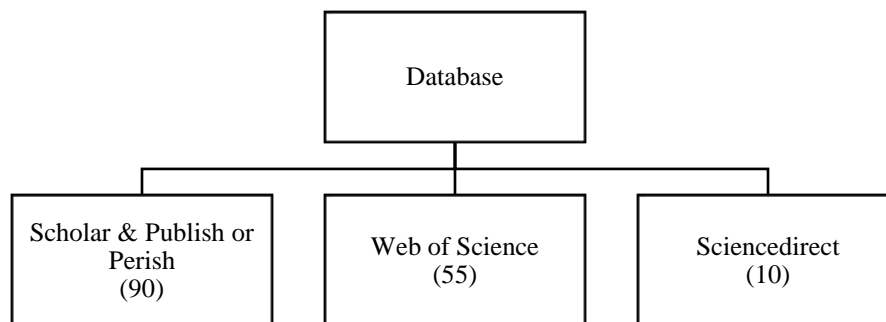
The urgency of research on leadership transformation in Islamic education management is increasingly crucial considering the acceleration of changes that have occurred in the global education ecosystem, especially after the COVID-19 pandemic which has fundamentally changed the paradigm of learning and education management. Various Islamic educational institutions, from primary to tertiary levels, now face multidimensional pressures that require them to make strategic adaptations to maintain relevance, quality, and competitiveness in an increasingly competitive educational landscape. This transformation does not only concern the adoption of technology or changes in learning methods, but also involves a fundamental reorientation in leadership philosophy and practice that must be able to integrate the authentic values of Islam with the demands of modernity and globalization. The complexity of contemporary challenges such as the industrial revolution 4.0, artificial intelligence, digital learning, and changing expectations of education stakeholders demands a more adaptive, innovative, and visionary leadership model. Stagnant and change-resistant leadership has the potential to hinder the development of Islamic educational institutions in achieving optimal educational goals, which in turn can affect the quality of graduates and the contribution of Islamic education to the development of society. Therefore, this research is very important to provide a comprehensive mapping of effective leadership transformation patterns, strategies, and best practices in the context of contemporary Islamic education, so that it can be a reference for education leaders in designing and implementing appropriate and sustainable transformation strategies.

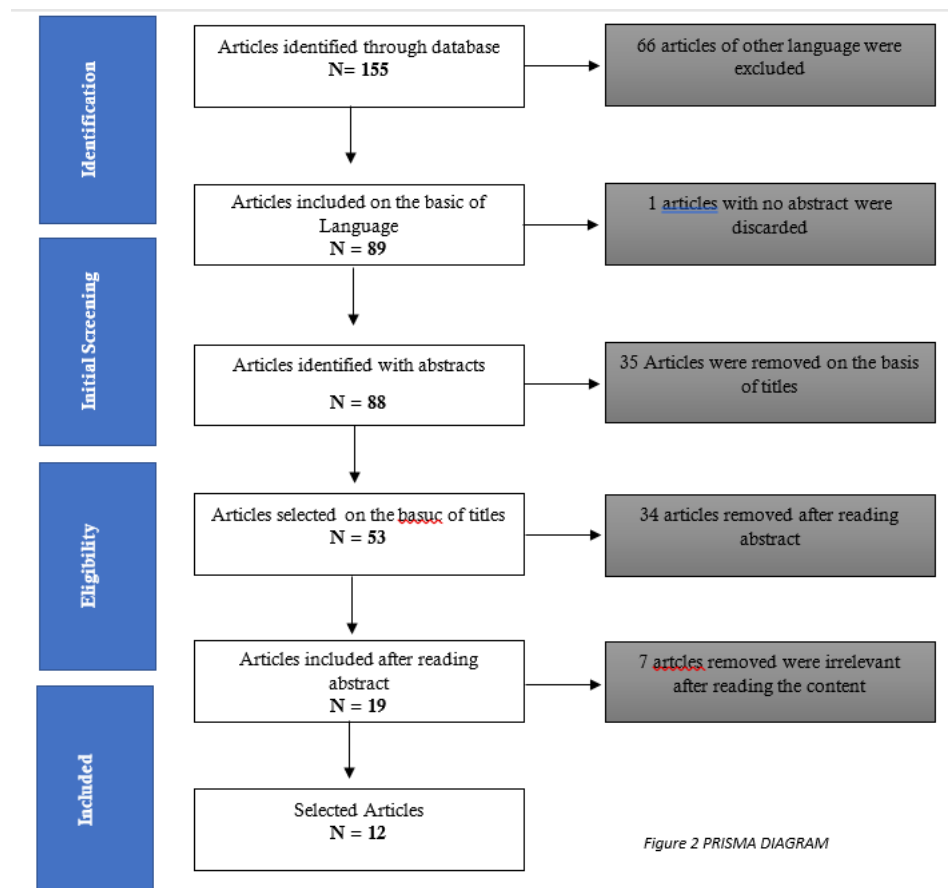
Research on leadership transformation in Islamic education is becoming increasingly relevant given the dynamics of change that continue to occur in the global education ecosystem. Various Islamic educational institutions, ranging from madrasahs, Islamic boarding schools, to Islamic universities, are now facing pressure to make strategic adaptations to maintain their relevance and competitiveness (Hidayat et al., 2024). This transformation is not only concerned with technological aspects and learning methods, but also fundamental in the leadership approach that must be able to accommodate changes while maintaining authentic Islamic values. The urgency of leadership transformation is even more evident when looking at global phenomena such as the digitalization of education, competency-based learning, and the increasing demands for accountability from education stakeholders. Stagnant and change-resistant leadership will have the potential to hinder the development of Islamic educational institutions in achieving optimal educational goals. Therefore, this study is important to provide a comprehensive overview of effective leadership transformation patterns and strategies in the context of contemporary Islamic education.

