At Tadbir: Islamic Education Management Journal
Vol. 4, No. 2 November 2026. pp. 357-369
E-ISSN: 3021-8098
DOI: https://doi.org/10.54437/attadbir.v4i2.3837

An Integrative -Transformative Paradigm for Islamic Educational Leadership in the Modern Era

Syamsul Arifin *, Machdum Bachtiar, Eneng Muslihah
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
*Corresponding Author: syamsuldiah24@gmail.com

Received: 1-10-2026	Revised: 01-11-2026	Accepted: 04-11-2026	Online: 05-11-2026

Abstract. Changes in the educational environment call for Islamic educational leadership capable of upholding Islamic values whilst managing and responding to institutional changes. This study aims to formulate an integrative-transformative paradigm in Islamic educational leadership through the interconnection of Islamic values, managerial professionalism and transformation. The research utilised a literature review (library research) employing a descriptive-analytical approach. The sources of the study comprised scientific journal articles and academic publications relevant to the research focus. Analysis was conducted through the identification, categorisation, comparison, interpretation, and integration of concepts. The research findings indicate that Islamic values serve as a normative foundation that provides ethical direction for leadership; managerial professionalism acts as a mechanism for translating these values into institutional management; whilst transformation serves as an orientation for responding to change, developing innovation, and enhancing institutional capacity. These three dimensions form an integrative-transformative paradigm that positions leaders as guardians of values, managers of institutions, and agents of change. The contribution of this research lies in the formulation of the functional relationships between these three dimensions within a single conceptual framework for Islamic educational leadership. This framework remains conceptual in nature and requires empirical testing across various contexts of Islamic educational institutions.

Keywords: Islamic educational leadership; integrative-transformative paradigm; Islamic values; managerial professionalism; educational transformation

Abstrak. *Perubahan lingkungan pendidikan menuntut kepemimpinan pendidikan Islam yang mampu mempertahankan landasan nilai keislaman sekaligus mengelola dan merespons perubahan kelembagaan. Penelitian ini bertujuan merumuskan paradigma integratif-transformatif dalam kepemimpinan pendidikan Islam melalui keterkaitan nilai-nilai Islam, profesionalisme manajerial, dan transformasi. Penelitian menggunakan metode studi kepustakaan (library research) dengan pendekatan deskriptif-analitis. Sumber kajian berupa artikel jurnal ilmiah dan publikasi akademik yang relevan dengan fokus penelitian. Analisis dilakukan melalui identifikasi, pengelompokan, perbandingan, interpretasi, dan integrasi konsep. Hasil penelitian menunjukkan bahwa nilai-nilai Islam berfungsi sebagai landasan normatif yang memberikan arah etis kepemimpinan, profesionalisme manajerial menjadi mekanisme penerjemahan nilai ke dalam pengelolaan lembaga, sedangkan transformasi menjadi orientasi dalam merespons perubahan, mengembangkan inovasi, dan meningkatkan kapasitas kelembagaan. Ketiga dimensi tersebut membentuk paradigma integratif-transformatif yang menempatkan pemimpin sebagai penjaga nilai, pengelola lembaga, dan penggerak perubahan. Kontribusi penelitian terletak pada perumusan hubungan fungsional ketiga dimensi dalam satu kerangka konseptual kepemimpinan pendidikan Islam. Kerangka ini masih bersifat konseptual dan memerlukan pengujian empiris pada berbagai konteks lembaga pendidikan Islam.*

Kata Kunci: *Kepemimpinan pendidikan Islam; paradigma integratif-transformatif; nilai-nilai Islam; profesionalisme manajerial; transformasi pendidikan*

This is an open-access article under the CC BY-SA license

Copyright: © 2026 by the authors.
Licensee LP3M Al-Urwatul Wutsqo Jombang, Indonesia. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

Leadership is one of the key factors in the successful management of Islamic educational institutions (Siregar, 2021). Social change, technological developments and increasing demands for quality in education require leaders not only to be capable of performing managerial functions, but also to possess the ability to formulate a vision, direct resources, develop an institutional culture and uphold the values that constitute the organisation's identity. In the context of Islamic education, leadership is not only concerned with achieving organisational goals, but also with moral and spiritual responsibilities. Therefore, professional competence in managing an institution must go hand in hand with Islamic values as the foundation for fulfilling leadership responsibilities. (Mardia & Mukhtar, 2022; Mujahidin & Malusu, 2024). Developments in the educational environment also require leaders to be able to adapt to change without losing sight of their values and institutional identity (Elmanisar dkk., 2024; Ridwan & Maryati, 2024).

