


Reconstruction of Islamic Education Management through an Integral-Interconnected Approach in the Perspective of Visionary Leadership: A Systematic Literature Review

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Abstract

Islamic education management faces multidimensional challenges in the era of globalization, technological disruption, and increasing social complexity. The fragmentation of knowledge, the dominance of administrative approaches, and the weak integration of spiritual values with managerial practices constitute major obstacles to the development of Islamic educational institutions. This study aimed to reconstruct the paradigm of Islamic education management through an integral-interconnected approach within the perspective of visionary leadership using a Systematic Literature Review (SLR) method. The review examines scholarly articles and academic books published between 1993 and 2025, retrieved from the Google Scholar, DOAJ, and Garuda databases. The literature selection process followed the PRISMA flow, including identification, screening, eligibility, and inclusion stages. Data were analyzed through thematic coding and conceptual synthesis. The findings indicate that reconstructing Islamic education management requires epistemological integration between religious knowledge and modern science, the integration of managerial systems, and the strengthening of organizational culture grounded in tauhid values. Visionary leadership functions as a catalyst for transformation through the development of an integrative vision, alignment of organizational strategy, and continuous innovation. This study proposes a conceptual model for reconstructing Islamic education management based on an integral-interconnected framework that emphasizes the integration of values, systems, and transformational leadership.

Keywords: Islamic Education Management, Integral-Interconnected Paradigm, Visionary Leadership, Educational Transformation, Systematic Literature Review.

ARTICLE INFO

Article history:

Received
January 11, 2025
Revised
April 03, 2025
Accepted
April 29, 2025

Published by
Website

ISSN

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CV. Creative Tugu Pena
<https://attractivejournal.com/index.php/bpr/>
2775-2305

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INTRODUCTION

Islamic education holds a strategic position in shaping human character, advancing knowledge, and building civilization grounded in spiritual and moral values. Since the classical era of Islamic civilization, educational institutions have functioned as centers for knowledge transmission, ethical formation, and the strengthening of socio-religious identity. In contemporary contexts, Islamic education is expected not only to preserve normative Islamic values but also to respond to global transformations characterized by technological advancement, knowledge globalization, and the demands of twenty-first-century competencies (Musslifah, Khusnuliawati, and Cahyani 2025). Accordingly, Islamic education management systems are required to integrate spirituality, intellectual

development, and practical skills in order to produce graduates who are adaptive and globally competitive.

Nevertheless, the practice of Islamic education management continues to face structural, epistemological, and managerial challenges. One fundamental issue is the dichotomy between religious and secular sciences, which has resulted in fragmented curricula, learning approaches, and institutional governance systems (Hadi, Auliya, and Afifah 2025). This dichotomy contributes to imbalanced graduate competencies, whereby strengthening religious aspects is often not accompanied by mastery of modern scientific knowledge and technological skills (Hasibuan and Zulhingga 2025). International studies indicate that knowledge integration in Islamic education remains a major challenge across Muslim societies due to the legacy of dualistic education systems separating religious and secular schooling (Hamdi 2026).

Beyond epistemological concerns, Islamic education management is frequently constrained by administrative and bureaucratic approaches that prioritize procedural compliance over institutional innovation. Overly formalistic management models tend to inhibit organizational creativity, slow decision-making processes, and reduce responsiveness to environmental change (Karim, Suprpto, and Quddus 2024). In the era of globalization and the Fourth Industrial Revolution, educational institutions are expected to evolve into learning organizations that are adaptive, innovative, and responsive to social, economic, and technological transformations (Karim et al. 2024). Digital transformation in education—including academic information systems, online learning platforms, and data-driven management—demands paradigm shifts in leadership and institutional governance (Tamimi 2026). Recent studies indicate that the success of digital transformation in educational institutions is highly dependent on strategic leadership capacity and collaborative organizational cultures.

Global challenges also require education systems to produce graduates who are not only academically competent but also capable of critical thinking, collaboration, creativity, and effective communication. Frameworks of twenty-first-century competencies emphasize the integration of digital literacy, social skills, and emotional intelligence within educational practice (Anwar and Mahmoud 2025). The Education 5.0 paradigm further highlights human-centered learning supported by intelligent technologies to enhance learning experiences and learner well-being. In this context, Islamic education must develop management models capable of integrating spiritual values with technological innovation and contemporary societal needs.

In response to these challenges, the integral–interconnected approach emerges as a paradigm emphasizing knowledge integration, interdisciplinary connectivity, and the unity between normative values and empirical realities. This paradigm rejects the dichotomy of knowledge and views science as an interconnected system of complementary domains (Rosa, Pirngadi, and Ramadhan 2025). The integral–interconnected approach encourages dialogue between religious sciences, social sciences, and natural sciences to generate comprehensive understandings of human reality (Imamah, Sa'diyah, and Ahmad 2026). Within contemporary Islamic educational epistemology, knowledge integration must not remain conceptual but should be realized in curriculum design, instructional strategies, organizational culture, and institutional management systems (Khaeroni, Ilzamudin, and Subhan 2025).

