



Value-Based Leadership Integration In Educational Management And Role In Sustaining Institutional Innovation

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Abstract: *This study investigates the integration of value-based leadership in educational management and its role in sustaining institutional innovation at Madrasah Aliyah Aswaja Ngunut. The research addresses how leadership grounded in ethical values is enacted, how it supports management processes, and how it contributes to innovation sustainability. A qualitative case study design was employed to capture in-depth perspectives from the principal, teachers, and administrative staff. Data were collected through semi-structured interviews, observations, and document analysis, followed by thematic analysis. The findings reveal that value-based leadership is embedded in participatory decision-making, transparent communication, and consistent policy implementation, which strengthen trust and professional engagement. Educational management operates through collaborative planning, reflective practice, and continuous evaluation, enabling adaptive and responsive institutional processes. Innovation is sustained through the alignment between leadership values, management practices, and instructional implementation. The study also identifies a cyclical relationship in which leadership guides management, management facilitates innovation, and innovation outcomes inform leadership refinement. These findings underscore the importance of integrating value-based leadership to sustain innovation in Islamic educational institutions.*

Keywords: *Value-Based Leadership, Educational, Management, Institutional Innovation, Islamic Education.*

INTRODUCTION

Educational institutions are required to sustain innovation while maintaining stability in organizational processes and educational outcomes. Schools operate within environments shaped by rapid changes in knowledge production, technological advancement, and shifting societal expectations that demand continuous improvement in teaching and learning. These conditions require institutions to design management systems that are responsive to change while remaining consistent with their foundational values. Leadership becomes a central element in shaping how innovation is developed and sustained, as it determines how institutional direction is defined, how resources are allocated, and how organizational practices are aligned with long-term goals. Value-based leadership offers an approach that integrates ethical principles, shared beliefs, and organizational vision into leadership practices, ensuring that innovation is guided by a clear moral



and institutional framework. Empirical studies indicate that leadership grounded in values contributes to organizational effectiveness by strengthening trust, coherence, and commitment among members of the institution (Copland, 2003; Bush, 2011). Within Islamic educational contexts, leadership is closely connected with values such as integrity, responsibility, and mutual respect, which influence how innovation is interpreted and implemented in daily institutional practices (Beekun & Badawi, 1999; Begley, 2006). Based on this context, this study addresses how value-based leadership is integrated into educational management practices at Madrasah Aliyah Aswaja Ngunut.

Educational management plays a significant role in sustaining innovation by organizing processes related to planning, implementation, and evaluation within the institution. Effective management requires coordination among stakeholders, clarity in institutional goals, and flexibility in responding to emerging challenges. Management systems must support both stability and adaptability, ensuring that institutional practices remain consistent while allowing room for improvement and innovation. Value-based leadership contributes to this process by providing a framework that guides how management practices are conducted, emphasizing ethical considerations alongside organizational effectiveness. Leaders who emphasize values create an environment where teachers and staff engage in their roles with commitment and responsibility, strengthening institutional capacity to achieve its objectives. This condition supports the development of collaborative practices, reflective learning, and continuous improvement as part of everyday institutional activities. Research shows that leadership that promotes shared values enhances organizational learning and supports sustained innovation in educational settings (Leithwood & Jantzi, 2006; Fullan, 2014). Innovation emerges when teachers are encouraged to explore new approaches, adapt instructional strategies, and engage in professional dialogue that enhances teaching and learning processes. Professional collaboration and reflective practice enable teachers to refine their approaches and respond to diverse student needs, contributing to improved instructional quality (Harris, 2008; Stoll et al., 2006). Based on this background, this study examines how value-based leadership supports educational management in sustaining institutional innovation at Madrasah Aliyah Aswaja Ngunut.



The relationship between value-based leadership, educational management, and institutional innovation reflects an interconnected process within the institution that evolves through continuous interaction. Leadership values influence how management practices are designed and implemented, shaping decision-making processes, communication patterns, and professional relationships. Management processes, in turn, determine how innovation is developed, implemented, and sustained within the institution, influencing both instructional practices and organizational performance. Teachers interpret leadership direction through their engagement in institutional activities, which affects how they design instructional strategies, interact with students, and respond to contextual challenges. Innovation outcomes provide feedback that informs leadership strategies and supports ongoing refinement of institutional practices. This interaction creates a dynamic system in which leadership, management, and innovation are mutually reinforcing and contribute to continuous improvement. Evidence suggests that organizations that integrate leadership values with management practices demonstrate higher levels of adaptability and innovation, as alignment between values and processes supports coherent action (DeRue, 2011; Uhl-Bien et al., 2007).