METHODS RESEARCH

This study uses the Systematic Literature Review (SLR) approach with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol as the main methodological framework. The PRISMA approach was chosen because of its ability to provide a systematic, transparent, and comprehensive framework for methodological literature review. The literature search strategy was carefully developed using specific keyword combinations that included "Leadership Transformation", "Islamic Education Management", "Leadership Transformation in Islamic Education", and the combination of these keywords was designed to produce precise search results that were relevant to the research focus. At the identification stage, the researcher conducted a comprehensive search using three main databases, namely Google Scholar & Publish or Perish (90 articles), Web of Science (55 articles), and ScienceDirect (10 articles), with a total of 155 articles identified. The search was focused on articles related to leadership transformation in Islamic education management using a combination of strategic keywords. The screening stage is carried out through two main filters. First, articles were selected based on language criteria, where 66 articles in languages other than Indonesian were excluded, leaving 89 articles. Second, articles that do not have abstracts are excluded, with 1 article being excluded so that there are 88 articles that have complete abstracts. At the eligibility stage, screening is carried out based on the relevance of the title and content. A total of 35 articles were deleted based on irrelevant title criteria, leaving 53 articles. Furthermore, 34 articles were excluded after the abstract reading because they did not fit the focus of the research, leaving 19 articles for the next stage. The included stage is the final stage where the full-text reading of the remaining 19 articles is carried out. After an in-depth evaluation of the full content, 7 articles were excluded as irrelevant to the expected research content. Finally, 12 high-quality articles that met all the inclusion criteria were included in this systematic literature review's analysis. The inclusion criteria set include: (1) articles in Indonesian, (2) focus on leadership transformation in Islamic education, (3) publication in a relevant time frame, (4) clear research methodology, and (5) adequate academic quality. The selection process is carried out independently and systematically to ensure the validity and reliability of the review results.