International research demonstrates that knowledge integration and interdisciplinary approaches significantly improve educational quality and curriculum relevance to societal needs (Syahbani 2025). Integrative education models have been shown to enhance critical thinking, complex problem-solving, and student creativity (Said, Sharif, and Abdullah 2023). In the context of Islamic education, the integral–interconnected paradigm holds the potential to strengthen the relationship between

spiritual values and professional competencies, thereby producing graduates who embody a balance between faith, knowledge, and action.

However, the implementation of the integral–interconnected paradigm cannot be effective without leadership capable of transforming integrative visions into concrete institutional practices. In educational organizations, leadership plays a strategic role in shaping organizational culture, directing change, and ensuring the sustainability of innovation (Said et al. 2023). Visionary leadership, in particular, contributes to articulating future organizational direction, inspiring members, and mobilizing systemic transformation (Rahman et al. 2026). Recent studies suggest that visionary leadership is a key factor in transforming Islamic education in an era of disruption.

From the perspective of Islamic education, visionary leadership is oriented not only toward organizational performance but also toward strengthening spiritual values, ethics, and social responsibility. Educational leaders are expected to integrate Islamic values with modern management practices in order to create holistic and transformative learning environments (Rahman 2025). Empirical studies indicate that visionary leadership enhances educational quality, teacher competence, and student achievement through strengthened institutional vision and cultures of innovation. Moreover, visionary leadership contributes to improving teachers' pedagogical competence and readiness to face the Society 5.0 era.

Research on Islamic educational leadership has largely focused on specific leadership styles such as transformational leadership, spiritual leadership, and instructional leadership (Kurniawan 2025). Meanwhile, studies on knowledge integration in Islamic education tend to emphasize curriculum and epistemological aspects (Bisyri and Aimah 2026), whereas research on Islamic education management often concentrates on normative and administrative institutional dimensions (Fauzi, 2018). This fragmentation highlights a significant research gap in integrating Islamic education management, the integral–interconnected paradigm, and visionary leadership into a comprehensive conceptual framework.

Recent studies underscore the importance of adaptive and integrative leadership in responding to digital transformation and social change. Adaptive leadership in technology-based Islamic education management has been shown to drive institutional transformation through the integration of Islamic values, digital technologies, and stakeholder collaboration. Furthermore, visionary leadership enhances the competitiveness of Islamic education through innovation, human resource development, and quality assurance policies. These findings suggest that the transformation of Islamic education requires integrative managerial approaches supported by future-oriented leadership.

Within the framework of the learning organization theory, institutional transformation requires leadership capable of fostering collective learning, critical reflection, and continuous innovation. Visionary leadership plays a crucial role in creating shared vision and building organizational commitment to change (Bond et al. 2021). In Islamic education, an integrative vision linking spiritual values with educational innovation can serve as a foundation for sustainable institutional transformation.

Despite the recognized importance of integrating management, epistemological paradigms, and leadership, systematic research synthesizing these three dimensions remains limited. Therefore, this study employs a Systematic Literature Review (SLR) approach to synthesize literature related to Islamic education management, the integral–interconnected paradigm, and visionary leadership. The SLR approach enables the identification of research trends, mapping of key concepts, and systematic and transparent synthesis of empirical findings (Bond et al. 2021). Through this approach, the study aims to develop a conceptual model for reconstructing Islamic education management that is integrative, adaptive, and future-oriented.

Specifically, this study aims to: (1) identify research trends in Islamic education management within global and contemporary contexts; (2) analyze the contribution of the integral-interconnected approach in overcoming the dichotomy of knowledge and fragmentation of educational systems; and (3) examine the role of visionary leadership in promoting institutional transformation in Islamic education.

By integrating perspectives of Islamic education management, the integral-interconnected paradigm, and visionary leadership, this study is expected to provide both theoretical and practical contributions to the development of Islamic education systems that are holistic, adaptive, and responsive to the challenges of the twenty-first century. Furthermore, the findings are expected to serve as a reference for policymakers, leaders of Islamic educational institutions, and scholars in designing sustainable, value-based institutional transformation.

METHOD

This study employs a Systematic Literature Review (SLR) approach combined with qualitative thematic synthesis to identify, evaluate, and synthesize research findings related to Islamic education management, the integral-interconnected paradigm, and visionary leadership. The SLR method was selected because it enables researchers to conduct a systematic, transparent, and replicable review process, thereby producing more robust conclusions than traditional narrative reviews (Juhairiah, Yuwono, and Kinasih 2024). This method follows established SLR guidelines emphasizing systematic search procedures, explicit selection criteria, and structured synthesis techniques to minimize subjective bias and enhance methodological rigor (Ruhullah and Ushama 2025). Qualitative thematic synthesis was applied to identify conceptual patterns, relationships among variables, and emerging research paradigms within the field under investigation (Malla 2021). This approach is particularly appropriate for synthesizing interdisciplinary literature and generating conceptual frameworks, as it allows the integration of diverse theoretical perspectives into coherent analytical themes.

