

Dynamics of Change and Development in Islamic Educational Organizations from the Perspective of Visionary Leadership

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Abstract: This study explores the dynamics of organizational change and development in Islamic education from the perspective of visionary leadership, focusing on how vision and innovation serve as the driving forces of institutional transformation. The research object is an Islamic educational institution at the secondary level that seeks to adapt to modernization and quality improvement based on Islamic values. The main problem addressed in this study is the weak internalization of vision within organizational culture and the limited integration between spiritual and managerial aspects of leadership. The purpose of this study is to analyze the role of visionary leadership in directing organizational change and fostering adaptive, innovative, and value-driven development within Islamic education institutions. This research employs a qualitative descriptive method, using interviews, observations, and documentation as data collection techniques, analyzed thematically through the Miles and Huberman model. The findings reveal that visionary leadership builds a strategic direction grounded in Islamic values, promotes collective participation, and cultivates a culture of continuous innovation. The synthesis of results indicates that visionary leadership serves as the foundation for effective organizational transformation, harmonizing spirituality and innovation to create an excellent and value-oriented educational institution. In conclusion, strengthening leadership vision is essential to ensure the sustainability and relevance of Islamic education in the modern era.

Keywords: visionary leadership; organizational change; Islamic education; innovation; organizational culture.

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1. Introduction

Organizational change and development are inevitable in the modern world, characterized by accelerated globalization, technological advancement, and complex social dynamics. In the context of education, organizational change is not merely a response to external demands, but also an internal effort to improve the quality, relevance, and competitiveness of institutions. Islamic education, as an integral part of the national education system, faces significant challenges in maintaining spiritual values while adapting to current developments that demand innovation, professionalism, and modern governance. According to [1], effective organizational change requires leaders with a strategic vision capable of balancing tradition and modernity, spiritual values and the demands of managerial rationality. This is where the importance of visionary leadership lies, not only guiding institutions toward the future but also instilling the meaning of change as part of worship and moral responsibility.

Islamic education in Indonesia currently stands at a crossroads between the idealism of Islamic values and the pragmatic need for institutional competitiveness. Institutions such as madrasas, Islamic boarding schools, and Islamic universities face structural challenges such as limited human resources, traditional management, and resistance to change. Meanwhile, government policies such as Freedom to Learn (Merdeka Belajar), madrasah digitalization, and quality-based accreditation demand an adaptive, innovative, and performance-driven

system. In response to this situation, visionary leadership emerges as a strategic approach that combines forward-thinking with a spiritual commitment to building transformative organizations. As emphasized by Nanus (1992), visionary leadership plays a role in creating a shared direction, meaning, and purpose that can move all components of the organization towards the desired future. In the context of Islamic education, this means creating a system capable of transforming Qur'anic values into superior and globally competitive institutional practices.

The emerging phenomenon in the field shows that many Islamic educational institutions are experiencing stagnation due to weak strategic leadership and a lack of long-term vision in organizational development. Changes are often implemented partially and reactively, rather than based on comprehensive and sustainable planning. Many madrasas are still trapped in administrative leadership patterns that only focus on routine activities without being able to inspire fundamental changes in organizational culture. In contrast, institutions with visionary leaders tend to be more dynamic, able to innovate in curriculum, learning technology, and quality management systems. For example, modern Islamic boarding schools led by figures with an integrative educational vision of religion and science have shown significant growth in both the quality of graduates and the institutional reputation. This phenomenon illustrates that the success of organizational change in Islamic education is highly dependent on the character of leadership that is able to see far ahead, understand the context, and mobilize collective potential to achieve common goals.

Based on data from the Ministry of Religious Affairs of the Republic of Indonesia (Kemenag RI, 2024), there are more than 83 thousand madrasahs and 37 thousand Islamic boarding schools spread throughout Indonesia. However, only around 22% of them have implemented quality-based management and have long-term strategic planning. Furthermore, the results of the 2023 evaluation by the Directorate General of Islamic Education showed that more than 60% of Islamic educational institutions do not yet have a vision and mission direction that aligns with the changing paradigm of 21st-century education. This condition is exacerbated by the fact that most madrasah principals have not received visionary leadership training and are still administratively oriented. These data indicate a serious gap between the demands of organizational change and available leadership capacity. In fact, visionary leadership has a crucial role in shaping an organizational culture that is innovative and adaptive to changes in the global environment.