Figure 1 Databae and Number of Publication





RESULTS AND DISCUSSIONS

Results

Literature Review Results

Table.1. Results of Literature Review Study				
No	Author and Year	Research Title	Research Methods	Result
1.	Heriyanita Rosmini, Ningsih, Murni and Adiyono, 2024	Transforming School Principals' Leadership in the Digital Era: Technology-Based Education Administration Strategies in Junior High Schools	Qualitative	The results of the study show that technology-based education administration has significantly improved student learning outcomes at Muhammadiyah Tanah Grogot Junior High School.(Rosmini et al., 2024).
2.	Windi Megayanti and	Transformation of Principals' Leadership	Qualitative	The leadership style of school principals before the implementation of the Merdeka Learning curriculum

	Kholifatul Husna Asri, 2022	Style in the Implementation of Independent Learning		was more administratively and managerial. (Megayanti & Asri, 2022).
3	Taufik Nurrochman, Darsinah and Wafroaturrohman, 2023	The Role of Principal Learning Leadership through Post-Pandemic Digital Transformation in Elementary Schools		School principals have succeeded in carrying out learning leadership through digital transformation by holding teacher training, providing digital infrastructure facilities, supervising technology-based learning, and providing motivation to educators to develop teaching skills in the digital era. (Nurrochman, Darsinah & Wafroaturrohman, 2023).
	Zulkifli Zubedi, et al, 2022	Kyai's Leadership in the Transformation of Islamic Boarding Schools	Qualitative	Kiai leadership has a variety of styles, including paternalistic, moderate, situational, traditional conventional, and visionary transformational styles. To improve the quality of learning, the kiai carry out transformation by developing the capacity of educators through various competency improvement activities. (Zubedi, Lamatenggo & Arifin, 2022).
	Rita Dwi Nawanti, et al, 2024	Transformation of Educational Leadership in the Era of Disruption	Literature Review	In the era of disruption, there are two diametrically distinct phenomena: disruption as a global challenge that continues to change the landscape through technology, and leadership as a set of strategic skills to guide an organization or system to survive, adapt, and thrive in the face of constant change. (Nawanti, Santoso & Sumardjoko, 2024)
	As'ad Isma ,at al, 2023	Visionary Leadership in the Transformation of Sulthan Thaha Saifuddin State Islamic University Jambi	Qualitative	The State Islamic University (UIN) Sultan Thaha Saifuddin Jambi is expected to take advantage of the visionary leadership of its rector to accelerate the transformation of the institution, so that it is able to compete at the national and international levels. Currently, the university seems to be entering a period of significant growth with several programs running satisfactorily. (Isma, Mahmud & Jannah, 2023)
	Nikson Sitohang, et al, 2023	Teachers' Perceptions of School Transformation Leadership and Teachers' Collective Efficacy as Predictors of Teaching Quality in Batam City	Experiment	The teachers in applying the transformation leadership style to improve the quality of teaching and are also expected to enrich the existing theoretical building regarding the quality of teaching the research subjects are the teachers of SD/MI SMP/MTs and SMU/MA in the city of Batam which totals 2,300 people. (Sitohang, Aritonang & Listiyarini, 2023).
	Lailatul Badriyah , Suwandi, 2024	Transformation of Character Education through the Leadership of Madrasah Heads	Qualitative with descriptive research type	The principal plays an important role in the progress of the madrasah through a series of strategic activities, ranging from selecting competent education personnel, compiling work programs, forming the curriculum, implementing programs, holding regular work meetings with the management, to evaluating the program. Regarding character education, it is

			carried out through habituation, leadership example, discipline, and a planned learning process.(Badriyah & Suwandi, 2024)
Aisyah Khairunnisa , et al, 2024	The Role of Leadership as a Key Driver of Organizational Transformation	Literature review	Effective leadership has an important role in the success and sustainability of organizational change processes, especially in a dynamic environment with digitalization and globalization.(Khairunnisa & Khodijah, 2024).
Ali Nurdin , Samudi, 2023	Modernization of Salafi Islamic Boarding Schools: Leadership and Learning of Transformation in Islamic Religious Education	qualitative with a phenomenologic al paradigm type	The modernization of Salafi Islamic boarding schools is dynamic, influenced by internal awareness and government guidance, although it still faces cultural resistance. The transformation process is seen in a more structured leadership mechanism, as well as a learning model that integrates traditional and modern methods, with a comprehensive evaluation based on academic tests and religious practice.(Nurdin & Samudi, 2023)
Aji Yoga Anindita, 2024	The Transformation of Islamic Education: The Contemporary Leadership of Madrasah Heads in the Development of Science and Technology at Mts Ar...	Qualitative With a case study approach	Madrasah heads implement participatory leadership that empowers teachers, students, and communities in decision-making, with a focus on creating innovative learning environments. Through the integration of digital technology, continuous teacher training, and experimental programs such as science clubs, as well as cooperation with universities and research institutions, madrasahs seek to expand and enrich students' learning experiences while encouraging educational innovation.(Anindita, 2024).
Subrumanian Indran , et al, 2024	Principal's Transformation Leadership Practices and Implications for the Commitment of Counseling Teacher Organizations in Malaysia	Qualitative	It shows that there is a significant positive direct effect between the principal's leadership dimension and the organizational commitment of counseling teachers, while the individual dimension of individual mere= intellectual energy and motivation inspired by principal's leadership does not have a significant direct impact on the commitment of counseling teacher organizations. (Subrumanian) et al., no date).

