



Effectiveness of Leadership in Managing Religious-Based Educational Institutions

¹Muh Habibulloh, ²Muh Ibnu Sholeh, ³Fakhruddin Al-Farisy, ⁴Moh. Nasihuddin, ²Himad Ali

¹UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia. ^{2,3,4}STAI KH Muhammad Ali Shodiq Tulungagung, Indonesia. ⁵Xi'an University, China.

¹habibulloh060489@gmail.com, ²muhibnusholehmpi@stai-mas.ac.id,
³fakhruddinalfarisympi@stai-mas.ac.id, ⁴mohnasihuddin@stai-mas.ac.id,
⁵himadali@gmail.com

*Correspondence Email: habibulloh060489@gmail.com

Abstract: This study discusses the effectiveness of leadership in managing religious-based educational institutions, emphasizing the role of leaders in building vision, adopting transformational leadership styles, and their ability to manage conflicts and adapt to changes. In religious-based institutions, effective leadership relies not only on managerial skills but also on the integration of religious values in decision-making. The study uses a library research approach by analyzing various relevant literatures. The results show that visionary leadership provides clear direction for institutional development, transformational leadership enhances staff motivation and performance, while adaptive capability enables institutions to remain relevant in facing globalization and technological challenges. Additionally, conflict management based on religious values becomes a crucial aspect in creating organizational harmony. These findings contribute both theoretically and practically to the management of religious-based educational institutions, aiming for sustainability and improved educational quality.

Keywords: Leadership, Educational Institutions, Visionary Leadership, Transformational.

INTRODUCTION

Religious-based educational institutions face unique challenges compared to general educational institutions. In addition to meeting academic demands, these institutions also have the responsibility of integrating religious values into all educational processes. Bush and Glover (2016) assert that leadership in religious-based institutions requires a transformational style capable of motivating teachers and students to develop their best potential while maintaining spiritual values as the main guide (Bush & Glover, 2016).

The effectiveness of leadership also greatly depends on the leader's ability to resolve conflicts within religious-based institutions. Conflicts often arise due to differences in interests or perceptions between individuals within the organization. Yukl (2015) explains that effective



leaders are those who can resolve conflicts constructively, creating harmony and improving the overall performance of the organization (Yukl, 2015).

In the era of globalization, the challenges faced by religious-based educational institutions have become increasingly complex. Leaders are expected to face these changes with adaptive strategies and policies. Northouse (2016) states that adaptive leadership styles are highly relevant in this context because they allow leaders to respond to the evolving needs and expectations of society without compromising the institution's core values (Northouse, 2016).

Collaborative work culture in religious-based institutions also serves as an important indicator of leadership effectiveness. Leithwood, Harris, and Hopkins (2019) emphasize that leaders who can create a collaborative work environment help teachers share best practices and develop their competencies while ensuring that religious values remain an integral part of the learning process (Leithwood, Harris, & Hopkins, 2019).

In Indonesia, religious-based educational institutions play a vital role in shaping generations that are not only intellectually smart but also possess noble character. However, Muhaimin et al. (2019) note that many of these institutions face various challenges, including limited human resources and inadequate leadership training. Therefore, leadership capacity development becomes essential to ensure that these institutions can effectively face these challenges (Muhaimin et al., 2019).

The sustainability of religious-based educational institutions also requires visionary leadership. Fullan (2016) mentions that leaders with a long-term vision and the ability to build strategic partnerships can help these institutions survive and grow amidst increasing competition. With visionary leadership, religious-based educational institutions can remain relevant and contribute to society in the modern era (Fullan, 2016).

this study aims to explore in-depth the effectiveness of leadership in managing religious-based educational institutions. The focus of this research is to understand how leaders can create a conducive work culture, resolve conflicts constructively, and maintain the relevance of religious values amid globalization challenges. It is hoped that the findings of this study will contribute to the development of effective leadership models for religious-based institutions in the future.



METHOD

This study uses the library research method to explore the effectiveness of leadership in managing religious-based educational institutions. Library research is an approach that focuses on collecting data and information through various relevant literatures, such as books, scientific journals, articles, and other official documents. Zed (2018) explains that library research allows researchers to analyze, interpret, and integrate various sources to gain a deep understanding of the topic being studied (Zed, 2018).

Data for this study were collected from various sources of literature related to leadership, educational management, and religious-based institutions. The primary focus was on works published in the last five years to ensure that the analysis is based on recent developments in the field of educational leadership. According to Creswell and Creswell (2018), relevant and up-to-date sources of literature are crucial in library research to maintain the validity and relevance of the findings (Creswell & Creswell, 2018).