Research into leadership in Islamic education has developed from various perspectives, particularly those that regard Islamic values as the moral and character foundation of leadership. Research by (Arar dkk., 2022) A *systematic review* has shown that research on *Islamic-based educational leadership* covers a range of themes, including leadership models and styles, educational policy and reform, and the relationship between leaders and stakeholders. In the context of leadership character, the values of *shiddiq*, *amanah*, *tabligh* and *fathanah* are regarded as essential foundations for fulfilling the responsibilities of Islamic educational leadership (Muntaha & Asyhari, 2025; Prayogi dkk., 2024). More recent studies have also shown that Islamic educational leadership encompasses the interconnection between the spiritual dimension and the application of Islamic administrative principles, such as trustworthiness, honesty, compassion, patience, justice and consultation (Rochim & Muttaqien, 2025). Therefore, Islamic values in leadership do not merely serve as a reflection of a leader's personal character, but also form the ethical foundation for leadership practices and the management of organisations.

On the other hand, developments in the educational environment have led to a focus on leadership capable of steering change in an adaptive manner. Transformational leadership emphasises vision, motivation, empowerment, innovation and organisational change (Lamirin dkk., 2023). In Islamic education, (Fadilah & Hamami, 2021) explains the relevance of transformational leadership in addressing change and the needs of Islamic education development. Study (Suwenti dkk., 2025) A *systematic literature review* also indicates that technological change and globalisation are driving the development of paradigms in Islamic educational leadership, including through transformational leadership and educational innovation. Subsequent research developments have revealed efforts to link Islamic values with a transformational orientation. Study (Ersat dkk., 2025) to develop a framework for *transformative leadership* that integrates Islamic values with 21st-century skills, whilst (Ajeng, 2026; Prasetyowati dkk., 2025) constructing a paradigm of Islamic educational

leadership through the integration of transformational theory and prophetic values. The findings indicate that the integration of Islamic values and transformational leadership has been explored in previous research.

This development also indicates that there is conceptual scope for linking Islamic values, managerial professionalism and transformation as three interrelated dimensions of leadership in Islamic education. Leadership requires not only a moral foundation and a focus on change, but also the ability to translate both into the practical management of an institution through planning, organising, implementation, resource management and evaluation. The literature on *Islamic Educational Management* also highlights the importance of professionalism, competence development, value-based leadership and innovation in the management of Islamic education (Luvianingtias dkk., 2026). Therefore, the scope of this research is no longer merely to integrate Islamic values with transformational leadership, but to establish a relationship between Islamic values as a moral foundation, managerial professionalism as a management capacity, and transformation as an orientation towards change within a single conceptual framework. In this study, the interconnection between these three dimensions is formulated as an integrative-transformative paradigm. Islamic values provide an ethical direction for leadership; managerial professionalism translates these values into the practice of institutional management; whilst transformation guides the institution to adapt, innovate and develop in the face of changes in education. The formulation of the relationship between these three dimensions is the result of the conceptual synthesis of this study.

Based on this conceptual framework, this study aims to synthesise the literature on Islamic educational leadership, Islamic leadership values, managerial professionalism and transformational leadership in order to formulate an integrative-transformative paradigm for Islamic educational leadership in the modern era. This study is not intended to test the effectiveness of the paradigm empirically, but rather to produce a conceptual framework that links the spiritual, professional, and transformative dimensions in understanding contemporary Islamic educational leadership.

METHODS

This study employs a literature review (*library research*) using a descriptive-analytical approach. A literature review was employed as the study focuses on the examination, comparison and synthesis of various concepts relating to Islamic educational leadership. The descriptive-analytical approach was used to identify key ideas in the literature, compare perspectives across sources, and interpret the interrelationships between concepts relevant to the research objectives. This method enables the study to produce a conceptual synthesis based on the findings of previous research (Jaya dkk., 2023; Snyder, 2019).

The study focused on five aspects, namely Islamic educational leadership, Islamic leadership values, managerial professionalism, transformational leadership, and leadership responses to changes in education. These five aspects served as the focus for the literature review and analysis. Furthermore, the findings of the study were grouped into three main dimensions that form the basis for the formulation of an integrative-transformative paradigm, namely Islamic values, managerial professionalism, and transformation. Islamic educational leadership was positioned as the main context of the study, whilst transformational leadership and responses to changes in education were analysed within the dimension of transformation.

The research data sources consist of scientific journal articles and academic publications relevant to the focus of the study. Priority is given to publications from 2021 to 2026 in order to gain an overview of developments in contemporary research. Sources published prior to this period

are still utilised where they possess the conceptual or theoretical relevance required to explain the research concepts. The selection of literature is based on its relevance to the focus of the study, the academic quality of the sources, the recency of the publications, and the availability of information that can be used for analysis. The literature collection process involves identifying sources, selecting them based on relevance, grouping them by theme, and recording the main ideas from each source (Jaya dkk., 2023).

