

Redefining the Architecture of Educational Leadership to Strengthen the Organizational Capabilities of Educational Institutions

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ABSTRACT

The increasingly rapid changes in the educational environment have shifted the leadership paradigm from merely performing administrative functions to the ability to build organizational capabilities that are adaptive, innovative, and sustainable. This study aims to reconstruct the educational leadership architecture in strengthening the organizational capabilities of Darussyafah Genteng Junior High School in Banyuwangi. This study employs a qualitative approach using a case study design to examine the reconstruction of the educational leadership architecture in strengthening organizational capabilities at Darussyafah Genteng Junior High School in Banyuwangi. Data were collected through observation, in-depth interviews, and documentation from four informants selected using purposive sampling. Data analysis followed the model proposed by Miles, Huberman, and Saldaña through data condensation, data presentation, and conclusion drawing, utilizing the processes of open coding, axial coding, and selective coding. Data validity was ensured through source triangulation, methodological triangulation, and member checking. The results of this study indicate that the reconstruction of educational leadership architecture strengthens organizational capabilities through three main dimensions: strategic vision-based leadership, the distribution of leadership through the empowerment of organizational actors, and organizational governance that integrates coordination and decision-making. These findings indicate that organizational capabilities are built through a leadership system that integrates vision, organizational structure, collaborative culture, and governance. This study contributes to expanding the study of educational leadership from the approaches of Strategic Leadership, Instructional Leadership, and Distributed Leadership toward the perspective of Leadership Architecture as a configuration of organizational systems that supports adaptive, collaborative, and sustainable organizations and serves as a reference for leadership development in educational institutions.

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1. INTRODUCTION

The increasingly rapid changes in the educational environment have shifted the leadership paradigm from merely performing administrative functions to the ability to build organizational capabilities that are adaptive, innovative, and sustainable (Hidayah et al., 2024; Syahbani, 2025).

Transformations in educational policy, the rapid advancement of technology, rising demands for service quality, and public expectations regarding the quality of graduates have made leadership a strategic factor that determines the success of educational institutions (Gordon & Hart, 2022). In this context, the success of educational organizations is no longer determined solely by the quality of individual leaders but also by how the leadership system is designed to integrate institutional vision, organizational governance, human resource empowerment, a collaborative culture, and effective decision-making mechanisms. However, evidence from the field indicates that many educational institutions still employ leadership styles that are personal and administrative in nature, meaning that leadership functions have not yet evolved into a system that comprehensively strengthens organizational capacity (Kamara & Burhanuddin, 2025).

As a result, the processes of coordination, role distribution, innovation development, and adaptation to change have not yet been optimized. This situation indicates that the primary challenge facing educational institutions today is not only to produce competent leaders but also to build a leadership architecture capable of connecting all elements of the organization to achieve institutional goals (Mincu, 2022; Prabowo et al., 2024). This phenomenon is also a focus in the management of SMP Darussyafah Genteng Banyuwangi, which continues to strive to strengthen organizational governance through the development of a leadership system that is more adaptive, collaborative, and oriented toward enhancing organizational capabilities (Lunenburg & Ornstein, 2021). Therefore, the reconstruction of educational leadership architecture is a relevant issue to examine because it offers a new perspective: that leadership is not merely an individual attribute but rather an organizational system that determines an institution's ability to respond to change, develop human resource potential, and create sustainable institutional excellence (Carducci et al., 2024).

Numerous studies on educational leadership have been conducted from various perspectives, but most still focus on leadership styles and their impact on organizational performance. Research conducted by Akomodi, (2025) indicates that educational leadership oriented toward instructional leadership contributes significantly to improving the quality of learning through the strengthening of academic culture, instructional supervision, and teacher professional development. Nevertheless, this study focuses more on the dimensions of instructional leadership as the individual behavior of leaders and has not examined how leadership design or architecture is constructed as an organizational system. Furthermore, the study by Arar et al., (2023) asserts that collaborative leadership through a distributed leadership approach can enhance organizational capacity by involving various actors in decision-making and problem-solving processes.

