

Islamic Educational Leadership Based on Islamic Epistemology in Responding to the Challenges of the Digital Age for Generation Alpha

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ABSTRACT. Digital transformation calls for Islamic educational leadership grounded in Islamic values to address the challenges faced by Generation Alpha, particularly regarding the validity of information, digital ethics, the protection of learners, and the cultivation of good manners. This study aims to develop a conceptual model of Islamic educational leadership based on Islamic epistemology. The research employs a qualitative approach through a literature review with a conceptual synthesis of the literature on Islamic epistemology, educational leadership, digital transformation, and the learning characteristics of Generation Alpha. Analysis was conducted through the identification of themes, the comparison of theoretical ideas, and the mapping of relationships between concepts. The results of the synthesis produced a model comprising four components: the epistemological foundation; principles of reasoning and decision-making; digital leadership actions; and educational outcome orientation. This model positions the integration of revelation, reason, and empirical experience as the foundation for decision-making, guided by the principles of *tabayyun*, *amanah*, justice, and the public good. The conceptual contribution of this research lies in its explanation of the relationship between Islamic epistemology, leaders' decision-making mechanisms, and digital governance oriented towards learner development. The proposed model remains conceptual in nature and therefore requires empirical testing within Islamic educational institutions.

Keywords. Islamic epistemology; Islamic educational leadership; digital transformation; Generation Alpha; digital governance.

Abstrak. *Transformasi digital menuntut kepemimpinan pendidikan Islam berbasis nilai Islam untuk merespons tantangan Generasi Alpha, terutama terkait validitas informasi, etika digital, perlindungan peserta didik, dan pembentukan adab. Penelitian ini bertujuan mengembangkan model konseptual kepemimpinan pendidikan Islam berbasis epistemologi Islam. Penelitian menggunakan pendekatan kualitatif melalui studi kepustakaan dengan sintesis konseptual terhadap literatur tentang epistemologi Islam, kepemimpinan pendidikan, transformasi digital, dan karakteristik pembelajaran Generasi Alpha. Analisis dilakukan melalui identifikasi tema, perbandingan gagasan teoretis, dan penyusunan hubungan antarkonsep. Hasil sintesis menghasilkan model yang terdiri atas empat komponen, yaitu fondasi epistemologis, prinsip penalaran dan pengambilan keputusan, tindakan kepemimpinan digital, serta orientasi hasil pendidikan. Model ini menempatkan integrasi wahyu, akal, dan pengalaman empiris sebagai landasan pengambilan keputusan yang berpedoman pada prinsip tabayyun, amanah, keadilan, dan kemaslahatan. Kontribusi konseptual penelitian terletak pada penjelasan hubungan antara*

epistemologi Islam, mekanisme pengambilan keputusan pemimpin, dan tata kelola digital yang berorientasi pada pengembangan peserta didik. Model yang diusulkan masih bersifat konseptual sehingga memerlukan pengujian empiris pada lembaga pendidikan Islam.

Kata Kunci: *Epistemologi Islam; Kepemimpinan Pendidikan Islam; Transformasi Digital; Generasi Alpha; Tata Kelola Digital.*

Introduction

Digital technology is transforming the way knowledge is accessed and disseminated through search engines, social media, video platforms and artificial intelligence, whilst also presenting challenges in terms of information verification, communication ethics and critical thinking (Maryadkk., 2025). Consequently, educational leadership focuses not only on the management of resources and the adoption of technology, but also on the direction in which these are utilised, based on educational values and objectives. Research (Muntaha & Asyhari, 2025; Ratnawati & Lestari, 2025) emphasises collaborative leadership in technology integration, whilst (Setiawan dkk., 2025) highlights the importance of Islamic values and digital ethics. Consequently, digital transformation requires leadership that integrates technological innovation with intellectual, ethical and pedagogical responsibility.