Understanding this relationship requires attention to both structural and cultural dimensions within the institution. Structural elements include policies, planning mechanisms, and evaluation systems that provide a framework for implementing management and innovation processes. Cultural elements involve shared values, beliefs, and norms that influence how individuals engage with these structures and interpret institutional expectations. Leadership operates across these dimensions by aligning formal systems with value-based principles, ensuring consistency between policy and practice. In Islamic educational settings, shared religious values provide a common foundation that strengthens this alignment and supports collective engagement in institutional activities. Teachers and staff are more likely to participate actively in innovation when institutional practices reflect their professional and ethical commitments. This alignment enhances motivation, strengthens collaboration, and supports sustained institutional development (Tschannen-Moran & Hoy, 2000; Robinson et al., 2008).

The integration of value-based leadership into educational management also influences how institutions respond to challenges and opportunities. Schools that emphasize values in leadership



practices tend to develop environments characterized by trust, openness, and shared responsibility, which support the implementation of innovative practices. Teachers engage more actively in professional learning and experimentation when they perceive that leadership supports their efforts and values their contributions. This condition contributes to the development of adaptive practices that enhance instructional quality and student learning outcomes. The presence of value-based leadership ensures that innovation is embedded in institutional culture and sustained through continuous reflection and collective engagement.

Based on this perspective, this study addresses three main research questions that guide the investigation. The study explores how value-based leadership is integrated into educational management practices at Madrasah Aliyah Aswaja Ngunut, how value-based leadership supports the sustainability of institutional innovation, and how value-based leadership, educational management, and institutional innovation are interconnected within the institutional context. These questions provide a framework for understanding how leadership grounded in values contributes to the development of adaptive and innovative educational environments.

METHOD

This study employs a qualitative case study design conducted at Madrasah Aliyah Aswaja Ngunut to examine the integration of value-based leadership in educational management and its role in sustaining institutional innovation. A qualitative approach is selected to explore deeply the meanings, experiences, and interactions that shape leadership practices and management processes within a natural setting. This approach enables the researcher to capture complex social phenomena that are constructed through social interaction and contextual interpretation. The case study design focuses on a bounded system, allowing detailed analysis of how leadership values are enacted in daily institutional practices and how these values influence innovation processes within the school environment. This design is appropriate for examining contextualized phenomena where relationships among actors, structures, and practices are closely interconnected (Yin, 2018).

Participants in this study include the principal, teachers, and administrative staff selected through purposive sampling. This sampling strategy emphasizes individuals who are directly



involved in leadership practices, decision-making processes, and the implementation of educational management within the institution. The principal serves as the primary informant who provides insights into leadership values, institutional vision, and strategic decision-making. Teachers contribute perspectives related to instructional practices, collaboration, and their experiences in implementing innovation in classroom settings. Administrative staff provide additional information concerning coordination, policy implementation, and institutional support systems that facilitate management processes. The inclusion of multiple participant groups allows the study to capture diverse perspectives and develop a comprehensive understanding of how value-based leadership operates across different roles within the institution. Purposeful sampling ensures that participants possess relevant experience and knowledge, enabling the study to generate rich and meaningful data aligned with research objectives (Patton, 2015).

Data collection was conducted through semi-structured interviews, observations, and document analysis to ensure depth and triangulation of data. Semi-structured interviews allow participants to express their experiences and perceptions while providing flexibility to explore emerging themes related to leadership, management, and innovation. Observations were carried out to examine real-time practices, including leadership interactions, meetings, teaching activities, and collaborative discussions, enabling the researcher to capture actual behavior and institutional dynamics. Document analysis involved reviewing institutional plans, policy documents, and reports to understand formal structures and evidence of implementation. The use of multiple data sources strengthens the credibility of the findings by enabling cross-verification and reducing potential bias (Bowen, 2009).