Digitization of Education Administration and Management

The results of the analysis show that digital transformation in Islamic education administration has had a significant impact on improving the quality of learning. Findings from Rosmini et al. (2024) reveal that the implementation of technology-based education administration significantly improves student learning outcomes at Muhammadiyah Tanah Grogot Junior High School. This is strengthened by research by Nurrochman et al. (2023) which shows that school principals have successfully carried out learning leadership through digital transformation by conducting teacher training, providing digital infrastructure facilities, and supervising technology-based learning. Digitization of administration not only optimizes operational efficiency, but also creates a more accurate and real-time monitoring and evaluation system. This transformation enables education leaders to make more informed decisions based on comprehensive and up-to-date data. The implementation of the digital system has also increased transparency and accountability in the management of Islamic educational institutions.

Paradigm Shift in Leadership Style

The findings of the study identify a fundamental transformation in the leadership style of Islamic education. Megayanti and Asri (2022) found that the leadership style of school principals has shifted from an administrative-managerial orientation to a more transformative approach in the implementation of the Merdeka Learning curriculum. In the context of pesantren, Zubedi et al. (2022) identified the evolution of kyai leadership styles that include various variations, ranging from paternalistic, moderate, situational, traditional conventional, to visionary transformational styles. This shift shows the adaptation of leadership to the demands of an increasingly complex and dynamic era. Leadership that was originally hierarchical and top-down has now developed into more collaborative and responsive to stakeholder needs. This paradigm transformation also reflects the ability of Islamic education leaders to balance traditional values with modern innovations.

Human Resource Capacity Development

The results of the review show that the transformation of Islamic education leadership places great emphasis on the development of educator competencies. Zubedi et al. (2022) revealed that the kyai are transforming by developing the capacity of educators through various competency improvement activities. This finding is strengthened by Badriyah and Suwandi (2024) who show that madrasah heads play a strategic role in the progress of the institution through a series of activities ranging from selecting competent education personnel, compiling work programs, to carrying out comprehensive program evaluations. Investments in human resource development include ongoing training programs, learning technology workshops, and professional mentoring. This systematic approach ensures that all educators have competencies that are in accordance with modern educational standards. Capacity building also involves collaborating with external institutions to expand educators' professional horizons and networks.

Integration of Technology in the Learning Process

The findings of the study indicate that contemporary Islamic education leadership has integrated technology in the learning process systematically. Anindita (2024) shows that madrasah heads implement participatory leadership that empowers all stakeholders, with a focus on creating innovative learning environments through the integration of digital technology, continuous teacher training, and experimental programs such as science clubs. Nurdin and Samudi (2023) also identified that the modernization of salafi Islamic boarding schools shows a transformation in learning models that integrate traditional and modern methods. Technology integration is not only limited to the use of digital devices, but also includes the development of interactive and multimedia learning content. The hybrid learning approach has become a key strategy in optimizing a flexible and adaptive learning process. The implementation of learning technology is also supported by adequate infrastructure and a comprehensive digital-based evaluation system.

