

Visionary Leadership in Islamic Education: Transforming Practices and Enhancing Educational Governance

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ABSTRACT

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This study aims to explore the crucial role of visionary leadership in transforming educational practices within Islamic educational institutions. The research employed a qualitative method, incorporating a literature review and secondary data analysis, which began with a review of relevant journals on leadership in Islamic education. The author collected and analyzed several articles related to visionary leadership, educational governance, and the challenges faced by Islamic educational institutions in the era of globalization. The findings indicate that visionary leadership plays a central role in integrating traditional Islamic values with modern innovations, significantly enhancing educational quality, fostering community engagement, and ensuring the sustainability of Islamic educational institutions. This leadership also supports effective change management, the application of technological innovations, and the development of leadership models based on ethical principles and Islamic teachings. Furthermore, the internal and external challenges faced by leaders require adaptability, innovation, and strategic resource management to maintain the relevance of institutions in an increasingly interconnected world. This study implies that the effective implementation of visionary leadership, supported by key factors such as institutional image-building, relevant curriculum development, and strategic management practices, is essential for improving the effectiveness and sustainability of Islamic education.

Keywords

Educational Governance
Global Challenges
Islamic Education
Strategic Resources
Visionary Leadership

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Introduction

Islamic education plays a pivotal role in shaping the character and morals of the younger generation, while ensuring that Islamic values are effectively implemented in various aspects of life. Amid the rapid developments in the field of education, it is crucial to ensure that Islamic educational institutions do not merely teach academic knowledge, but also strengthen character based on Islamic principles [1],[2]. Therefore, visionary leadership in Islamic education is an essential aspect that cannot be overlooked. This leadership style goes beyond traditional school management; it involves implementing long-term goals that focus on improving the quality of education and ensuring the curriculum remains relevant to the evolving needs of society [3]. Visionary leadership in this context is more than just administrative tasks; it involves a deep understanding of the global challenges faced by Islamic educational institutions, along with the potential to develop an educational system that not only educates academically but also nurtures character and mentality rooted in Islamic values. Leaders in Islamic education must direct their institutions to become agents of change, capable of responding to the times without losing their Islamic identity [4].

Visionary leadership in Islamic education plays a highly strategic role in designing curricula that not only meet academic needs but also reflect Islamic values [5]. Curriculum is not merely a list of subjects to be taught; it is a tool to instill and teach Islamic values in everyday life [3]. For example, in curriculum development, visionary leadership ensures that the material taught comprehensively covers Islamic teachings, which is crucial for the survival and sustainability of Islamic educational institutions [6]. With leaders who have long-term visions, curricula can be developed to stay relevant with the rapid advancements in science and technology, while still adhering to core Islamic principles. This approach also allows Islamic educational institutions to anticipate broader changes at the global level. As society becomes more advanced and diverse, Islamic education curricula must be able to respond to the challenges of the era, such as the rapid development of knowledge and the importance of character building based on Islamic ethics [7]. A leader with foresight can ensure that the curriculum is not only relevant but also prepares students to adapt to global changes without sacrificing their identity as Muslims [8].

An Islamic perspective curriculum strengthens Islamic education's role in societal development, particularly in economic and human resource growth [9]. Building a strong image of Islamic educational institutions is essential for shaping public perception and attracting prospective students and parents seeking high-quality, religiously grounded education [10]. Islamic education leaders must showcase institutional excellence in academics, character formation, and preparing students for global challenges, using public communication, transparency, and evidence-based approaches to enhance their image [11]. A strong image of the institution will increase its credibility in facing the increasingly competitive educational landscape, as well as expand opportunities to attract prospective students from diverse backgrounds [3][12].

Transformational leadership blends traditional practices with modern innovations to enhance education. For example, at Pondok Tahfidz Darunnajah 13, Cidokom, Bogor, the use of social media by leaders to articulate their vision, improve transparency, and foster community engagement shows how transformational leadership can support the continuity of Qur'anic education programs in the digital era [13]. Transformational leadership using technology helps Islamic institutions adapt to globalization, focusing on long-term visions to create an inclusive, progressive education system with a broader societal impact [14].