This challenge is relevant to the education of Generation Alpha, who are growing up amidst the development of digital technology. A systematic review of 83 studies by (Höfrová dkk., 2024) identifies four main themes, namely the role of teachers, educational approaches, teaching materials, and online or blended learning, whilst also highlighting the limited empirical evidence regarding the distinctive characteristics of this generation. As for (Rahim & Indah, 2024) emphasises the importance of digital literacy in relation to social media. Therefore, the education of Generation Alpha must take into account pupils' development, digital literacy, social interaction and the learning environment in a contextual manner. Educational leaders require a conceptual framework to guide the critical and responsible use of technology.

In Islamic education, this issue relates to epistemology that is, the sources, validity and limits of knowledge. Syed Muhammad Naquib al-Attas's thought situates knowledge within the framework of the Islamic worldview and the aim of fostering civilised human beings through the concept of ta'dib (Al-Attas, 1980). This perspective is relevant because technological sophistication does not guarantee the accuracy of information or sound decision-making. Research (Putri dkk., 2025) highlights the application of the principles of *ḥaqq*, *tabayyun* and *sanad* in evaluating digital religious narratives, whilst (Afien dkk., 2026) emphasises the integration of revelation, critical reasoning and experience in digital literacy within Islamic education. Consequently, educational leadership requires an epistemological foundation to assess the credibility of information and to

guide the use of technology in line with the objectives of Islamic education and the development of civilised individuals.

Recent research examines Islamic educational leadership in the context of digital transformation. Research (Wibowo dkk., 2025) (Fredika dkk., 2026) discusses instilling digital ethics in Generation Alpha. As for (Adona dkk., 2026; Muntaha & Asyhari, 2025) highlights the integration of revelation, reason, analytical data and the principle of *tabayyun*, whilst (Al-Faqih dkk., 2025; Jamarudin dkk., 2026) emphasises the epistemological and ethical foundations of Islam in the integration of technology. However, the study has not yet explained conceptually how Islamic epistemology links the assessment of knowledge, ethical considerations, decision-making and policy evaluation. Therefore, a framework is needed that positions Islamic epistemology as the basis for reasoning in digital educational leadership.

This study develops a conceptual model of Islamic educational leadership based on Islamic epistemology to address the digital challenges facing Generation Alpha. This model links the foundations of knowledge and decision-making to leadership, technology governance, human resource development and policy evaluation. The principles of *tabayyun*, *amanah*, justice and the public good are analysed within the process of assessing information and organisational decision-making. This model is intended to bridge the philosophical foundations of Islamic education with the practice of digital leadership, whilst situating Generation Alpha as the context for analysis without assuming uniform characteristics.

This study aims to analyse the Islamic epistemological foundations of educational leadership, examine their relationship with digital education governance, and formulate a conceptual model to address the challenges of the digital era for Generation Alpha. Its contribution lies in a theoretical framework that positions Islamic epistemology as the basis for reasoning and decision-making. In practical terms, this model is expected to serve as a guide for reflection for educational leaders in formulating digital policies that take into account the validity of knowledge, ethical responsibility, the development of learners, and the objectives of Islamic education.

Method

This study employs a qualitative approach through library research, utilising a conceptual synthesis design to develop a model of Islamic educational leadership based on Islamic epistemology in response to the digital challenges facing Generation Alpha. The library research not only summarises previous studies but also integrates theoretical perspectives to construct a conceptual model (Snyder, 2019). The study focuses on Islamic epistemology, educational and digital leadership, the ethics of technology, and the education of Generation Alpha.

A literature review was conducted using Scopus, Web of Science, ERIC, Google Scholar, Garuda and DOAJ, employing keywords related to Islamic epistemology, Islamic and digital educational leadership, digital transformation, Generation Alpha and digital ethics, along with their Indonesian equivalents. The keywords were combined using the Boolean operators AND and OR. Priority was given to literature published between 2020 and 2026, whilst foundational works were included based on their theoretical relevance. Search strategies and source selection criteria were established to ensure the literature was aligned with the research objectives (Snyder, 2019).

