



Agile Leadership by Madrasah Principals in Navigating Conflict, Building Commitment, and Managing Organizational Change in an Era of Educational Disruption

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Abstract

This study aims to analyze the agile leadership of madrasah principals in navigating conflict, building organizational commitment, and managing organizational change in an era of educational disruption characterized by technological advancements, policy changes, and the increasing complexity of stakeholder demands. This study employs a qualitative approach using a case study design that focuses on the leadership practices of madrasah principals in managing organizational behavior dynamics within the Islamic educational setting. Data collection was conducted through in-depth interviews with madrasah principals, teachers, educational staff, and madrasah administrators, supplemented by participatory observation and document analysis. Data analysis was conducted using an interactive model through the stages of data condensation, data presentation, verification, and drawing conclusions. To ensure data validity, this study applied triangulation of sources, methods, and theories. The results of the study indicate that the madrasah principal successfully applied the principles of agile leadership through adaptive decision-making, collaborative communication, human resource empowerment, and rapid responses to various internal and external organizational changes. This leadership proved effective in reducing conflicts among organizational members, strengthening collective work commitment, and fostering an organizational culture open to innovation and change. Furthermore, the madrasah principal serves as a facilitator of change who is able to align the institutional vision with the needs of the madrasah community, thereby creating a harmonious, productive work environment focused on improving the quality of education. The findings of this study confirm that agile leadership serves as a strategic asset in enhancing the adaptive capacity of Islamic educational organizations amid ongoing uncertainty and disruption. The contribution of this study is to offer a conceptual model of agile leadership for madrasah principals in managing organizational behavior and to enrich the body of knowledge in Islamic Educational Management, particularly regarding leadership strategies for building resilient, collaborative, and sustainable organizations.

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INTRODUCTION

Rapid changes in education policy, coupled with massive advancements in digital technology, have triggered various conflicts within madrasahs (Haddade et al., 2024). These conflicts arise due to differences in teachers' levels of readiness, competence, and acceptance of the changes implemented by the institution (Masry-Herzalah & Dor-Haim, 2022). This situation is evident in the continued resistance shown by some educators toward the digitization of administrative processes and instruction (Guppy et al., 2022). Various studies indicate that organizational changes not accompanied by effective communication and support tend to create internal tensions (Charoensukmongkol & Phungsoonthorn, 2020). This finding underscores that madrasah principals require agile leadership to manage conflicts constructively and maintain organizational stability.

Organizational commitment is a key factor in determining the success of educational institutions in achieving their goals (Rohim et al., 2023). However, the reality on the ground shows that changes in the work environment, an increased administrative burden, and ever-higher demands for professionalism often lead to a decline in motivation and loyalty among some teachers and educational staff (Demmke et al., 2025). These symptoms can be observed in low participation in institutional development programs or suboptimal involvement in collective activities (Lippman et al., 2022). Various studies on educational management explain that weak organizational commitment has the potential to reduce productivity and the quality of educational services (Van Waeyenberg et al., 2022). Therefore, agile leadership is needed leadership capable of fostering emotional and professional commitment among all members of the madrasah toward the institution's vision and mission.

Advances in information technology and artificial intelligence, as well as changes in the characteristics of students, have transformed the way educational institutions carry out their functions (Kamalov et al., 2023). Madrasahs are no longer merely expected to preserve Islamic educational traditions but must also be able to adapt to various innovations emerging in society (Zakariyah, 2024). Tangible evidence of this can be seen in the increasing use of digital platforms, management information systems, and technology-based learning in educational activities (Ahmed et al., 2025). These conditions indicate that a bureaucratic and rigid leadership style is becoming increasingly difficult to implement (Marienfeldt, 2024). Consequently, madrasah principals need to demonstrate flexible, responsive, and adaptive leadership traits to effectively steer organizational change.

The success of organizational change is determined not only by the quality of policies but also by the ability to foster collaboration among organizational members (Supriharyanti & Sukoco, 2023). In practice, many madrasah development programs face obstacles due to a lack of coordination and communication among administrators, teachers, and educational staff (Mu'alimin et al., 2026). Conversely, institutions that successfully undergo transformation generally have a strong culture of collaboration and open spaces for dialogue (García-Martínez et al., 2021). Various studies indicate that involving all members of the organization in the decision-making process can enhance a sense of ownership toward change initiatives (Dushkova & Ivlieva, 2024). This fact underscores that agile leadership is necessary to create a participatory organizational climate that supports sustainable collaboration.

