

# The Implementation of the Islamic Leadership Model in Enhancing the Effectiveness of Educational Management in Islamic Educational Institutions

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## Abstract

This study aims to analyze the implementation of the Islamic leadership model in enhancing the effectiveness of educational management in Islamic educational institutions in Indonesia. Islamic leadership is a leadership model grounded in the values of trustworthiness, justice, consultation, exemplary conduct, and responsibility in managing Islamic educational institutions. In the context of non-formal education, leadership plays a strategic role in improving the quality of institutional management, the effectiveness of learning, and the formation of an Islamic organizational culture. This study employs a qualitative approach using a descriptive method. Data collection techniques include observation, interviews, and documentation. The research findings indicate that the implementation of the Islamic leadership model at PKBM Ibnu Taimiyah is carried out through the application of transformational, visionary, spiritual, participatory, and prophetic leadership. The application of this leadership model has been able to enhance the effectiveness of educational management, strengthen collaboration among educators, improve organizational discipline, and create a religious and conducive educational environment. Furthermore, Islamic leadership also contributes to improving the quality of educational services and the character development of students based on Islamic values. Thus, the implementation of the Islamic leadership model is a crucial factor in supporting the success of educational management in Islamic educational institutions in Indonesia.

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## INTRODUCTION

Leadership is one of the key factors in determining the success of an educational institution. In Islamic educational institutions, leadership not only serves as the guiding force of the organization but also as the primary driving force in achieving educational goals focused on character development and Islamic values (Millah & Far'ia, 2020). Leaders play a strategic role in managing educational resources, building organizational culture, and improving the quality of learning and educational services. Therefore, the success of an educational institution is greatly

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influenced by the quality of leadership implemented (Rohmansyah et al., 2024).

From an Islamic perspective, leadership is viewed as a trust that must be carried out with full responsibility and grounded in moral and spiritual values (Nugroho et al., 2024). A leader is not only required to possess good managerial skills but must also demonstrate fairness, honesty, and wisdom, serving as a role model for organizational members (Prasetyowati, 2025). Islamic leadership also holds the Prophet Muhammad as the primary example of effective and principled leadership (Aminudin et al., 2024).

PKBM Ibnu Taimiyah, as a non-formal educational institution, bears the responsibility of providing quality educational services to the community. To fulfill this function, an effective educational management system is necessary to ensure educational goals are achieved optimally. The effectiveness of educational management is significantly influenced by a leader's ability to manage the organization, enhance educators' motivation, foster collaboration, and create a conducive learning environment (Lubis, 2024).

In the modern era, Islamic educational institutions face various challenges, such as technological advancements, social changes in society, and the demand for innovation in educational management. These conditions call for a leadership model capable of integrating Islamic values with modern management principles so that educational institutions can continue to develop without abandoning Islamic values (Mulyanto et al., 2023). Therefore, research on the implementation of the Islamic leadership model is crucial for enhancing the effectiveness of educational management at the Ibnu Taimiyah Community-Based Learning Center (PKBM).

## METHODS

This study employs a qualitative approach using descriptive methods, as its primary objective is to gain an in-depth understanding of the phenomenon of Islamic leadership implementation in enhancing the effectiveness of educational management at the Ibnu Taimiyah Community Learning Center (PKBM) in Bukittinggi. The qualitative approach was chosen so that the researcher could explore the meaning, values, and practices of Islamic leadership applied by the institution's leadership in a real-world context, as well as how these impact educational management. The research subjects consist of PKBM leadership, educators, and administrative staff selected through purposive sampling based on their involvement in the institution's leadership and management processes. Research data sources include primary data obtained through in-depth interviews, participatory observation, and direct interaction with informants, as well as secondary data in the form of official institutional documents, administrative records, activity reports, and academic literature related to Islamic leadership and educational management (Alatise & Akinfolarin, 2025; Engkizar et al., 2022, 2024; Istikhori et al., 2026; Mukhlis, 2026).