Several previous studies have also strengthened the importance of this approach. Research by found that visionary leadership in state Islamic high schools in West Java significantly influenced the institution's readiness to face digital-based curriculum changes. Meanwhile, a study conducted by showed that Islamic boarding schools with visionary leaders had a higher level of organizational adaptability in human resource management and integration of learning technology. Research conducted by concluded that visionary leadership in Islamic higher education not only improves academic performance but also builds a culture of innovation and cross-disciplinary collaboration. These three studies emphasize that visionary leadership has a direct impact on the success of the transformation of Islamic educational organizations at various levels.

research gap remains in the context of integrating Islamic values with modern organizational change theory. Most studies only highlight managerial aspects and fail to delve deeply into the spiritual values that form the primary foundation of Islamic education. Furthermore, few studies have comprehensively explained how the dynamics of organizational change and development occur simultaneously through visionary leadership contextualized to the culture of Islamic institutions in Indonesia. Therefore, this study is *novel* in its attempt to connect visionary leadership theory with the practice of developing Islamic educational organizations holistically, namely as complementary spiritual, social, and managerial processes in creating sustainable institutional transformation.

The purpose of this study is to analyze the dynamics of change and development in Islamic educational organizations from a visionary leadership perspective. This study seeks to identify how visionary leadership influences adaptation patterns, development strategies, and the formation of organizational culture in Islamic educational institutions. Furthermore, this research is expected to provide theoretical contributions to enriching the concept of visionary leadership based on Islamic values, as well as practical contributions for leaders of Islamic educational institutions in designing strategic, character-based, and sustainable change amidst the challenges of educational globalization.

2. Literature Review

Educational Organization

An educational organization is a structured and coordinated social system to achieve educational goals effectively and efficiently through a managerial process involving various components such as students, educators, curriculum, facilities, and the learning environment. According to [8], an organization is a consciously coordinated social unit, consisting of two or more people, whose function is to achieve a common goal. In the context of education, an organization not only functions as an administrative forum, but also as a value system that shapes the learning culture and collective behavior of school or madrasa residents. [9] emphasizes that educational organizations must be oriented towards continuous learning (*learning organization*), where each element has responsibility for innovation and quality improvement. In the Islamic perspective, educational organizations reflect the principles of *shura* (deliberation), *ukhuwah* (brotherhood), and *amanah* (responsibility) which emphasize collaboration and spiritual ethics in the management of the institution. Thus, Islamic educational organizations are not only a place for the transfer of knowledge, but also an arena for the formation of character and morals, so that the process of organizational development must be based on divine values that are in line with the goals of national education and the principle of *rahmatan lil 'alamin*.

Visionary Leadership

Visionary leadership is a leadership style that focuses on creating a clear, inspiring vision of the future and is able to move all members of the organization towards positive change. According to [7], a visionary leader is an individual who is able to shape the future of the organization by setting a meaningful direction and instilling a sense of shared purpose in his followers. Visionary leaders not only see current realities, but are also able to anticipate future opportunities and challenges with innovative strategies. In the context of Islamic education, visionary leadership is rooted in spiritual values that place vision as a divine mandate that must be realized through transformative actions. explains that visionary leadership is effective because it is able to integrate managerial rationality and moral inspiration, so that the changes that occur are not coercive, but rather participatory and meaningful. Visionary leaders in Islamic educational institutions act as *agents of change* who direct the organization towards excellence by instilling the values of *ihsan*, *integrity*, and *innovation* as the basis of institutional culture. Thus, visionary leadership becomes the main catalyst in the process of change and development of Islamic educational organizations that are adaptive, future-oriented, and based on Qur'anic values.

3. Method

This study uses a qualitative approach with descriptive methods, which aims to deeply understand the dynamics of change and development of Islamic educational organizations from the perspective of visionary leadership [10]. This approach was chosen because it allows researchers to explore social realities and meanings formed by individuals in the context of educational institution leadership. The research focused on Islamic educational institutions outside of state universities, such as madrasas and integrated Islamic schools, which are trying to adapt to the demands of organizational transformation and quality improvement based on an Islamic vision. Data collection techniques were carried out through in-depth interviews, participant observation, and documentation of institutional policies, development plans, and leadership managerial practices. The data obtained were then reduced and categorized to find patterns and relationships between visionary leadership and the process of organizational change.