The criteria for the literature used in this study include: (1) discussing Islamic educational leadership, Islamic leadership values, managerial professionalism, transformational leadership, or educational change; (2) having a direct relevance to the focus and objectives of the study; (3) being published in reputable scientific journals or academic publications; and (4) providing sufficient information for analysis. Literature that has no direct relevance to the research focus or merely discusses leadership in general without any relevance to the context of Islamic education was not used as a primary source in the synthesis.

The analysis was conducted using a descriptive-critical approach across several stages. Firstly, the key concepts and findings from each piece of literature were identified. Secondly, the literature was categorised according to five aspects of the study. Thirdly, similarities, differences and trends in perspective across sources were compared. Fourth, interpreting the relationships between concepts based on the research focus. Fifth, synthesising the findings into three main dimensions, namely Islamic values, managerial professionalism, and transformation. This synthesis is used to formulate the functional relationship between the three dimensions as the basis for an integrative-transformative paradigm in Islamic educational leadership. Consequently, the research findings not only describe the existing literature but also produce a conceptual framework that explains the relationship between value foundations, managerial capacity and an orientation towards change in Islamic educational leadership.

RESEARCH FINDINGS AND DISCUSSION

Results

Patterns of Islamic Educational Leadership in Contemporary Literature

A review of the literature for the period 2021-2026 indicates that research into leadership in Islamic education has evolved from a focus on leadership types and styles towards a greater emphasis on leaders' ability to manage educational change. Mardia and Mukhtar to identify various types and models of leadership in Islamic educational institutions, including participatory or democratic, autocratic, *laissez-faire*, transformational, paternalistic, as well as contingency and transformational models (Mardia & Mukhtar, 2022). This diversity indicates that leadership in Islamic education cannot be explained by a single leadership approach, but must be understood in terms of the characteristics of the organisation and the demands of the educational environment.

Subsequent research has revealed a growing focus on leadership capabilities in responding to change. Fadilah dan Hamami demonstrates the relevance of transformational leadership in Islamic education in addressing change and promoting continuous improvement (Fadilah & Hamami, 2021). Suwenti dkk, links the transformation of leadership in Islamic education management to digitalisation, shifts in leadership paradigms, competence development and educational innovation (Suwenti dkk., 2025). The findings indicate that adaptability, capacity building and innovation are key elements in discussions of contemporary Islamic educational leadership.

On the other hand, the literature also points to attempts to link calls for change with Islamic values. Prasetyowati to develop a framework for transformative leadership that integrates Islamic

values with 21st-century competencies (Prasetyowati dkk., 2025). The findings show that the demands of leadership modernisation do not necessarily supplant the foundation of Islamic values, but rather highlight the need to link Islamic values with leadership capacities that are in line with developments in education.

On comparison, the literature reveals three interrelated trends. Firstly, studies on leadership types and styles highlight the diversity of approaches in the management of Islamic educational institutions. Secondly, transformational studies emphasise the ability to adapt and bring about change as a vital aspect of leadership. Thirdly, integrative studies are beginning to reconcile Islamic values with leadership competencies and the demands of contemporary education. However, these three trends are still discussed with varying degrees of emphasis. In this study, these differences form the basis for grouping the studies into three interrelated dimensions, namely Islamic values as a normative foundation, managerial professionalism as a management mechanism, and transformation as an orientation for change.

Table 1. A Survey of the Literature on Contemporary Islamic Educational Leadership

Focus of the literature	Key findings	Research trends	Position within the research synthesis
Types and styles of leadership	There are various types and models of leadership within Islamic educational institutions	Diversity of leadership approaches	Providing context on the complexities of leadership in Islamic education
Transformational leadership	Leadership is focused on change, development and improvement in education	Responses to change	Forming the basis of the transformation dimension
The transformation of Islamic education management	Digitalisation, skills development and innovation are essential for leadership	Institutional adaptation and development	Strengthening the transformative dimension
The integration of Islamic values and contemporary demands	Islamic values are linked to leadership skills and the educational needs of the 21st century	The integration of values and change	Forming the basis of the relationship between Islamic values, professionalism and transformation

Islamic Values as the Foundation of Leadership

The results of the literature review indicate that Islamic values in educational leadership are not merely regarded as the moral character of leaders, but also as principles that provide direction for leadership practice. Ethics, justice, compassion and consultation are key elements of educational leadership based on prophetic values (Hakim & Zahra, 2024). These findings indicate that leadership in Islamic education has a moral dimension relating to the way in which leaders fulfil their responsibilities and interact with members of the organisation.