Data collection methods included observation to examine the practice of Islamic leadership in daily activities, semi-structured interviews to explore the informants' experiences and perceptions, and documentation to supplement the information gathered in the field. The research instruments consisted of an interview guide developed based on the principles of Islamic leadership such as trustworthiness, consultation, justice, exemplary conduct, and compassion as well as field notes to record the results of observations. Data analysis was conducted using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and drawing conclusions, so that findings can be organized systematically and purposefully (Asy'ari & Asy'ari, 2025; Irwanto et al., 2023; Mila et al., 2025). To ensure the validity of the research results, source triangulation, methodological triangulation, and temporal triangulation were employed, ensuring the data obtained possesses a high level of credibility and validity. Through this

methodology, the study is expected to provide a comprehensive overview of the implementation of Islamic leadership in enhancing the effectiveness of educational management at the Ibnu Taimiyah Community Learning Center (PKBM) in Bukittinggi.

## RESULT AND DISCUSSION

### Implementation of Transformational Leadership

Research findings indicate that the leadership of the Ibnu Taimiyah Community-Based Learning Center (PKBM) in Bukittinggi applies a transformational leadership model in managing the educational institution. Transformational leadership is characterized by a leader's ability to inspire, motivate, and drive positive change within the organization. The institution's leadership establishes a clear and focused educational vision, which serves not only as a guide for educators but also as a source of motivation to improve the quality of learning. This vision is realized through intensive communication, consistent guidance, and an emphasis on Islamic values that form the moral foundation of every managerial policy.

The implementation of transformational leadership is also reflected in efforts to enhance teachers' competencies through training, mentoring, and encouragement to continuously innovate in teaching methods. Teachers are encouraged to develop creativity, utilize educational technology, and adapt learning strategies to students' needs. This aligns with the principles of Islamic leadership, which emphasize the importance of trustworthiness, consultation, and setting a good example in building the quality of human resources. Additionally, a collaborative work culture is fostered through the active involvement of all educators and administrative staff in the decision-making process, thereby creating a harmonious work environment characterized by a shared sense of responsibility.

The implementation of transformational leadership at PKBM Ibnu Taimiyah in Bukittinggi has proven effective in enhancing educational management. This effectiveness is evident in improved coordination among departments, consistency in program implementation, and ongoing innovation in the institution's management. Leaders do not merely act as decision-makers but also as motivators and role models who instill the values of *rahmah* (compassion) and *ukhuwah* (brotherhood) in every aspect of management. Thus, transformational leadership grounded in Islamic values is capable of strengthening the overall quality of management in Islamic educational institutions, as emphasized by Habibulloh et al., (2025), who state that transformational leadership contributes significantly to improving the quality of Islamic educational management.

### Implementation of Visionary Leadership

Research findings indicate that visionary leadership at the Ibnu Taimiyah Community Learning Center (PKBM) in Bukittinggi is implemented through the formulation of the institution's vision and mission, which are focused on the development of high-quality and sustainable Islamic education. Visionary leaders possess the ability to formulate the institution's long-term development direction by emphasizing the integration of Islamic values into every strategic policy. The vision established serves not only as a formal guideline but also as a source of inspiration for educators and administrative staff in carrying out their daily duties. The institution's leadership develops various strategic programs that include strengthening character education based on Islamic values, developing students' skills to meet 21st-century needs, and utilizing technology in the learning process and administrative services. These programs are designed to ensure that the institution can adapt to the changing times without losing its Islamic identity.

The implementation of visionary leadership is also evident in the ability of leaders to clearly communicate the vision to all members of the institution, thereby fostering a shared understanding and collective commitment to achieving educational goals. Teachers and staff are encouraged to actively participate in realizing this vision through educational innovation, improving service quality, and strengthening a collaborative work culture. Thus, visionary leadership serves not only as a policy direction but also as a motivational mechanism that fosters a sense of ownership toward the institution. This aligns with the view of Mulyanto et al., (2023), who emphasize that visionary leadership plays a crucial role in enhancing the quality of educational institutions through focused, innovative, and future-oriented planning.

Furthermore, the implementation of visionary leadership at the Ibnu Taimiyah Community Learning Center (PKBM) in Bukittinggi has proven effective in enhancing the effectiveness of educational management. This effectiveness is evident in the consistent implementation of programs, improved learning quality, and the creation of a conducive work environment filled with a spirit of camaraderie. Visionary leaders not only serve as policy formulators but also as role models who instill the values of *rahmah* (compassion), *ukhuwah* (brotherhood), and *amanah* (responsibility) in every managerial aspect. Thus, visionary leadership grounded in Islamic values can strengthen the competitiveness of Islamic educational institutions while maintaining the relevance and sustainability of educational management amidst global challenges.