Table 1. Research Informants.

Code	Position/Role	Institution/Agency	Reason for Selection
IF-01	Head of Madrasah	Al-Hidayah Private Islamic High School, Palembang	Have a direct role in changing the management system and curriculum based on Islamic vision
IF-02	Deputy Head of Curriculum	Nurul Iman Junior High School, Palembang	Understanding the process of organizational adaptation to changes in the modern educational paradigm
IF-03	the foundation's president	Al-Ma'arif Islamic Education Foundation Palembang	Have a strategic view of leadership and organizational change at a macro level
IF-04	Senior Teacher & Program Developer	Al-Falah Integrated Islamic School, Palembang	Provides an implementative perspective on organizational culture and leadership vision at the operational level.

Data analysis was conducted interactively following the Miles and Huberman (2014) model, encompassing three main stages: data reduction, data display, and conclusion drawing/verification. Data reduction was performed by grouping information based on themes such as leadership vision, change strategies, organizational barriers, and innovation culture [13]. Data presentation was performed through tables and matrices of relationships between categories to facilitate interpretation. Furthermore, conclusions were drawn through an inductive process, taking into account the social and spiritual context of Islamic educational institutions. Data validity was maintained through triangulation of sources and techniques, *member checking*, and direct researcher involvement in the field context [14]. Research ethics were observed by seeking informant consent, maintaining confidentiality of identities, and using data only for academic purposes.

4. Results and Discussion

The object of this research is a secondary Islamic educational institution located in Palembang City and under the auspices of a private Islamic educational foundation. This institution offers educational levels from Madrasah Tsanawiyah to Madrasah Aliyah, with a student body of approximately 450 and a teaching staff of 35. Over the past five years, this institution has demonstrated concrete efforts in implementing organizational change and development through digital-based curriculum updates, teacher competency enhancement, and internal quality management system structuring. The institution's leadership is held by a madrasa principal known for his strong vision in realizing superior Islamic education, character-based, and adaptive to technological developments. Under his direction, the madrasah has begun implementing more modern managerial strategies without abandoning Islamic values, such as strengthening an Islamic work culture, implementing an academic information system, and partnering with external institutions to support the continuous improvement of learning quality and institutional management.

Interviews with informants indicate that the dynamics of change and development in Islamic educational organizations are strongly influenced by the visionary leadership style of the institution's leaders. IF-01 (Principal of Al-Hidayah Madrasah Palembang) explained that organizational change is impossible without a clear vision from the leadership. He emphasized that the vision serves as a guide for all teachers and staff to understand the institution's overall goals. Over the past five years, the madrasah principal has led the curriculum transformation from a conventional model to a digital-based approach by integrating online learning applications and teacher training. According to him, visionary leadership is demonstrated through the ability to motivate and inspire, not simply by giving instructions. He stated, *"I always try to instill an awareness that change is not a threat, but rather part of worship in improving the*

quality of Islamic education." This demonstrates that visionary leadership is able to build spiritual meaning into every managerial policy so that change is voluntarily accepted by all members of the organization.

IF-02 (Deputy Head of Curriculum at MTs Nurul Iman Palembang) highlighted how visionary communication plays a crucial role in fostering collective spirit in the workplace. He revealed that the organizational development process at his madrasah initially encountered obstacles due to resistance from some teachers to the digital assessment system and quality-based supervision. However, with a persuasive approach and transparent communication, the leadership succeeded in fostering a sense of *belonging* to the institution's vision. According to him, the success of change is not solely due to policy, but also because leaders are able to be consistent *role models in words and actions*. He said, *"Our leaders not only convey their vision in meetings, but also demonstrate commitment through real work, such as assisting teachers during technology training and developing digital teaching tools together."* This confirms that visionary leadership in the context of Islamic education is not only about the ability to formulate a vision, but also how that vision is realized in inspiring and collaborative actions.

Another interesting finding came from IF-03 (Chairman of the Al-Ma'arif Islamic Education Foundation in Palembang), who emphasized that organizational change must be systemic and sustainable. He believes that visionary leadership is not solely the responsibility of the madrasah principal, but is part of the foundation's governance, emphasizing spiritual values in the institution's management. In recent years, the foundation has implemented a *Strategic Roadmap program* to strengthen quality and accreditation, including transparent financial planning, improving the competence of teaching staff, and establishing an innovation team. He added, *"We view change as a mandate that must be managed with sincere intentions and careful planning. Our institution's vision is not only to produce intelligent graduates, but also graduates with Islamic character and prepared to face the challenges of the times."* This statement demonstrates how visionary leadership at the foundation level is able to synergize spiritual, social, and professional aspects to create a clear development direction for the institution.