Study Kartika dkk, expanding on this discussion by linking the values of *shiddiq*, *amanah*, *tabligh*, *fathanah* and *'adl* to the development of a values-based vision, organisational culture, leadership capacity and institutional evaluation (Kartika dkk., 2025). Meanwhile, Ababil and Arifin

indicates that the values of trustworthiness, justice, honesty and *tabligh* are not only related to a leader's character, but are also reflected in administration, communication, decision-making and the division of roles within educational institutions (Ababil & Arifin, 2025). Thus, the literature reviewed reveals a tendency to translate Islamic values from the personal sphere into institutional practice.

When compared, these three studies place different emphases. The ethical and prophetic dimensions are key focuses in Islamic value-based educational leadership (Hakim & Zahra, 2024). Islamic values are linked to aspects of organisational development in educational leadership (Kartika dkk., 2025), whereas the application of Islamic values in the practical management of the institution is demonstrated in the study (Ababil & Arifin, 2025). This difference in focus demonstrates that Islamic values are not limited to the development of a leader's character, but can serve as guiding principles for decision-making, organisational relationships and institutional management.

In this study, Islamic values are therefore positioned as the normative foundation within an integrative-transformative paradigm. Values provide guidance on the principles underpinning the exercise of leadership, whilst translating these values into institutional practice requires professional capacity in organisational management.

Managerial Professionalism in Islamic Educational Leadership

In the management of Islamic educational institutions, managerial professionalism is reflected in leaders' ability to manage processes and resources systematically. The management of Islamic education encompasses the functions of planning, organising, implementing and supervising (Jeka dkk., 2024). Study Salsabila and Sesmiarni to broaden this perspective by linking institutional management to professionalism, leadership, resources and religious values (Salsabila & Sesmiarni, 2025). Meanwhile, Ansari dkk, shows that managerial functions in Islamic education relate to efficiency, performance, morality and spiritual values (Ansari dkk., 2025). Study Amalia and Anwar linking professional management with governance, the quality of education, the application of Islamic principles, and the institution's ability to adapt to the educational environment (Amaliya & Anwar, 2026).

This review of the literature indicates that managerial professionalism has a broader scope than administrative competence. On the one hand, professionalism relates to a leader's technical capacity to plan, organise, implement and evaluate the management of an institution. On the other hand, these capacities must be exercised whilst taking into account the values, responsibilities, performance and objectives of Islamic education. Therefore, managerial professionalism in Islamic educational leadership can be understood as the ability to manage institutional resources and processes systematically, whilst maintaining a balance between the effectiveness of management and the value orientation of Islamic education.

When compared with Islamic values as the foundation of leadership, a functional relationship between values and professionalism becomes apparent. Islamic values provide guidance on the principles that should underpin leadership, whilst managerial professionalism provides the capacity to translate these principles into institutional processes and decisions. This relationship demonstrates that Islamic values cannot simply be treated as normative principles without management mechanisms, whilst managerial professionalism cannot be understood merely as technical competence divorced from a values-based orientation.

In this study, managerial professionalism is positioned as an operational mechanism within the integrative-transformative paradigm. This positioning explains the function of professionalism as a link between the institutional value framework and management practice. However, the ability

to manage an institution professionally must also be directed towards responding to change, fostering innovation and strengthening institutional capacity.

Transformation in Response to Changes in Education

Social and technological changes, as well as demands for educational standards, are driving changes in the way Islamic educational institutions are managed and led. Study (Fadilah & Hamami, 2021) demonstrates the relevance of transformational leadership in Islamic education in addressing change and fostering continuous improvement. Leadership in this context is not merely focused on the performance of administrative functions, but also encompasses the ability to develop a vision, motivate members, encourage participation, and steer the organisation towards renewal.

Study Munajat and Muqowim shows that leadership transformation in Islamic education management is linked to the digitalisation of educational administration, changes in leadership styles, the development of educators' competencies, and the use of technology in the educational process (Munajat & Muqowim, 2025). These findings indicate that transformation cannot be understood merely as the use of technology, but encompasses changes in leadership styles, human resource capacity, management systems, and the educational process. At the same time, the transformation process may face obstacles in the form of resistance to change, a digital literacy gap, and resource constraints.

Another study by Efendi and Rifa'i expands on this understanding by demonstrating that transformative leadership in Islamic education is linked to participatory decision-making, the integration of technology, teacher empowerment, the development of 21st-century skills, and institutional innovation (Efendi & Rifa'i, 2025). These findings indicate that the ability to bring about change depends not only on the leader's vision, but also on the ability to build the capacity of members and create an organisational environment that enables change to take place in a participatory manner. Thus, transformation encompasses changes in people, processes and organisational capacity, rather than merely structural or technological changes.