Meanwhile, the study by Karakose et al., (2023) reveals that strategic leadership influences the effectiveness of educational organizations by strengthening vision, organizational culture, and human resource management. However, this study has not yet proposed a leadership reconstruction model capable of comprehensively addressing the challenges of change in educational organizations, particularly in the context of value-based educational institutions such as private schools or Islamic educational institutions. Based on these three studies, it is evident that research on educational leadership remains dominated by discussions regarding leadership styles, roles, and the influence of leadership on various organizational aspects. Meanwhile, research specifically examining the reconstruction of educational leadership architecture as a leadership system design that integrates strategic functions, organizational governance, institutional culture, and human resource empowerment to strengthen organizational capabilities remains relatively limited. Therefore, this study aims to fill this gap by offering a more comprehensive perspective on the reconstruction of the educational leadership architecture at SMP Darussyafah Genteng Banyuwangi, with the hope of making a conceptual contribution to the development of educational leadership theory while also producing a relevant implementation model for strengthening the organizational capabilities of educational institutions.

The novelty of this study lies in its effort to present a new perspective on educational leadership through the concept of leadership architecture reconstruction, which views leadership not only as the

personal capacity of a school principal but as a system that integrates organizational structure, decision-making mechanisms, distribution of authority, organizational culture, human resource management, and collaboration among stakeholders in achieving the goals of educational institutions. Unlike previous studies, which generally focused on the effectiveness of leadership styles such as transformational leadership, instructional leadership, or distributed leadership in improving teacher performance and the quality of learning, this study positions leadership architecture as the primary foundation for building organizational capabilities.

Thus, this study not only examines how leaders carry out their leadership functions but also how leadership systems are designed, reconstructed, and institutionalized to strengthen an organization's adaptive capacity, foster innovation, enhance synergy among work units, and ensure the sustainability of educational organizations. Furthermore, this study was conducted within the context of SMP Darussyafah Genteng in Banyuwangi, thereby providing empirical insights into the implementation of leadership architecture in an educational institution with distinctive cultural and governance characteristics. Consequently, this study offers a conceptual model that expands the study of educational leadership from an individual-oriented approach toward an organizational-system-oriented approach. It is thus expected to enrich the development of educational leadership theory while serving as a practical reference for educational institutions in building adaptive, resilient, and competitive organizations.

Based on the empirical phenomena and research gaps outlined above, this study aims to reconstruct the architecture of educational leadership in strengthening the organizational capabilities of the Darussyafah Junior High School in Genteng, Banyuwangi. This objective is based on the argument that educational leadership in the era of organizational transformation can no longer be understood merely as the individual ability of a leader to manage an institution but must be positioned as an organizational architecture that systematically integrates strategic vision, institutional governance, leadership distribution, organizational culture, human resource development, and decision-making mechanisms. A research gap in the international literature indicates that most studies on educational leadership still focus on the influence of leadership styles such as instructional leadership, transformational leadership, and distributed leadership on teacher performance, job satisfaction, or the quality of learning. Meanwhile, studies that conceptualize leadership architecture as a leadership system design capable of building organizational capability remain relatively limited, particularly in the context of educational institutions in developing countries and values-based schools. Therefore, this study is expected to make a theoretical contribution by broadening the perspective on educational leadership from an approach oriented toward the leader as an individual to one oriented toward the organizational system. In practical terms, the results of this study are expected to yield a model for reconstructing leadership architecture that can serve as a reference for school principals and educational institution administrators in building adaptive, collaborative, innovative, and sustainable organizations, thereby enhancing organizational capabilities in the face of the dynamic changes in the educational environment.

2. METHODS

This study employs a qualitative approach using a case study design, as it aims to gain an in-depth understanding of the reconstruction of educational leadership architecture in strengthening the organizational capabilities of the educational institution at SMP Darussyafah Genteng in Banyuwangi. The case study approach was chosen because it allows the researcher to comprehensively explore leadership phenomena in accordance with the context, organizational culture, and institutional dynamics at the research site (Abdussamad & Sik, 2021; Prabowo et al., 2025). The research was conducted over a one-month period, beginning with the field orientation phase, followed by data collection, data analysis, and verification of findings. During this period, the researcher conducted six observations carried out in stages across various organizational activities, including coordination meetings, academic supervision, decision-making processes, coordination among work units,

interactions between administrators and teachers and educational staff, as well as school administrative services. The observations were non-participatory, meaning the researcher acted as an observer without directly participating in the observed activities (Sari et al., 2022; Mulyana et al., 2024).