Additionally, at Pesantren Tebuireng, East Java, transformational leadership has successfully maintained a balance between preserving tradition and embracing modernization [15]. Transformational leadership integrates Islamic and general education, adapting to modern needs while preserving core values, ensuring pesantren remain relevant and true to beneficial traditions [16]. The approach that combines tradition with modern educational innovations shows how leadership in Islamic boarding schools can face challenges such as modernization and globalization without sacrificing the core Islamic principles that underlie the institution's identity. Thus, transformational leadership can accommodate the growing needs of education while ensuring the continuity of Islamic values [17].

A key aspect of visionary leadership is the mastery of digital leadership. With the rapid advancement of technology, digital leadership enables leaders of Islamic educational institutions to leverage technology to enhance both teaching and administrative processes. By leveraging technology, school principals and administrators can create a more inclusive, participatory, and innovative educational environment [18]. The implementation of digital leadership not only improves the quality of education but also accelerates changes in the managerial systems of education [10]. Using technology, education leaders can increase efficiency in managing schools and expand educational access to a broader range of students. For example, online learning using digital platforms like Learning Management Systems (LMS) can improve accessibility for students in remote areas. On the other hand, technology also

facilitates administrative processes like student registration, data management, and communication between schools and parents, making the educational system more efficient and responsive [19]. The leadership at Ibadurrahman Modern Islamic Boarding School combines visionary, democratic, paternalistic, and spiritual styles to foster innovation while upholding religious values. This approach balances tradition and modern education, focusing not only on academic outcomes but also on developing character and ethics rooted in Islamic principles [20]. As a result, this kind of leadership creates greater space for community participation, both among teachers, students, and parents, in achieving the broader and sustainable educational goals.

Visionary leadership also plays a critical role in enhancing the competitiveness of Islamic schools. With the ability to plan and adapt to global changes, visionary leaders can ensure that Islamic educational institutions can compete with other academic institutions, both in terms of the quality of education and the facilities provided [21]. In this context, leaders with a clear vision are better equipped to improve the quality of teaching and increase the appeal of Islamic educational institutions, both locally and internationally. Effective quality management requires not only meticulous planning but also the ability to lead in the face of external challenges, such as changes in government policies, advancements in technology, and shifting social and cultural dynamics [22]. Therefore, visionary leadership can serve as an essential tool in preparing Islamic education institutions to compete in the global educational market without sacrificing quality or core Islamic principles.

Visionary leadership in Islamic education must advocate for policies that promote innovation, inclusivity, and quality, ensuring institutions adapt to societal changes while upholding core Islamic values [23]. An open policy toward innovation allows Islamic educational institutions to grow while staying within Islamic principles. Visionary leadership ensures education remains relevant, addressing contemporary challenges while preserving the sanctity of religious teachings aligned with Islamic values [24].

Strengthening the position of leaders in mobilizing teachers and communities to support educational innovation is also part of the visionary leadership strategy [25]. By empowering educators and involving the community in the learning and curriculum development process, leaders can create a more collaborative and productive educational environment [26]. Collaboration among leaders, teachers, and the community enhances education quality and fosters Islamic values in daily life. Empowering teachers and involving the community are crucial for achieving holistic, sustainable educational goals and fostering a harmonious society based on Islamic principles.

With visionary leadership that continuously adapts to changing times, Islamic educational institutions will be better prepared to face the challenges of globalization and modernization [27]. Leaders who can design clear and sustainable visions can ensure that Islamic education remains relevant, high-quality, and capable of making a significant contribution to the social and economic development of society. Furthermore, visionary leadership can prepare Islamic educational institutions for larger-scale changes, such as technological advancements, globalization, and shifts in social and cultural values. With inclusive policies and innovative curriculum development, Islamic education can evolve into a force for positive social change and help create a better, more ethical society [16].