When compared, these three studies highlight several key characteristics of the transformation of leadership in Islamic education, namely adaptation to environmental change, the development of human resource capacity, innovation in educational management, and the utilisation of technology. The literature also indicates that change can be hindered by organisational resistance, limited digital competence, and resource constraints. Therefore, transformation requires leaders to manage the change process whilst simultaneously building the organisation's capacity so that change can be implemented sustainably.

In this study, transformation is distinguished from transformational leadership. Transformational leadership is used as one perspective in the literature to explain how leaders drive change, whilst transformation is positioned as a broader dimension within the formulated paradigm. Transformation encompasses an orientation towards developing, adapting and renewing Islamic educational institutions through human resource development, institutional innovation, the utilisation of technology, and enhancing the organisation's capacity to cope with change.

Based on this synthesis, transformation is positioned as the orientation for change within the integrative-transformative paradigm. This position complements Islamic values as a normative foundation and managerial professionalism as an operational mechanism. Consequently, these three dimensions have distinct yet interrelated functions: values provide direction, professionalism translates that direction into management practice, whilst transformation channels managerial capacity to adapt, innovate and develop the organisation.

A Synthesis of the Integrative-Transformative Paradigm of Islamic Educational Leadership

The findings from the overall literature review show that Islamic educational leadership can be understood through three interrelated dimensions, namely Islamic values, managerial professionalism and transformation. Islamic values serve as a normative foundation that provides ethical direction for leadership; managerial professionalism acts as a mechanism for translating these values into the management of institutions; whilst transformation serves as an orientation for responding to change, fostering innovation, and strengthening institutional capacity (Suwenti dkk., 2025).

Table 2. Synthesis of the Integrative-Transformative Paradigm

Dimensions	Functions	Operational Form	Orientation
Islamic values	Normative basis	Trustworthiness, justice, *shiddiq*, and consultation	Integrity and ethical guidance
Managerial professionalism	Operational mechanisms	Planning, organising, resource management and evaluation	Effectiveness and accountability
Transformation	Change orientation	Adaptation, innovation, digitalisation and human resource development	Sustainability and development

These three dimensions do not exist in isolation. Islamic values determine the principles and direction of leadership; managerial professionalism translates these principles into the practical management of the organisation; whilst transformation directs managerial capacity to respond to change. Thus, the relationship between the three is functional and complementary, rather than merely a combination of several leadership concepts.

Within this framework, the leadership process can be understood through the relationship between value orientation, managerial capacity and change orientation. Values without managerial competence may prove difficult to translate into institutional practice. Conversely, managerial professionalism without a foundation of values may lose sight of the orientation of Islamic education. Meanwhile, transformation without a foundation of values and managerial capacity risks lacking a clear institutional direction. Therefore, these three dimensions must be understood as interrelated components of leadership practice in Islamic education.

This synthesis positions leaders in three complementary roles: guardians of values, managers of institutions, and agents of change. As a guardian of values, the leader ensures that institutional decisions and practices remain guided by Islamic principles. As a manager of the institution, the leader puts these values into practice through the professional management of resources and organisational processes. As an agent of change, the leader directs the institution's capacity to adapt, innovate and develop in line with the demands of the educational environment.

Based on this synthesis, the integrative-transformative paradigm in this study is positioned as a conceptual framework that links the normative, managerial and transformative dimensions of Islamic educational leadership. This framework has been formulated on the basis of a literature review and has not yet been empirically tested. Consequently, its application needs to be tested in various contexts within Islamic educational institutions to examine how these three dimensions are realised in leadership practice.

Discussion

The findings indicate that Islamic educational leadership in the modern era can be understood through the relationship between value foundations, managerial capacity, and the ability to effect change. These findings expand the discussion of Islamic educational leadership, which has hitherto focused on Islamic leadership values, managerial functions, and transformational leadership, each with a different emphasis. Within the paradigm formulated by this study, these three aspects have distinct yet interrelated functions. Islamic values provide normative direction; managerial professionalism serves as a mechanism for translating these values into institutional practice; whilst transformation serves as an orientation for responding to changes in education.

The role of Islamic values as a normative foundation is consistent with (Hakim & Zahra, 2024) which emphasises ethics, justice, compassion and consultation in prophetic value-based leadership. Study (Kartika dkk., 2025) linking the values of *shiddiq*, *amanah*, *tabligh*, *fathanah* and *'adl* with a values-based vision, organisational culture, leadership capacity and institutional evaluation. Whereas (Ababil & Arifin, 2025) demonstrates the application of these values in administration, communication, decision-making and the division of roles. These findings indicate that Islamic values are not merely related to a leader's personal character, but can be translated into institutional practice. In this study, this position is clarified by establishing Islamic values as a normative foundation that provides direction for leadership decisions and actions.