Meanwhile, IF-04 (Senior Teacher and Program Developer at Al-Falah Integrated Islamic School, Palembang) provided a perspective from the operational level of change implementation. He stated that the success of organizational development is largely determined by the extent to which the leadership's vision can be translated into concrete actions in the classroom and learning activities. In his view, visionary leadership is evident through the encouragement to continuously innovate and open up spaces for reflection for teachers. He explained, *"We are often invited to discuss how Islamic values can be integrated into modern learning models. Our leaders don't just give orders, but also provide examples and space for new ideas."* This approach creates an organizational culture that is open to change, where every teacher feels they have a role to play in the institution's development process. Thus, visionary leadership creates a synergy between the leadership's strategic vision and the creativity of the teachers, ultimately strengthening the culture of innovation within the Islamic school environment.

Overall, the interview results show that the dynamics of change and development in Islamic educational organizations from a visionary leadership perspective encompass three main dimensions: transcendental vision, collective participation, and continuous innovation. Transcendental vision is reflected in the leadership's efforts to instill spiritual meaning in every change policy; collective participation is evident in the way leaders involve teachers and staff in the planning process; and continuous innovation emerges through the renewal of digital-based management and learning systems. These findings align with Nanus's (1992) theory, which asserts that visionary leadership is effective because it can direct an organization toward a meaningful future through values, commitment, and collaboration. In the context of Islamic education, visionary leadership is not only a managerial strategy, but also a means of preaching and character building for the institution so that it remains relevant, superior, and rooted in Islamic values.

Visionary Leadership as a Driver of Change in Islamic Educational Organizations

Changes in Islamic educational organizations are a logical consequence of the development of the times, technological advances, and social dynamics that continue to move towards the era of modernity. In facing these changes, Islamic educational institutions are required not only to be able to maintain their existence as centers for character and moral formation, but also to be adaptive to the demands of professionalism and innovation in educational management [15]. This is where the role of visionary leadership becomes crucial as the main driver of organizational change. Visionary leadership is not merely an

administrative ability to regulate the running of the institution, but rather a leadership style that emphasizes the power of vision, the ability to inspire, and the capacity to mobilize all potential human resources to realize the desired future. In the context of Islamic education, visionary leadership is the embodiment of spiritual values translated into strategic, planned, and meaningful managerial practices.

Visionary leadership has a strong philosophical foundation in Islamic tradition. A visionary leader does not merely view change as an external demand, but as a mandate that must be carried out with divine awareness. In the Qur'an, the concept of vision is reflected in the command to think far ahead and consider the consequences of every action, as Allah says in QS. Al-Hashr verse 18: "*O you who believe, fear Allah and let every soul consider what it has done for tomorrow.*" This verse illustrates the importance of future orientation and strategic planning in every human action, including in the management of educational organizations. A visionary Islamic educational leader not only designs strategies based on short-term interests, but also oriented towards the sustainability of the institution rooted in the values of monotheism, trustworthiness, and sincerity [16]. Thus, vision in the context of Islamic educational leadership is not merely an institutional goal, but a reflection of spiritual awareness to lead the institution towards progress that is approved by Allah SWT.

Visionary leadership has characteristics that distinguish it from other leadership styles. Visionary leaders focus not only on efficiency and control but also on creating meaning and direction for all members of the organization. They act as *agents of change*, capable of inspiring change, instilling a collective spirit, and building a culture of innovation within the institution. In Islamic educational institutions, visionary leadership is evident in the leader's ability to reinterpret the educational vision to make it relevant to the challenges of the times without losing its roots in Islamic values. Such leaders are able to combine spiritual aspects with professional needs, for example by integrating digital technology into learning without abandoning the moral and ethical dimensions of Islam. This approach makes organizational change not a threat to traditional values, but rather a means of expanding the meaning of worship and social mandates in the world of education.