The data analysis process in this study was carried out using a descriptive-analytical approach. This approach aims to describe the information obtained from various sources and then analyze it to find patterns relevant to the research focus. Bowell and Kemp (2015) explain that the descriptive-analytical analysis is highly effective in library research because it allows researchers to systematically link theories with empirical findings (Bowell & Kemp, 2015).

The research stages begin with the identification and selection of relevant literature. The primary sources used in this study include books on leadership theory, scholarly journals discussing leadership in the context of religious-based education, and relevant research reports. Afterward, the selected literature is critically analyzed to evaluate its relevance to the research topic. Creswell (2018) suggests that in library research, the validity of the findings can be improved through data triangulation, which involves comparing information from various sources (Creswell, 2018).

In addition, this study also uses content analysis techniques to evaluate themes emerging in the literature. Content analysis helps the researcher identify key concepts and relationships between relevant variables. Bardin (2017) states that this technique is well-suited for research



involving numerous textual documents because it allows researchers to explore data in-depth and in a structured manner (Bardin, 2017).

RESULT AND DISCUSSION

Visionary Leadership in Managing Religious-Based Educational Institutions

Visionary leadership is a crucial element in managing religious-based educational institutions. A visionary leader is able to create a clear vision for the direction of the institution and motivate all components to move toward that goal. According to Northouse (2016), visionary leadership aims to provide a clear picture of the organization's future and guide individuals to work toward a common vision. In the context of religious-based institutions, this vision often focuses on the holistic development of students—morally, spiritually, and intellectually (Northouse, 2016). Therefore, visionary leadership in religious-based education not only considers academic goals but also integrates religious values into the educational process.

A visionary leader is not only focused on improving educational quality but also on sustaining spiritual values in the learning process. Bush and Glover (2016) explain that visionary leadership in the context of religious-based education functions to maintain a balance between the educational progress that is relevant to the times and the resilience of religious values as the foundation of education. In facing the challenges of globalization and modernization, a visionary leader must direct the institution to preserve its religious identity while opening space for innovation and development in academic and managerial aspects (Bush & Glover, 2016).

The success of leaders in formulating a vision that blends religious values with the demands of societal development is clearly evident in various religious-based educational institutions in Indonesia. A study by Muhaimin et al. (2019) reveals that pesantren (Islamic boarding schools) that have successfully faced the challenges of the digital era demonstrate the ability of their leaders to integrate religious visions with modern managerial strategies. Successful pesantren leaders not only focus on teaching religion but also pay attention to the development of life skills relevant to the needs of the times. This shows that visionary leadership is essential in ensuring the sustainability of religious-based educational institutions amidst the challenges of technological development and globalization (Muhaimin et al., 2019).



Visionary leaders do not only act as directors but also as motivators who are capable of creating an environment that supports the development of students' character. In religious-based education, moral and spiritual development cannot be separated from academic goals, so visionary leaders must align both aspects into a holistic vision. Therefore, visionary leadership becomes crucial in ensuring that religious education objectives can be achieved effectively through learning based on religious values.

visionary leadership in religious-based education must also be able to manage the changes and challenges faced by the institution. In this era of globalization, the challenges faced by religious-based educational institutions are not only related to curriculum development but also to the management of technology and human resources. Visionary leaders must have the ability to utilize advancements in educational technology in ways that still strengthen the character of students according to religious teachings. For example, pesantren in Indonesia that have successfully utilized technology to expand access to learning without compromising religious principles demonstrate the success of visionary leadership (Muhaimin et al., 2019).

visionary leadership also plays a significant role in managing conflicts that may arise within the educational institution. Leaders with a clear and strong vision can help ease existing tensions by providing broader guidance regarding the institution's goals. This is important for creating a harmonious environment focused on achieving common objectives: providing education that is not only academically excellent but also strengthens the morality and character of students.

visionary leadership plays a key role in the success of religious-based educational institutions. A clear vision will drive all elements within the organization to collaborate and achieve the set goals. A visionary leader is able to formulate a vision that is not only relevant to societal developments but also maintains religious values as the core of the educational process. Through visionary leadership, religious-based educational institutions can overcome the challenges of the times, create a conducive learning environment, and produce a generation that is intelligent, virtuous, and relevant to the needs of the workforce.