However, a set of core values requires management mechanisms to ensure they are put into practice within the organisation. According to (Mulyana dkk., 2025) The management of Islamic education encompasses the functions of planning, organising, implementing and supervising, whilst (Fazira dkk., 2026) linking institutional management with professionalism, leadership, resources and religious values. Based on this study, managerial professionalism within the paradigm of this research is not understood merely as administrative competence, but as the capacity to translate the principles of Islamic leadership into resource management, decision-making, programme implementation and evaluation. Thus, the relationship between values and professionalism is functional: values provide direction, whilst professionalism provides the mechanisms to realise that direction in the management of the institution.

These managerial capacities must then be channelled into the institution's ability to cope with change. Transformational leadership in Islamic education relates to vision, motivation, participation and organisational improvement (Fadilah & Hamami, 2021). Meanwhile (Suwenti dkk., 2025) linking leadership transformation in Islamic education management to digitalisation, competence development, innovation and changes in leadership styles. Study (Prasetyowati dkk., 2025) It also highlights the importance of teacher empowerment, 21st-century skills, the integration of technology, and institutional innovation. These findings reinforce the role of transformation as a key dimension in addressing changes in education. In this study, transformation is understood in a broader sense as an orientation towards change that encompasses adaptation, innovation, human resource development, and institutional capacity-building.

The relationship between these three dimensions constitutes the main conceptual contribution of this study. The literature reviewed has focused on the values of Islamic leadership, managerial professionalism and educational change, but each of these has a different emphasis. This study formulates a functional relationship amongst these three dimensions by positioning values as the normative foundation, managerial professionalism as the operational mechanism, and transformation as the orientation for change. Consequently, the integrative-transformative

paradigm does not merely combine these three concepts but explains the function of each in shaping Islamic educational leadership.

Nor is this relationship linear or compartmentalised. Islamic values provide direction for governance, professionalism provides the capacity to implement that direction, whilst transformation develops that capacity to cope with change. At the same time, the process of change needs to be evaluated in the light of the values and objectives of Islamic education. This relationship demonstrates that the existence of each dimension must be understood in relation to the others. Values without managerial capacity may prove difficult to realise in practice; professionalism without a values-based orientation may lose sight of the direction of Islamic education; whilst transformation without a foundation of values and managerial capacity may lose its institutional direction.

In theory, this synthesis provides a framework for understanding Islamic educational leadership through the interconnection of moral, managerial and change dimensions. In practice, this framework can serve as a starting point for leadership development, human resource management, the shaping of organisational culture, programme development, the utilisation of technology, and institutional evaluation. With this framework, Islamic educational leaders not only carry out administrative functions but also uphold value-based principles and direct the organisation's capacity to adapt to change.

Nevertheless, the contribution of this research remains at a conceptual level. As the study relied on a literature review, the relationship between Islamic values, managerial professionalism and transformation has not yet been tested using empirical data. The application of this paradigm may also vary according to institutional characteristics, human resource capacity, organisational culture and the educational environment. Therefore, future research needs to test this framework through field research in schools, madrasahs and pesantren to examine how Islamic values are translated into managerial practices and how these practices support the institutions' ability to adapt, innovate and develop their institutional capacity. These limitations position the integrative-transformative paradigm as a conceptual framework that remains open to further testing and development.

CONCLUSION

This study demonstrates that Islamic educational leadership in the modern era can be conceptualised through an integrative-transformative paradigm that links three key dimensions: Islamic values, managerial professionalism and transformation. Islamic values serve as a normative foundation that provides ethical direction for leadership; managerial professionalism acts as a mechanism for translating these values into the management of institutions; whilst transformation serves as an orientation for responding to change, fostering innovation, and strengthening institutional capacity.

These three dimensions indicate that leadership in Islamic education requires a synergy between value orientation, managerial capacity and the ability to adapt to change. This paradigm can serve as an initial framework for the development of leadership, resource management, the shaping of organisational culture and institutional innovation in Islamic education.

However, this paradigm remains conceptual in nature, as it has been formulated through a review of the literature and has not yet been empirically tested. Further research is needed to test its application in schools, madrasahs and pesantren with different organisational characteristics and educational contexts.

Statement on the Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) tools were employed exclusively to support editorial refinement, including improving linguistic accuracy, enhancing sentence readability, and organizing manuscript content. All scholarly decisions, including the selection of references, data analysis, interpretation of findings, and development of conclusions, remained under the authors' responsibility.

Author Contribution Statement

Syamsul Arifin contributed to the study's conceptualization, literature review, data analysis, and preparation of the initial manuscript. Machdum Bachtiar was responsible for research design, conceptual interpretation, critical evaluation, and manuscript refinement. Eneng Muslihah contributed to literature analysis, manuscript editing, and final review. All authors participated in reviewing the manuscript and approved its final version for publication.

