



# Integrative Leadership of Madrasah Heads and Its Implications for the Quality of Education at Madrasah

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## ABSTRACT

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The leadership of madrasah heads is a strategic factor in determining the quality of education, especially in the context of Islamic education which requires the integration of religious values and academic competence. This study aims to understand the integrative leadership pattern of madrasah heads and its implications on the quality of Madrasah education. The method used was qualitative with a multisite study design, involving in-depth interviews, participatory observation, and documentation analysis. The results show that integrative leadership combines the roles of leader, manager, and supervisor, and involves innovative strategies, academic supervision, strengthening of a quality culture, and active participation of teachers and stakeholders. The head of the madrasah adjusts the approach according to the social, cultural, and resource context of each site. In conclusion, the effectiveness of leadership is determined by a combination of adaptive and contextual strategies and the holistic management of internal and external factors. This research makes a theoretical contribution by expanding the concepts of transformational leadership and TQM in Islamic education as well as practical contributions to the development of effective and sustainable madrasah management.

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## INTRODUCTION

The leadership of madrasah heads is a strategic factor in determining the quality of education, especially in the context of Islamic education which requires the integration of religious values and academic competence (He et al., 2024; Shahin et al., 2024). The issue of improving the quality of education is a global concern, as emphasized by MDPI (2023) that the quality of learning is influenced by effective leadership practices and a conducive learning environment (Alotaibi, 2024; Shutaleva et al., 2023). In the local context, madrasah ibtidaiyah faces challenges in the form of student heterogeneity, limited facilities, and the

demands of an adaptive Independent Learning curriculum (Aqodiah et al., 2024; Diki Maulansyah et al., 2023; Hutamy & Zhafirah, 2024). Madrasah heads need to develop integrative leadership that combines managerial, pedagogic, and spiritual aspects (He et al., 2024). Without adaptive and innovative leadership, it is difficult to achieve significant improvements in the quality of education (Faizin, 2024; Jhonshon et al., 2024). Digital transformation and globalization reinforce the need for innovative and adaptive leadership. Therefore, this research is important to understand leadership models that are in accordance with the dynamics of contemporary Islamic education. This approach also emphasizes the urgency of empirical studies at the madrasah level to answer the needs of modern education.

Empirical phenomena show that the quality of education in madrasahs is often still below the expected standard, especially in terms of learning quality and teacher competence (Elmi & Librianty, 2023; Mostafavi & Ramezani, 2026; Sunarjo et al., 2024). Suhaimi's research (2023) revealed that the managerial role of school principals is significantly correlated with improving the quality of education, but the approach applied is still partial and has not integrated various leadership dimensions holistically (He et al., 2024; Permatasari et al., 2023). Elmi (2023) emphasizes the contribution of school principals to the quality of education, but has not specifically examined integrative approaches that are relevant to the characteristics of madrasahs in Samarinda (Azizah, 2024; Elmi & Librianty, 2023; D. F. Putri et al., 2024). This gap between field practice and theoretical models poses an urgent need for more contextual research. In addition, challenges such as limited facilities, student heterogeneity, and the demands of an adaptive curriculum reinforce the urgency of research. The focus on Madrasah NU is relevant because this institution has a strategic role in local Islamic education, so this research is expected to provide a more comprehensive understanding of integrative leadership.

In the field, the leadership of madrasah heads still tends to be fragmentary. Madrasah heads often implement transformational or visionary leadership styles separately, so that a comprehensive leadership model has not been created (Sari et al., 2025; Shahin et al., 2024; Wahyudin et al., 2024). Haryadi (2023) shows that collaborative leadership can improve the quality of learning, but it has not yet integrated the spiritual dimension and Islamic values (Diki Maulansyah et al., 2023; Jhonshon et al., 2024). This condition causes the quality of education, including the formation of student character and teacher competence, to be suboptimal. In addition, the integration of technology and local values in leadership is still limited, as emphasized by Farida Nurul Aini et al. (2024) and Baharun (2025). This phenomenon shows the need for an integrative leadership model that is able to unite various leadership styles, integrate religious values,

and adapt technology (He et al., 2024; Jmari et al., 2025). Madrasah in Samarinda, especially Madrasah NU, has unique characteristics that require a contextual approach. Thus, this research is not only relevant practically but also offers a significant contribution to the development of integrative leadership models in madrasahs.