The research subjects were selected using purposive sampling, which involves selecting informants based on the consideration that they possess knowledge, experience, and direct involvement in the school leadership system (Sugiyono, 2022). There were four informants in total, consisting of the principal, the vice principal for curriculum, a senior teacher who also serves as the academic coordinator, and the head of school administration. These four informants were selected because they represent the policy-makers, academic policy implementers, instructional practitioners, and administrative managers, thereby enabling them to provide comprehensive information regarding the leadership architecture and organizational capabilities (Kusumastuti & Khoiron, 2019).

Data collection was conducted through in-depth interviews, observation, and documentation. The interviews used a semi-structured guide, allowing the researcher the flexibility to explore information in greater depth based on the data emerging from the field. The interview procedure began with an explanation of the research objectives and the informant's, followed by opening questions about the informant's experiences, exploration of key issues, probing of responses deemed important through follow-up questions, clarification of information, and a closing confirmation of the interview results. The interview guideline indicators include: (1) the organization's vision and leadership direction; (2) structure and distribution of authority; (3) decision-making mechanisms; (4) organizational coordination and communication; (5) empowerment of educators and educational staff; (6) development of organizational culture; (7) strategies for strengthening organizational capabilities; and (8) challenges and innovations in building an educational leadership system.

Documentation was used as supporting data to verify the results of observations and interviews (Roosinda et al., 2021). The documents analyzed included the school's organizational structure, job descriptions and functions of each work unit, the school's vision and mission, annual work programs, meeting minutes, academic supervision documents, program evaluation reports, and internal policy documents related to leadership governance. Document analysis was conducted through a process of identification, classification, reduction, interpretation of document content, and triangulation with data from interviews and observations to ensure consistency of information (Nartin et al., 2024).

Data analysis was conducted interactively based on the model proposed by Miles, Huberman, and Saldaña, namely data condensation, data display, and drawing and verifying conclusions. During the analysis phase, the researcher applied a step-by-step coding process, beginning with open coding to identify key concepts emerging from the field data, followed by axial coding to link categories with conceptual relationships, and then selective coding to formulate the main themes explaining the reconstruction of leadership architecture in strengthening organizational capabilities (Niam et al., 2024). Data validity was ensured through source triangulation, methodological triangulation, member checking, and the researchers' diligence throughout the data collection and analysis process, ensuring that the research results possess adequate levels of credibility, reliability, confirmability, and transferability in accordance with qualitative research standards and international journal publication requirements internasional (Nasution & Junaidi, 2024; Hasan et al., 2025).

3. RESULTS AND DISCUSSION

Results

Reconstructing Leadership Based on Strategic Vision as the Foundation of Organizational Capabilities

Based on the results of observations, interviews, and a review of documents conducted at Darussyafah Junior High School in Genteng, Banyuwangi, it was found that strengthening organizational capabilities begins with a restructuring of leadership oriented toward the institution's strategic vision. This finding indicates that the principal no longer views the vision as an administrative document used solely to meet accreditation or regulatory requirements, but rather as the primary

guideline for carrying out the entire organizational management process. The institution's vision is systematically internalized among all educators and educational staff through coordination meetings, routine training, program evaluations, and decision-making that consistently aligns with the school's long-term goals.

These conditions create alignment between policy direction, program implementation, and the organization's work culture, ensuring that every member shares a common understanding of the targets to be achieved. In addition, the researchers also found that the restructuring of leadership based on a strategic vision has fostered a collective commitment to improving the quality of education. Teachers and educational staff not only carry out their duties according to their respective roles but also understand their contributions to achieving the school's vision. Thus, the strategic vision serves as a foundation that integrates all organizational activities and strengthens the institution's capacity to adapt to changes in the educational environment.

These findings were reinforced by an interview with the principal of Darussyafah Junior High School in Genteng, Banyuwangi, who explained that the school's leadership direction is intentionally built around a long-term vision so that all programs share the same orientation. He stated:

"We use the school's vision as a guide for every policy and work program. Every teacher and educational staff member is made to understand that all tasks carried out must be directed toward achieving that vision so that the organization moves toward a common goal." (Interview with the Principal of Darussyafah Genteng Junior High School in Banyuwangi, May 12, 2026).