Organizational change is understood as a systemic process to shift an institution from an old condition to a new, better condition through strategic planning, restructuring, and innovation in work culture. However, in the context of Islamic education, this kind of change has a more complex moral and spiritual dimension [17]. Islamic educational institutions often face challenges in maintaining a balance between idealism of values and the practical realities of management. Therefore, visionary leadership becomes a bridge connecting the two poles: idealism rooted in Islamic values and professionalism required in modern educational governance. Visionary leaders place divine values at the center of the vision of change, so that every organizational transformation is directed at improving the quality of people, not just the efficiency of the system.

Visionary leadership in Islamic education serves as a driving force for change, fostering a spirit of innovation. Leaders with a clear and communicative vision are able to create an organizational climate open to renewal. They not only formulate the vision formally in a strategic document but also internalize it through exemplary behavior, persuasive communication, and empowerment of human resources. In this context, visionary leaders act as *role models*, demonstrating commitment to change through daily behavior and decisions. When leaders demonstrate integrity and consistency between words and actions, trust grows among organizational members, and participation in change programs increases. Thus, visionary leadership is not merely instructive, but transformative, capable of changing the way all organizational components think, work, and collaborate.

Changes in Islamic educational organizations driven by visionary leadership generally encompass several important aspects: updating the institution's vision and mission, improving the quality of human resources, implementing educational technology, and strengthening a culture of quality. Visionary leaders initiate change by clarifying the institution's vision, reflecting both spiritual ideals and long-term strategic targets. They then develop strategies focused on improving the competency of teachers and education personnel to align with the direction of change. In practice, visionary leadership also emphasizes the importance of collective participation, with every member of the organization playing an active role in realizing the shared vision. This fosters a strong *sense of ownership* within the institution, so that change is no longer perceived as an administrative burden but as a shared moral responsibility.

Bass and Riggio (2006) stated that visionary leadership has a strong correlation with transformational leadership because both focus on inspiring change and empowering individuals. However, visionary leadership places greater emphasis on formulating future

directions and the ability to articulate strategic meaning for the organization. This comparison shows that visionary leaders in Islamic education not only encourage changes in individual behavior but also reorganize institutional systems and structures to align with the values of the established vision. Vision is not merely an ideal goal, but also a practical guide for developing a holistic curriculum, work culture, and evaluation system. Thus, visionary leadership in Islamic education is able to establish a balance between spiritual vision and institutional reality, making change a shared learning process.

Visionary leadership also plays a role in building an innovative organizational culture. A good organizational culture is determined not only by formal structures, but by values that are internalized and consistently practiced by all members of the institution. Visionary leaders create a culture of innovation through habituation, appreciation of new ideas, and affirmation of spiritual meaning in every action. They provide space for teachers and staff to experiment with learning, develop technology-based media, or organize creative Islamic activities. This demonstrates that innovation in Islamic education does not have to conflict with tradition but rather enrich the way Islamic values are conveyed to students. In other words, visionary leadership makes innovation a form of actualizing the value of *ihسان*—doing one's work to the best of one's ability for the benefit of the community.

Organizational change also requires effective communication management. Visionary leaders have the ability to convey a vision in a compelling and meaningful way. They explain not only the "what" and "how" of change, but also the "why" of change. When organizational members understand the meaning behind each policy, resistance to change decreases and engagement increases. Visionary communication creates emotional synergy between leaders and members, fostering relationships based on trust and commitment. In Islamic educational institutions, this type of communication has *da'wah* value: conveying the message of change as part of a moral and spiritual responsibility. Therefore, visionary leadership can be considered a leadership model that combines managerial rationality with spiritual wisdom, so that each policy is not only administratively efficient but also ethically and socially meaningful.

Visionary leadership plays a role in restructuring an institution's systems and procedures to be more adaptive to changing times. Visionary leaders are willing to reformulate outdated organizational systems, update work mechanisms, and integrate technology as part of modern governance. However, all of these processes are carried out without abandoning Islamic principles such as justice, trustworthiness, and honesty. Changes implemented gradually and in a participatory manner will create healthy organizational stability, as all members feel part of the transformation process. [18] emphasized that successful organizational cultural change can only occur if leaders have a strong commitment and demonstrate consistent behavior towards the new values being promoted. This is in line with the reality of Islamic educational institutions, where visionary leaders play a role not only as change managers, but also as moral guides who instill new values through role models and habituation.