The uncertainty of the educational environment in this era of disruption requires madrasahs to have the ability to survive and thrive amid various challenges (Hanafi et al., 2021). These challenges include regulatory changes, competition in educational quality, technological advancements, and shifting community needs regarding educational services (Ul Hassan et al., 2025). Many educational institutions struggle to adapt because they still rely on conventional management models and are

less responsive to change (Gkrimpizi et al., 2023). In contrast, madrasahs led by adaptive leaders tend to be better able to maintain organizational performance, manage conflicts, and sustain member commitment (Karim et al., 2025). Therefore, it can be concluded that agile leadership is a strategic necessity for building resilient, innovative, and sustainable madrasah organizations capable of navigating the dynamics of today's educational landscape.

Various previous studies have shown that leadership plays a central role in fostering healthy and productive organizational behavior in educational institutions. Leaders who are able to adapt to changes in the organizational environment tend to be more successful in managing the dynamics of work relationships, resolving conflicts, and increasing the engagement of organizational members compared to leaders who adopt a rigid and bureaucratic leadership approach (Aravidou et al., 2025). In the field of organizational behavior, agile leadership is viewed as a relevant approach for addressing the complexities of modern organizations because it emphasizes flexibility, collaboration, and the ability to respond to change quickly and effectively (Perides & Vasconcellos, 2025). A number of studies have also revealed that school principals or madrasah heads who practice open communication, participatory decision-making, and human resource empowerment are able to create a more harmonious organizational climate and enhance the work commitment of teachers and educational staff (Rahmi et al., 2025). Furthermore, adaptive leadership has been shown to help reduce resistance to organizational change, strengthen members' trust in leadership, and foster a work culture that is innovative and oriented toward continuous improvement (Bonini et al., 2024). Therefore, various studies emphasize that agile leadership by madrasah principals is a strategic factor in navigating conflicts, building organizational commitment, and effectively managing change to create madrasahs that are resilient, collaborative, and capable of adapting to the demands of an era of educational disruption.

Other literature reviews indicate that the dynamics of organizational behavior in educational institutions are becoming increasingly complex in line with rising demands for change, technological advancements, and the need for more adaptive organizational governance (van Assche et al., 2022). A number of studies explain that madrasah principals who implement agile leadership are able to build an organizational culture that is more flexible, collaborative, and responsive to various internal and external challenges facing the institution (Siswadi et al., 2025). Furthermore, adaptive leadership has been shown to enhance organizational commitment through member empowerment, open communication, and the active involvement of teachers and educational staff in the decision-making process (Xu & Zhang, 2022). Other research has also revealed that a leader's ability to manage conflict constructively contributes to the creation of a harmonious work environment, improved organizational performance, and the successful implementation of institutional change (González-Mohino et al., 2024). Therefore, the synergy between agile leadership, strengthening organizational commitment, and conflict management is a strategic factor in building an educational organization that is resilient, innovative, and capable of adapting to various changes in the era of educational disruption.

The scientific novelty of this study lies in its focus on integrating the concept of agile leadership among madrasah principals with the management of organizational behavior in addressing conflict, building commitment, and managing organizational change in the era of educational disruption. Unlike previous studies, which generally examined leadership, organizational behavior, or change management in isolation, this study comprehensively analyzes how madrasah principals apply the principles of agile leadership to respond to ever-evolving organizational dynamics. Furthermore, this study offers a new perspective on the role

of madrasah principals as catalysts for change who focus not only on achieving organizational goals but also on the ability to foster a collaborative work culture, manage conflict constructively, and strengthen organizational members' commitment to the institution's vision and mission. Thus, this study contributes to the development of a conceptual model of agile leadership based on Islamic educational values that can be used as a strategy to enhance adaptive capacity, organizational resilience, and the sustainability of madrasah management amid the various challenges posed by contemporary educational changes.