The results of the interviews indicate that leadership restructuring at Darussyafah Junior High School in Genteng, Banyuwangi, was carried out by strengthening the strategic vision as the primary instrument for building a shared organizational orientation. The principal views the effectiveness of leadership not only in terms of the success in carrying out administrative functions but also in terms of the ability to align all organizational components toward a common goal. Therefore, the strategic vision serves as a fundamental element in the leadership architecture that strengthens coordination, enhances organizational commitment, and builds the institution's capacity for sustainable development. These findings underscore that the success of educational organizations is significantly influenced by leaders' ability to integrate the strategic vision into the entire institutional governance system, thereby creating an organization that is adaptive, well-directed, and highly competitive.

Reconstructing Leadership Distribution through the Empowerment of Organizational Actors

Based on the results of observations, interviews, and documentation conducted at Darussyafah Junior High School in Genteng, Banyuwangi, it was found that the restructuring of the leadership architecture is realized not only through the central role of the principal but also through the distribution of leadership that involves various organizational actors in accordance with their competencies and responsibilities. The principal provides opportunities for the vice principal, department coordinators, teachers, and educational staff to participate in the process of program planning, decision-making, activity implementation, and evaluation of school programs. This leadership model indicates a shift from a centralized leadership system toward a more collaborative and participatory leadership style.

Each organizational unit is granted proportional authority to propose ideas, resolve issues, and make decisions within its area of responsibility. This arrangement leads to improved coordination across departments, fosters a sense of ownership toward the organization, and creates a supportive work culture that helps achieve the institution's goals. Furthermore, the distribution of leadership accelerates the organization's response to various challenges because problem-solving no longer depends entirely on the principal but becomes the shared responsibility of all organizational units. Thus, the empowerment of organizational actors is a crucial component in reconstructing a leadership

architecture focused on the sustainable strengthening of the organization's capabilities. These findings are reinforced by the results of an interview with the Vice Principal for Curriculum, who stated:

"The principal entrusts each department with the authority to make decisions in accordance with its duties and responsibilities. However, every decision is communicated through joint coordination to ensure that all programs align with the school's objectives." (Interview with the Vice Principal for Curriculum, May 15, 2026).

The results of the interviews indicate that the distribution of leadership at Darussyafah Junior High School in Genteng, Banyuwangi, is built through the granting of trust, the delegation of authority, and the strengthening of coordination among organizational elements. This leadership model enables every organizational actor to contribute actively according to their capacity without compromising the institution's unified policy direction. Therefore, the distribution of leadership not only enhances the effectiveness of task execution but also serves as a strategic mechanism for building a collaborative and adaptive educational organization with stronger capabilities to navigate the dynamics of educational change.

Restructuring Organizational Governance through the Integration of Coordination and Decision-Making Systems

Based on the results of observations, interviews, and documentation at Darussyafah Junior High School in Genteng, Banyuwangi, it was found that the restructuring of leadership architecture is achieved through the strengthening of organizational governance that integrates a participatory system of coordination and decision-making. The principal has developed a coordination mechanism that involves all members of the organization including the vice principal, teachers, and support staff—ensuring that every program is designed based on the school's actual needs and mutual agreement. The coordination process is carried out periodically through management meetings, program evaluations, and informal communication that supports the smooth execution of tasks. This approach creates a more open line of communication, minimizes misunderstandings in program implementation, and clarifies the division of tasks and responsibilities among each work unit.

Furthermore, strategic decisions are not made unilaterally but through a consultative process that takes into account various inputs from stakeholders. This mechanism results in decisions that are more accountable, readily accepted by the entire school community, and more effective in their implementation. The researchers also found that the integration of coordination and decision-making reduces overlapping authority among work units while accelerating the resolution of various organizational issues. Thus, the restructuring of organizational governance not only improves the school's administrative system but also establishes leadership mechanisms that support organizational effectiveness and strengthen the institution's capacity to achieve educational goals sustainably. These findings are reinforced by the results of an interview with the Head of Administrative Staff at Darussyafah Junior High School in Genteng, Banyuwangi, who stated:

"Every school policy and program is always discussed through joint coordination. With open communication, each unit understands its respective responsibilities, so program implementation is more focused and there is no overlap in duties." (Interview with the Head of Administrative Staff, May 18, 2026).