Data analysis followed a thematic approach involving systematic stages of data reduction, coding, categorization, and interpretation. The process began with organizing data from interviews, observations, and documents, followed by coding to identify meaningful units related to value-based leadership, educational management, and institutional innovation. Codes were grouped into categories and developed into themes that represent recurring patterns across the dataset. Interpretation focused on explaining relationships among themes and linking them to the research questions. Thematic analysis provides a flexible and rigorous method for identifying patterns and constructing meaning in qualitative research (Braun & Clarke, 2006). Trustworthiness



was ensured through triangulation and member checking, where participants reviewed the findings to confirm their accuracy and relevance. These procedures enhance credibility, dependability, and confirmability, ensuring that the study produces valid and reliable insights into value-based leadership and its role in sustaining institutional innovation (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

1. Value-Based Leadership Integration in Educational Management.

Value-based leadership at Madrasah Aliyah Aswaja Ngunut is reflected in the principal's consistent effort to integrate ethical principles into educational management practices. Leadership is not positioned merely as a structural authority but as a value-driven process that shapes institutional direction and professional interaction. The principal emphasizes values such as integrity, responsibility, and mutual respect, which serve as guiding principles in decision-making and daily organizational activities. These values are articulated through formal policies, institutional vision statements, and routine interactions, creating alignment between what is communicated and what is practiced. Teachers describe that leadership behavior reflects fairness in decision-making, openness in communication, and accountability in managing institutional processes. This alignment strengthens trust among teachers and staff, as leadership actions are perceived as consistent with shared values. Empirical evidence indicates that leadership grounded in ethical values contributes to the development of organizational trust and enhances institutional effectiveness (Shapiro & Stefkovich, 2016; Walker & Shuangye, 2007).

The integration of values into leadership practices is evident in how decisions are formulated and implemented within the institution. Leadership adopts a participatory approach that encourages teachers and staff to engage in discussions related to planning, policy development, and evaluation processes. Teachers report that they are given opportunities to express their perspectives and contribute ideas, which fosters a sense of ownership toward institutional programs. This participatory process enhances the quality of decision-making, as it incorporates diverse viewpoints and experiences from different members of the institution. It also strengthens commitment to implementation, as individuals feel responsible for outcomes that they have helped shape. Research suggests that participatory leadership grounded in shared values enhances



organizational commitment and improves decision quality by fostering inclusive engagement (Woods, 2005).

Communication practices within the institution further reflect the integration of value-based leadership into educational management. Leadership ensures that information is communicated clearly and openly through formal meetings, informal discussions, and institutional forums. Teachers describe that communication is not limited to the transmission of instructions but involves dialogue that allows clarification, reflection, and feedback. This openness reduces uncertainty and supports mutual understanding among institutional members. Transparent communication strengthens perceptions of fairness and accountability, as individuals are able to understand the rationale behind decisions and actions. Studies indicate that open and ethical communication practices contribute to the development of positive organizational climates and support effective management processes (Grogan & Shakeshaft, 2011).

Consistency in the application of institutional policies represents another important dimension of value-based leadership. Leadership ensures that rules and procedures are implemented fairly across different situations, reinforcing the principle of justice within the institution. Teachers report that policies are applied without favoritism, which enhances confidence in leadership and supports organizational stability. This consistency reduces ambiguity and strengthens clarity regarding expectations and responsibilities. Ethical leadership requires leaders to demonstrate impartiality and accountability, ensuring that decisions are based on objective considerations rather than personal interests. Evidence shows that consistent and fair leadership practices contribute to perceptions of organizational justice and strengthen employee engagement (Ehrich et al., 2015).

The influence of value-based leadership extends beyond formal management processes and shapes the organizational culture of the institution. Values promoted by leadership become embedded in daily practices, influencing how teachers and staff interact, collaborate, and perform their roles. Teachers demonstrate commitment to their responsibilities, maintain professionalism in their work, and engage actively in institutional activities. This cultural environment supports collaboration, mutual respect, and shared responsibility, which are essential for effective educational management. Leadership acts as a model for behavior, and its actions become a



reference point for others within the institution. Research highlights that leadership plays a critical role in shaping organizational culture by establishing norms and values that guide behavior (Day et al., 2016).

