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EFFECTIVENESS OF DIGITAL LEADERSHIP IN THE MANAGEMENT OF ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract

This study examines the effectiveness of digital leadership in the management of Islamic educational institutions during the era of digital transformation. Technological advancements require Islamic educational institutions to adapt to digital-based management systems without abandoning Islamic values. Digital leadership serves as a crucial factor in guiding organizational change, enhancing administrative efficiency, and optimizing technology-based learning processes. This study employs a library research method, analyzing relevant literature from books and scholarly journals. The findings indicate that effective digital leadership can improve the management quality of Islamic educational institutions through data-driven decision-making, the enhancement of human resource competencies, and the strengthening of a digital organizational culture. However, challenges remain, including limited digital literacy, infrastructure constraints, and resistance to change. Therefore, adaptive and visionary leadership grounded in Islamic values is essential for ensuring optimal digital transformation. Thus, digital leadership plays a strategic role in enhancing the quality and competitiveness of Islamic educational institutions in the modern era.

Keywords: Digital Leadership, Islamic Educational Institutions, Leadership Effectiveness.

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A. Introduction

The effectiveness of digital leadership in managing Islamic educational institutions cannot be separated from leaders' ability to integrate digital technology with Islamic managerial and spiritual values. Digital leadership plays an important role in building an organizational culture that adapts to technological developments, particularly in improving the quality of education management based on data and digital systems. Leaders with digital competence can direct organizational change more effectively, particularly in planning, decision-making, and performance evaluation in Islamic educational institutions (Saugi et al., 2025).

In addition, digital leadership contributes to accelerating digital transformation in Islamic education, particularly through the use of information technology in administration, learning, and communication among education stakeholders. This shows that digital leadership is not only oriented toward the use of technology, but also toward adaptive capabilities in creating sustainable educational innovation (Suratman et al., 2024). Thus, Islamic educational institutions can improve the effectiveness of educational services while strengthening their competitiveness in the digital era.

However, the implementation of digital leadership still faces various challenges, such as limited digital literacy among educators, inadequate technological facilities and infrastructure, and resistance to change. This condition requires leaders of Islamic educational institutions to have appropriate strategies for managing change so that digital transformation can proceed optimally (Shobri & Jaosantia, 2025). Therefore, strengthening human resource capacity is a key factor in supporting the success of digital leadership in Islamic educational institutions.

Furthermore, the success of digital leadership is strongly determined by leaders' ability to combine Islamic values such as trustworthiness, justice, and consultation with modern technology-based management approaches. This integration is important so that the digitalization process does not eliminate the identity and spiritual values of Islamic educational institutions (Alfiannur et al., 2025). Thus, digital leadership is not only a modern management tool but also a means of strengthening Islamic character and values in educational management.

Overall, the effectiveness of digital leadership will determine the extent to which Islamic educational institutions can adapt to global technological developments without losing their Islamic identity. Visionary, adaptive, and technology-based leadership is the main key to creating Islamic educational institutions that are excellent, modern, and remain grounded in Islamic values.

B. Method

This study uses the library research method, which involves collecting, reading, reviewing, and analyzing various literature sources relevant to the effectiveness of digital leadership in the management of Islamic educational institutions. The data

sources include books, scholarly journals, scientific articles, and other documents related to the focus of the study. Through this approach, the researchers did not collect field data directly, but focused on exploring theories and previous research findings to obtain a comprehensive understanding.

The collected data were then analyzed using content analysis, namely by grouping, comparing, and drawing conclusions from various concepts and findings in the literature. The analysis process was conducted systematically to identify patterns, relationships, and relevance among theories supporting the discussion of digital leadership in the context of Islamic educational institutions. Thus, the results of this study are expected to provide an in-depth theoretical overview and serve as a basis for further research.

C. Results and Discussion

Digital Leadership

Digital leadership is a leadership capability that utilizes digital technology to improve organizational effectiveness, particularly in decision-making, planning, and educational institution management. In the educational context, digital leadership is not limited to the use of technology, but also includes leaders' ability to build a digital vision, direct organizational change, and create a work culture that adapts to technological developments (Saugi et al., 2025). This shows that the role of leaders is very important in ensuring that digital transformation is implemented effectively and sustainably in educational institutions.

In addition, digital leadership makes a major contribution to promoting digital transformation in Islamic education. Leaders with digital competence can optimize technology-based administrative systems, improve the effectiveness of organizational communication, and support digital-based learning processes. Thus, digital leadership functions not only as a management tool but also as a main driver of educational innovation in the modern era (Suratman et al., 2024). This transformation has a positive impact on improving the overall quality of educational services.