Visionary Leadership and Institutional Transformation

The results of the analysis reveal the importance of visionary leadership in driving the transformation of Islamic educational institutions. Isma et al. (2023) show that the Sultan Thaha Saifuddin Jambi State Islamic University utilizes the leadership of its visionary rector to accelerate the transformation of the institution to be able to compete at the national and international levels. Nawanti et al. (2024) emphasize that in the era of disruption, leadership serves as a set of strategic skills to guide organizations to survive, adapt, and thrive in the face of constant change. Visionary leadership integrates long-term strategic planning with the implementation of innovative programs that are sustainable. This transformative vision includes the development of the institution's reputation, the improvement of academic quality, and the expansion of the network of strategic partnerships. Visionary leaders are also able to anticipate future trends and prepare institutions to face increasingly complex global challenges.

Collaborative and Participatory Approach

The findings of the study show a tendency to use a more collaborative and participatory approach to leadership. Sitohang et al. (2023) revealed that transformational leadership styles can improve the quality of teaching through teacher empowerment and collective efficacy. Khairunnisa and Khodijah (2024) reinforce these findings by showing that effective leadership has an important role in the success and sustainability of organizational change processes, especially in a dynamic environment with digitalization and globalization. A collaborative approach creates an organizational culture that encourages the active participation of all members of the educational community in the decision-making process. This leadership model facilitates the sharing of knowledge and best practices between educators, thereby increasing the collective capacity of the institution. The implementation of participatory leadership also strengthens the sense of ownership and commitment of stakeholders to the vision and mission of educational institutions.

Organizational Challenges and Adaptations

The results of the review identified various challenges in the process of transforming Islamic education leadership. Nurdin and Samudi (2023) found that the modernization of salafi Islamic boarding schools still faces cultural resistance, although the transformation process has been seen in a more structured leadership mechanism. Subrumanian et al. (2024) reveal the complexity of the relationship between the transformational leadership dimension and organizational commitment, suggesting that not all leadership dimensions have a significant direct impact on organizational outcomes. Key challenges include generational gaps in technology adoption, limited financial resources, and resistance to change from traditionalist stakeholders. The organizational adaptation process requires a systematic and gradual change management strategy to minimize internal conflicts. Transformational leadership must be able to develop effective communication and comprehensive socialization programs to facilitate a harmonious adaptation process.

Discussion

The Dynamics of Digital Transformation in Educational Leadership

The transformation of Islamic education leadership in the digital era shows a significant paradigm shift (Afriani *et al.*, 2024) From conventional models to more innovative approaches (Andini, 2021) and technologists (Destari, 2023). Recent research reveals that educational leadership no longer only plays a role in administrative management, but rather becomes an agent of strategic change that is able to integrate technology in the educational process. This is in line with the transformational leadership theory developed by Bass and Avolio, which emphasizes the importance of leaders in driving organizational change and innovation (Riwukore, Alie & Habaora, 2021) (Supriyanto, 2022). This digital transformation also requires Islamic education leaders to have adequate digital literacy to understand the potential and challenges of technology in the context of education. This phenomenon reflects the adaptability of the Islamic education system to the demands of the times, while maintaining the fundamental values of Islam in the transformation process. The implementation of digital technology in educational leadership has opened up new opportunities to improve the effectiveness of communication, monitoring, and evaluation of institutional performance in real-time.

The Evolution of Leadership Styles

Studies show that leadership styles in the context of Islamic education undergo a fundamental transformation. Prior to the implementation of the Merdeka Learning curriculum, leadership tended to be administrative and managerial. However, today, education leaders such as principals and kyai are beginning to adopt more adaptive leadership styles, such as paternalistic, moderate, and visionary transformational religious styles. Fiedler's leadership contingency theory (Suntara & Hijran, 2023) provides a theoretical perspective that supports this phenomenon, where the effectiveness of leadership depends on the ability to adapt to the context of the changing environment. The evolution of this leadership style also reflects a continuous organizational learning process, in which Islamic education leaders gradually develop new competencies according to the demands of stakeholders and

the dynamics of the external environment. The shift from authoritarian to collaborative leadership demonstrates the increasing organizational maturity in the face of the complexity of modern educational challenges. This diversification of leadership styles also allows leaders to tailor their approach to the specific characteristics of the educational community they lead.