The integration of value-based leadership also contributes to the development of professional relationships characterized by trust and cooperation. Teachers describe that leadership fosters a supportive environment where individuals feel respected and valued. This relational dimension encourages collaboration and reduces barriers to communication, enabling teachers to share ideas and address challenges collectively. Strong professional relationships enhance coordination and facilitate the implementation of institutional programs. Trust becomes a key resource that supports effective management, as individuals are more willing to engage in collaborative processes when they perceive leadership as ethical and reliable. Studies indicate that trust-based leadership strengthens collaboration and contributes to improved organizational performance (Bryk & Schneider, 2002).

Value-based leadership further influences the alignment between institutional goals and management practices. Leadership ensures that policies, planning processes, and evaluation mechanisms are guided by shared values, creating coherence between strategic direction and operational activities. Teachers and staff demonstrate a shared understanding of institutional objectives, which supports consistency in implementation. This alignment enhances efficiency in management processes and reduces conflict, as individuals operate within a common framework of values and expectations. The presence of clear values provides guidance in navigating complex decisions and addressing challenges within the institution. Research suggests that alignment between leadership values and organizational practices contributes to sustained improvement and institutional effectiveness (Hallinger, 2011).

The integration of Islamic values provides a distinctive dimension to value-based leadership at Madrasah Aliyah Aswaja Ngunut. Principles such as responsibility and mutual respect are reflected in leadership behavior and institutional practices, creating a moral foundation that guides educational management. Teachers perceive that leadership actions are consistent with these values, which strengthens their commitment and engagement. This alignment between religious principles and organizational practices supports a holistic approach to education, where academic



development is integrated with character formation. Ethical considerations become central to decision-making processes, ensuring that management practices are not only effective but also morally grounded. Evidence indicates that value-based leadership rooted in ethical principles enhances organizational integrity and supports sustainable development (Begley, 2006).

The findings demonstrate that value-based leadership integration at Madrasah Aliyah Aswaja Ngunut plays a central role in shaping educational management practices through participatory decision-making, transparent communication, consistent policy implementation, and the development of a value-oriented organizational culture. Leadership practices influence both structural processes and relational dynamics within the institution, creating conditions that support coordination, trust, and professional engagement. Teachers and staff respond to these practices through increased commitment, collaboration, and responsibility in their roles. This interaction highlights that value-based leadership functions as a foundation for effective educational management by aligning institutional practices with ethical principles and shared values.

2. Educational Management and Institutional Innovation.

Educational management at Madrasah Aliyah Aswaja Ngunut demonstrates a structured yet flexible orientation that supports the sustainability of institutional innovation. Management is not limited to administrative coordination but functions as a dynamic system that connects planning, implementation, and evaluation processes within the institution. Planning activities are carried out through collaborative engagement involving teachers and administrative staff, enabling the development of programs that respond to student needs and contextual challenges. Teachers describe that planning sessions provide space for dialogue, allowing them to align instructional strategies with institutional goals while considering classroom realities. This participatory planning approach strengthens the relevance and practicality of institutional programs, as it incorporates insights from those directly involved in teaching and learning processes. Research indicates that collaborative planning enhances the quality of educational programs by ensuring alignment between institutional vision and classroom implementation (Mintrop & Zumpe, 2019).

The flexibility embedded in management practices allows the institution to adapt to changing educational demands while maintaining consistency in achieving its objectives. Teachers demonstrate the ability to design instructional strategies that incorporate interactive methods,



contextual learning approaches, and student-centered activities. These strategies enable students to engage actively in the learning process and connect academic content with real-life experiences. Instructional innovation is not treated as an isolated initiative but as an ongoing process embedded within daily teaching practices. Teachers refine their approaches based on classroom experiences and student responses, ensuring that learning activities remain relevant and effective. Studies suggest that flexible management systems support instructional innovation by enabling teachers to adapt their practices to diverse learning contexts (König et al., 2020).

The implementation of educational programs reflects a coordinated effort that integrates institutional planning with classroom practices. Teachers align their instructional activities with program objectives, ensuring coherence between management decisions and teaching practices. This alignment supports consistency in learning experiences across different classes and subjects, contributing to the overall effectiveness of the institution. Administrative staff play a supportive role by facilitating coordination and ensuring that resources are available for program implementation. The presence of structured coordination mechanisms enables the institution to maintain stability while allowing flexibility in instructional practices. Evidence shows that effective coordination in educational management contributes to improved program implementation and institutional performance (Honig & Rainey, 2019).