Theoretically, integrative leadership refers to the ability of leaders to combine various leadership styles such as transformational, visionary, and collaborative. Sahri (2023) mentioned that transformational leadership can improve teacher motivation and performance, while Rahmi (2023) emphasized the importance of visionary leadership in the digital era. However, these two approaches are still being studied separately, so they do not provide a complete picture of effective leadership. Haryadi (2023) shows that collaborative leadership plays a role in improving the quality of learning, but has not integrated the spiritual dimension. Ghafar (2023) highlights the importance of leadership based on religious values in improving the quality of education, but it is still limited to the pesantren environment. Hasan et al. (2023) found that the leadership style of madrasah heads has an effect on student character, but has not been comprehensively associated with the quality of education. This condition confirms the existence of a research gap that requires integrative and contextual studies in formal madrasahs.

The research gap is seen in the relationship between integrative leadership and education quality management. Irfan (2023) highlights the importance of Total Quality Management to improve the quality of education, but has not yet linked it to integrative leadership (Muhammad Irfan Fauzi, 2023; Veronika et al., 2023). Tripitasari (2023) shows that integrated quality management is effective, but does not discuss the leadership role of madrasah heads holistically. Najiah's research (2025) emphasizes the managerial competence of madrasah heads in creating a conducive work climate, while Baharun (2025) emphasizes the quality of education through teacher competence (Baharun, 2025; Najiah & Baharun, 2025). However, the linear approach applied shows the need for an integrative leadership model. Efendi (2023) emphasized the integration of religious values in Islamic educational leadership, but its implementation in formal madrasahs is still limited (Efendi & Ibn Sholeh, 2023). This underscores the importance of research to bridge the gap between theory and practice, as well as to strengthen the empirical contribution to the Islamic educational literature.

This research offers novelty by developing an integrative leadership model based on religious values that brings together various leadership styles, technology integration, and local values. Akhyak et al. (2023) show that the leadership of the Qur'an tahfizh program improves character-based education, but is still limited to specific programs. Wafi & Nurhuda (2023) emphasized the

role of madrasah heads in shaping student character, but the relationship with the quality of education has not been discussed integratively. By examining the NU Madrasah in Samarinda, this study presents a significant contextual and practical contribution. This holistic approach also answers the needs of previous research that is still partial and fragmentary. The integration of various aspects of leadership in one comprehensive model is a key innovation that is important to improve the effectiveness of Islamic education in the digital era and globalization.

This research problem arises from the gap between leadership practices in madrasahs and the need for quality education and the formation of intact student character, so the research questions are focused on how integrative leadership of madrasah heads can improve the quality of education in Madrasah. This study argues that the integration of transformational, visionary, and collaborative leadership styles, combined with the internalization of religious values, will result in effective and contextual leadership, allowing madrasah heads to manage teacher competencies and create a conducive work climate while supporting the formation of students' character. This argument is supported by previous research which, although still fragmented, confirms the need for an integrative model to overcome the limitations of literature and practice. The research contribution is theoretical and practical: theoretically enriching the literature on integrative leadership in Islamic education with a model that combines religious values, quality management, and technology, and practically provides recommendations for madrasah heads and policymakers to improve the effectiveness of education management, the quality of learning, as well as the formation of students' character, including the integration of the value of religious moderation to improve the competitiveness of Islamic education, so that this research is relevant and significant for the development of quality, contextual, and holistic Islamic education in the modern era.

## RESEARCH METHODS

This study uses a qualitative approach with a multisite study design, which aims to understand in depth the phenomenon of integrative leadership of madrasah heads and its implications on the quality of education in various contexts. The qualitative approach was chosen because it is able to explore contextual and complex meanings, processes, and social dynamics, especially in Islamic education, which cannot be quantitatively measured (Creswell & Creswell, 2018). The multisite design was chosen to gain a variety of perspectives and leadership practices from several different locations, so as to build a more comprehensive understanding and enrich research data with a diversity of contexts.

The research location includes three madrasah ibtidaiyah, namely

Madrasah NU 01, 02, and 03 in Samarinda. The selection of this location was based on strategic considerations, namely that the madrasahs have an important role in local Islamic education as well as relevant characteristics to explore integrative leadership practices. The three locations provide a variety of facilities, teachers, and student dynamics, thus supporting the purpose of multisite research to obtain a more comprehensive and representative picture.