The research gap lies in understanding how visionary leadership in Islamic education can integrate modern educational strategies without compromising Islamic values and fostering character development. Although literature on leadership and education exists, there is limited research on visionary leadership in Islamic institutions, especially in the context of globalization and technological advancements. This study aims to fill this gap by investigating the role of visionary leadership in curriculum development, enhancing institutional competitiveness, and maintaining Islamic values in a rapidly changing world. Research questions explore how visionary leadership influences curriculum, institutional image, and the integration of modern technologies in Islamic education. Additionally, the study examines the relationship between leadership style and the success of Islamic institutions in response to global trends and societal needs. By addressing these questions, the study will offer insights into strategies Islamic educational leaders can use to navigate modern education challenges while staying true to core values, guiding a balanced and innovative approach.

Methods

This study aims to understand and evaluate how visionary leadership in Islamic education can transform educational practices and enhance educational governance. To achieve this objective, a systematic literature review (SLR) was conducted, as this method provides a structured and transparent way to collect, analyze, and synthesize findings from various relevant studies. The researcher followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, using a flowchart to guide the process through three main phases: identification, screening, and inclusion, as outlined by Page. This approach ensures a comprehensive and reliable exploration of the topic.

A. Search Design

In this phase, the researcher conducted an initial search to identify articles relevant to the research topic, focusing on the role of visionary leadership in enhancing educational governance and practices in Islamic education. Various journal database platforms, including Publish or Perish, Scopus, Google Scholar, and Web of Science, were utilized to locate

publications from the past five years. Keywords such as "visionary leadership in Islamic education," "educational governance in Islamic education," and "leadership practices in Islamic education" were used during the search process, and all findings were organized using the Mendeley application.

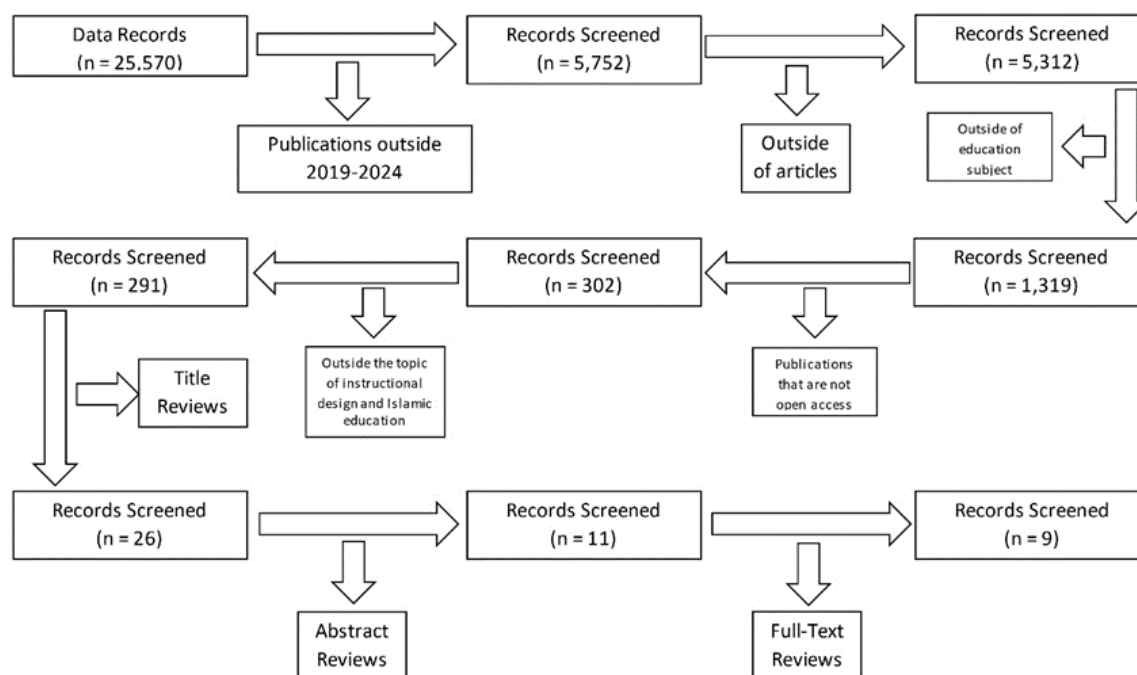
The study primarily aimed to identify articles that explored the impact of visionary leadership on improving educational practices and governance in Islamic educational institutions. To expand the scope and relevance of the search, the researcher employed a range of keywords and combinations, such as "visionary leadership and educational governance in Islamic education," "leadership practices and student outcomes in Islamic education," and "leadership in Islamic education." This approach was intended to capture a comprehensive selection of both theoretical and practical literature. Furthermore, only articles published in reputable journals, with a minimum indexing level of Sinta 3, were included to ensure the credibility and quality of the sources.