Funding Statement

This research was undertaken without financial grants or sponsorship from external organizations. The authors independently provided the resources necessary to conduct the study and prepare the manuscript.

Conflict of Interest Statement

The authors confirm that no financial, professional, institutional, or personal interests have influenced the research process, interpretation of results, or publication of this manuscript.

REFERENCES

Ababil, A. F., & Arifin, M. (2025). Integration Of Islamic Ethical Values In Strategic Leadership At Islamic Religious Educational Institutions. *Irfani*, *21*(1), 337–353. https://doi.org/10.30603/irfani.v21i1.6693

Ajeng, F. A. (2026). Rekonstruksi Paradigma Kepemimpinan Pendidikan Islam Kontemporer melalui Integrasi Teori Transformasional dan Nilai Profetik. *Al-Jinan : Jurnal Studi Islam*, *1*(01), 1–11. https://doi.org/10.67315/jurnalstudiislam.v1i01.1

Amaliya, R. P., & Anwar, A. M. (2026). Implementasi Prinsip-Prinsip Manajemen Pendidikan Islam Dalam Meningkatkan Kualitas Lembaga Pendidikan. *At-Tadbir: Jurnal Manajemen Pendidikan Islam*, *6*(1), 67–77. https://doi.org/10.51700/attadbir.v6i1.1492

Ansari, N. R., Irawan, & Nurjaman, U. (2025). Relevansi Pengembangan Nilai-nilai Islami dalam Bidang Manajemen Pendidikan. *Al-Marsus : Jurnal Manajemen Pendidikan Islam*, *3*(1), 66–78. https://doi.org/10.30983/al-marsus.v3i1.9656

Arar, K., Sawalhi, R., & Yilmaz, M. (2022). The Research on Islamic-Based Educational Leadership since 1990: An International Review of Empirical Evidence and a Future Research Agenda. *Religions*, *13*(1), 42. https://doi.org/10.3390/rel13010042

Efendi, D. R., & Rifa'i, A. A. (2025). Transformational Leadership of School Principals in the Development of Islamic Education. *Nidhomiyyah: Jurnal Manajemen Pendidikan Islam*, *6*(2), 240–252. https://doi.org/10.38073/nidhomiyyah.v6i2.2719

Elmanisar, V., Utami, B. Y., Gistituati, N., & Anisah, A. (2024). Implementasi Kepemimpinan Adaptif Kepala Sekolah untuk Keberhasilan di Era Disrupsi. *Journal of Education Research*, *5*(2), 2239–2246. https://doi.org/10.37985/jer.v5i2.1139

Ersat, M., Badriyah, L., & Yuliastutik. (2025). Transformasi Manajemen Pendidikan Islam di Abad ke-21. *MODELING: Jurnal Program Studi PGMI*, *12*(4). https://doi.org/10.69896/modeling.v12i4.3100

Fadilah, L., & Hamami, T. (2021). Kepemimpinan Trasformasional dalam Pendidikan Islam. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(6), 4186–4197. https://doi.org/10.31004/edukatif.v3i6.1381

Fazira, B. N., Suyanto, A., & Ianatullah, A. G. (2026). Transformational Leadership of Headteachers in Facilitating the Transformation of Pesantren-Based Schools. *At Tadbir: Islamic Education Management Journal*, *4*(1), 42–54. https://doi.org/10.54437/attadbir.v4i1.3094

Hakim, I., & Zahra, F. (2024). Model of Islamic Educational Leadership Based on Prophetic Leadership Values: A Literature Review. *Samarinda International Journal of Islamic Studies (SIJIS)*, 109–119. (2024). https://doi.org/10.64093/sijis.v1i2.598

Jaya, G. P., Warsah, I., & Istan, M. (2023). Kiat Penelitian Dengan Model Pendekatan Telaah Kepustakaan. *Tik Ilmeu: Jurnal Ilmu Perpustakaan Dan Informasi*, *7*(1), 117–126. https://doi.org/10.29240/tik.v7i1.6494

Jeka, F., Samsu, Indriyani, T., & Asrulla. (2024). Penerapan Fungsi-Fungsi Manajemen Dalam Pengembangan Lembaga Pendidikan Islam. *Jurnal Genta Mulia*, *15*(1), 189–197. https://doi.org/10.61290/gm.v15i1.803

Kartika, I., Noerlitasari, Saputra, A. M., Purwaningsih, Y., Yuningsih, A., Alimuddin, & Leman, S. (2025). Integrasi Nilai-Nilai Islam dalam Kepemimpinan Pendidikan. *At-Tadris: Journal of Islamic Education*, *4*(2), 315–324. https://doi.org/10.56672/vf6x5n20