The research data was collected through three main techniques: in-depth interviews, participatory observations, and documentation studies. Semi-structured interviews were conducted to explore the perspectives of madrasah heads, teachers, and education staff regarding integrative leadership practices and their impact on the quality of education. Participatory observation is used to observe leadership behavior, social interaction, and the learning process firsthand. Documentation is carried out by analyzing official madrasah documents, such as work plans, evaluation reports, and education quality data. This combination of methods allows triangulation of data sources to increase the credibility of the findings.

Data analysis is carried out thematically through three main stages: data reduction, data display, and verification/conclusion drawn. At the data reduction stage, the researcher filters and summarizes important information from interview transcripts, observation notes, and documents, so that the data is more focused and structured. The data display stage involves presenting data in the form of tables, diagrams, and descriptive narratives to facilitate the identification of patterns and relationships between variables. The verification stage is carried out through iterative analysis to ensure that the interpretation of the data is accurate and contextual, so as to produce conclusions that are systematic, valid, and scientifically accountable.

## **RESULTS AND DISCUSSION**

### **Results**

#### **The Leadership Pattern of Madrasah Heads in Improving the Quality of Education**

The leadership pattern of madrasah heads in improving the quality of education is defined as the integration of various leadership roles, including the roles of leaders, managers, and supervisors, with the main orientation on improving the quality of education. Variations in leadership styles arise according to the characteristics and context of each madrasah; The first site tends to be visionary and structured, while the second and third sites are adaptive to social and cultural conditions. Aspects of planning, monitoring, decision-making, and program implementation are the main indicators to assess the effectiveness of integrative leadership. The focus of the research is not only on

methods, but also on consistency of implementation, interpersonal communication, and the creation of a conducive work climate to support the improvement of the quality of education.

The head of the madrasah stated: "In the planning of the program, I always actively involve the teachers and the madrasah committee so that all parties have responsibility for the quality of education. Each activity is formally supervised and the evaluation schedule is carried out regularly." These excerpts of interviews indicate the existence of systematic visionary leadership with an emphasis on collective participation and formal oversight. The researcher interprets that this leadership style is able to ensure the consistency of program implementation and increase the accountability of all madrasah residents, in line with the transformational leadership theory that

The Head of Madrasah NU 02 revealed: "I adjust the work program to the social conditions of teachers and students; Decision-making is done collegially, and monitoring is flexible to adjust to the situation." This data shows adaptive leadership that integrates social context as a determining factor in management effectiveness. The researcher interprets that this adaptive and contextual leadership still maintains the quality of education even though the monitoring and evaluation methods are informal, emphasizing that the effectiveness of leadership is not only determined by procedures, but by the ability of leaders to adapt to environmental dynamics.

The Head of Madrasah NU 03, stated: "We encourage the participation of teachers and education staff, but adjustments are made culturally, for example learning activities to adjust to local traditions. Open communication is the key so that all parties understand the goal of improving the quality of education." The researcher's interpretation of this data shows that contextual and cultural leadership approaches can create a harmonious work climate, increase teacher motivation, and support the achievement of educational quality even though the formal monitoring structure is not too rigid.

Participatory observations showed that madrasah heads actively monitored teaching and learning, held coordination meetings, and maintained harmonious communication with teachers and students. At the first site, supervision was formal and scheduled, while the second and third sites applied flexible, situational approaches adapted to classroom dynamics. The success of educational quality improvement depends on the consistency of leadership implementation, quality communication, and the ability to adjust strategies to the context and characteristics of madrasah residents. Data from interviews and observations indicate that an integrative leadership pattern combining visionary, adaptive, and cultural styles effectively enhances education quality. Transformational leadership, reinforced by open communication, collective

participation, and consistent monitoring, creates a conducive work climate. Despite contextual variations, all madrasah heads emphasized teacher and staff participation in planning, decision-making, and program implementation, with formal monitoring in organized sites and adaptive approaches in others. Integrative leadership consistently supports sustainable educational quality improvement.

**Table 1. Leadership of Madrasah Heads**

<b>Informant Position</b>	<b>Interview Excerpts</b>	<b>Indicator</b>
Head of Madrasah NU 01	"In program planning, I always actively involve teachers and madrasah committees so that all parties have responsibility for the quality of education. Each activity is formally supervised and the evaluation schedule is carried out regularly."	High participation, Formal monitoring, Scheduled supervision, Visionary leadership
Head of Madrasah NU 02	"I adjust the work program to the social conditions of teachers and students; Decision-making is done collegially, and monitoring is flexible to adjust to the situation."	Adaptive leadership, Moderate participation, Flexible monitoring, Collegial decision-making
Head of Madrasah NU 03	"We encourage the participation of teachers and education staff, but adjustments are made culturally, for example learning activities to adjust to local traditions. Open communication is the key so that all parties understand the goal of improving the quality of education."	Contextual-cultural leadership, Moderate participation, Situational monitoring, Open communication

Table 1 shows that although leadership styles differ at each site, there is a common orientation towards improving the quality of education through collective participation, open communication, and consistent monitoring. The first site implements visionary and structured leadership with high participation and formal monitoring, so that accountability and program implementation can be strictly maintained. The second and third sites emphasize adaptation to social and cultural conditions, demonstrating the flexibility of leadership to adapt to the characteristics of teachers, students, and madrasah environments.