Literature selection was carried out by reviewing titles and abstracts, followed by a reading of the full text. Inclusion criteria comprised relevant journal articles and academic books with verified bibliographic details that were suitable for conceptual analysis. Duplicate publications, those that were irrelevant, lacked a sufficient academic basis, or could not be verified were excluded. Each selection decision was recorded along with its rationale. The reporting of the identification and selection process adheres to the PRISMA 2020 guidelines, whilst this study is not classified as a systematic literature review (Page dkk., 2021).

Publication data were extracted into a matrix covering authors, year, objectives, theory, methods, findings, limitations and the relevance of the research. The analysis utilised thematic synthesis and conceptual analysis to identify patterns, similarities, differences and relationships between ideas through repeated reading, coding, clustering, thematic review and interpretation (Braun & Clarke, 2006). The topics covered include Islamic epistemology, the principles of reasoning and decision-making, mechanisms of leadership in digital education, and an outcomes-based approach to education for Generation Alpha. The synthesis compares theoretical and empirical sources to ensure that the model developed is not based on a single perspective.

The development of the conceptual model was carried out in four stages: (1) defining the main constructs based on theory and the literature; (2) identifying the relationships between Islamic epistemology, leadership principles and digital education governance; (3) devising a model structure that links the epistemological foundations, decision-making, the exercise of leadership, and the orientation towards educational outcomes; and (4) examining the consistency of the components and their relationships based on the underlying sources. This process is in line with an integrative study that emphasises the systematic collection, evaluation, analysis, and presentation of a synthesis (Whittemore & Knafl, 2005). The reliability of the analysis is ensured through the traceability of sources, the comparison of perspectives, and the restriction of conclusions to the evidence found in the literature.

Research Findings and Discussion

Results

Islamic Epistemology as the Foundation of Educational Leadership

A review of the literature indicates that Islamic epistemology serves as the foundation for linking knowledge, values and educational objectives in the digital age. A study by (Adona dkk., 2026) emphasises the integration of revelation, reason, analytical data and the principle of tabayyun in addressing issues relating to digital information. As for (Afien dkk., 2026) highlights the shift in the authority of knowledge towards the digital sphere, as well as the importance of the role of educators in validating sources, developing critical thinking, and upholding ethical media use. Meanwhile, (Mukaromah dkk., 2026) posits tabayyun literacy as a framework that integrates revelation, reason, empirical verification and moral responsibility in the post-truth era. Thus, Islamic epistemology serves as both a philosophical foundation and a framework for assessing the credibility of information and guiding the critical and responsible use of technology.

This perspective can be explored in greater depth through reflection (Al-Attas, 1980), which places knowledge and education within the framework of the Islamic worldview and the development of civilised human beings. In the context of educational leadership, this perspective provides a basis for understanding that knowledge utilised in decision-making should not be assessed solely on the basis of its availability or technical utility, but must also be considered in light of the aims and responsibilities of education. Thus, Islamic epistemology can be positioned as a philosophical foundation that guides leaders in understanding knowledge and determining the direction of technology utilisation.

Based on a comparison of these two perspectives, this study formulates four foundational elements of the conceptual model, namely revelation, reason, empirical experience, and a monotheistic orientation. These four elements constitute a conceptual synthesis, rather than a leadership model that has been comprehensively tested. Revelation provides a normative orientation; reason supports reasoning; empirical experience provides information about educational conditions; whilst monotheism directs knowledge towards the objectives of Islamic education. Together, these four elements form the basis for responsible leadership reasoning in the digital environment.

Epistemological Principles in Reasoning and Decision-Making

The literature on Islamic educational leadership in the digital age highlights a focus on organisational adaptability, data-driven decision-making, collaboration, and the application of Islamic values in change management. Research (Wibowo dkk., 2025b), to develop a framework for *agile Islamic educational leadership* that links the need for organisational adaptation with a digital

vision, collaboration, the use of data, and principles such as amanah, shura and justice. Meanwhile, (Adona dkk., 2026) positioning *tabayyun* as a key element in the epistemological reconstruction of Islamic education amidst the challenges posed by digital information.