The results of the interviews indicate that the coordination and decision-making systems at Darussyafah Junior High School in Genteng, Banyuwangi, have become an integral part of the organization's governance structure, built through a collaborative leadership framework. The involvement of various organizational elements in every decision-making process fosters a sense of shared responsibility for the success of the school's programs. Therefore, the integration of coordination and decision-making mechanisms not only enhances the effectiveness of program implementation but

also strengthens the organization's capacity to build a more adaptive, accountable, and education-quality-oriented governance system for educational institutions.

Discussion

Rebuilding Leadership Based on a Strategic Vision as the Foundation of Organizational Capabilities

The findings of this study indicate that the reconstruction of leadership based on a strategic vision is the primary foundation for building organizational capabilities at Darussyafah Junior High School in Genteng, Banyuwangi. The strategic vision does not merely serve as a normative statement regarding the institution's direction of development but has been reconstructed into a managerial instrument that integrates the processes of planning, implementation, evaluation, and organizational decision-making. Thus, leadership is no longer understood merely as the principal's individual ability to manage administrative tasks, but rather as the ability to foster strategic alignment among the vision, organizational culture, human resources, and institutional goals.

These findings are consistent with the theory of Strategic Leadership proposed by Karakose et al., (2024) , which explains that strategic leaders not only set the organization's direction but also ensure that all organizational resources and systems work in unison to achieve long-term goals. Furthermore, these findings reinforce the concept of "Shared Vision" in the theory of Torres, (2022) which asserts that a shared and understood vision enhances collective commitment, strengthens collaboration, and drives the organization toward becoming a *learning organization* capable of adapting to change. From the perspective of educational leadership, these findings are also relevant to the theory of Instructional Leadership developed by Elugbaju et al., (2024) , which positions leaders as the primary architects of the academic vision and as drivers of a school culture that supports improvements in educational quality. Furthermore, the results of this study expand upon these three perspectives by demonstrating that strategic vision is not merely the responsibility of the school principal but is a core element within the leadership architecture that integrates the dimensions of leadership, organizational governance, coordination, and work culture into a single, mutually supportive system. Therefore, organizational capability does not stem solely from the quality of individual leaders but from the success in building a leadership architecture capable of institutionalizing the strategic vision as the foundation for all organizational activities, thereby enabling educational institutions to develop in an adaptive, innovative, and sustainable manner.

Reconstructing Leadership Distribution through the Empowerment of Organizational Actors

The findings of this study indicate that restructuring the distribution of leadership is a crucial strategy for building organizational capabilities through the empowerment of all actors involved in the delivery of education. The distribution of leadership implemented at Darussyafah Junior High School in Genteng, Banyuwangi, reflects a paradigm shift from a hierarchical and centralized leadership model toward collaborative, participatory, and competency-based leadership. From this perspective, the principal is no longer the sole decision-maker but acts as a system facilitator who creates space for the vice principal, teachers, subject coordinators, and educational staff to carry out leadership functions in accordance with their respective capacities and responsibilities. This situation demonstrates that organizational effectiveness is determined not only by the capabilities of individual leaders but also by the organization's ability to distribute leadership roles so that every member can contribute to the achievement of shared goals.

These findings are consistent with the Distributed Leadership theory developed by Munianday et al., (2022) , which explains that leadership is a collective practice that arises from the interactions of various organizational actors, rather than merely an attribute inherent to a formal leader. This perspective is reinforced by Kohli, (2023) the ideas of which affirm that distributed leadership can enhance organizational capacity through collaboration, individual empowerment, and the active involvement of the entire school community in decision-making. Furthermore, these findings are also relevant to the Empowerment Theory proposed by Bogotch (2023) , which states that granting authority

and trust to organizational members enhances a sense of *psychological ownership*, responsibility, and motivation to achieve organizational goals.