### **Quality-Based Leadership Strategies and Innovations**

Quality-based leadership strategies and innovations are defined as the steps and approaches implemented by madrasah heads to improve the quality of learning, strengthen the management system, and instill a culture of quality in all madrasah residents. These sub-findings include the development of innovative learning methods, academic supervision, strengthening the quality

culture, and the use of technology as indicators of success. Variations in innovation occur according to the context of each site; The first site emphasizes system-based innovation, while the second and third sites develop adaptive and contextual innovations. The focus of this research is to understand how the combination of strategies and innovations has an impact on the quality of education as a whole.

The informant head of Madrasah NU 01 stated: "We always facilitate teachers to develop new learning methods and media through routine training and direct mentoring. Supervision is carried out formally to ensure that the quality of teaching remains high." This passage shows a structured system-based strategy, with the head of the madrasah as the main facilitator and supervisor. The researcher interprets that structural support and formal supervision are the main factors in the success of learning innovation, so that the quality of education can be consistently improved.

The informant of the head of Madrasah NU 02 stated: "The innovation approach adjusts to the needs of teachers and classroom conditions; Supervision is carried out flexibly according to the situation, and technology is utilized even though facilities are limited." This data shows a contextual adaptive strategy, where the head of the madrasah emphasizes flexibility and utilization of existing resources. The researcher interprets that this adaptive leadership strategy allows teachers to remain motivated and able to innovate even if it is not supported by optimal infrastructure, emphasizing that the effectiveness of quality-based leadership does not always depend on formal systems.

The informant head of Madrasah NU 03 stated: "Strengthening the quality culture is applied by instilling the values of discipline, responsibility, and professionalism, while providing space for teachers to be creative in learning methods." The researcher's interpretation of this data shows the integration between teacher capacity building strategies, academic supervision, and the cultivation of a quality culture, which results in a conducive educational climate and supports the achievement of optimal quality of education in madrasahs.

Observations indicate that madrasah heads actively supervise learning programs, provide assistance, and monitor teachers' innovative methods. The first site applies formal, systematic supervision, while the second and third use situational approaches tailored to classroom conditions. Success in quality-based leadership depends on structural support, adaptive flexibility, and consistent enforcement of a quality culture. Technology is beginning to be integrated, showing that innovation can progress despite limited facilities. Interviews and observations reveal that effective leadership combines academic supervision, quality culture reinforcement, and learning innovation, with the head acting as facilitator, supervisor, and role model. The integration of systematic, adaptive,

and cultural strategies ensures effectiveness. Patterns indicate that formal systems dominate sites with high structural support, while adaptive approaches prevail in sites with varying social and cultural conditions. Supervision, innovation facilitation, and open communication collectively form a sustainable and effective quality improvement strategy.

**Table 2. Strategy and Innovation of Madrasah Heads**

<b>Informant Position</b>	<b>Interview Excerpts</b>	<b>Indicator</b>
Head of Madrasah NU 01	"We always facilitate teachers to develop new learning methods and media through routine training and direct mentoring. Supervision is carried out formally to ensure that the quality of teaching remains high."	Formal supervision, Structural support, Innovation facilitation, Learning quality improvement
Head of Madrasah NU 02	"The innovation approach adjusts to the needs of teachers and classroom conditions; Supervision is carried out flexibly according to the situation, and technology is utilized even though facilities are limited."	Flexible supervision, Contextual adaptation, Technology utilization, Teacher innovation support
Head of Madrasah NU 03	"Strengthening the quality culture is implemented by instilling the values of discipline, responsibility, and professionalism, while providing space for teachers to be creative in learning methods."	Quality culture, Role model, Teacher participation, Learning innovation

Table 2 shows that the strategies and innovations of madrasah heads vary according to the characteristics of each site, but the main orientation is the same, namely improving the quality of learning and strengthening madrasah management. The first site emphasizes structural support and formal supervision, creating a systematic and controlled work climate, so that teacher innovation can be optimally encouraged. The second and third sites apply adaptive and contextual strategies, adjusting to social, cultural, and facility constraints, while still being able to encourage teacher participation and learning innovation.