B. Selection Criteria

After gathering the literature, the researcher proceeded to screen articles relevant to the research topic. In the initial phase, articles that did not meet basic criteria were excluded, such as those lacking full text, not available in Indonesian or English, or not directly related to Islamic education. Articles that passed this initial screening were further analyzed in greater detail to ensure their focus on the role of visionary leadership in enhancing educational governance and practices in Islamic education. Priority was given to studies with robust methodologies, high validity, and reliable findings to maintain research quality. This evaluation process involved assessing the research design, the sample or population used, the methods of data collection, and the analytical techniques applied. Additionally, emphasis was placed on ensuring that the selected studies offered comprehensive insights and practical applications. These steps were undertaken to ensure the research process was thorough, systematic, and well-structured. Fig. 1 is the detailed steps taken by the researcher in selecting and reviewing articles using the PRISMA method.

C. Selected Articles

The following matrix (Table 1) presents research comparing the use of flipbooks and presentation media, revisiting empirical studies and literature reviews in the context of Islamic education, particularly in the implementation of visionary leadership. This review aims to explore how visionary leadership can transform educational practices and enhance educational governance in Islamic educational institutions through the use of effective learning media.

**Fig. 1.** PRISMA Flow Diagram**Table 1.** Selected Articles

No.	Author Name and Year	Research Title	Research Objectives
1	F. Hamidifar, 2014 [28]	Challenges facing Islamic Azad university academic leaders in managerial positions	The study aims to identify the challenges facing academic leaders in managerial positions in Islamic educational institutions.
2	N.A. Salim, M. Zaibi, M. Brantasari, and A. Aslindah, 2024[16]	Islamic boarding school leadership innovation: From traditional to modernization of education	The study aims to explore leadership innovation in Islamic boarding schools and the transition from traditional to modern educational practices.
3	H. Yaqin, Z. Hartati, A. Salabi, and H. Mizani, 2021 [4]	Influence of image-building, financial stability, and curriculum development on education management with moderating effect of educational leadership: An Islamic perspective	This research investigates the influence of image-building, financial stability, and curriculum development on educational management in Islamic institutions.
4	A. Riski, A. Chande, and Adriantoni, 2024 [13]	Implementation of a digital leadership model in improving the quality of Islamic boarding schools	This study examines the implementation of a digital leadership model in Islamic boarding schools to enhance educational quality.
5	J.A. Memon, A. Baloch, and K. M. Irfai, 2024 [29]	Strategic visionary leadership and sustainable governance: Navigating higher education reforms for optimal performance in the age of disruptive technologies	The research aims to analyze the role of strategic visionary leadership in enhancing higher education reforms and sustainability amidst disruptive technologies.

No.	Author Name and Year	Research Title	Research Objectives
6	Asmendri, M. Sari, D. Asrida, L. S. Muchlis, V. R. Febrian, and N. Azizah, 2024 [30]	Transformational leadership in Islamic education institution through social media engagement	The study aims to explore how transformational leadership through social media engagement affects Islamic educational institutions.
7	Subaidi et al., 2023 [31]	Visionary leadership in improving the quality and competitiveness of private Islamic primary schools	This research examines the role of visionary leadership in improving the competitiveness and quality of private Islamic primary schools.
8	M.Huda [32]	Transformational leadership in Islamic education institution through social media engagement This study explores how transformational leadership, facilitated by social media engagement, impacts the development and performance of Islamic educational institutions	The research investigates the use of digital platforms by educational leaders to enhance communication, transparency, and community involvement, contributing to the effectiveness of educational programs in the digital age
9	U. Mehmood, 2021 [33]	Visionary leadership in improving the quality and competitiveness of private Islamic primary schools This research examines the role of visionary leadership in enhancing the quality and competitiveness of private Islamic primary schools.	The study emphasizes how leaders with a forward-thinking vision integrate innovative educational practices while maintaining traditional Islamic values to improve both the academic standards and overall school performance.