Transformational Leadership Style and Its Influence on Institutional Performance

Transformational leadership is one of the most relevant models for application in religious-based educational institutions. Leithwood, Harris, and Hopkins (2019) explain that



transformational leaders focus on empowering individuals and strengthening interpersonal relationships within the organization. This is very important in religious-based institutions, where relationships between individuals are often built on spiritual values such as trust, empathy, and cooperation (Leithwood, Harris, & Hopkins, 2019). Transformational leadership in this context is able to create an atmosphere that supports collaboration and mutual support between teachers and students. Through this leadership style, leaders can motivate individuals to develop their potential better, not only academically but also spiritually and morally.

Transformational leaders do not only encourage academic development but also strive to increase motivation and commitment among staff through a participatory approach. Yukl (2013) notes that leaders who use this approach are able to create a harmonious and productive work environment. In religious-based educational institutions, this leadership style has proven effective in facing challenges such as resource limitations and differing interpretations of religious values (Yukl, 2013). In practice, transformational leaders can stimulate innovation by giving teachers the freedom to be creative while still prioritizing the religious values that form the basis of the institution's education. This participatory approach allows active involvement of all members in the decision-making process, which ultimately increases a sense of ownership of the institution's goals and vision.

A case study conducted by Rosyada (2020) in an Islamic educational institution shows that transformational leaders successfully improved organizational performance through innovation in curriculum management and human resource development. For example, the application of technology in religious-based learning is one of the results of transformational leadership that has addressed the needs of the times (Rosyada, 2020). The study clearly shows that leaders who can integrate technology with religious principles not only improve the effectiveness of learning but also enhance students' enthusiasm and interest in the learning process. This demonstrates that transformational leaders in religious-based educational institutions are not only focused on traditional methods but are also open to changes and innovations that can bring greater benefits.

transformational leadership also focuses on developing a healthy and inclusive organizational culture. In religious-based educational institutions, where religious values play a significant role, transformational leaders strive to ensure that these values remain the foundation



of every policy and action taken. For instance, Yukl (2013) explains that transformational leaders can create space for individuals to express their views, fostering productive dialogues that respect differences. In this context, transformational leaders can resolve differences in religious interpretation that may arise among staff or students in a wise and understanding manner.

The success of transformational leadership in improving the performance of religious-based educational institutions can also be seen in the improvement of interactions between leaders and members of the organization. Leithwood, Harris, and Hopkins (2019) state that transformational leaders not only focus on short-term goals but also seek to build positive, sustainable long-term relationships between leaders, teachers, and students. Through this mutually supportive relationship, each individual feels valued and recognized for their contribution, making them more motivated to work hard in achieving common goals.

transformational leadership plays a significant role in improving the performance of religious-based educational institutions. Through empowering individuals, strengthening interpersonal relationships, and encouraging innovation, transformational leaders are able to face existing challenges and drive organizational progress. In the context of religious-based education, transformational leadership not only focuses on academic achievement but also strives to develop students' character and spirituality, ultimately producing individuals who are not only intelligent but also virtuous.

Value-Based Religious Education Management

Professional development in religious-based education is essential for creating an effective and high-quality learning environment. Sholeh (2023) suggests that visionary leadership plays a significant role in building a collaborative learning community, which is an essential foundation for inclusive Islamic education (Sholeh, 2023). In line with this, Sholeh (2024) adds that an inclusive curriculum is effective in meeting the diverse needs of students, allowing educational institutions to address the challenges of diversity within the context of religious education (Sholeh, 2024). Minarti et al. (2024) also emphasize that effective teacher training and the use of educational technology can improve the quality of Islamic education, strengthening teaching in religious-based schools (Minarti et al., 2024).



Effendi et al. (2023) reveal that good school leadership behaviors, along with intensive learning supervision, can enhance teacher performance, which in turn improves the quality of learning in those schools (Efendi et al., 2023). Research by Sutrisno et al. (2024) shows that effective school leadership management is a key element in improving teacher performance, which can drive better learning outcomes at the secondary school level (Sutrisno et al., 2024). Furthermore, Efendi and Sholeh (2023) emphasize that good educational management is necessary to improve the quality of learning, enabling educational institutions to address challenges in classroom management and resource management (Efendi & Sholeh, 2023).

Sabarudin et al. (2024) argue that a school-based curriculum that follows the school's origins can optimize Islamic Education learning outcomes at the secondary school level (Sabarudin et al., 2024). Romlah et al. (2024) suggest that the use of a community-based approach in the curriculum can improve the competence of Islamic Education teachers, which is important in supporting the development of students' character in religious-based educational environments (Romlah et al., 2024). Asri et al. (2024) argue that the management of child care based on the book *Ihya' Ulum al-Din* can provide valuable insights for religious education in Malaysia and Indonesia, underpinning the importance of character education at an early age (Asri et al., 2024). Therefore, value-based religious education management, supported by visionary leadership, proper teacher training, and the use of technology and community-based approaches, will create an environment conducive to high-quality learning.