The study utilized multidisciplinary academic databases to ensure broad and representative coverage of both global and regional scholarly developments. A multi-database strategy enhances comprehensiveness and reduces database selection bias (Musslifah et al. 2025). The databases consulted include Google Scholar, Directory of Open Access Journals, and Garuda.

The literature was limited to publications from 1993–2025 to capture recent developments in educational transformation, knowledge integration, and leadership in the context of globalization and digital disruption. Temporal delimitation is essential in systematic reviews to ensure the relevance of findings to contemporary contexts (Hadi et al. 2025). Search keywords were constructed using combinations of English and Indonesian terms to increase search sensitivity and retrieval accuracy. The primary keywords included *Islamic education management*, *integral-interconnected paradigm*, *integrative Islamic education*, *visionary leadership education*, and *educational leadership transformation*. Boolean operators (“AND”, “OR”) were applied to refine search results and improve precision and completeness (Hasibuan and Zulhingga 2025).

The literature selection process followed the PRISMA 2020 Statement framework to ensure transparency, reproducibility, and methodological accountability (Hamdi 2026). The selection stages included:

1. Identification
Articles were retrieved from selected databases using predefined keywords.
2. Screening
Duplicate records were removed, and titles and abstracts were screened for relevance.

3. Eligibility

Full-text articles were examined to assess methodological rigor, relevance, and conceptual contribution.

4. Inclusion

Articles meeting the inclusion criteria were selected for qualitative synthesis.

Following the selection process, approximately 30 core articles were included as primary sources for analysis. This number is considered sufficient for generating representative conceptual synthesis in qualitative research (Karim et al. 2024). Data were analyzed through thematic coding procedures to identify recurring themes, conceptual relationships, and theoretical convergences across studies.

RESULT AND DISCUSSION

Trends in Islamic Education Management Studies

The synthesis of the literature indicates that studies on Islamic education management have undergone a significant paradigm shift over the past two decades. In its earlier phase, Islamic education management tended to be administrative and bureaucratic in orientation, focusing primarily on institutional governance, regulatory compliance, and organizational stability. Within this framework, management functions were positioned as mechanisms of formal control rather than instruments for institutional transformation (Tamimi 2026).

Global developments in education and increasing demands for quality assurance have driven a transition toward quality-based management, accountability, and organizational transformation. International studies demonstrate that modern educational institutions are moving toward strategic management models that emphasize the quality of learning, instructional leadership, and adaptive organizational cultures (Anwar and Mahmoud 2025). In the context of Islamic education, this shift is reflected in efforts to enhance the quality of madrasahs and Islamic higher education institutions through accreditation standards, school-based management practices, and strengthened institutional governance (Rosa et al. 2025).

Nevertheless, the literature synthesis reveals that epistemological integration has not yet become a foundational element of Islamic education management systems. Many institutions continue to adopt modern management models without systematically integrating Islamic values and epistemological paradigms (Imamah et al. 2026). This suggests that managerial transformation remains largely structural and procedural, without fully engaging philosophical and epistemological dimensions.

Recent research emphasizes the importance of values-based management in enhancing the effectiveness of educational organizations. This model integrates ethical values, spirituality, and organizational culture as foundations for decision-making and institutional leadership (Khaeroni et al. 2025). Within Islamic education, principles such as *tauhid* (divine unity), *amanah* (trustworthiness), and *'adl* (justice) function as moral foundations that can strengthen institutional governance and build public trust.

Furthermore, global trends indicate an increasing need for adaptive educational organizations capable of responding to technological and social change. Digital transformation and data-driven learning environments require a paradigm shift toward learning organizations that are flexible, innovative, and responsive (Syahbani 2025). These findings suggest that Islamic education management must evolve from an administrative orientation toward a transformational management approach that integrates quality assurance, ethical values, and innovation.

The Integral-Interconnected Approach in Islamic Education

The synthesis of the literature indicates that the integral-interconnected approach has emerged as a significant paradigm for addressing the longstanding dichotomy of

knowledge in Islamic education. This paradigm rejects the separation between religious and general sciences and instead conceptualizes knowledge as an interconnected and unified system (Said et al. 2023).

a. *Epistemological Integration*

Epistemological integration emphasizes dialogue among revelation, reason, and empirical experience as complementary sources of knowledge. Contemporary studies indicate that integrating Islamic epistemology with modern science strengthens the relevance of Islamic education in responding to global challenges (Said et al. 2023). This approach enables Islamic education to develop a holistic and transdisciplinary paradigm of knowledge. Research on integrative education demonstrates that interdisciplinary approaches enhance critical thinking skills and the capacity to solve complex problems (Repko & Szostak, 2020; Drake & Reid, 2018). Therefore, epistemological integration is not only philosophically significant but also has measurable impacts on students' academic competencies.