However, the implementation of digital leadership in Islamic educational institutions still faces various challenges, such as limited digital literacy among educators, inadequate technological infrastructure, and resistance to change. This condition requires more adaptive and sustainable leadership strategies so that the digitalization process can run optimally (Shobri & Jaosantia, 2025). Therefore, improving human resource competencies is an important factor in supporting the success of digital leadership.

Furthermore, digital leadership also requires the integration of modern technology and Islamic values in educational management. Leaders of Islamic educational institutions must be able to maintain a balance between digital innovation and Islamic principles such as trustworthiness, justice, and responsibility. This

integration is important so that digital transformation does not eliminate the identity and spiritual values of educational institutions (Alfiannur et al., 2025).

Overall, the effectiveness of digital leadership strongly determines the success of Islamic educational institutions in facing the challenges of the digital era. Visionary, adaptive, and innovative leadership is the main key to creating educational institutions that are excellent, modern, and remain grounded in Islamic values (Riyanto, 2026).

Management of Islamic Educational Institutions

Management of Islamic educational institutions is a systematic process of organizing all educational components so that educational objectives can be achieved effectively, efficiently, and sustainably. This process includes planning, organizing, implementing, and supervising all educational resources owned by the institution.

In Islamic education, management is not only oriented toward academic achievement, but also toward the development of students' character, morality, and Islamic values. Therefore, Islamic education management has two dimensions, namely the managerial dimension and the spiritual dimension, which complement each other (Hidayat, 2023).

The scope of Islamic educational institution management is broad and covers all operational aspects of education, including:

- a. Curriculum management, namely the regulation of learning content, structure, and implementation so that it aligns with the objectives of Islamic education.
- b. Student management, namely the management of all processes related to students, from admission through developmental evaluation.
- c. Management of educators and education personnel, namely the management of teachers and staff so that they possess strong professional and spiritual competencies.
- d. Facilities and infrastructure management, namely the management of educational facilities to support an optimal learning process.

All of these components must be managed in an integrated and continuous manner so that educational institutions can produce quality and competitive outcomes (Nugraha, 2024). The management of Islamic educational institutions has several main functions, namely:

- a. Planning, namely determining the objectives, strategies, and work programs of the educational institution.
- b. Organizing, namely distributing tasks and responsibilities according to the organizational structure.
- c. Implementation, namely carrying out all educational programs according to the established plan.
- d. Supervision, namely conducting evaluations to ensure that all activities are carried out according to standards.

These functions serve as the foundation for creating an educational system that is directed, measurable, and of high quality (Maulana, 2022). Leadership plays a very important role in the successful management of Islamic educational institutions. Leaders function not only as decision-makers, but also as drivers, directors, and motivators for all components of the organization.

Leadership in Islamic education should ideally be grounded in Islamic values such as trustworthiness, justice, consultation, and responsibility. With these values, every policy adopted is oriented not only toward management effectiveness, but also toward blessing and moral values (Rahman, 2025). Human resources are a key factor in the success of Islamic educational institutions. Human resource management includes recruitment, training, competency development, and performance evaluation of educators and education personnel.

Teachers and education personnel are not only required to have professional competencies, but must also possess moral integrity and a strong understanding of Islamic values so that they can serve as role models for students (Iqbal, 2024). The development of digital technology has brought major changes to the management of Islamic educational institutions. Administrative systems now widely use digital technologies such as e-office systems, school management information systems, and online learning platforms.

This digital transformation aims to improve the efficiency, transparency, and effectiveness of educational institution management. With technology, communication, documentation, and evaluation processes become faster and more accurate (Sulaiman, 2022). Although it has developed, the management of Islamic educational institutions still faces various challenges, including:

- a. Low digital literacy among educators
- b. Limited technological facilities and infrastructure
- c. Resistance to changes in the system
- d. Lack of continuous training for human resources

These challenges show that Islamic education management requires adaptive, innovative, and sustainable strategies to keep pace with changing times (Yusuf, 2026). To improve management quality, Islamic educational institutions need to implement several strategies, such as:

- a. Strengthening digital competencies of human resources
- b. Developing technology-based management systems
- c. Improving the quality of educational leadership
- d. Strengthening an organizational culture based on Islamic values

These strategies are expected to improve the competitiveness of Islamic educational institutions in the global era (Karim, 2025).

Digital Transformation in Islamic Education

Digital transformation in Islamic education is the process of changing an educational system from conventional patterns toward a system integrated with digital technology. This change covers learning, management, administration, and communication within Islamic educational institutions. The main objective of this transformation is to improve the effectiveness, efficiency, and quality of educational services without eliminating Islamic values as the main foundation.