### **The Implementation of Spiritual Leadership**

Research findings indicate that spiritual leadership is one of the key characteristics of educational management at the Ibnu Taimiyah Community Learning Center (PKBM) in Bukittinggi. Spiritual leadership is understood as a leadership model that integrates spiritual and moral values into every managerial process and social interaction within the educational institution. The institution's leadership does not merely act as an administrative decision-maker but also serves as a role model who instills values of honesty, responsibility, discipline, and sincerity in fulfilling the trust of leadership. The implementation of spiritual leadership is realized through the regular practice of religious activities such as congregational prayer, Islamic studies, and collective prayer before and after teaching and learning activities. Additionally, the instillation of moral values is carried out consistently through character development of students, strengthening the work ethics of teachers and staff, and the creation of an Islamic culture that is integrated into daily life within the institution.

Spiritual leadership at PKBM Ibnu Taimiyah is also evident in efforts to foster a religious, harmonious, and supportive educational environment. Leaders strive to create a work atmosphere characterized by a sense of brotherhood, mutual respect, and mutual support, thereby fostering a healthy and productive organizational climate. Teachers and administrative staff are not only guided to perform their duties professionally but are also motivated to make spiritual values the moral foundation of every activity. Thus, spiritual leadership serves as a mechanism for strengthening the identity of the Islamic educational institution while also functioning as an instrument for shaping the Islamic character of the students.

This finding aligns with the views of Thoyibah, (2025), who emphasize that spiritual leadership is capable of integrating moral and religious dimensions into leadership practices, as well as supporting the creation of an educational environment oriented toward noble values. This is further reinforced by Habibulloh et al., (2025), who state that a leader's exemplary conduct in upholding spiritual values is a crucial factor in building a religious and sustainable organizational culture. Thus, the spiritual leadership implemented at PKBM Ibnu Taimiyah Bukittinggi has proven to contribute significantly to the effectiveness of educational management, as it

successfully unites professional standards with Islamic values, which serve as the foundational pillars of Islamic educational institutions.

### **Implementation of Participatory Leadership**

Research findings indicate that the leadership of PKBM Ibnu Taimiyah Bukittinggi practices participatory leadership by involving teachers and staff in every decision-making process. Participatory leadership emphasizes the active involvement of all members of the organization in determining institutional policies and programs, thereby fostering a sense of ownership and shared responsibility for the continuity of education. The institution's leadership consistently holds regular meetings to discuss educational programs, evaluate the learning process, and seek solutions to various organizational issues. These meetings serve not only as formal forums but also as open communication channels that allow teachers and staff to express their aspirations, ideas, and constructive criticism. Consequently, the resulting decisions reflect collective consensus and strengthen the spirit of unity in carrying out the institution's vision.

The implementation of participatory leadership is also evident in the involvement of teachers and staff in strategic program planning, such as curriculum development, improving the quality of learning, and managing extracurricular activities. Leaders provide space for educators to contribute to designing innovative teaching methods that meet students' needs. Additionally, administrative staff are involved in managing the educational service system to make it more efficient and transparent. This demonstrates that participatory leadership is not only oriented toward democratizing decision-making but also toward empowering all members of the organization to enhance the effectiveness of educational management.

This finding aligns with the principle of consultation in Islamic leadership, which emphasizes the importance of collective, democratic decision-making grounded in the values of brotherhood and justice. With the active involvement of all parties, a harmonious, open, and mutually respectful work environment is fostered. This aligns with the view of Habibulloh et al., (2025), who assert that participatory leadership plays a crucial role in enhancing the quality of Islamic educational institutions through the involvement of organizational members in every policy-making process. Thus, the implementation of participatory leadership at PKBM Ibnu Taimiyah Bukittinggi has proven capable of strengthening the effectiveness of educational management, as every policy adopted reflects shared aspirations and aligns with the Islamic values that form the foundation of the institution.