Furthermore, the results of this study expand upon these three perspectives by demonstrating that leadership distribution is not merely a mechanism for delegating tasks but is part of a systematically designed educational leadership architecture intended to integrate organizational structure, human resource competencies, cross-functional coordination, and decision-making processes into a cohesive whole. Thus, leadership distribution serves as the foundation for the formation of educational organizations that are adaptive, responsive, and highly capable of navigating the dynamics of change while continuously improving the quality of education.

Restructuring Organizational Governance through the Integration of Coordination and Decision-Making Systems

The findings of this study indicate that the restructuring of organizational governance through the integration of coordination and decision-making systems is a fundamental element in building organizational capabilities at Darussyafah Junior High School in Genteng, Banyuwangi. This restructuring suggests that leadership effectiveness is determined not only by the clarity of the organizational structure but also by the leader's ability to establish coordination mechanisms capable of linking all work units into a single integrated system. Cross-functional coordination, open communication, and consensus-based decision-making result in a more systematic work process, clarify the division of tasks, minimize overlapping authority, and enhance accountability in the implementation of the program (Hafizhah et al., 2026). This indicates that leadership architecture functions as an organizational design that integrates various institutional components so that every decision not only reflects the interests of individual leaders but is also the result of a collective process that strengthens organizational effectiveness. This finding aligns with the Organizational Coordination theory developed by Šmite et al., (2023) , which explains that coordination is the primary mechanism that unifies various organizational activities so that the organization can achieve its goals effectively.

This perspective is reinforced by the theory of Organizational Effectiveness proposed by Kurniati (2025) which asserts that effective organizations are built through the integration of communication, coordination, and decision-making systems that support the achievement of shared goals. Furthermore, these findings are also relevant to the concept of Collaborative Governance proposed by Chris Ansell and Alison Gash in their study DwiYama, (2026) , which states that decisions resulting from collaboration and the participation of various actors will have higher levels of legitimacy, accountability, and implementation effectiveness compared to decisions made through a centralized approach. Furthermore, the findings of this study expand on this perspective by demonstrating that coordination and decision-making are not merely administrative processes but are integral components of an educational leadership architecture that connects organizational structure, communication patterns, distribution of authority, and a culture of deliberation within a mutually supportive governance system. Therefore, restructuring organizational governance through the integration of coordination and decision-making is a critical strategy for building educational organizations that are adaptive, responsive, accountable, and highly capable of addressing the dynamics of ongoing educational change.

4. CONCLUSION

This study concludes that the reconstruction of the educational leadership architecture at Darussyafah Junior High School in Genteng, Banyuwangi, is a systemic process that plays a role in strengthening organizational capabilities through three main dimensions: strengthening leadership based on a strategic vision; distributing leadership through the empowerment of organizational actors; and reconstructing organizational governance through the integration of coordination and decision-making systems. These three dimensions demonstrate that organizational capabilities are not built solely through the individual competencies of the principal, but through a leadership design capable of integrating vision, organizational structure, distribution of authority, a collaborative culture, and

governance mechanisms into a single, mutually supportive system. These findings make a theoretical contribution by expanding the study of educational leadership which has traditionally focused more on the Strategic Leadership, Instructional Leadership, and Distributed Leadership approaches toward the perspective of Leadership Architecture, namely leadership as a configuration of organizational systems that shapes institutional capacity in a sustainable manner.

Thus, this study confirms that leadership effectiveness is determined not only by the leader's behavior but also by the ability to foster connections among organizational components, thereby creating an organization that is adaptive, collaborative, and resilient to the dynamics of change. Contextually, the results of this study indicate that leadership practices at SMP Darussyafah Genteng Banyuwangi can serve as a reference for other educational institutions particularly values-based schools in developing a leadership governance framework focused on strengthening organizational capabilities, rather than merely administrative effectiveness. Further research is recommended to develop and test the Leadership Architecture model across various types of educational institutions with different organizational characteristics such as public schools, madrasahs, Islamic boarding schools (pesantren), and foundation-based schools to determine how institutional context influences the development of organizational capabilities. Moving forward, the development of educational leadership should be directed toward creating an organizational ecosystem capable of transforming leadership into a strategic asset for building innovative, sustainable educational institutions that are prepared to face the complexities of future changes in education.

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