b. *Curricular Integration*

The integral–interconnected paradigm promotes the integration of Islamic knowledge and modern science within the curriculum. Studies show that integrative curricula improve learning relevance and foster connections between spiritual values and social realities (Rahman et al. 2026). Such curricula also support the development of 21st-century competencies, including critical thinking, creativity, and collaboration. In the context of Islamic education, curricular integration can be implemented through thematic approaches, project-based learning, and the infusion of Islamic values into science and technology subjects.

c. *Managerial Integration*

The integral–interconnected approach also requires integration at the level of institutional management. This includes cross-disciplinary coordination in strategic planning, collaborative decision-making processes, and the strengthening of values-based organizational cultures. Research indicates that interdisciplinary collaboration within educational organizations enhances innovation and institutional effectiveness (Rahman 2025). Accordingly, the integral–interconnected approach contributes to the development of an educational system that is holistic, contextually grounded, and responsive to the needs of contemporary society.

Visionary Leadership in the Transformation of Islamic Education

Visionary leadership refers to a leader's capacity to articulate a compelling future direction and mobilize strategic change within an organization. In educational contexts, visionary leadership plays a critical role in building a shared vision, cultivating an innovative culture, and guiding institutional transformation (Kurniawan 2025).

Recent research indicates that visionary leadership is a decisive factor in successful educational transformation in the era of globalization and digitalization. Visionary leaders are able to connect organizational vision with operational strategies while inspiring members of the organization to adapt proactively to change. Their leadership fosters alignment, commitment, and resilience within institutions facing complex and rapidly evolving environments.

Within Islamic education, visionary leadership possesses distinctive characteristics, particularly the integration of spiritual values, ethical principles, and social responsibility into leadership practices (Bisyri and Aimah 2026). Leaders of Islamic educational institutions are therefore not solely oriented toward organizational performance but also toward character formation and the cultivation of moral values. This dual orientation reflects the holistic mission of Islamic education in nurturing both intellectual excellence and ethical integrity.

Visionary leadership in Islamic education contributes to institutional transformation through several strategic roles:

1. Building an integrative vision grounded in Islamic values and scientific knowledge;
2. Transforming organizational culture toward a learning-oriented culture that encourages reflection and continuous improvement;
3. Promoting educational innovation and technological integration to enhance teaching and learning processes;
4. Strengthening human resource capacity through professional development and value-based leadership practices.

Empirical studies demonstrate that visionary leadership enhances organizational effectiveness, change readiness, and the quality of learning outcomes. Future-oriented leadership also contributes significantly to institutional preparedness in addressing global challenges and navigating digital transformation in education (Bond et al. 2021).

Synthesis of the Reconstruction Model of Islamic Education Management

Based on the literature synthesis, the reconstruction of Islamic education management requires a systemic approach that integrates philosophical, managerial, and leadership dimensions. Such an approach is essential to ensure that institutional transformation is not merely structural or procedural but grounded in a coherent worldview, effective governance systems, and transformative leadership practices.

a. Philosophical Foundation

The philosophical foundation of reconstructing Islamic education management is rooted in the principle of *tauhid* (divine unity), which serves as the basis for integrating knowledge and the system of life. The tauhid paradigm affirms the unity between spiritual values and scientific rationality, thereby rejecting the dichotomy between religious and worldly sciences (Bond et al. 2021). This perspective positions knowledge as a unified whole derived from divine revelation, reason, and empirical inquiry. By emphasizing unity and interconnectedness, the tauhid paradigm strengthens the epistemological legitimacy of Islamic education in responding to modernity and globalization. It provides a philosophical framework that harmonizes faith, knowledge, and action, ensuring that educational management aligns with ethical values, spiritual objectives, and societal needs. Consequently, Islamic educational institutions can develop governance systems that promote intellectual advancement while maintaining moral and spiritual integrity.

b. Integral–Interconnected Managerial System

Reconstructing Islamic education management requires an integrative and collaborative managerial system that reflects the integral–interconnected paradigm. This system emphasizes coordination across disciplines, alignment of institutional functions, and the integration of values into management practices. Key components include:

1. Strategic planning based on an integrative vision
Institutional planning should reflect a holistic vision that integrates spiritual values, academic excellence, and societal relevance.
2. Collaborative and interdisciplinary organization
Organizational structures should promote cross-disciplinary collaboration, shared decision-making, and collective responsibility to enhance institutional effectiveness.
3. Integrative implementation of curriculum and organizational culture
Institutional culture and curriculum practices should reinforce the integration of Islamic values, scientific knowledge, and professional competencies.
4. Quality- and values-based evaluation

Evaluation systems should incorporate both quality assurance standards and ethical-spiritual values to ensure holistic institutional performance. Research indicates that integrative management approaches significantly improve educational effectiveness, organizational coherence, and learning quality (Juhairiah et al. 2024). By embedding collaboration, quality assurance, and value orientation into governance systems, Islamic educational institutions can become adaptive learning organizations capable of responding to complex contemporary challenges.