Conflict Management and Leadership Adaptability in Religious-Based Educational Institutions

Conflict management is a crucial aspect of leadership effectiveness in religious-based educational institutions. Conflicts often arise due to differences in the interpretation of religious values or an imbalance between academic and spiritual needs. According to Yukl (2013), an effective leader must possess good conflict resolution skills to ensure harmony within the organization. In this context, religious values such as justice, patience, and tolerance form the foundation for resolving conflicts (Yukl, 2013). Leaders who can handle conflicts wisely will maintain harmony and stability in religious-based educational environments, which is essential for supporting effective learning processes.



Differences in the understanding of religious teachings among teaching staff or between students can create tensions. Therefore, a leader in a religious-based educational institution must have the ability to act as a fair mediator and reduce tensions. Yukl (2013) also emphasizes the importance of a communicative and collaborative approach in resolving conflicts, where the leader listens to all parties involved and seeks solutions acceptable to everyone. Conflict resolution based on religious values such as justice and patience will create a more conducive environment for learning and student development.

a leader's adaptability is key to facing external changes and challenges. Heifetz, Grashow, and Linsky (2009) explain that adaptive leadership enables leaders to respond to changing needs without disregarding the organization's core values. In religious-based educational institutions, this adaptability includes the ability to leverage technology, address globalization challenges, and meet the increasingly complex needs of students (Heifetz, Grashow, & Linsky, 2009). For example, an adaptive leader can use technology to support more efficient learning processes while still maintaining the religious values that are the foundation of the education.

An adaptive leader must also be able to face the challenges of globalization, where rapid societal and educational changes require flexible responses. Globalization influences learning and teaching methods, which religious-based educational institutions must adapt to remain relevant to the times. Heifetz, Grashow, and Linsky (2009) argue that adaptive leadership requires the ability to manage uncertainty and tensions arising from such changes, while still maintaining the identity and core values of the institution.

Research by Avolio and Kahai (2018) shows that the use of technology in organizational management can support leadership effectiveness. In religious-based institutions, technology is used to improve communication, administration, and resource management. Adaptive leaders can use this technology to enhance operational efficiency without compromising religious values (Avolio & Kahai, 2018). For example, leaders can use technology to manage schedules, streamline administrative processes, and provide online learning platforms that allow students to access religious educational materials in a flexible manner.

despite the benefits of technology, it is important for leaders in religious-based educational institutions to ensure that its use remains in line with the religious values being taught. Therefore,



an adaptive leader must possess the skills to balance the implementation of modern technology with the preservation of religious teachings, ensuring that no religious values are neglected. Avolio and Kahai (2018) emphasize that technology should be seen as a tool to strengthen and enrich the educational process, not as a replacement for the values inherent in religious teachings.

conflict management and leadership adaptability are two key elements in ensuring leadership effectiveness in religious-based educational institutions. A leader's ability to resolve conflicts fairly and wisely, as well as their ability to adapt to changes and external challenges, significantly affects the performance and success of the institution. Effective leadership is not only limited to managing human and material resources but also includes managing the changes and challenges that are always present in the world of religious-based education. By leveraging strong religious values, leaders can create a conducive environment for holistic learning, encompassing academic, moral, and spiritual aspects.

CONCLUSION

Leadership effectiveness in managing religious-based educational institutions depends on the leader's ability to integrate religious vision with modern managerial practices. Visionary, transformational, and adaptive leadership plays a crucial role in ensuring the success of religious educational institutions. Visionary leaders can guide the organization toward long-term goals that align with religious values while ensuring relevance to contemporary needs. Transformational leaders can enhance motivation, commitment, and performance among organizational members by empowering them and fostering strong interpersonal relationships. This leadership style is highly effective in improving curriculum management and human resource development in religious-based educational institutions. Meanwhile, adaptive leaders can respond to external changes, such as technological advancements and globalization challenges, without sacrificing the core values embedded in the institution. As times change, the leader's ability to manage conflicts and adapt to existing dynamics becomes increasingly important. Leaders who can face conflicts wisely and utilize technology appropriately will create an environment conducive to student learning and development. Therefore, effective leaders not only act as competent managers but also as inspirators who motivate and unite all members of the organization in achieving a common



vision. leadership effectiveness in religious-based educational institutions lies in the balance between modern managerial practices and the reinforcement of the religious values that serve as the foundation of the education. Leaders who can combine these two aspects will ensure that religious-based educational institutions excel not only in academic quality but also in shaping the character and morals of students.