### **Factors Supporting and Inhibiting Leadership**

The supporting and inhibiting factors of the leadership of madrasah heads are defined as internal and external elements that affect the effectiveness of the implementation of integrative leadership in improving the quality of education.

Supporting factors include the commitment and professionalism of teachers, the support of stakeholders such as madrasah committees and parents, as well as a conducive organizational culture, characterized by open communication and harmonious interpersonal relationships. Inhibiting factors include limited educational facilities and infrastructure, lack of operational budget, limited teacher competence, and resistance to innovation. The variation in conditions between sites shows how structural, social, and economic contexts affect the effectiveness of madrasah head leadership.

The Head of Madrasah NU 01 stated: "The commitment of teachers greatly determines the success of the quality improvement program. We always involve the madrasah committee and parents in every planning so that all parties have responsibility for the quality of education." This passage shows that stakeholder support and teacher commitment are key factors in the success of integrative leadership. The researcher interprets that the active involvement of all parties not only increases accountability but also facilitates the implementation of quality-based programs on a sustainable basis.

The Head of Madrasah NU 02 added: "The main obstacle we face is the limitation of facilities, budget, and teacher competence. Nevertheless, we continue to strive to create a conducive work climate with open communication and flexible supervision." This data shows that external factors such as resources, budget, and teacher abilities affect leadership effectiveness. The researcher interprets that adaptive strategies and positive organizational culture management are able to mitigate the impact of these barriers, so that the quality of education can still be improved despite the limitations.

The Head of Madrasah NU 03 said: "A good organizational culture and interpersonal communication allow teachers to be motivated to innovate, even if facilities and budgets are limited." The researcher interprets that conducive organizational culture factors are the main catalyst in the effectiveness of integrative leadership, and play an important role in ensuring the sustainability of the quality of education.

The results of the observation showed that in all sites, madrasah heads actively monitored and supervised teaching and learning activities, encouraged teacher participation in learning innovations, and built harmonious communication. On sites with better facilities and budget support, monitoring and innovation are more systematic. Meanwhile, in sites with limited resources, the approach is carried out adaptively and contextually. The researcher interprets that the combination of internal supporting factors (teachers, organizational culture) and management of external factors (facilities, budget) simultaneously influences the success of integrative leadership.

From interviews and observations, it can be concluded that the success of madrasah leadership depends on the integration of internal and external factors. Internal factors, including teacher commitment, organizational culture, and open

communication, facilitate the implementation of quality-based leadership strategies. External factors, such as facilities, budget, and teacher competence, may present challenges, but adaptive strategies and flexible supervision help mitigate these limitations. Sites with better facilities and human resources demonstrate more systematic and sustainable innovation, while sites with constraints rely on adaptive and contextual approaches. A supportive organizational culture and effective interpersonal communication reinforce teacher motivation and innovation. Overall, effective integrative leadership is flexible, adaptive, and capable of managing resources and challenges holistically, ensuring consistent quality improvement and fostering an environment conducive to both educational innovation and staff development.

**Table 3. Supporting and Inhibiting Factors for the Leadership of Madrasah Heads**

<b>Informant Position</b>	<b>Interview Excerpts</b>	<b>Indicator</b>
Head of Madrasah NU 01	"The commitment of teachers greatly determines the success of the program. We always involve the madrasah committee and parents in every planning so that all parties have responsibility for the quality of education."	Teacher commitment, Stakeholder support, Collective participation
Head of Madrasah NU 02	"The main obstacle we face is the limitation of facilities, budget, and teacher competence. Nevertheless, we continue to strive to create a conducive work climate with open communication and flexible supervision."	Facility limitations, Budget, Teacher competence, Adaptive supervision
Head of Madrasah NU 03	"A good organizational culture and interpersonal communication allow teachers to be motivated to innovate, despite limited facilities and budgets."	Organizational culture, Harmonious communication, Teacher motivation

Table 3 shows that the success of the leadership of madrasah heads is not only determined by leadership style or strategy alone, but is greatly influenced by the integration of internal and external factors. Internal factors such as teacher commitment, conducive organizational culture, and open communication facilitate the implementation of quality-based programs. External factors such as limited facilities, budget, and teacher competence are challenges that must be managed adaptively. Madrasah heads who are able to balance these two factors create a productive work climate and support learning innovation.