The increasing complexity of organizational behavior, the emergence of internal conflicts, declining work commitment, and the demands of rapid change have become serious challenges for madrasah management in this era of educational disruption. These conditions call for a leadership model that is not only capable of maintaining organizational stability but also possesses the flexibility and agility to respond to various institutional dynamics. Agile leadership is becoming increasingly relevant because it fosters a collaborative, adaptive, and continuous improvement-oriented work culture. For this reason, this study is important to analyze how the agile leadership of madrasah principals plays a role in navigating conflicts, building organizational commitment, and managing change effectively to create educational organizations that are resilient, innovative, and capable of adapting to various challenges in the era of educational disruption.

METHODS

This study employs a qualitative approach using a case study design to explore in depth the phenomenon of agile leadership among madrasah principals in navigating conflict, building organizational commitment, and managing organizational change in the era of educational disruption (Abishev et al., 2025; Anidar et al., 2026; Creswell & Creswell, 2017; Efendi et al., 2026; Engkizar et al., 2026; Muhlasin et al., 2026). The case study approach was deliberately chosen so that the researcher could gain a comprehensive, contextual, and in-depth understanding of the strategies employed by madrasah principals in dealing with the various dynamics of organizational behavior emerging within the Islamic educational environment. Through this design, the researcher can directly observe the interrelationships between leadership practices, patterns of organizational communication, conflict management, the strengthening of work commitment, and the change processes taking place in the madrasah without manipulating the conditions on the ground. This approach also enables the researcher to uncover various factors that influence the success of madrasah principals in creating organizations that are adaptive, collaborative, and resilient in the face of the various challenges posed by contemporary educational changes.

Data collection in this study was conducted through methodological triangulation, which included in-depth interviews, participatory observation, and a document analysis. The interviews were conducted using a semi-structured approach with informants selected through purposive sampling, consisting of the madrasah principal, the vice principal, teachers, educational staff, and other parties involved in the management of the madrasah organization. The interviews focused on agile leadership practices, conflict management strategies, efforts to build organizational commitment, and the process of adapting to changes occurring within the madrasah environment. Participatory observation was conducted to directly observe patterns of interaction among madrasah members, conflict resolution mechanisms, decision-making processes, a collaborative work culture, and various activities reflecting the dynamics of organizational behavior in daily life. Meanwhile, a documentary study was used to examine various supporting documents, such as the madrasah's work programs, organizational structure, meeting minutes, institutional policies, activity

reports, organizational governance guidelines, and other documents relevant to the research focus. Through a combination of these three techniques, the researcher obtained comprehensive data to gain an in-depth understanding of the madrasah principals' agile leadership practices in navigating conflicts, building commitment, and managing organizational change in an era of educational disruption.

Table 1. Research Informants

No	Informant	Informant Code	Reason for Selecting the Informant
1	Head of Madrasah	KM	The main actor who designs and implements agile leadership in managing the madrasah organization
2	Deputy Head of Madrasah for Curriculum Affairs	WKMK	Possesses information regarding organizational change policies and their implementation in academic activities
3	Deputy Head of Madrasah for Student Affairs	WKMS	Understands organizational dynamics, program coordination, and management of relationships among madrasah members
4	Senior Teacher	GS	Has extensive experience in dealing with various organizational changes and madrasah policy adjustments
5	Teacher	G	Provides information about the head of madrasah's leadership, work commitment, and conflict dynamics within the workplace
6	Educational Staff	TK	Explains the implementation of organizational policies, coordination patterns among work units, and the influence of the head of madrasah's leadership on organizational effectiveness

Data analysis was conducted interactively and continuously, following the model proposed by Miles, Huberman, and Saldaña, which comprises three main stages: data condensation, data presentation, and verification and drawing of conclusions (Miles et al., 2019). During the data condensation stage, information obtained through in-depth interviews, participatory observation, and document analysis was selected, focused, simplified, and grouped based on themes related to the agile leadership of madrasah principals, organizational conflict management, strengthening work commitment, and change management within the madrasah environment. Subsequently, the data were presented in the form of descriptive narratives, categorization matrices, and maps illustrating the relationships among themes to facilitate the researcher's understanding of patterns, trends, and interconnections among the findings. The final stage involved a continuous process of verification and drawing conclusions throughout the research, ensuring that the consistency and validity of each finding could be tested based on the various available data sources. Through this process, this study provides a comprehensive overview of madrasah principals' agile leadership practices in navigating conflict, building organizational commitment, and effectively managing change in the era of educational disruption.