REFERENCES

- Asri, N. M. A. M., Rahman, M. N. A., Sulaiman, A. M., Muhith, A., Sholeh, M. I., & Fathurro'uf, M. (2024). Child Care Management from The Point Of View Of The Book Of Ihya"Ulūm Al-Dīn In Malaysia. *Tarbawi Ngabar: Jurnal of Education*, 5(1), 120-146.
- Avolio, B. J., & Kahai, S. (2018). Adding the "E" to E-Leadership: How it May Impact Your Leadership. *Organizational Dynamics*, 47(1), 5-10.
- Bardin, L. (2017). *Content Analysis*. Edisi Baru. Lisbon: Edições 70.
- Bowell, T., & Kemp, G. (2015). *Critical Thinking: A Concise Guide*. Routledge.
- Bush, T., & Glover, D. (2016). Leadership models in education. *Educational Management Administration & Leadership*, 44(5), 663-674.
- Bush, T., & Glover, D. (2016). *School Leadership and Management in the Twenty-First Century*. Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Efendi, N., & Sholeh, M. I. (2023). Education Management in Improving the Quality of Learning. *Academicus. Journal of Teaching and Learning*, 2(2), 68-85.
- Efendi, N., Sholeh, M. I., Andayani, D., Singh, I. G., & Ayudhya, S. N. (2023). The Relationship Between Principal Leadership Behavior and Learning Supervision to the Teacher Performance at SMAN 5 Taruna Brawijaya East Java. *Migration Letters*, 20(9), 179-192.
- Fullan, M. (2016). *The new meaning of educational change*. Teachers College Press.
- Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Harvard Business Press.
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22.
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 39(1), 5-22.
- Minarti, S., Ma'arif, M. J., Manshur, A., & Sholeh, M. I. (2024). The Influence Of Teacher Training And The Use Of Educational Technology On The Effectiveness Of Islamic Education Learning At Man 1 Bojonegoro. *Educational Administration: Theory and Practice*, 30(4), 64-75.
- Muhaimin, et al. (2019). Kepemimpinan transformasional dalam pendidikan Islam. *Jurnal Kepemimpinan Islam*, 7(2), 123-135.
- Muhaimin, S., Suyadi, & Zuhdi, M. (2019). Manajemen Lembaga Pendidikan Islam di Indonesia. *Jurnal Pendidikan Islam*, 4(1), 15-30.



- Northouse, P. G. (2016). *Leadership: Theory and Practice*. Sage Publications.
- Northouse, P. G. (2016). *Leadership: Theory and Practice*. Sage Publications.
- Robbins, S. P., & Judge, T. A. (2015). *Organizational Behavior*. Pearson.
- Romlah, S., Sholeh, M. I., & Wahrudin, B. (2024). Strategy for Improving the Competence of Islamic Religious Education Teachers through Community-Based Independent Curriculum. *Journal of Computational Analysis and Applications (JoCAAA)*, 33(07), 338-349.
- Rosyada, D. (2020). Manajemen Pendidikan Islam: Inovasi dan Implementasi. *Jurnal Pendidikan Islam*, 6(2), 101-115.
- Sabarudin, M., Al Ayyubi, I. I., Fitriyah, D., Diba, D. I. F., Setiawan, S. S. R., Sholeh, M. I., & Ho, P. V. P. (2024). Analysis Of Islamic Religion Education Learning On Independent Curriculum Based On School Origin. *Edumulya: Jurnal Pendidikan Agama Islam*, 2(1), 32-47.
- Sholeh, M. I. (2023). Kepemimpinan Visioner Dalam Membangun Komunitas Belajar Kolaboratif. *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, 4(4), 10-26.
- Sholeh, M. I. (2024). The Effectiveness of Inclusion Curriculum in Meeting The Needs of Diverse Students.
- Sutrisno, S., Sholeh, M. I., Amori, J. D., Susandi, D. G., & Ho, P. V. P. (2024). The Head Master Leadership Management In Improving Teacher Performance. *Mudir: Jurnal Manajemen Pendidikan*, 6(1).
- Yukl, G. (2015). *Leadership in Organizations*. Pearson.
- Zed, M. (2018). *Metode Penelitian Kepustakaan*. Jakarta: Yayasan Obor Indonesia.