### **Implementation of Prophetic Leadership**

Research findings indicate that prophetic leadership is one of the leadership models applied in the management of education at the Ibnu Taimiyah Community Learning Center (PKBM) in Bukittinggi. Prophetic leadership is based on emulating the characteristics of the Prophet Muhammad, namely *shiddiq* (honesty), *amanah* (responsibility), *tabligh* (open communication), and *fathanah* (wisdom). These prophetic values serve as moral and ethical guidelines in every policy and leadership action. The institution's leadership strives to instill honesty in administrative management, demonstrate responsibility in the implementation of educational programs, foster open communication with teachers and staff, and apply wisdom in strategic decision-making.

The implementation of prophetic leadership at PKBM Ibnu Taimiyah is evident in the organization's growing discipline, a stronger Islamic work culture, and increased trust among educators in the leadership. Teachers and staff feel more valued because leaders not only serve as guides but also as consistent role models who practice Islamic values in their daily lives. This creates a harmonious work environment, filled with trust, and oriented toward service. Thus, prophetic

leadership functions not only as a managerial model but also as a means of fostering Islamic character among all members of the educational institution.

This finding aligns with Saw's view, which asserts that prophetic leadership is a leadership model grounded in prophetic values and Islamic ethics, thereby providing clear direction for the management of Islamic educational institutions. This is reinforced by Thoyibah, (2025), who states that the application of prophetic leadership can improve organizational discipline, strengthen Islamic work culture, and foster educators' trust in leadership. Thus, the prophetic leadership implemented at PKBM Ibnu Taimiyah Bukittinggi has proven to contribute significantly to the effectiveness of educational management, as it integrates spiritual, moral, and professional values into a unified Islamic leadership framework.

### **Challenges of Islamic Leadership in the Modern Era**

In its implementation, Islamic leadership at PKBM Ibnu Taimiyah Bukittinggi is not immune to various challenges that arise alongside the progression of time. The main challenges faced are the rapid development of educational technology, social changes in society, and demands for innovation in educational management. The development of digital technology requires institutional leaders to be able to adapt and integrate technology into the learning process and administrative systems, without neglecting the Islamic values that form the institution's primary foundation. This demands a balance between the modernization of education and the preservation of Islamic spiritual and moral values.

In addition, social changes in society also pose a significant challenge. Increasingly complex social dynamics such as the growing need for 21st-century skills, shifting patterns of interaction, and public demands for quality education require leaders to be more responsive and adaptable. Leaders must be able to bridge the needs of society with the vision of Islamic education, so that institutions remain relevant and trusted by the broader public. Another challenge is the demand for innovation in educational management, where leaders are required to continuously create new breakthroughs in institutional management, whether in curriculum, learning strategies, or administrative service systems.

In facing these challenges, enhancing leadership competencies has become a critical necessity. Leaders of Islamic educational institutions must possess strong managerial skills, adequate digital literacy, and the ability to integrate Islamic values with the demands of modernity. As emphasized by Thoyibah, (2025), Islamic leadership in the modern era must be able to adapt to technological developments and social changes, while Rosita, (2024) underscores the importance of integrating digital technology into learning that remains grounded in Islamic values. Thus, Islamic leadership at the Ibnu Taimiyah Community-Based Education Center (PKBM) in Bukittinggi faces complex challenges, yet simultaneously holds significant opportunities to strengthen the effectiveness of educational management through innovations aligned with Islamic values.

## **CONCLUSION**

Based on the research findings, it can be concluded that the implementation of the Islamic leadership model at PKBM Ibnu Taimiyah plays a significant role in enhancing the effectiveness of educational management. The leadership models applied include transformational, visionary, spiritual, participatory, and prophetic leadership. The application of these leadership models has been able to improve the quality of educational institution management, strengthen cooperation among educators, enhance organizational discipline, and create a religious and conducive educational environment. Islamic leadership also contributes to shaping students' character based on Islamic values. Thus, the implementation of the Islamic leadership model is one of the main factors supporting the success of educational

management at PKBM Ibnu Taimiyah. Therefore, leaders of Islamic educational institutions are expected to continue integrating spiritual values with managerial competencies so that the quality of education can be optimally improved.

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