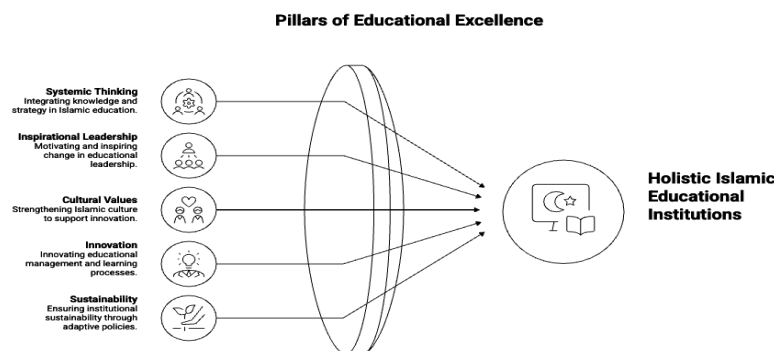
c. *Transformational Visionary Leadership*

Institutional transformation requires visionary leadership capable of translating philosophical ideals and managerial frameworks into sustainable organizational change. Visionary leadership plays a strategic role in guiding transformation through:

1. Vision building
Formulating a compelling future vision that integrates Islamic values, knowledge integration, and global competitiveness.
2. Strategic alignment
Aligning institutional policies, programs, and resources with the organizational vision to ensure coherence and effectiveness.
3. Cultural transformation
Developing a learning-oriented organizational culture characterized by collaboration, innovation, ethical integrity, and continuous improvement.
4. Innovation sustainability
Ensuring the sustainability of educational innovation through strategic planning, capacity building, and adaptive leadership practices.

Visionary leadership that integrates spiritual values with modern strategic management has been shown to enhance the success of educational transformation initiatives (Ruhullah and Ushama 2025). Such leadership fosters institutional resilience, encourages innovation, and strengthens the capacity of educational organizations to navigate global change and digital transformation.

Integral-Interconnected Reconstruction Model of Islamic Education Management



This study proposes a conceptual framework for reconstructing Islamic education management grounded in a tauhid vision, operationalized through an integral-interconnected system, and driven by visionary leadership as the engine of institutional transformation. The model emphasizes the integration of spiritual values, scientific knowledge, and organizational systems to develop Islamic educational institutions that are holistic, adaptive, and globally competitive.

The conceptual structure integrates philosophical foundations, systemic integration, and leadership transformation, reflecting the growing recognition that sustainable educational reform requires alignment between values, knowledge systems, and institutional governance (Malla 2021).

1. Tauhid Vision as the Philosophical Foundation

At its core, the model is anchored in a tauhid worldview that affirms unity between spiritual, intellectual, ethical, and social dimensions of life. Tauhid functions as an ontological and axiological foundation guiding Islamic education toward holistic human development (Musslifah et al. 2025). A tauhid vision in educational management serves to:

- a. unify institutional orientation toward holistic human development,
- b. integrate ethical and spiritual values with scientific rationality,
- c. reinforce moral responsibility and social accountability,
- d. align educational goals with societal well-being.

Islamic educational philosophy emphasizes that knowledge must cultivate both intellectual competence and moral character. Without such philosophical grounding, educational management risks becoming technocratic and detached from ethical purpose.

2. Integral–Interconnected System: Operationalizing the Tauhid Vision

The integral–interconnected paradigm translates philosophical unity into educational practice. This approach rejects epistemological dualism and promotes integration between religious sciences, social sciences, and natural sciences. Educational integration aligns with interdisciplinary learning frameworks that enhance critical thinking and complex problem-solving (Hadi et al. 2025).

a. Epistemological Integration

Epistemological integration connects revelation, reason, and empirical inquiry as complementary sources of knowledge. The Islamization and integration of knowledge aim to overcome the historical separation between sacred and secular sciences. Interdisciplinary integration fosters cognitive flexibility and contextual understanding necessary for addressing complex global challenges (Hasibuan and Zulhingga 2025).

b. Curricular Integration

Curriculum integration reflects epistemological unity within learning design. Integrative curricula promote interdisciplinary learning and connect knowledge with real-world challenges (Hamdi 2026).

Research shows that integrated curricula enhance student engagement, critical thinking, and 21st-century competencies (Karim et al. 2024). Within Islamic education, curricular integration strengthens the relationship between spiritual values and professional competence (Tamimi 2026).

c. Managerial and Systemic Integration

Beyond curriculum, the integral–interconnected paradigm extends to institutional governance. Educational institutions function more effectively when systems are collaborative and interconnected (Anwar and Mahmoud 2025).

Organizational learning theory emphasizes the importance of shared vision, collaborative structures, and adaptive systems for sustainable institutional change (Rosa et al. 2025). Integrated management systems support quality assurance, strategic alignment, and participatory decision-making.

3. Visionary Leadership as the Engine of Transformation

Visionary leadership serves as the driving force translating integrative vision into institutional transformation. Leadership research consistently identifies vision articulation and strategic alignment as central to educational improvement (Imamah et al. 2026).