A synthesis of these two studies reveals an opportunity to link epistemological principles with leadership decision-making mechanisms. In the model developed, this relationship is formulated through four principles: verification of information, rational and empirical consideration, ethical accountability, and a focus on the common good. Verification of information emphasises the examination of sources and evidence before information is used as the basis for a decision. Rational and empirical consideration guides leaders to relate data to the context of the issue. Ethical accountability prioritises trust and justice as considerations in policy-making, whilst the public good orientation directs decisions towards educational objectives and the interests of learners.

These four principles are the result of the analytical framework developed in this study based on a review of the literature; they are not a set of standard, validated indicators. Therefore, these principles should be understood as the initial components of a conceptual model. The contribution sought to be developed lies in explaining how Islamic epistemology can serve as a basis for reasoning in the leadership process, so that digital decisions are not merely oriented towards technical efficiency, but also take into account the validity of information and educational responsibility.

Digital Governance in Islamic Educational Leadership

Studies on digital leadership in education show that organisational transformation involves more than just the use of technology. Research (Lin, 2024), In a literature review on digital leadership, the study identifies digital vision, empowerment, innovation, collaboration and adaptation as relevant characteristics. In the context of Islamic education, (Fajrin dkk., 2026; Wibowo dkk., 2025) emphasises the importance of developing adaptive leadership that remains grounded in Islamic values. These findings indicate that the management of digital transformation is linked to policy direction, the capacity of organisational members, coordination and decision-making.

This study identifies four areas of application for leadership based on Islamic epistemology, namely the formulation of a digital vision, human resource development, information and technology governance, and policy evaluation. A digital vision ensures that technology is aligned with educational objectives and Islamic values (Adona dkk., 2026), whilst human resources development strengthens technological skills, critical thinking and the ability to verify information (Afien dkk., 2026). Information governance encompasses the responsible use of data, verification

through the principle of tabayyun, and the protection of personal information (Mukaromah et al., 2026). Policy evaluation assesses the appropriateness of the objectives, implementation and benefits of technology in light of educational needs and ethical responsibilities.

These four domains constitute a conceptual synthesis developed by linking the literature on digital leadership with the epistemology of Islamic education. In this model, epistemological principles form the basis for evaluating managerial decisions, whilst the process of digital governance serves as the context for applying these principles. For example, the verification of information may be taken into account before data is used in policy-making, whilst trustworthiness and justice may serve as the basis for assessing a leader's responsibility towards information and the interests of the educational community. This relationship remains a conceptual proposition and requires empirical research to determine how it is applied within educational institutions.

The Challenges of Educating Generation Alpha as a Context for Leadership

Research (Höfrová dkk., 2024) conducted a systematic review of 83 studies on the education of Generation Alpha. The review categorised the literature into four main themes: the role of teachers, educational approaches, learning resources, and online and blended learning. The authors also point out that whilst Generation Alpha is often assumed to possess characteristics distinct from previous generations, research providing empirical evidence of such generational differences remains relatively limited. This finding serves as a reminder that the characteristics of Generation Alpha should not be generalised solely on the basis of their familiarity with digital technology.

Based on these findings, the educational challenges facing Generation Alpha in this study are situated within the context of the digital learning environment, the quality of information, the use of technological devices, information literacy, digital ethics, and the developmental needs of learners. This context requires educational leaders to weigh up the benefits and risks of technology use based on the actual conditions of the institution and the needs of the learners. Digital policies should not be determined solely by technological trends, but must take into account pedagogical objectives, the readiness of educators, the protection of learners, and alignment with the objectives of Islamic education.