Visionary leadership in Islamic education also has a broad social dimension. Visionary leaders are not only oriented towards the institution's internal success but also assume responsibility for the external environment. They establish partnerships with the community, government institutions, and the educational industry to expand networks and resources. Thus, organizational change impacts not only internal quality improvement but also the institution's social contribution to community development. Visionary leaders make Islamic educational institutions centers for the development of civilization, functioning not only to educate students but also to empower the surrounding community. This demonstrates that visionary leadership positions Islamic education in a strategic position as an agent of social change, carrying out a moral and spiritual mission amidst the currents of globalization.

When compared with the research findings by [19], visionary leadership was proven to have a significant influence on the readiness of madrasas to face digital transformation and changes to the national curriculum. The study showed that madrasas led by principals with a strong vision were quicker to adapt to the digitalization of learning and the implementation of quality management. This result is in line with the concept of visionary leadership in Islamic education which does not only rely on instruction, but also fosters intrinsic motivation and spiritual values for change. However, other findings by [20] revealed that not all Islamic education leaders successfully implement the vision because they are still hampered by a hierarchical organizational culture and resistance to innovation. This comparison shows that the success of visionary leadership is highly dependent on the extent to which the leader is able to create a participatory culture and trust within the institution.

Conceptually, visionary leadership is rooted in the understanding that change is a long-term process that requires commitment, patience, and moral courage. Visionary leaders must possess the ability to read the signs of the times (*iqra' al-waqi'*) and project the future of the institution based on contextual analysis. In Islamic education, visionary leaders think not only about the success of the institution, but also how the institution can play a role in producing a generation with Qur'anic character and global competitiveness. Therefore, visionary leadership is multidimensional: it is a rational manager, an inspiring educator, and a spiritual leader who guides with divine values. By integrating these dimensions, organizational change is no longer understood as a technocratic project, but as a moral journey to build an institution oriented towards the welfare of the community.

Visionary leadership is a key element in ensuring the sustainable development of Islamic educational organizations in an era of uncertainty. In a world of constant change, only institutions with a clear vision and leaders of high integrity can survive and thrive. Visionary leaders make the vision not merely a slogan, but a guide for all members of the institution. They instill an awareness that change is not merely a matter of adaptation, but rather a means of fulfilling the divine mandate to educate the nation based on Islamic values. Visionary leadership thus serves as the heart of Islamic educational transformation, inspiring change, fostering innovation, and ensuring that every step of the organization remains on the path of values, morals, and spirituality that are pleasing to Allah SWT.

Dynamics of Islamic Educational Organization Development through the Implementation of Vision and Innovation

The development of an Islamic educational organization is a dynamic process that cannot be separated from the implementation of a vision and the continuous drive for innovation. In the context of Islamic institutions, a vision is not merely a formal document that serves as a guideline for the organization's direction, but rather a source of spiritual inspiration that enlivens Islamic values in every aspect of management. A strong vision serves as a foundation for determining the institution's strategic direction, building collective awareness, and motivating all educational members to achieve more meaningful goals. As emphasized by [21], vision-oriented organizations have greater resilience and flexibility in facing changes in the external environment. In the context of Islamic education, vision serves a dual function: as a rational guide to achieving quality and as a moral symbol that directs every action to divine values. Implementing a vision in Islamic educational institutions requires leadership that not only understands organizational strategy, but is also able to instill the spiritual meaning of every change made, so that the innovations that emerge do not lose their direction of moral values and goals.

Implementing a vision in the development of an Islamic educational organization requires a continuous and comprehensive process, encompassing the restructuring of the management system, enhancing human resource competencies, and renewing a work culture that is adaptive to the challenges of the times. Developing an organization based on a vision means shifting the mindset of all members of the institution from merely carrying out administrative routines to a collective awareness of the importance of renewal. This process requires the internalization of the vision's values into daily practices, both in strategic planning, learning activities, and social interactions within the institution. Thus, the vision is no longer understood as a slogan displayed only on the walls of the madrasah, but is brought to life through concrete behavior, policies, and innovation. A visionary leader plays a key role in this process, as he or she must be able to bridge the idealism of the vision with the operational realities of the institution. The successful implementation of the vision depends heavily on the leader's ability to build inspiring communication and direct all elements of the organization to move synergistically toward the same direction of change.