Visionary leadership is closely aligned with transformational leadership, which inspires organizational members and supports systemic change (Khaeroni et al. 2025).

a. *Vision Building and Strategic Alignment*

Effective leaders articulate compelling visions and align organizational strategies toward long-term goals. Strategic alignment enhances institutional coherence and collective commitment (Syahbani 2025).

b. *Cultural Transformation*

Educational transformation requires supportive organizational culture. Leaders shape cultures that encourage collaboration, innovation, and continuous improvement (Said et al. 2023).

Organizational culture plays a crucial role in sustaining educational reform and innovation (Fullan, 2014).

c. *Innovation and Sustainability*

Visionary leadership fosters innovation and ensures sustainable change. Educational innovation includes digital transformation, adaptive learning systems, and collaborative partnerships (Said et al. 2023). Sustainable innovation enhances institutional resilience in the face of technological disruption and global change.

4. Reconstruction of Islamic Education Management

The interaction between tauhid vision, integral-interconnected systems, and visionary leadership reconstructs Islamic education management into a transformative system. This reconstruction shifts management from bureaucratic administration toward value-driven, adaptive, and innovation-oriented governance (Rahman et al. 2026).

5. Institutional Outcomes: Holistic, Adaptive, and Globally Competitive Education

The model aims to produce Islamic educational institutions that are Holistic integrating spiritual, intellectual, and social development. Adaptive responsive to technological and societal change. Globally Competitive developing learners equipped with 21st-century competencies (Rahman 2025).

Table 1. Literature Synthesis Matrix Table

No.	Author & Year	Research Focus	Key Concepts	Main Findings	Relevance to Reconstruction Model
1	Syed Muhammad Naquib al-Attas (1993)	Islamization of knowledge	Tauhid worldview	Rejects the religion-secular knowledge dichotomy	Philosophical foundation for knowledge integration
2	M. Amin Abdullah (2014)	Integral-interconnected paradigm	Knowledge integration	Promotes dialogue between religion, science, and society	Epistemological basis of integrative model
3	Halstead (2004)	Islamic concept of education	Moral & spiritual values	Islamic education is ethically oriented	Normative foundation of education
4	Tan (2014)	Contemporary Islamic education	Tradition & modernity	Islamic education must adapt to change	Global relevance of Islamic education
5	Ahmed	Politics of	Madrasa &	Islamic education	Global context of

No.	Author & Year	Research Focus	Key Concepts	Main Findings	Relevance to Reconstruction Model
	(2019)	knowledge	identity	shaped by socio-political contexts	Islamic education systems
6	Sahin (2018)	Islamic education epistemology	Knowledge integration	Knowledge dichotomy remains dominant	Urgency of epistemological integration
7	Hashim & Langgulong (2008)	Islamic curriculum	Integration of values & science	Curriculum should be integrative	Foundation for curricular integration
8	Berglund & Gent (2019)	Global Islamic education	Dual education systems	Knowledge integration remains a challenge	Global gap in Islamic education systems
9	Bush (2011)	Educational management	Management models	Bureaucratic management hinders innovation	Critique of administrative approaches
10	Hallinger (2018)	Educational leadership	Leadership context	Adaptive leadership is necessary	Importance of strategic leadership
11	Fauzi (2018)	Islamic education management	Institutional governance	Normative and administrative focus dominates	Management system gap
12	Fullan (2014)	Educational change	Change leadership	Schools as learning organizations	Institutional transformation
13	Hargreaves & Shirley (2020)	Educational improvement	Collaboration & innovation	Adaptive organizations improve quality	Basis for collaborative management
14	Selwyn (2020)	Technology & education	Digital transformation	Digitalization reshapes governance	Need for managerial innovation
15	Bond et al. (2021)	Digital learning	Online education	Digital transformation requires leadership	Leadership in technological innovation
16	Drake & Reid (2018)	Integrated curriculum	Learning integration	Integration improves competencies	Support for curricular integration
17	Jacobs (2019)	Curriculum reform	Interdisciplinary learning	Curriculum must be future-relevant	Relevance of integrative curriculum
18	Repko & Szostak (2020)	Interdisciplinary learning	Knowledge integration	Enhances critical thinking	Impact of epistemological integration