Data validity in this study was assessed by applying the criteria of credibility, transferability, dependability, and confirmability. To enhance the credibility of the data, the researcher employed source triangulation by comparing information obtained from the madrasah principal, vice principal, teachers, and educational staff, as well as methodological triangulation by confirming interview data through participatory observation and document analysis. In addition, the researcher conducted a member check with informants to ensure that the interpretation of the data was consistent with their actual experiences and the real conditions within the madrasah environment. The aspect of transferability was addressed by providing a detailed and in-depth description of the research context, enabling readers to assess the relevance of the findings to other similar contexts. Furthermore, dependability was ensured by compiling an audit trail that systematically documented the entire research process, from data collection and analysis to the drawing of conclusions. Meanwhile, confirmability is achieved through peer debriefings with academics and researchers in the field of Islamic Education Management to ensure that the research findings are based on empirical data and free from researcher subjectivity. Thus, the research results are expected to possess a level of validity, reliability, and objectivity that is scientifically accountable.

RESULT AND DISCUSSION

Adaptive Leadership of Madrasah Principals in Mitigating Conflict and Maintaining Organizational Stability

Research findings indicate that madrasah principals employ adaptive leadership in addressing various conflicts that arise in the workplace. Conflicts related to task distribution, differing perceptions of policies, and coordination among work units are resolved through dialogue and deliberation. Madrasah principals serve not only as decision-makers but also as mediators who create opportunities for communication among all members of the madrasah community. This strategy has proven effective in minimizing the potential for protracted conflicts and in maintaining organizational stability and harmony. Interview results indicate that madrasah principals prioritize open communication and deliberation in resolving various organizational conflicts.

“When disagreements or issues arise among teachers and educational staff, the madrasah principal always invites the relevant parties to discuss the matter together. He prioritizes deliberation over unilateral decisions so that every party feels heard. This approach prevents conflicts from escalating into larger problems and keeps the work environment conducive.” (KM informant)

The madrasah principal demonstrates characteristics of agile leadership oriented toward collaboration, open communication, and participatory problem-solving in managing organizational dynamics (Harinurdin et al., 2025). The effort to invite parties involved in the conflict to discuss the matter together through a deliberative process reflects the madrasah principal's commitment to building an inclusive organizational culture that values every member's perspective (Thoha et al., 2025). This strategy demonstrates an awareness that effective conflict resolution depends not only on a leader's authority to make decisions but also on their ability to create a space for constructive dialogue and foster mutual understanding (Aravidou et al., 2025). Thus, the consultative approach implemented by the madrasah principal helps prevent the escalation of conflicts, strengthens working relationships among organizational members, and maintains a stable and conducive work environment at the madrasah.

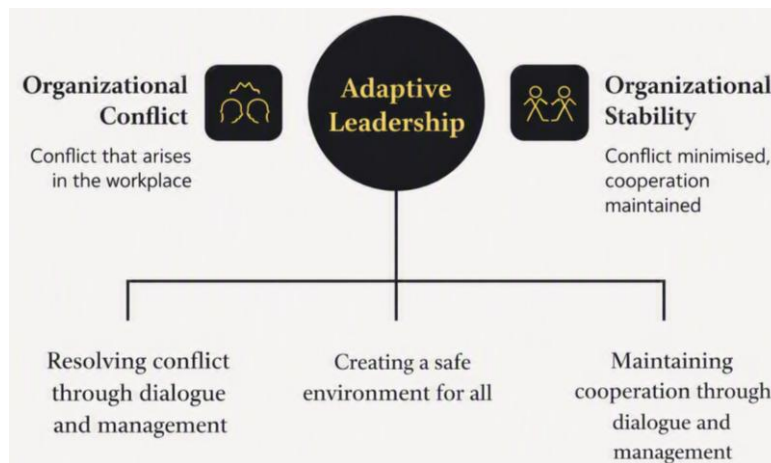


Fig 1. Adaptive Leadership of Madrasah Principals in Managing Conflict through Communication and Organizational Collaboration