Consequently, Generation Alpha in this model is not positioned as a group with uniform characteristics. This generation serves as a contextual framework for analysing the relevance of leadership decisions in response to changes in the educational environment. This approach allows the model to be developed more carefully, as it takes educational needs into account without assuming that all learners share the same patterns of technology use and developmental needs.

A Synthesis of a Conceptual Model of Islamic Educational Leadership Based on Islamic Epistemology

A review of the literature on the epistemology of Islamic education, digital educational leadership and Generation Alpha education has resulted in the design of a conceptual model comprising four dimensions: epistemological foundations; reasoning and decision-making; digital leadership practices; and educational outcome orientation. The epistemological foundations are built upon reflections on the relationship between knowledge, values and the aims of Islamic education (Adona dkk., 2026; Al-Attas, 1980). The dimensions of reasoning and decision-making are developed by linking the principles of information verification, rational consideration, trustworthiness and justice with the literature on adaptive Islamic educational leadership (Wibowo dkk., 2025b). The dimensions of digital leadership refer to the study of vision, empowerment, innovation, collaboration and organisational adaptation (Lin, 2024). The focus of educational outcomes takes into account the context and limitations of research evidence regarding the education of Generation Alpha (Höfrová dkk., 2024).

The first dimension, the epistemological foundation, serves to determine the basis of knowledge and the orientation of education. The second dimension, reasoning and decision-making, links the epistemological foundation to the process of assessing information, considering policy alternatives, and making decisions. The third dimension, digital leadership actions, translates decisions into the formulation of a vision, human resource development, technology governance and policy evaluation. The fourth dimension, the orientation towards educational outcomes, provides direction for the conceptual assessment of the alignment of policies with ethical responsibilities, learner development and the objectives of Islamic education.

The relationships between these dimensions should not be understood as a rigid linear sequence. Evaluations of policy and empirical experience can provide feedback for subsequent decisions, whilst the epistemological foundation continues to serve as a framework for assessment. This model is the result of a conceptual synthesis of research; it is not a model that has been proven effective through field testing. Its initial contribution lies in its attempt to explain the relationship between the knowledge base, decision-making mechanisms, managerial actions and educational outcome orientation within the context of the digital era of Generation Alpha.

Discussion

Islamic Epistemology as the Basis for Leadership Decision-Making

The synthesis demonstrates that Islamic epistemology forms the foundation of knowledge and value orientation in educational leadership. In the thinking (Al-Attas, 1980) emphasises that education is not merely focused on the acquisition of knowledge, but also on the development of

civilised individuals who understand the role of knowledge and the purpose of life. In the digital transformation, (Adona dkk., 2026) highlights the integration of technology with Islamic epistemology through the relationship between revelation, reason and data analysis. Consequently, leadership in Islamic education cannot be judged solely on the ability to adopt technology, but must also be assessed in terms of the accuracy with which knowledge is evaluated, the consideration of moral consequences, and the guidance of technology in accordance with the objectives of Islamic education.

This line of thinking is relevant to the study of (Adona dkk., 2026; Zaini dkk., 2026), which emphasises the need to integrate revelation, reason and analytical data, and to strengthen the principle of tabayyun in responding to the digital transformation of Islamic education. However, this integration needs to be further translated into leadership practice. Revelation provides a normative framework; reason plays a role in assessing the consistency and appropriateness of decisions; whilst empirical data helps leaders understand the actual conditions within educational institutions. These three elements need not be viewed as mutually exclusive sources, but should be utilised proportionately according to the issues at hand.

Thus, the contribution of Islamic epistemology to leadership is not merely a matter of adding religious value to digital policy. Epistemology serves as a framework for examining the foundations of knowledge, assessing the legitimacy of decisions, and determining the objectives of technology use. For example, the decision to use artificial intelligence to support learning cannot be based solely on the efficiency or popularity of the technology. Leaders must also consider the validity of information, learners' privacy, equitable access, user responsibility, and its alignment with educational objectives.