## **Discussion**

The results of the study show that the leadership of madrasah heads has an integrative character, combining the roles of leaders, managers, and supervisors with the main orientation on improving the quality of education (Ismiatun et al., 2023). This leadership pattern includes the development of learning innovations, academic supervision, strengthening the quality culture, and active participation of teachers and stakeholders (Ngema et al., 2025; Rijal, 2025; Sunaedi et al., 2023). These findings are in line with transformational leadership theory that emphasizes vision, open communication, and empowerment of organizational members, but this study expands on the concept by showing that leadership effectiveness is not enough to be transformational alone, but must be integrative and adaptive to social and cultural contexts (Kemethofer et al., 2025; Nisak & Ishari, 2025; Wahyudin et al., 2024). Thus, the results support the literature that emphasizes the importance of combining leadership styles to improve the quality of education, while adding new perspectives on cross-dimensional integration of leadership (Jhonshon et al., 2024; Maghfiroh & Putri, 2024; Rastgar et al., 2023).

Analysis of interviews and observations showed that the head of the madrasah at the first site used a visionary and systematic strategy, while the second and third sites applied an adaptive and cultural approach. This is in line with the findings of Putri (2025) which emphasizes the need for contextual and reflective pedagogical practices in dealing with contemporary educational dynamics (A. A. Putri et al., 2025; Sajja et al., 2025). This distinction confirms that effective leadership depends on flexibility in adapting strategies to the characteristics of madrasah residents and available resources (Herliana et al., 2025; Junaris et al., 2022; Shahin et al., 2024). In terms of innovation, structural support and formal supervision increase the effectiveness of program implementation, while the adaptive approach is still able to motivate teachers despite the limitations of facilities and budgets.

The results of research related to supporting and inhibiting factors also enriched the literature on Islamic education management. Internal factors such as teacher commitment, conducive organizational culture, and harmonious communication consistently support leadership success (He et al., 2024). External factors, including limited facilities, budgets, and teacher competencies, suggest that structural and economic contexts influence leadership effectiveness, which has not been widely discussed in the previous literature (Adeleke Adeoye et al., 2025; Mahmud & Ramli, 2025). This research confirms that the simultaneous integration of internal and external factors allows the creation of a productive

and innovative work climate, which is a new contribution to the study of Islamic educational leadership.

The theoretical implications of this research lie in the development of integrative leadership concepts that combine managerial, pedagogical, social, and spiritual dimensions. This model expands on the theory of transformational leadership and Total Quality Management (TQM) in Education (Indadihayati & Hariyanto, 2023; Supangat & Delastri, 2023). By showing that the involvement of all organizational components, combined with adaptive and contextual strategies, can improve the quality of education in a sustainable manner (Najiah & Baharun, 2025). Practically, this finding provides guidelines for madrasah heads in designing learning programs, managing resources, building a culture of quality, and facilitating teacher innovation according to the context of their respective schools, thereby increasing the effectiveness and competitiveness of educational institutions.

Overall, this study confirms that the success of leadership in madrasahs is determined by the integration of various strategies and supporting factors, both internal and external, that are managed holistically. This integrative and adaptive pattern forms a consistent framework in improving the quality of education and shaping students' character. The contribution of this research includes the development of a more comprehensive theory of Islamic educational leadership, while providing real implications for leadership practice in the field, including participatory planning, academic supervision, and strengthening organizational culture, thus providing strategic direction for quality education in the contemporary era.

## CONCLUSION

The conclusion of this study shows that the most important finding is the importance of integrative leadership of madrasah heads that combine managerial, pedagogical, social, and spiritual roles to improve the quality of education, where the lessons learned are that the success of quality improvement does not depend only on one leadership style, but on a combination of adaptive and contextual strategies that involve the participation of teachers, stakeholders, and strengthening organizational culture. The strength of this paper lies in its scientific contribution, which is to expand the theory of transformational leadership and Total Quality Management (TQM) in Islamic education by adding integrative dimensions and local contexts, while providing an empirical model that can be used as a reference for madrasah heads and future researchers. However, this study has limitations, including the scope of three sites and the

dependence on qualitative data so that generalizations are limited, so future research is recommended to use a mixed methods approach, involve more madrassas with different characteristics, and explore the role of technology and moderation of local values in supporting the sustainability of education quality.

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