This figure illustrates that conflict resolution in madrasahs is achieved through the application of adaptive leadership, which prioritizes communication, deliberation, and collaboration as key strategies for maintaining organizational stability (McKimm et al., 2023). The central role of adaptive leadership indicates that the madrasah principal acts as a mediator capable of bridging various differences in interests, perceptions, and viewpoints that arise among organizational members (Rofiqi et al., 2026). This approach reflects a leader's ability to respond flexibly to organizational dynamics without neglecting the principles of solidarity and openness (Yeo, 2021). Through constructive communication and the involvement of all parties in the problem-solving process, the madrasah principal succeeds in creating a harmonious work environment, reducing the potential for conflict escalation, and strengthening working relationships among the madrasah community (Wardi et al., 2023). Thus, adaptive leadership is a crucial factor in building an organization that is conducive, collaborative, and capable of effectively addressing various challenges.

Strengthening Organizational Commitment Through a Collaborative and Participatory Work Culture

The research findings reveal that madrasah principals successfully fostered organizational commitment by strengthening a collaborative and participatory work culture. Teachers and educational staff were given the opportunity to participate in program planning, policy development, and the evaluation of madrasah activities. This involvement fosters a sense of ownership toward the organization, thereby increasing responsibility and loyalty in carrying out duties. A work culture that prioritizes togetherness also promotes more harmonious and productive working relationships within the madrasah environment. Interview data show that the involvement of organizational members in decision-making enhances commitment and work responsibility.

"In every madrasah program development process, we are always involved in providing input and input. The madrasah principal creates ample space for discussion, so teachers feel they are an important part of the organization. This makes us more accountable for the programs we've agreed upon together and motivates us to ensure their success." (KM informant)

The madrasah principal practices participatory leadership by giving teachers the opportunity to actively participate in the organization's planning and decision-making processes (Karim et al., 2025). Teachers' involvement in developing the madrasah's programs reflects efforts to foster a sense of belonging toward the various policies and programs implemented by the institution (Ainissyifa et al., 2024). This strategy demonstrates that the madrasah principal understands the importance of organizational members' participation as a factor that can enhance commitment, accountability, and dedication to shared goals (Djalilah et al., 2024). By creating

ample space for discussion, the madrasah principal not only strengthens collaborative working relationships but also fosters a democratic and cooperation-oriented organizational culture. This environment contributes to increased organizational commitment among madrasah members in supporting the success of programs and the sustainable achievement of the institution's vision.

Table 2. Strengthening Organizational Commitment through a Collaborative and Participatory Work Culture at MTsN 1 Banyuwangi

Aspect of Findings	Implementation of Madrasah Head Leadership	Impact on the Organization
Involvement in Program Planning	Teachers and educational staff are involved in drafting the madrasah work programs through meetings and discussion forums	Enhances the sense of belonging toward the programs and organizational goals
Participation in Policy Formulation	The madrasah head provides space for teachers and educational staff to give input and considerations before policies are established	Increases acceptance of policies and reduces potential organizational resistance
Involvement in Activity Evaluation	Madrasah members are given the opportunity to provide evaluations and reflections on program implementation	Strengthens shared responsibility in improving the quality of madrasah programs
Collaborative Work Culture	The madrasah head encourages cooperation among teachers and educational staff in completing institutional tasks and programs	Creates harmonious, productive, and mutually supportive working relationships
Strengthening Organizational Commitment	The leader provides appreciation, trust, and opportunities to participate in decision-making	Improves loyalty, responsibility, and members' commitment to the madrasah's vision and mission

The table shows that the madrasah principal practices participatory leadership by involving teachers and educational staff in various organizational processes, ranging from program planning and policy formulation to the evaluation of madrasah activities. This involvement reflects the madrasah principal's commitment to fostering a collaborative work culture that provides space for every member of the organization to contribute to decision-making (Dewi et al., 2026). This strategy demonstrates an awareness that an organization's success is determined not only by the leader's capabilities but also by the active participation of the entire madrasah community in achieving shared goals (Mahmud & Ramli, 2025). Through a work culture that prioritizes togetherness, communication, and cooperation, the madrasah principal has succeeded in fostering a sense of belonging, enhancing professional responsibility, and strengthening members' loyalty to the organization (Karim et al., 2025). Thus, strengthening a collaborative and participatory work culture serves as a vital tool in building sustainable organizational commitment and creating a

harmonious, productive work environment focused on improving the quality of the madrasah.