Continuous evaluation represents a central component of educational management at Madrasah Aliyah Aswaja Ngunut. Evaluation processes are conducted regularly to assess the effectiveness of programs and instructional practices, providing evidence that informs decision-making. Teachers and staff participate actively in reviewing outcomes, analyzing student performance, and identifying areas for improvement. This participatory evaluation approach enhances the accuracy and relevance of findings, as it incorporates perspectives from different stakeholders within the institution. Evaluation is not viewed as a control mechanism but as a learning process that supports institutional development. Findings from evaluation activities are used to refine strategies and guide future planning, ensuring that management practices remain responsive to emerging needs. Research highlights that continuous evaluation supports organizational learning and contributes to sustained innovation in educational settings (Datnow & Park, 2018).



Reflection emerges as a key element in linking evaluation with instructional improvement. Teachers engage in reflective practice by examining their teaching approaches, analyzing student engagement, and considering alternative strategies for improvement. Reflection occurs both individually and collaboratively, allowing teachers to learn from their experiences and from the perspectives of their colleagues. This reflective process supports the development of professional competence and enhances the quality of instruction. Teachers report that reflection enables them to identify strengths and weaknesses in their practices, guiding them in making adjustments that improve learning outcomes. Reflective practice becomes embedded in daily professional activities, contributing to a culture of continuous improvement within the institution. Studies indicate that reflective teaching practices play a significant role in enhancing instructional effectiveness and supporting innovation (Farrell, 2018).

Collaboration among teachers plays a crucial role in fostering institutional innovation. Teachers participate in professional discussions, share experiences, and provide feedback that contributes to the development of collective knowledge. These interactions create a collaborative environment where ideas are exchanged, challenges are addressed, and solutions are developed collectively. Teachers describe that collaboration reduces isolation and enhances their confidence in implementing new instructional strategies. The sharing of experiences enables teachers to learn from one another and adopt practices that have proven effective in different classroom contexts. Collaborative engagement strengthens consistency in teaching practices and supports alignment with institutional goals. Research shows that teacher collaboration is a key factor in promoting innovation and improving instructional quality within schools (Vangrieken et al., 2015).

The integration of collaboration into educational management processes ensures that innovation is sustained rather than temporary. Collaborative activities are embedded in routine practices such as planning meetings, evaluation sessions, and informal discussions, creating continuous opportunities for professional interaction. This integration supports the development of a learning-oriented culture where innovation is viewed as a shared responsibility. Teachers demonstrate willingness to experiment with new approaches and adapt their strategies based on feedback from colleagues and students. This condition enhances the institution's capacity to respond to challenges and maintain relevance in a changing educational environment. Evidence



suggests that schools with strong collaborative cultures are more likely to sustain innovation and achieve long-term improvement (Kools & Stoll, 2016).

Educational management at Madrasah Aliyah Aswaja Ngunut also reflects the integration of value-based principles in sustaining innovation. Management practices are guided by values such as responsibility, commitment, and mutual respect, which influence how decisions are made and implemented. Teachers demonstrate awareness of the need to balance innovation with the preservation of institutional identity, ensuring that changes remain aligned with educational and ethical principles. This value-based orientation supports the development of innovation that is both meaningful and sustainable, as it is grounded in shared beliefs and institutional goals. Leadership reinforces these values by promoting ethical conduct and encouraging professional responsibility among teachers and staff. Studies indicate that the integration of values into management practices enhances organizational coherence and supports sustainable innovation (Sergiovanni, 2007).

The interaction between planning, implementation, evaluation, reflection, and collaboration creates a comprehensive management system that supports institutional innovation. Each component contributes to the development of adaptive practices that enhance educational quality and organizational effectiveness. Planning provides direction, implementation translates plans into action, evaluation generates feedback, reflection supports improvement, and collaboration facilitates shared learning. This interconnected system ensures that innovation is sustained through continuous cycles of development and refinement. Teachers and staff engage actively in these processes, contributing to a collective effort that strengthens institutional capacity.

The findings indicate that educational management at Madrasah Aliyah Aswaja Ngunut functions as a mechanism that integrates structured processes with flexibility, enabling the institution to sustain innovation effectively. Management practices support the development of adaptive strategies that respond to contextual challenges while maintaining alignment with institutional values. Collaboration, reflection, and continuous evaluation serve as key drivers of innovation, ensuring that educational practices remain responsive and effective. This relationship highlights the importance of educational management in connecting organizational processes with instructional practices to support sustained institutional development.

