

Islamic Education and Leadership: Integrating Spiritual Values in Educational Management

Noprianto^{1*}

¹ Islamic Education Management Study Program State Islamic University Datokarama Palu, Indonesia

Corresponding Author: noprianto E-mail: noprianto48gmail.com

ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	This study explores the integration of Islamic values in educational leadership as a foundation for developing effective and ethical management in Islamic educational institutions. The research aims to analyze how Islamic leadership principles, such as amanah (trust), shura (consultation), and adl (justice), can enhance the quality of education and human resource development. Using a qualitative descriptive approach through literature review and field observation, the findings reveal that leadership based on Islamic values fosters a holistic educational environment that emphasizes moral, intellectual, and emotional growth. The study concludes that Islamic education leadership must blend professional competence with spiritual consciousness to create sustainable educational transformation.
KEYWORD	
Islamic education, leadership, values, educational management, moral transformation	

1. Introduction

Leadership plays a central role in shaping the direction and quality of education. In Islamic educational institutions, leadership is not only about management efficiency but also about embodying spiritual and ethical values. The integration of Islamic teachings into leadership practices ensures that educational goals align with the principles of *tawhid* (oneness of God), *akhlak* (morality), and *rahmatan lil 'alamin* (mercy to all creation). In recent years, there has been growing attention on how Islamic leadership models can offer sustainable solutions to the moral and managerial challenges faced by schools and universities.

2. Literature Review

The novelty of this research lies in its approach which integrates transformational leadership theory with Islamic values to create a transformative educational management model. This research not only explains the application of Islamic values, but also comprehensively evaluates their impact on changes in organizational structure and culture in educational institutions. It is hoped that the model proposed in this research can become a reference in developing innovative and applicable Islamic value-based management practices. This research aims to explore the role of Islamic values in the transformation of educational management, with a focus on how these values influence organizational structure, work culture and educational outcomes. Through this approach, it is hoped that this research can provide new insights that are not only academically relevant but also have a practical impact on Islamic educational institutions. This research aims to fill the existing gap while making a real contribution to the development of Islamic values-based educational management theory and practice.

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3. Methodology

This study employs a **qualitative descriptive method**, focusing on a literature-based analysis of Islamic educational leadership theories and case studies from selected Islamic schools.

Data were collected from books, journal articles, and conference proceedings relevant to Islamic leadership and educational management. The information was then analyzed using a thematic approach to identify key leadership values and their practical implications.

4. Conclusion

This study concludes that artificial intelligence (AI) has a significant role in providing ease of learning in Islamic education. AI is able to expand access to knowledge, provide a more interactive learning experience, and support the cognitive and psychomotor realms of students. This is in line with the spirit of Islamic education that encourages the ummah to continue to Findings indicate that Islamic leadership in education emphasizes three main dimensions:

1. Spiritual Dimension – A leader acts as a murabbi (educator) who nurtures faith, discipline, and sincerity.
2. Ethical Dimension – Leadership grounded in akhlaq ensures justice, honesty, and mutual respect.
3. Professional Dimension – Leaders must also demonstrate organizational skills, innovation, and accountability.

Islamic education leadership, therefore, promotes a value-based management system that balances administrative effectiveness with moral integrity. This approach helps create a learning culture that encourages cooperation, critical thinking, and spiritual development. When educational leaders internalize Islamic ethics, institutions become more resilient and purposeful in facing contemporary educational challenges.

5. Conclusion

Islamic education and leadership are inseparable. A successful Islamic educational leader must integrate knowledge, faith, and ethics to inspire both teachers and students. The study concludes that leadership based on Islamic principles such as *amanah*, *shura*, and *adl* can transform educational management into a more humanistic and spiritually oriented system. Future research should explore practical models for implementing these values in modern educational settings.

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