Leadership Agility in Managing Policy Changes and the Demands of Modern Education

The study found that madrasah principals demonstrated a high level of agility in responding to various changes in education policy and the demands of the modern era. This adaptability was demonstrated through adjustments to work programs, strengthening human resource capacity, and optimizing technology in madrasah governance. Madrasah principals are able to translate external changes into strategic steps that are acceptable to the entire madrasah community. This enables the change process to proceed more effectively without causing significant resistance from members of the organization. Interviews revealed that madrasah principals are able to respond quickly to changes by adjusting the institution's programs and policies.

"When there is a new government policy or a change in the education system, the madrasah principal immediately coordinates with all members of the madrasah community. He explains the direction of the change, assigns tasks, and provides guidance so that everyone can adapt. These steps make the adaptation process run more smoothly and in a focused manner." (WKMS informant)

The madrasah principal demonstrated agile leadership skills, characterized by a rapid response to various policy changes and the dynamics of the educational environment (Fernandes et al., 2023). Efforts to coordinate comprehensively, explain the direction of change, clearly assign tasks, and provide guidance to the entire madrasah community reflect the principal's commitment to ensuring that the change process proceeds in a planned and systematic manner. This strategy demonstrates an awareness that the successful implementation of change depends not only on the policies implemented but also on the leader's ability to foster understanding, readiness, and engagement among organizational members. Thus, the adaptive measures taken by the madrasah principal help reduce resistance to change, accelerate the organizational adjustment process, and strengthen the madrasah's capacity to address the ever-evolving demands and challenges of education.



Fig 2. The leadership agility of madrasah principals in promoting the strengthening of teachers' and educational staff's competencies through professional training programs

The figure illustrates the efforts of madrasah principals to manage change and enhance human resource capacity through training and competency development activities for teachers and educational staff. The "English House Training for Teachers and Staff" program indicates that the madrasah principal plays an active role in preparing the madrasah community to adapt to the demands of modern education, which emphasizes mastery of global competencies, communication, and enhanced professionalism. This training also reflects agile leadership practices, demonstrated through a rapid response to competency development needs and the ability to guide the organization in addressing various policy changes and evolving educational challenges. Thus, this initiative serves as evidence that madrasah principals not only focus on institutional administrative management but also act as agents of change who foster the creation of adaptive, innovative, and learning-oriented organizations ready to navigate the dynamics of contemporary education.

Organizational Cultural Transformation Toward Resilient and Innovation-Oriented Madrasah

Other findings indicate that the agile leadership of madrasah principals contributes to an organizational cultural transformation that is more open to innovation and change. Madrasah principals consistently encourage the development of new ideas, the enhancement of professional competencies, and cross-disciplinary collaboration to support the achievement of institutional goals. The organizational culture, which previously tended to be administrative, has evolved into one that is more dynamic and focused on quality improvement. This transformation strengthens the organization's capacity to address various educational challenges and enhances the madrasah's competitiveness amid an era of educational disruption. Interview results reveal a shift toward an organizational culture that is more open to innovation and continuous improvement.

"The madrasah principal always encourages us to develop new ideas and not be afraid to try innovative programs. Every proposal submitted is considered openly. We feel more motivated to improve the quality of our work because the leadership provides support and trust to the entire madrasah community." (IK informant)

The madrasah principal demonstrates agile leadership practices focused on fostering innovation and empowering human resources within the organization. Efforts to encourage teachers and educational staff to propose new ideas and to provide space for various suggestions to be considered openly reflect the principal's commitment to building a creative, adaptive, and participatory organizational culture. This strategy demonstrates an awareness that organizational innovation arises not only from leadership policies but also from the active involvement of all members of the organization in the institution's development process. The support and trust extended to the madrasah community further strengthen work motivation, self-confidence, and professional responsibility in carrying out duties. Thus, this leadership style which fosters innovation and collaboration contributes to the formation of a resilient organizational culture that is oriented toward continuous improvement and capable of effectively responding to various changes and challenges in education.