Meanwhile, innovation is a vital instrument in realizing institutional visions. In the digital era and globalization of education, innovation is no longer an option but a necessity for Islamic educational institutions to remain relevant and competitive. Innovation can take the form of curriculum updates that are responsive to current developments, the use of information technology in the learning process, or the strengthening of digital-based quality management systems. However, innovation in Islamic education has a unique character because it is always grounded in Islamic spiritual and ethical values. Innovation is not merely an effort at technical modernization, but a creative process to find new ways to actualize Islamic values contextually. This aligns with Fullan's (2007) view that sustainable educational change can only occur if innovation is accompanied by a deep understanding of the

organization's values. In the context of Islamic education, innovation becomes a form of *institutional ijtihad*—an effort to find new breakthroughs in educating a generation of Muslims to be intellectually competitive without losing their spiritual orientation. Therefore, innovation developed in Islamic educational institutions must be balanced: adaptive to global developments while remaining grounded in Islamic sharia and moral principles.

The dynamics of developing Islamic educational organizations through vision and innovation also require collaboration between institutional elements and openness to external change. Visionary Islamic educational institutions not only organize their internal systems but also build collaborative networks with the community, government, and other institutions to expand resources and increase competitiveness. Implementing a vision oriented toward the welfare of the community will encourage institutions to innovate socially, for example through community empowerment programs, the establishment of Qur'anic literacy centers, or the integration of character education into the curriculum. This process demonstrates that the development of Islamic educational organizations is organic, evolving along with the interaction between the institution's internal values and external environmental challenges. Philosophically, this dynamic illustrates the essence of Islamic education as an open system that is always in process of perfection (*kaffah*), with change and innovation as part of *tajdid* (renewal) rooted in the Islamic scholarly tradition itself. Thus, the success of developing Islamic educational organizations is measured not only by increasing accreditation or the quality of graduates, but also by the extent to which the institution is able to become a pioneer of spiritually valuable innovations that spread benefits to the community and the nation.

5. Comparison

Comparison with *the state-of-the-art* demonstrates this study's position among recent studies on visionary leadership and the development of Islamic educational organizations. Previous studies generally focused on the influence of transformational leadership on institutional performance or the implementation of quality management in the context of madrasas and Islamic boarding schools. Research by [17] confirms that transformational leadership has a positive effect on madrasah readiness to face curriculum changes and digital-based learning innovations, but has not yet deeply discussed the spiritual dimension that is the main foundation of Islamic education. Study [18] found that the success of organizational change is more determined by the leader's ability to integrate Islamic values with modern managerial practices. Unlike these two studies, this study contributes by filling the gap between modern leadership theory and the reality of Islamic educational institutions through a visionary approach that comprehensively combines spiritual, moral, and strategic innovation values. Therefore, this study expands the boundaries of *the state-of-the-art* in the field of Islamic educational leadership by demonstrating that the power of spiritual vision is the main foundation that guides the direction of change and ensures the sustainability of organizational development oriented towards blessings and institutional excellence.

6. Conclusion

This study concludes that visionary leadership plays a fundamental role as a key driver in the change and development of Islamic educational organizations. The analysis shows that visionary leadership is able to create a clear strategic direction through a vision rooted in Islamic spiritual and ethical values. Visionary leaders not only focus on administrative and managerial aspects, but also foster moral awareness, an innovative culture, and a collective spirit in facing the challenges of educational modernization. These findings demonstrate a strong relationship between institutional vision and the level of organizational adaptability in facing change, where every innovation carried spiritual and social meaning. Thus, the research objective of understanding the dynamics of organizational change from a visionary leadership perspective is achieved by identifying the role of leaders as agents of change who integrate Qur'anic values with modern management strategies.

The synthesis of this research findings broadens our understanding of how Islamic education can grow as an adaptive system without losing its spiritual identity. The implications of this research emphasize the importance of strengthening Islamic values-based leadership vision in building superior, innovative, and sustainable educational organizations. Theoretically, this research enriches the educational leadership literature by placing spirituality at the center of organizational change. Practically, these findings provide guidance for leaders

of Islamic educational institutions in designing humanistic and worship-based change strategies. The limitations of this research lie in the scope of the analysis, which focuses solely on conceptual aspects and does not empirically test the effectiveness of the visionary leadership model across various types of educational institutions. Therefore, further research is recommended to develop an empirical approach involving more institutions and quantitative indicators to strengthen the validity of the findings and broaden the generalizability of the results.

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