Epistemological Mechanisms in Leadership Practice

The next conceptual finding is the need for a mechanism linking epistemological foundations to leadership actions. This link is important because values such as trustworthiness, justice and tabayyun do not automatically result in sound policies unless they are translated into decision-making procedures.

The principle of tabayyun is applied by examining sources, comparing evidence and verifying information before a decision is made (Fatmal dkk., 2026). The principle of trust is realised through responsible data management, transparency in the use of technology, and accountability, in line with the professional ethics of educators (Manik, 2025). Meanwhile, equity serves as the foundation for ensuring equal access to devices, connectivity and the benefits of learning. The importance of equal access, good governance and educators' readiness in the use of educational technology cannot

be overstated. Thus, these three principles form the ethical foundation for decision-making in digital leadership within Islamic educational institutions.

This explanation broadens the discussion (Wibowo dkk., 2025), which constructs adaptive Islamic educational leadership through the integration of adaptability, data-driven decision-making, digital collaboration, teacher capacity building, and Islamic values such as trustworthiness, consultation and justice. Whilst this framework emphasises the characteristics and capacities of agile leadership, the model developed in this article positions epistemology as the mechanism underpinning the process of assessing and selecting courses of action.

This difference does not mean that the two frameworks are contradictory. They can complement one another: adaptive leadership explains a leader's ability to respond to change, whilst the epistemological approach explains how such responses are assessed and directed. Digital adaptation, therefore, should not be interpreted as the rapid adoption of all innovations. Leaders need to distinguish between beneficial innovations and practices that are risky or inconsistent with educational objectives.

Digital Governance as a Space for the Implementation of Epistemological Values

Islamic epistemology must be realised through digital governance, which encompasses planning, organisation, implementation and evaluation. At the planning stage, leaders identify the institution's needs and set objectives for the use of technology. At the organisational stage, leaders determine the division of roles, the necessary competencies and responsibilities for information management. At the implementation stage, policies are put into practice through the development of digital skills, mentoring, and the responsible use of technology. Evaluation is carried out to assess the effectiveness, risks, and suitability of technology use in relation to educational objectives.

This direction is in line with the findings (Ulm dkk., 2025), which identifies a shift in the management of Islamic education towards a hybrid system, the use of learning management systems (LMS), online administrative platforms, and data-driven decision-making. Nevertheless, the availability of digital tools and platforms does not in itself guarantee the quality of governance. Digital systems can improve administrative efficiency, but their effectiveness remains dependent on the quality of data, the competence of human resources, the clarity of procedures, and the ability of leaders to assess the impact of policies.

Therefore, a leadership model based on Islamic epistemology regards technology as a means, not an end in itself. Digital decisions must be subject to two complementary considerations: technical feasibility and ethical feasibility. Technical feasibility relates to functionality, efficiency, security, and the suitability of the technology to the institution's needs. Ethical feasibility relates to responsibility, justice, the protection of learners, and alignment with the objectives of Islamic

education. These two considerations can form the basis for a more comprehensive evaluation of digital policies.

The Relevance of the Model to the Education of Generation Alpha

Generation Alpha is a key context for this model, as their learning environment is increasingly intertwined with digital technology. However, the characteristics of this generation should not be over-generalised. A systematic review (Höfrová dkk., 2024) A review of 83 studies found that, although Generation Alpha is often assumed to have distinct learning characteristics, there is still limited empirical evidence that consistently demonstrates such generational differences. The review also highlighted the need to focus on social-emotional development and mental health within an increasingly digitalised educational environment.

These findings suggest that educational leadership should not be guided solely by the assumption that Generation Alpha learners are always more proficient in using technology. The ability to operate devices is not synonymous with the ability to verify information, assess the credibility of sources, uphold digital ethics, or understand the consequences of using technology. Therefore, educational leaders need to guide the development of digital competences in a way that is balanced with critical literacy, moral responsibility, social interaction and the cultivation of good manners.