3. Interconnection Between Value-Based Leadership, Management, and Innovation.



The relationship between value-based leadership, educational management, and institutional innovation at Madrasah Aliyah Aswaja Ngunut reflects a dynamic and interconnected process in which each element continuously influences and reinforces the others. Leadership grounded in shared values provides direction and meaning for institutional activities, while educational management translates these values into structured practices that guide planning, implementation, and evaluation. Innovation emerges as a result of this interaction, shaped by both leadership vision and management processes. Teachers act as key agents in this system by interpreting leadership direction and implementing it in instructional practices that respond to student needs and institutional goals. This interconnected relationship creates a coherent system where values, actions, and outcomes are aligned, supporting sustained institutional development. Research indicates that leadership that integrates values with organizational processes enhances innovation capacity by creating alignment between vision and practice (Nguyen et al., 2017).

Leadership values function as a foundation that shapes how educational management is designed and enacted within the institution. Values such as integrity, responsibility, and mutual respect influence decision-making processes, communication patterns, and professional interactions. These values guide leaders in determining priorities, allocating resources, and establishing institutional expectations. Educational management becomes the mechanism through which these values are operationalized, ensuring that institutional practices reflect ethical principles. Teachers describe that leadership direction is clear and consistent, enabling them to align their instructional practices with institutional values. This alignment reduces ambiguity and strengthens coherence across different levels of the organization. Studies show that value-driven leadership contributes to organizational coherence by aligning individual actions with institutional goals (Bush & Middlewood, 2013).

Educational management processes play a critical role in shaping how innovation is developed and sustained within the institution. Management activities connect planning, teaching, and evaluation into a unified system that supports continuous improvement. Leadership vision is translated into practical strategies through planning processes that involve teachers and staff in collaborative discussions. These discussions allow participants to interpret leadership direction and develop strategies that are relevant to classroom realities. Implementation occurs through



instructional practices that reflect both institutional goals and student needs, ensuring that innovation is grounded in practical application. Evaluation processes provide feedback that informs future planning, creating a cycle of improvement that supports adaptability. Evidence suggests that integrated management systems enhance innovation by connecting strategic planning with operational practices (Davies & Davies, 2010).

Teachers play a central role in mediating the relationship between leadership and innovation. They translate leadership values and management directives into instructional practices that shape student learning experiences. Teachers design learning activities that incorporate interactive methods, contextual approaches, and collaborative strategies, enabling students to engage actively in the learning process. Students respond through increased participation, engagement, and motivation, which reflect the effectiveness of these instructional innovations. This interaction highlights that the impact of leadership on innovation is not direct but occurs through teacher practices and classroom implementation. Research confirms that teacher agency is a key factor in translating leadership and management strategies into meaningful innovation within schools (Priestley et al., 2015).

The alignment between leadership values, management processes, and instructional practices contributes to the development of institutional coherence. Leadership provides direction, management structures organize activities, and teachers implement practices that reflect both elements. This alignment ensures that innovation is not fragmented but integrated into the overall functioning of the institution. Teachers demonstrate a shared understanding of institutional goals, which supports consistency in implementation and enhances the quality of educational outcomes. Organizational coherence strengthens the institution's ability to sustain innovation, as all components operate within a unified framework. Studies indicate that coherence between leadership, management, and instructional practices is essential for achieving sustained improvement in educational settings (Bryk et al., 2015).

Feedback mechanisms play a crucial role in maintaining the interconnected relationship between value-based leadership, management, and innovation. Feedback is generated through multiple sources, including teacher reflections, student performance, and evaluation of institutional programs. Teachers engage in reflective practice by analyzing the effectiveness of



their instructional approaches and identifying areas for improvement. These reflections are shared in collaborative forums, allowing collective learning and refinement of strategies. Leadership utilizes feedback to evaluate the effectiveness of management practices and adjust policies accordingly. This process creates a feedback loop in which leadership, management, and instructional practices continuously inform each other. Research highlights that feedback-driven systems support organizational learning and enhance the capacity for innovation by enabling continuous adaptation (Schildkamp et al., 2019).