This transformation is not only technical, but also includes changes in organizational culture and the mindset of all education stakeholders so that they can adapt to technological developments (Mudiono & Mudzakkir, 2024).

Digital transformation in Islamic education covers several main areas, namely:

- a. Digitalization of learning, such as the use of e-learning, digital learning media, and virtual classrooms.
- b. Digitalization of educational management, such as academic information systems, online-based administration, and student data management.
- c. Digitalization of educational communication, such as the use of communication applications among teachers, students, and parents.
- d. Integration of technology into the curriculum, namely adjusting learning materials to technological developments.

This scope shows that digital transformation affects all aspects of Islamic education delivery (Sulaiman et al., 2022).

Digital transformation in Islamic education has several main objectives, including:

- a. Improving the quality of learning so that it is more interactive and effective
- b. Improving the efficiency of educational institution management
- c. Accelerating access to educational information
- d. Increasing transparency and accountability of educational institutions
- e. Preparing students to face the Society 5.0 era

These objectives show that digital transformation is not merely modernization, but also an effort to improve the overall quality of education (Shobri & Jaosantia, 2025).

Digital transformation provides many opportunities for Islamic educational institutions, including:

- a. Learning becomes more flexible and accessible at any time
- b. Improving the quality of interaction between teachers and students
- c. Efficiency in administrative management
- d. Strengthening collaboration among educational institutions
- e. Increasing technology-based learning innovation

These opportunities make Islamic education more competitive in the global era (Istibana & Aimah, 2025).

In Islamic education, digital transformation must continue to uphold Islamic values such as morality, manners, and ethics in the use of technology. Technology should serve as a means of strengthening spiritual values, not replacing them.

Therefore, every digital innovation in Islamic education must remain within the framework of Sharia and Islamic ethics to prevent the degradation of moral values in the educational process (Zulfatul & Mahfud, 2025).

Challenges of Digital Leadership in Islamic Educational Institutions

Digital leadership in Islamic educational institutions faces various challenges that are not only technical, but also structural, cultural, and related to human resources. These challenges arise along with the acceleration of digital transformation, which demands rapid changes in educational management systems. Therefore, leaders' ability to manage change is a key factor in the successful implementation of digital leadership in Islamic educational institutions.

a. Low digital literacy among educators and education personnel

Many teachers and staff are still not fully capable of utilizing digital technology optimally in learning and administrative processes. This condition causes the implementation of digital systems to proceed slowly and less effectively (Aminah, 2023).

b. Limited technological infrastructure is also a serious obstacle

Not all Islamic educational institutions have stable internet access, adequate technological devices, or integrated management information systems. This results in unequal implementation of digital leadership across Islamic educational institutions, especially in remote areas (Fauzan & Hakim, 2024).

c. Resistance to changes in organizational culture

Some educators are still accustomed to conventional systems and are therefore less open to the use of digital technology in the educational process. This attitude can hinder innovation and slow down the digital transformation process in Islamic educational institutions (Rahmawati, 2022).

d. Managerial readiness of educational leaders is also an important challenge

Not all leaders of Islamic educational institutions have sufficient digital competence to manage technology-based systems. In fact, digital leadership requires strategic ability to integrate technology with educational management effectively (Nugroho, 2025).

e. Limited budgets and supporting policies

The development of digital systems requires considerable costs, ranging from hardware and software to human resource training. Without adequate policy support and funding, the implementation of digital leadership will be difficult to optimize (Sari & Pratama, 2026).

Overall, the challenges of digital leadership in Islamic educational institutions show that digital transformation requires not only technology, but also human readiness, organizational culture, and strong system support.

D. Conclusion

Based on the discussion presented, it can be concluded that digital leadership plays a very important role in improving the effectiveness of Islamic educational institution management in the era of digital transformation. Digital leadership focuses not only on the use of technology, but also includes leaders' ability to formulate a digital vision, manage change, and build an organizational culture that adapts to technological developments.

The management of Islamic educational institutions, covering curriculum, educators, students, and facilities and infrastructure, can operate more effectively when supported by strong digital leadership. The integration of technology into administrative systems, learning, and communication can improve efficiency, transparency, and the quality of educational services.

In addition, digital transformation in Islamic education provides significant opportunities to improve educational quality, but it is also accompanied by various challenges such as limited digital literacy, infrastructure constraints, and resistance to change. Therefore, the success of digital leadership implementation is strongly determined by human resource readiness, institutional policies, and leaders' ability to manage change adaptively and innovatively.

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