Lamirin, Santoso, J., & Selwen, P. (2023). Penerapan Strategi Kepemimpinan Transformasional dalam Meningkatkan Kinerja Organisasi Pendidikan. *Jurnal Ilmiah Kanderang Tingang*, *14*(2), 400–409. https://doi.org/10.37304/jikt.v14i2.259

Luvianingtias, S. N., Lestari, R., Anggoro, B. S., & Ayu, S. M. (2026). MODEL Pengembangan Profesionalisme Guru Berbasis Islamic Educational Management: Sebuah Literature Review. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *11*(02), 254–276. https://doi.org/10.23969/jp.v11i02.52352

Mardia, M., & Mukhtar, M. (2022). Analisis Tipologi Dan Gaya Kepemimpinan Dalam Lembaga Pendidikan Islam. *Educational Leadership: Jurnal Manajemen Pendidikan*, *1*(2), 208–225. https://doi.org/10.24252/edu.v1i2.26601

Mujahidin, M., & Malusu, M. R. (2024). Membangun Karakter Kepemimpinan Melalui Organisasi Siswa Intra Sekolah (OSIS). *At Tadbir: Islamic Education Management Journal*, *2*(1), 27–35. https://doi.org/10.54437/attadbir.v2i1.1564

Mulyana, M., Thohir, A., Truna, D. S., & Supiana, S. (2025). Integration of Islamic and Local Values in Entrepreneurship Education in West Java: An Analysis of Kyai's Role as A Cultural Transmitter. *Journal of Islamic Thought and Civilization*, *15*(2), 381–400. https://doi.org/10.32350/jitc.152.21

Munajat, N., & Muqowim. (2025). Mapping the Nexus of Transformational Leadership, Pedagogical Competence, and Learning Management Innovation: A Scoping Review and Its Implications for Islamic Religious Education. *Jurnal Pendidikan Agama Islam*, *22*(2), 446–465. https://doi.org/10.14421/jpai.v22i2.12057

Muntaha, A., & Asyhari, A. (2025). Kepemimpinan Kiai dalam Manajemen Sekolah Berbasis Pesantren. *At Tadbir: Islamic Education Management Journal*, *3*(1), 17–26. https://doi.org/10.54437/attadbir.v3i1.1880

Prasetyowati, F., Saniya, U. M., Fauzia, S., & Susilawati, S. (2025). Transformative Leadership for Integrating Islamic Values and 21st Century Skills: A Conceptual Framework for

Contemporary Islamic Education. *Journal of Islamic Education Management Research*, *3*(1), 29–41. https://doi.org/10.14421/jiemr.2025.31-03

Prayogi, E. E. Y., Saputra, H., & Putera, R. P. (2024). Implementasi Nilai-Nilai Kepemimpinan Rasulullah dalam Kepemimpinan Pendidikan Islam di Era Digital. *Reflection : Islamic Education Journal*, *1*(4), 51–65. https://doi.org/10.61132/reflection.v1i4.162

Ridwan, M., & Maryati, S. (2024). Dari Tradisi Ke Masa Depan: Tantangan Pendidikan Islam dalam Masyarakat Kontemporer. *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, *7*(2), 630–641. https://doi.org/10.58401/dirasah.v7i2.1328

Rochim, A. N., & Muttaqien, M. I. (2025). Keadilan, Amanah, dan Musyawarah: Integrasi Nilai Kepemimpinan Islam dalam Manajemen Pendidikan Modern. *Jurnal Visi Manajemen*, *11*(2), 01–12. https://doi.org/10.56910/jvm.v11i2.513

Salsabila, A., & Sesmiarni, Z. (2025). Integrasi Nilai-Nilai Islam dalam Pengelolaan Sumber Daya Manusia di Lembaga Pendidikan. *Jurnal Ilmiah Penelitian Mahasiswa*, *3*(2), 252–260. https://doi.org/10.61722/jipm.v3i2.828

Siregar, J. S. (2021). Kepemimpinan Dalam Pendidikan Islam. *Jurnal Al-Fatih*, *4*(1), 30–44. https://doi.org/10.30821/alfatih.v4i1.125

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, *104*, 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039

Suwenti, R., Kurniawati, E., Masdariah, E., Nugraha, E., & Tarihoran, N. (2025). Leadership Transformation In Islamic Education Management: Systematic Literature Review: Transformasi Kepemimpinan Dalam Manajemen Pendidikan Islam: Sistematic Literature Review. *Sosioedukasi : Jurnal Ilmiah Ilmu Pendidikan Dan Sosial*, *14*(2), 847–859. https://doi.org/10.36526/sosioedukasi.v14i1.5639