D. Data Synthesis and Theme Generation

After selecting the relevant articles, the researcher synthesized key findings by analyzing and comparing them to identify recurring patterns. These findings were categorized into themes such as "Curriculum Development and Leadership," "Transformational Leadership in Islamic Education," and "Community Engagement." Each theme was then linked to the research questions to ensure the findings directly addressed the study's objectives. This approach facilitated a coherent discussion that connects the synthesized themes with the research questions, ensuring a clear and structured narrative.

Results and Discussion

A. The role of visionary leadership in transforming educational practices in Islamic educational institutions

Visionary leadership plays a vital role in shaping the future of educational practices within Islamic educational institutions. By integrating traditional Islamic values with modern innovations, fostering community engagement, and improving academic quality, visionary leadership brings about significant transformation in these institutions. The integration of

traditional practices with contemporary education systems allows for the preservation of religious values while ensuring that students are equipped with the skills and knowledge necessary to thrive in a modern, globalized world.

One of the key contributions of visionary leadership in Islamic education is the integration of traditional Islamic values with modern practices. A prime example of this can be seen in Rumah Tahfidz Qur'an (RTQ), where leaders have effectively embraced social media to communicate their vision and enhance transparency. By utilizing social media, RTQ Darunnajah 13 Cidokom has managed to create a platform for engaging the wider community, ensuring that their Qur'anic education programs remain sustainable and relevant [1]. This ability to integrate traditional teachings with modern technology is an essential component of visionary leadership in the context of Islamic education. Leaders who can leverage technology to support and promote traditional practices are instrumental in keeping these institutions relevant in a rapidly changing world [34].

Similarly, at Pesantren Tebuireng, transformational leadership has played a crucial role in balancing the preservation of traditional Islamic values with the incorporation of modern educational practices. The integration of Islamic and general education, while maintaining the pesantren's core identity, has resulted in a significant improvement in the quality of education provided. Additionally, the modernization of the pesantren's infrastructure reflects how visionary leadership can ensure that the institution remains competitive and capable of meeting the demands of the modern educational landscape [35].

Community engagement and empowerment are also central to the role of visionary leadership in Islamic educational institutions. Visionary leaders understand the importance of involving the community in the educational process and have developed strategies to foster this engagement. For instance, RTQ Pesantren Darunnajah 13 Cidokom digital donation campaigns have not only ensured the financial sustainability of the institution but also strengthened the bond between the pesantren and its surrounding community. These initiatives highlight the importance of community collaboration in achieving the long-term success of educational programs. By engaging the community in meaningful ways, visionary leaders can create a sense of ownership and shared responsibility, which is vital for the sustainability of educational institutions [28].

Furthermore, the development of an Islamic-Oriented Educational Leadership (IOEL) model underscores the importance of cultivating leaders who are not only effective in managing educational institutions but also grounded in ethical and religious values. This model emphasizes the integration of Islamic beliefs into leadership approaches, ensuring that the leadership within these institutions remains aligned with the broader goals of Islamic education. Leaders who adopt such an approach are not only able to navigate the complexities

of modern education but also ensure that their institutions remain faithful to Islamic teachings and values [36].

Another significant impact of visionary leadership is its role in enhancing educational quality and competitiveness. Visionary leaders are crucial in driving the growth and development of Islamic academic institutions, particularly in competitive environments. In East Jakarta, for instance, visionary leadership has had a profound impact on the quality of private Islamic elementary schools, improving both academic standards and institutional competitiveness. Leaders in these institutions have been able to address global educational challenges by thinking strategically and preparing their schools to meet international standards. The ability to anticipate future needs and trends is a hallmark of visionary leadership, allowing these schools to maintain their relevance in an increasingly competitive educational landscape [31].