Educational Competency Development Strategy

Leadership transformation in Islamic education is very focused on developing the capacity of human resources. Education leaders have developed comprehensive strategies to improve educator competencies, including the implementation of continuous training, rigorous selection of education personnel, and the establishment of innovative curriculums. This approach is in line with the theory of human capital (*Human Capital Theory*) developed by Gary Becker, (Indriani, Priatna & Febrian, 2024) which emphasizes investment in skill and knowledge development as a key factor in the success of the organization. This competency development strategy also includes ongoing mentoring and coaching programs, allowing for a systematic transfer of knowledge and experience from seniors to juniors. The implementation of a competency-based performance evaluation system has become an important instrument in ensuring that every educator has qualifications that are in accordance with professional standards. Collaboration with higher education institutions and professional training institutions further strengthens a comprehensive and sustainable human resource development ecosystem.

Technology Integration and Pedagogical Innovation

One of the most significant findings is a systematic effort to integrate digital technology in the learning process. Islamic educational institutions, ranging from madrassas to Islamic boarding schools, have created innovative learning environments through the establishment of science clubs, cooperation with research institutions, and the incorporation of traditional methods with modern approaches. Rogers' theory of diffusion of innovation (Muntaha & Amin, 2023) provides a conceptual framework that supports this transformation process, explaining how technological innovations can be adopted and disseminated in the social system of education. The integration of this technology is not only limited to the use of digital devices, but also involves the development of interactive and multimedia learning content tailored to Islamic values. The blended learning approach has become the dominant model that allows flexibility in the learning process while maintaining the social interaction that is important in Islamic character education. Investments in technology infrastructure and digital learning platforms demonstrate the long-term commitment of Islamic educational institutions to remain relevant and competitive in the digital age.

Theoretical and Practical Implications

This research makes an important contribution in understanding the leadership dynamics of contemporary Islamic education. Transformation is not just about the implementation of technology, but more fundamental in changing the paradigm of education. The findings show that effective leadership has a crucial role in the success of the organizational change process, especially in a dynamic environment with the challenges of digitalization and globalization. Theoretically, this research enriches the literature on transformational leadership in the context of Islamic education, giving new nuances to existing leadership theories by incorporating spiritual dimensions and Islamic values. The practical implication of these findings is the need to develop leadership training programs specific to Islamic education leaders, which integrate modern managerial competencies with a deep understanding of Islamic values and traditions. The results of this research can also be a reference for policy makers in formulating regulations that support the sustainable and effective transformation of Islamic education leadership.

Limitations and Recommendations

While it provides in-depth insights, this study has some limitations. The majority of studies used qualitative methods and focused on the Indonesian context, which limited the generalization of findings. For future research, it is recommended to conduct a comparative study between countries, develop a more comprehensive framework for measuring leadership transformation, and examine the long-term impact of digitalization in education. Another limitation is the lack of quantitative data that can measure the effectiveness of leadership transformation empirically, so further research needs to develop valid and reliable measurement instruments. The limited geographical focus on

the Indonesian context also necessitates the expansion of research to other Muslim countries to gain a more comprehensive perspective on the transformation of global Islamic education leadership. Recommendations for practitioners include the development of ongoing leadership training programs, the establishment of a community of practice among Islamic education leaders, and increased investment in educational technology infrastructure that supports effective leadership transformation .

CONCLUSION

Based on a systematic literature review of 12 research articles, leadership transformation in Islamic education management shows a comprehensive paradigmatic evolution covering four main dimensions: digitalization of education administration, shift of leadership style from conventional to transformational, human resource capacity development, and integration of technology in the learning process. The findings reveal that contemporary Islamic education leaders have successfully adapted a more collaborative, visionary, and responsive approach to leadership challenges while maintaining authentic Islamic values. Although this transformation shows a positive impact on improving learning quality and organizational effectiveness, there are still significant challenges in the form of cultural resistance, digital literacy gaps, and limited financial resources. This study recommends the development of a more systematic adaptive-integrative leadership model, the establishment of technology-based sustainable leadership training programs, and increased investment in digital infrastructure in Islamic educational institutions. For further research, it is recommended to conduct longitudinal studies with a mixed-methods approach, geographical expansion to other Muslim countries, and the development of valid and reliable instruments for measuring the effectiveness of leadership transformations to produce a more comprehensive understanding of the dynamics of Islamic education leadership in the digital age

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