No.	Author & Year	Research Focus	Key Concepts	Main Findings	Relevance to Reconstruction Model
19	Burt Nanus (1992)	Visionary leadership	Organizational direction	Leaders must create future vision	Foundation of visionary leadership
20	Kent D. Beekun & Badawi (1999)	Islamic leadership	Ethics & spirituality	Leadership grounded in Islamic values	Islamic visionary leadership
21	Leithwood & Jantzi (2006)	Transformational leadership	Organizational change	Leadership shapes institutional culture	Institutional transformation
22	Robinson (2011)	Student-centered leadership	Leadership impact	Leadership improves learning outcomes	Effectiveness of educational leadership
23	Day et al. (2016)	Leadership effectiveness	School leadership	Leadership improves educational quality	Transformational leadership role
24	Fry (2003)	Spiritual leadership	Spiritual values	Spiritual leadership improves performance	Integration of spirituality in leadership
25	Suharto (2019)	Integrative paradigm	Integral-interconnected approach	Promotes systemic integration	Epistemological & managerial integration
26	Hariyanti, R. A. M., et al (2024)	Contemporary Islamic Education Management	Contemporary Education	The paradigm of Islamic education management must be adaptive to curriculum changes and globalization	Transformation remains grounded in Islamic values
27	Azhari, M. (2024)	Digital Transformation of Islamic Education	Integrative Digital Management Model	An integrative digital management model enhances global competitiveness	Integration of technology in education
28	Kurniawan, S. (2025)	Effectiveness of Islamic Education Management	Islamic Education Management	Management effectiveness is influenced by organizational innovation and governance	Institutional innovation and governance reform
29	Rahman, G. (2025)	Integrative Islamic	Integrative Islamic	Islamic educational	Model spiritual & transformational

No.	Author & Year	Research Focus	Key Concepts	Main Findings	Relevance to Reconstruction Model
		Education & Islamization of Knowledge	Education	leadership integrates the values of tauhid (divine unity), amanah (trustworthiness), and ethical conduct	leadership
30	Anshari, I., & Tihalimah. (2019)	Transformational Leadership in Islamic Education	Transformational leadership	Enhancing institutional quality	Visionary-transformational leadership grounded in Islamic values

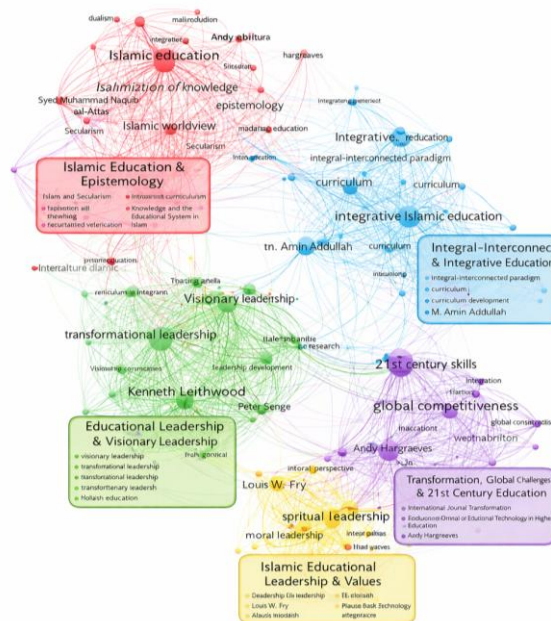


Figure 1. Bibliometric VOSviewer Analysis

This study offers a significant novel contribution to the development of Islamic educational management scholarship through an integrative approach that connects epistemological dimensions, managerial systems, and strategic leadership. In contrast to previous studies that tend to be partial, normative, or fragmented, this research constructs a holistic and transformative conceptual framework for reconstructing Islamic educational management through a systematic synthesis of the literature.

In general, the literature on Islamic educational management remains dominated by administrative and normative approaches that focus on institutional governance, regulation, and policy implementation. Meanwhile, the discourse on the integration of knowledge in Islamic education has developed primarily within epistemological and curricular domains (Kurniawan 2025), and studies on Islamic educational leadership have generally emphasized leadership styles such as transformational, spiritual, or moral leadership (Bisyri and Aimah 2026). The separation of these scholarly focuses has resulted

in the absence of an integrative model of Islamic educational management that is responsive to global challenges

This study introduces novelty through the following four principal contributions.

1. Integrating the Integral–Interconnective Paradigm into the Islamic Educational Management System

The first contribution lies in extending the application of the integral–interconnective paradigm from the curricular domain to the overall system of Islamic educational management. To date, the integration of knowledge in Islamic education has largely been understood as an effort to eliminate the dichotomy between religious and general sciences within the curriculum structure (Bond et al. 2021). While this approach is important, it remains insufficient for comprehensively transforming institutional systems.

The integral–interconnective paradigm emphasizes the interconnectedness of revelation, reason, and empirical experience in the construction of knowledge (Bond et al. 2021). In the context of educational management, this paradigm enables the reconstruction of strategic planning systems, institutional organization, decision-making processes, and quality evaluation grounded in both values and empirical evidence. Thus, integration occurs not only at the level of learning content but also within governance structures, organizational culture, and evaluation systems.

This study demonstrates that the application of the integral–interconnective paradigm in Islamic educational management produces a system that:

- a. integrates spiritual values with scientific rationality;
- b. connects Islamic vision with global societal needs;
- c. harmonizes normative and data-driven approaches; and
- d. strengthens interdisciplinary collaboration in decision-making.

This approach expands the concept of knowledge integration from merely integrating learning materials to achieving a holistic integration of institutional systems.