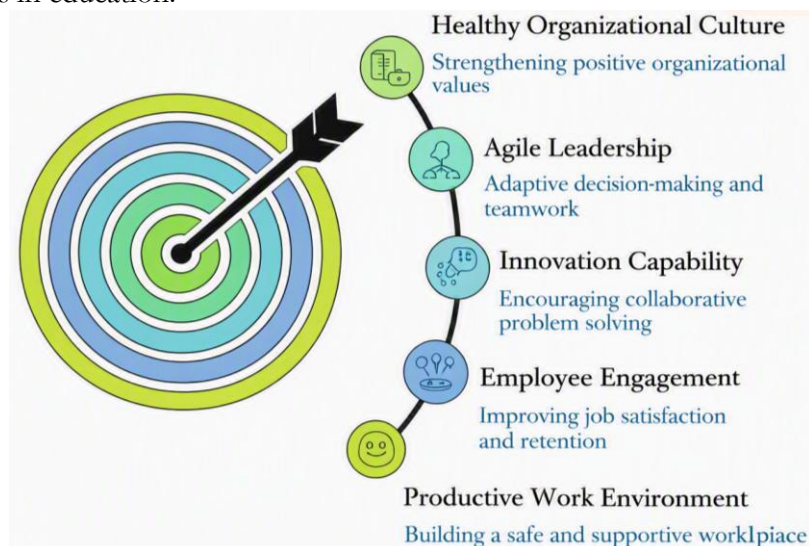


Fig 3. Organizational cultural transformation in madrasahs through agile leadership that fosters innovation and collaboration

This figure illustrates that organizational cultural transformation in madrasahs occurs through the implementation of agile leadership focused on strengthening innovation, collaboration, and human resource development. The target at the center of the figure represents the direction of planned organizational change oriented toward achieving shared goals. Various supporting elements such as a culture open to

innovation and change, leadership that fosters creativity and collaboration, staff skill development, and the involvement of the entire madrasah community in achieving organizational goals demonstrate systematic efforts to build an adaptive and progressive work culture. These conditions reflect the role of the madrasah principal as an agent of change who not only manages the organization administratively but also fosters a work environment that supports learning, innovation, and continuous improvement. Thus, the transformation of the organizational culture built through agile leadership contributes to the creation of a madrasah that is resilient, collaborative, and capable of effectively responding to the various challenges of modern education.

CONCLUSION

Agile leadership by madrasah principals plays a crucial role in navigating conflicts, building organizational commitment, and managing change in an era of educational disruption through open communication, participatory decision-making, and the fostering of a collaborative work culture. Madrasah principals serve not only as policymakers but also as conflict mediators, drivers of organizational commitment, and agents of change capable of guiding the madrasah community to adapt to the various demands of modern education. Adaptive leadership has proven effective in mitigating conflicts through deliberation, fostering a sense of ownership and responsibility by involving teachers and educational staff in decision-making, and accelerating the organization's adaptation to changes in educational policy. Furthermore, the promotion of innovation, collaboration, and human resource competency development contributes to shaping an organizational culture that is resilient, productive, and oriented toward continuous improvement. Therefore, madrasahs need to continue strengthening participatory leadership practices, enhancing human resource capacity, and building an adaptive organizational culture so that they can effectively and sustainably address various educational challenges.

Although this study has provided an in-depth analysis of madrasah principals' agile leadership practices in the context of organizational behavior, it still has limitations because it focuses on a single research site and employs a qualitative approach; consequently, the findings cannot yet be broadly generalized. Furthermore, this study has not quantitatively measured the impact of agile leadership on levels of organizational commitment, the effectiveness of conflict resolution, or the success of change management. Therefore, future research is recommended to use a mixed-methods approach or conduct comparative studies across various madrasahs to more comprehensively measure the relationship between agile leadership, organizational behavior, and institutional performance, as well as to develop a leadership model relevant to the development of Islamic education management in this era of dynamic change.

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