In higher education, visionary leadership plays an equally important role in fostering innovation and ensuring that institutions align with global educational standards. By promoting the integration of emerging technologies such as artificial intelligence (AI) and robotics, visionary leaders can enhance institutional performance and create a more dynamic and adaptable educational environment. This strategic alignment with global trends not only improves the quality of education but also ensures that students are equipped with the skills needed to succeed in a rapidly evolving job market [29].

Effective change management is another area where visionary leadership proves its worth. In the context of Islamic educational institutions, navigating change and ensuring that the institution remains responsive to contemporary challenges is crucial for long-term success. The transformation of Indonesian Islamic High School IIHS and Bamrung Muslimin High School into internationally recognized centers of excellence is a prime example of the role of strategic change management. These schools have embraced change by adopting new teaching methodologies, improving infrastructure, and aligning their curricula with international educational standards. This transformation highlights the importance of visionary leadership in managing change and driving educational progress [37].

The ability to manage change effectively is crucial in today's educational climate, where institutions are required to adapt to technological advancements, shifting societal needs, and evolving global trends. Visionary leaders who can anticipate these changes and implement strategies aligned with the institution's future needs will be better equipped to guide their institutions through periods of transformation. This ability to navigate change is a defining characteristic of visionary leadership and is essential for ensuring the continued success and growth of Islamic educational institutions. Visionary leadership is crucial for transforming

Islamic educational institutions by blending traditional values with modern practices, enhancing quality, and fostering community engagement. Leaders must focus on both immediate needs and long-term goals, ensuring Islamic education remains relevant, competitive, and impactful, while staying grounded in Islamic principles for future success.

B. Challenges do visionary leaders face in improving educational governance in Islamic educational institutions

Visionary leaders in Islamic educational institutions encounter numerous challenges as they strive to enhance educational governance. These challenges stem from both internal and external factors, each presenting a unique set of difficulties that require innovative solutions and strong leadership.

1. Internal Challenges

One internal challenge for visionary leaders is administrative inefficiency, where bureaucratic structures and resistance to change hinder progress. Balancing traditional practices with modern needs creates friction, requiring leaders to navigate this dynamic while preserving core values and introducing innovation. [28]. Financial challenges are significant for visionary leaders, as limited funding hampers program development and infrastructure modernization. Leaders must creatively secure resources through donations or partnerships while ensuring financial stability and aligning with the institution's mission and values [4].

Transforming organizational culture is another challenge, as leaders must balance modern practices with traditional Islamic values. Overcoming hierarchical structures that limit collaboration requires fostering a culture of inclusivity, openness, and innovation to encourage new ideas and change. [16]. Curriculum development is a key challenge, as Islamic institutions must balance contemporary educational needs with Islamic perspectives. Leaders must ensure the curriculum fosters critical thinking, creativity, and problem-solving, while aligning with global standards and Islamic principles, making it a complex and ongoing task [4].

2. External Challenges

Visionary leaders in Islamic education face external challenges like political instability, economic fluctuations, and shifting social attitudes. These factors disrupt operations, reduce funding, and influence governance. Leaders must manage these pressures while preserving the institution's integrity and mission [28]. Technological advancements, like AI and robotics, offer opportunities but also pose challenges for Islamic educational institutions. Leaders must carefully plan and invest in integrating these technologies, including training educators and updating infrastructure, to maximize their potential while adapting pedagogical approaches. [16].

Global competition in education presents a challenge for Islamic institutions. Visionary leaders must adopt forward-thinking governance to ensure quality education, attract top faculty, and maintain a strong reputation, all while balancing competitiveness with adherence to Islamic principles in a secularized educational environment. [4] Visionary leaders in Islamic educational institutions face various challenges, including internal issues like inefficiencies, financial constraints, and curriculum development, as well as external pressures such as political, economic, and technological changes. Balancing traditional Islamic values with modern education practices is key to fostering an inclusive, collaborative environment, and ensuring institutional success in a globalized world.