2. Synthesizing the Role of Visionary Leadership as a Driving Force in the Transformation of Islamic Educational Management

The second novel contribution of this study lies in the conceptual synthesis of visionary leadership as the primary driver of transformation in Islamic educational management. The educational leadership literature indicates that transformational leadership and leadership for learning play a crucial role in improving school quality (Juhairiah et al. 2024). However, within the context of Islamic education, leadership studies have tended to emphasize moral and spiritual dimensions without integrating a long-term strategic vision.

Visionary leadership, as articulated by Burt (Ruhullah and Ushama 2025), emphasizes a leader’s capacity to formulate the future direction of an organization and to mobilize strategic change. In Islamic education, visionary leadership is concerned not only with organizational efficiency but also with the transformation of values, culture, and institutional orientation.

Through a synthesis of the literature, this study asserts that visionary leadership plays a critical role in:

- a. building an integrative vision grounded in *tauhid*;
- b. aligning organizational strategies with global challenges;
- c. transforming organizational culture toward innovation;
- d. developing human resource capacity; and
- e. strengthening institutional adaptability to technological and social change.

Accordingly, this study extends the discourse on Islamic educational leadership from a predominantly normative approach toward a strategic, future-oriented leadership model that promotes systemic transformation.

3. Development of a Conceptual Model for the Reconstruction of Islamic Educational Management Based on Epistemological, Systemic, and Strategic Leadership Integration

The third novel contribution of this study is the development of a conceptual model for reconstructing Islamic educational management that integrates three principal dimensions: philosophical foundations, an integral managerial system, and transformational visionary leadership.

This model is grounded in the assumption that the challenges facing Islamic educational management are not merely technical but also philosophical and structural. Therefore, managerial reconstruction must be rooted in a *tauhid* vision as the foundation for the integration of knowledge and values. This philosophical foundation is subsequently translated into an integral–interconnective managerial system encompassing strategic planning, collaborative organizational structuring, integrative curriculum implementation, and quality- and values-based evaluation.

In the other hand, visionary leadership functions as the engine of transformation, ensuring that the implementation of the integrative paradigm operates effectively and sustainably. The model positions leadership not merely as an administrative function but as a transformational force that cultivates a learning organization culture (Malla 2021) and fosters institutional adaptability to global change.

The resulting conceptual model provides a new theoretical framework linking epistemological integration with management practices and strategic leadership, thereby offering a comprehensive response to the complex challenges facing Islamic education in the global era.

4. The Use of a Systematic Literature Review to Develop a Comprehensive and Applicable Theoretical Synthesis

The fourth novel contribution of this study lies in the use of a Systematic Literature Review (SLR) approach to construct a comprehensive and applicable theoretical synthesis in the field of Islamic educational management. The SLR approach enables the systematic and transparent identification, evaluation, and synthesis of scholarly literature (Musslifah et al. 2025). This method has rarely been employed comprehensively in Islamic educational management research, which has traditionally been dominated by normative conceptual studies or localized case studies. This approach strengthens the theoretical validity and practical relevance of the proposed model, thereby offering contributions that can be adopted by policymakers, leaders of Islamic educational institutions, and researchers across diverse contexts. The resulting reconstruction model can be adapted across various levels of Islamic education, from madrasah to higher education institutions, and can support educational policy reform grounded in knowledge integration and strategic leadership.

The Significance of Novelty in a Global Context

In the context of globalization and 21st-century educational transformation, education systems are expected to produce graduates who are not only academically competent but also possess moral integrity, critical thinking skills, and adaptability to change. Islamic education holds significant potential to meet these demands through the integration of spiritual values and global competencies. However, this potential can only be realized through a systemic and visionary reconstruction of educational management.

By integrating the integral–interconnective paradigm, visionary leadership, and a systematic literature synthesis approach, this study proposes a new framework relevant to the global transformation of Islamic education. This novelty bridges the gap between the Islamic intellectual tradition and the demands of modern education, while simultaneously strengthening the contribution of Islamic education to the development of a sustainable civilization.

CONCLUSION

This study demonstrates that Islamic educational management requires a paradigm reconstruction to respond effectively to global challenges. The integral–interconnective approach enables the integration of knowledge, systems, and values within Islamic education. Visionary leadership functions as a catalyst for transformation by translating integrative paradigms into institutional practices. The resulting reconstruction model emphasizes the integration of philosophical foundations, managerial systems, and strategic leadership in order to foster Islamic educational institutions that are holistic, adaptive, and globally competitive.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to Universitas Indonesia Mandiri, Indonesia, for the institutional support provided during the completion of this study. The authors also appreciate all colleagues and academic peers who contributed valuable insights, discussions, and suggestions that helped improve the quality of this manuscript.

AUTHOR CONTRIBUTION STATEMENT

Developed the research idea, designed the research framework, conducted the literature search and screening process, analyzed the data, and prepared the manuscript draft. Contributed to the research design, validated the findings, reviewed the selected literature, and critically revised the manuscript to ensure its important intellectual content. All authors approved the final version of the manuscript.

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