The presence of continuous feedback supports adaptability within the institution. Leadership demonstrates responsiveness by adjusting strategies based on insights obtained from evaluation and reflection. Teachers adapt their instructional practices to address emerging challenges and diverse student needs, ensuring that learning activities remain relevant and effective. This adaptability strengthens the institution's capacity to respond to changing educational demands while maintaining alignment with its values and goals. Innovation becomes an ongoing process rather than a temporary initiative, embedded in daily practices and supported by collaborative engagement. Studies suggest that adaptive organizations are characterized by the ability to integrate feedback into decision-making processes, which enhances resilience and effectiveness (Kezar, 2018).

The integration of value-based leadership with educational management also supports the development of a learning-oriented organizational culture. Leadership promotes values that encourage openness, collaboration, and continuous improvement, creating an environment where teachers feel motivated to innovate. Management processes provide structures that facilitate collaboration and reflection, enabling teachers to engage in professional learning activities. This cultural environment supports the development of innovative practices that are aligned with institutional goals and values. Teachers demonstrate willingness to experiment with new approaches and share their experiences with colleagues, contributing to collective learning. Evidence shows that learning-oriented cultures foster innovation by supporting collaboration, reflection, and knowledge sharing within organizations (Senge et al., 2012).

The interaction between leadership, management, and innovation also reflects the importance of balance between structure and flexibility. Leadership provides stability through



clear values and direction, while management introduces flexibility through adaptive processes that allow modification of strategies based on contextual needs. This balance ensures that innovation is guided by consistent principles while remaining responsive to change. Teachers operate within this framework by implementing instructional practices that reflect both stability and adaptability. Students benefit from learning environments that are structured yet engaging, supporting both academic achievement and personal development. Research indicates that organizations that balance structure and flexibility are more effective in sustaining innovation and achieving long-term goals (Volberda et al., 2013).

The findings demonstrate that the interconnection between value-based leadership, educational management, and institutional innovation at Madrasah Aliyah Aswaja Ngunut forms a continuous cycle of development. Leadership establishes values and direction, management translates these values into structured processes, and innovation emerges through instructional practices and organizational activities. Feedback from implementation informs leadership and management strategies, creating a system of continuous improvement that supports institutional sustainability. Teachers and staff play an active role in this process, contributing to the development of practices that enhance educational quality. This relationship highlights that the integration of values, management, and innovation is essential for building responsive and sustainable educational institutions.

CONCLUSION

Value-based leadership at Madrasah Aliyah Aswaja Ngunut demonstrates a strong contribution to shaping educational management practices that are coherent, ethical, and sustainable. Leadership grounded in values such as integrity, responsibility, and mutual respect creates a clear direction for institutional development while strengthening trust among teachers and staff. This condition supports the emergence of a professional environment where individuals demonstrate commitment, accountability, and active engagement in institutional processes. Leadership does not function merely as a formal authority but operates as a guiding force that aligns vision, behavior, and institutional practices. The consistency between values and actions



enhances credibility and fosters a culture where ethical considerations become an integral part of decision-making and organizational interaction.

Educational management within the institution reflects a dynamic system that integrates planning, implementation, evaluation, and reflection in sustaining innovation. Collaborative planning enables teachers and staff to contribute actively to program development, ensuring relevance to student needs and contextual challenges. Reflective practices allow continuous refinement of instructional strategies, while evaluation processes provide evidence for improving institutional performance. Teachers demonstrate adaptability in designing learning activities that are interactive and contextual, supporting both engagement and learning outcomes. The integration of values into management practices ensures that innovation is not detached from institutional identity but remains aligned with educational goals and moral principles. This alignment contributes to the development of a stable yet flexible institutional system capable of responding to change without losing coherence.

The relationship between value-based leadership, educational management, and institutional innovation forms a continuous and interconnected cycle that supports long-term institutional development. Leadership values provide direction, management processes translate these values into structured actions, and innovation emerges through implementation and reflection. Feedback from innovation outcomes informs leadership strategies and management adjustments, creating a process of ongoing improvement. Teachers and staff act as key contributors in this cycle by interpreting leadership direction and applying it in instructional and organizational practices. This interaction strengthens institutional capacity to adapt, innovate, and sustain development over time. The study highlights that the integration of values, management, and innovation is essential for building responsive and sustainable educational institutions, particularly within Islamic educational contexts where moral and professional dimensions are closely interconnected.

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