C. The implementation of visionary leadership impacts the effectiveness and sustainability of educational governance in Islamic education in the future

The implementation of visionary leadership plays a pivotal role in shaping the future effectiveness and sustainability of educational governance in Islamic education. By fostering innovation, strategic alignment, and inclusivity, visionary leadership can drive the long-term success of Islamic academic institutions, ensuring their competitiveness and relevance in an ever-changing educational landscape.

1. Impact on Effectiveness

Visionary leadership enhances learning quality by adopting adaptive curricula and aligning strategies with contemporary needs. By integrating modern pedagogy, leaders foster critical thinking, creativity, and problem-solving skills, ensuring students are prepared to thrive in a globalized world and improving the educational effectiveness of Islamic institutions [38]. Visionary leadership shapes the school climate, fostering mutual respect, collaboration, and inclusivity, which enhances educational effectiveness. While a direct link between leadership and effectiveness may vary, improving the school environment creates conditions for better learning outcomes, boosting teaching and learning success [39]. Visionary leadership enhances educational effectiveness by integrating digital tools like AI, robotics, and digital platforms. Embracing digital leadership fosters an inclusive, innovative learning environment, improving academic performance, and preparing students for future technological advancements [13].

2. Impact on Sustainability

Visionary leadership impacts the sustainability of Islamic educational institutions by aligning them with global standards and adapting to educational trends. Embracing disruptive technologies like AI and robotics, leaders foster innovation and adaptability, ensuring institutions remain relevant and competitive in a changing educational landscape [29]. Community engagement and transparency are key to the sustainability of educational

programs. Visionary leaders who use communication channels to connect with stakeholders foster a sense of ownership and support. This transparent approach, rooted in Islamic principles of collaboration, ensures academic programs remain relevant and sustainable [30]. Visionary leadership enhances the competitiveness and quality of Islamic institutions by fostering innovation, maintaining high academic standards, and aligning offerings with Islamic values. Leaders with a global perspective help institutions overcome challenges, ensuring long-term sustainability and competitiveness in a globalized educational environment [31].

3. Key Factors for Successful Implementation

Key factors for successful visionary leadership in Islamic education include image-building and curriculum development. Leaders must shape the institution's image to align with contemporary needs and Islamic values, attracting students and faculty. Curriculum development ensures educational offerings are relevant, rigorous, and aligned with global standards while incorporating Islamic perspectives [4]. Strategic management practices, such as collaborative planning, capacity-building, and systematic evaluation, are essential for successful visionary leadership. These techniques help leaders assess strengths and weaknesses, make informed decisions, and focus on long-term goals, ensuring continuous improvement and the sustainability of the institution [40].

Strategic management practices that emphasize collaboration are vital for fostering a sense of community and shared responsibility among stakeholders. Visionary leadership, by involving teachers, students, parents, and others, creates an inclusive environment that strengthens the institution. It improves learning quality, fosters a favorable climate, embraces digital leadership, and ensures long-term sustainability through strategic alignment, community engagement, and competitiveness. Image-building, curriculum development, and strategic management are key to implementing visionary leadership, ensuring the relevance, effectiveness, and sustainability of Islamic educational institutions.

Conclusion

The conclusion of the above discussion demonstrates that visionary leadership plays a central role in transforming educational practices within Islamic educational institutions. By integrating traditional Islamic values with modern innovations, enhancing community engagement, and improving academic quality, visionary leadership significantly advances and sustains these institutions. This leadership strategy also encompasses effective change management, technological innovation, and the development of leadership models grounded in ethical and Islamic principles. The internal and external challenges faced demand leaders to be adaptive, innovative, and strategic in resource management and maintaining relevance in a globalized era. The successful implementation of visionary leadership, supported by key factors

such as institutional image-building, curriculum development, and strategic management practices, is crucial for increasing effectiveness and sustainability in Islamic education. Overall, visionary leadership serves as a fundamental foundation for maintaining relevance, competitiveness, and institutional resilience in the future, while also strengthening Islamic character and values within the national and global education systems.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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