In Islamic education, this balance is achieved through the integration of digital literacy, tabayyun, communication ethics, data protection and technological guidance. Research (Mukaromah dkk., 2026) emphasises the interconnection between fact-checking, critical thinking and moral responsibility, whilst (Simorangkir dkk., 2026) highlights privacy protection, learners' safety and digital literacy. Therefore, school leaders need to ensure that teachers are able to guide learners in evaluating information, understanding digital risks and making meaningful use of technology. Study (Herawati dkk., 2026) It also shows that the implementation of digital literacy is influenced by institutional readiness, infrastructure and the role of teachers in fostering ethical awareness amongst pupils.

Consequently, Generation Alpha is not presented as a reason to overhaul the entire educational framework, but rather as a context that calls for adjustments to leadership strategies. The Islamic epistemological framework remains the foundation, whilst the form of policies and their implementation strategies need to be adapted to the needs of learners, technological developments and the circumstances of educational institutions.

Model Synthesis and Conceptual Contributions

Based on this discussion, this article proposes a model of Islamic educational leadership grounded in Islamic epistemology, comprising four interrelated components: epistemological

foundations, principles of reasoning and decision-making, digital leadership practices, and an orientation towards educational outcomes. This model is a conceptual synthesis developed from the thought of (Al-Attas, 1980) and brought together with contemporary research on the epistemology of Islamic education, adaptive leadership, digital governance, and the education of Generation Alpha.

Epistemological foundations provide guidance on the sources and purposes of knowledge. Principles of reasoning translate these foundations into the processes of verifying information, rational and empirical deliberation, and responsible decision-making. Digital leadership actions realise this through digital transformation planning, the development of human resource competencies, information governance, and policy evaluation. The entire process is geared towards educational outcomes that encompass critical literacy, digital ethics, the protection of learners, and human development in accordance with the objectives of Islamic education.

The conceptual contribution of this article should be understood in the right context. The study (Adona dkk., 2026) has discussed the epistemological reconstruction of Islamic education in the context of digital transformation, whilst (Wibowo dkk., 2025b) has developed a framework for Islamic educational leadership that is adaptable to digital disruption. Consequently, the novelty of this article lies not merely in the integration of Islamic epistemology and digital technology, but in its attempt to elucidate the relationship between epistemological foundations, leaders' decision-making mechanisms, digital governance, and the educational orientation of Generation Alpha within a single conceptual framework.

This model remains a theoretical proposition and cannot yet be regarded as an empirically validated model. Further research could test it through case studies in Islamic educational institutions by examining how leaders verify information, establish technology policies, manage data, and evaluate the impact on learners' learning experiences and development. Such testing is necessary to determine the extent to which the relationships between the model's components can be applied in different institutional contexts.

Conclusion

Islamic educational leadership in responding to the challenges of the digital age for Generation Alpha must be grounded in an Islamic epistemology that integrates revelation, reason and empirical experience into the processes of evaluating information and making decisions. This foundation must be translated into the principles of *tabayyun*, *amanah*, justice and the public good, which serve as guidelines in the planning, implementation and evaluation of digital policies. Thus, the success of digital leadership is measured not only by the efficient use of technology, but also by ethical responsibility and its alignment with the objectives of Islamic education.

This study has produced a conceptual model linking four components: epistemological foundations, decision-making principles, digital leadership practices, and educational outcome orientation. This model offers a perspective for understanding how Islamic epistemology can serve as the basis for critical, adaptive and learner-centred digital governance. In the context of Generation Alpha, its application must take into account critical literacy, digital ethics, learner protection, and the cultivation of good manners, without generalising the characteristics of all learners based on generational categories.

This study is limited to a conceptual synthesis based on a literature review; consequently, the proposed model has not yet been empirically validated. Further research needs to test the application of the model through field studies in Islamic educational institutions by examining decision-making processes, technology governance, and their impact on the quality of management and learners' learning experiences. Such testing is necessary to assess the model's feasibility and to develop implementation indicators that can be used in the practice of Islamic educational leadership in the digital age.

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