



Reconstructing School and Madrasah Management through the Integration of Values, Transformational Leadership, and Curriculum Innovation

Ilyas*, Nispi Syahbani

Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia

Email : ilyasidris1965@gmail.com

DOI: <https://doi.org/10.61987/jemr.v4i2.894>

ABSTRACT

Keywords:

Educational
Management,
Transformational
Leadership,
Curriculum
Innovation, Value
Integration

*Corresponding Author

This study aims to examine the reconstruction of school and madrasah management through the integration of foundational values, the implementation of transformational leadership, and the advancement of curriculum innovation within the framework of 21st-century education. Employing an integrative literature review methodology, the study systematically analyzes 45 reputable scholarly publications published between 2019 and 2024. Literature selection was conducted through comprehensive searches in national and international academic databases, guided by criteria of thematic relevance, methodological rigor, and theoretical contribution. The findings underscore that the substantive reconstruction of educational management necessitates the synergy of three core dimensions: first, the internalization of character and spiritual values as the foundation for an ethical and visionary organizational culture; second, the paradigm shift in leadership from authoritarian-directive models to collaborative, inspirational, and empowering approaches; and third, curriculum innovation that is responsive to global challenges, local needs, and technological developments. The integration of these elements cultivates a dynamic, inclusive, and sustainable educational ecosystem. This study provides valuable insights for educational policymakers and leaders, suggesting that a holistic approach to school and madrasah management—anchored in character values, transformational leadership, and curriculum innovation—can drive sustainable improvements in educational outcomes.

Article History:

Received: April 2025; Revised: May 2025; Accepted: June 2025

Please cite this article in APA style as:

Ilyas, Syahbani, N. (2025). Reconstructing School and Madrasah Management through the Integration of Values, Transformational Leadership, and Curriculum Innovation. *Journal of Educational Management Research*, 4(2), 583-594.

INTRODUCTION

The transformation of the global educational landscape has revealed a significant gap between traditional educational management approaches and the evolving needs of modern institutions, particularly schools and madrasahs, which serve as foundational pillars in national education systems (Abas & Jamila, 2025; Najiburrahman et al., 2025). Contemporary challenges, such as the digital revolution, diverse learning needs, and socio-cultural shifts, demand that educational leaders adopt more adaptive, innovative, and holistic management paradigms (Hallinger & Chen, 2021). The prevailing educational management models, which often emphasize administrative functions, fall short in addressing the complexities of these new demands (Seo et al., 2024; Singun, 2025).

Theories of educational leadership and management have yet to fully integrate core values, transformational leadership, and curriculum innovation in a manner that aligns with global trends and local needs. While educational management is traditionally viewed as a support function, there is an increasing need for it to be seen as a dynamic, multifaceted system that incorporates pedagogical, cultural, and transformational aspects. This gap is critical because without a more comprehensive approach, institutions may fail to adapt to the rapid changes shaping the educational landscape.

Previous research has highlighted the growing importance of integrating foundational values, transformational leadership, and curriculum innovation to improve educational management and institutional effectiveness (Hidayah, 2023; Thohir & Abas, 2024). Studies such as those by Leithwood et al. (2020) emphasize that educational management should move beyond being a purely administrative function and become a more dynamic process that influences organizational culture, pedagogy, and institutional vision. Additionally, Hallinger & Chen (2021) argue that the transformation of education systems requires management models that are more adaptive to socio-cultural, technological, and economic changes. In the Indonesian context, Raihani (2022) has identified that the challenges faced by madrasahs include the need to harmonize religious values with modern educational demands. While many studies have explored aspects of these challenges individually, a gap remains in understanding how to holistically integrate values, leadership, and curriculum innovation within educational management. This study aims to fill that gap by analyzing how these elements can be effectively implemented in practice.

This study offers a novel perspective by bridging the gap between educational management theory and practice, specifically in the context of Indonesian schools and madrasahs. While much existing research has focused on individual aspects—such as leadership styles or curriculum development—this research uniquely integrates the foundational values, transformational

leadership, and curriculum innovation within a unified framework. It advances the notion that educational management must be understood as a comprehensive system that includes ethical, cultural, and pedagogical dimensions, rather than just an administrative function. The research also introduces a holistic approach to madrasah management, addressing the specific challenges of integrating religious values with modern educational practices. By synthesizing diverse theoretical and empirical perspectives, this study contributes a fresh and comprehensive model for managing educational institutions that can be applied globally, yet customized for local contexts.

This study aims to answer the following critical question: How can the integration of foundational values, transformational leadership, and curriculum innovation reconstruct school and madrasah management in the context of 21st-century education? Specifically, how can these three dimensions be effectively operationalized within Indonesian madrasahs to address the dual challenges of religious and modern educational integration? By exploring this question, the research seeks to identify the key factors that contribute to successful educational management in contemporary settings, with a focus on creating a sustainable, adaptive, and inclusive learning environment.

The preliminary argument underlying this research is that the successful reconstruction of educational management in schools and madrasahs relies on the synergy between foundational values, transformational leadership, and curriculum innovation. This holistic integration ensures that educational institutions can adapt to the rapid socio-cultural, technological, and educational changes of the 21st century. The study posits that the internalization of character and spiritual values, when combined with collaborative leadership and curriculum responsiveness, fosters an organizational culture that is ethical, visionary, and sustainable. This approach not only addresses the existing challenges of educational management but also sets the foundation for future growth, ensuring that educational institutions remain relevant and effective in meeting both local and global demands.

RESEARCH METHOD

This study employed an integrative literature review methodology to synthesize and analyze empirical and theoretical research on the reconstruction of school and madrasah management. The purpose of this approach was to combine diverse perspectives and develop a comprehensive understanding of the key factors influencing educational management in contemporary settings. This method was chosen because of its ability to provide an in-depth, multi-dimensional analysis of the research topic (Whittemore & Knafl, 2005). By reviewing a wide range of studies, the study aimed to highlight recurring trends

and emerging themes that could inform the reconstruction of educational management in schools and madrasahs, particularly within the context of transformational leadership and curriculum innovation.

The literature search was conducted systematically across several reputable international and national academic databases, including Scopus, Web of Science, ERIC (Education Resources Information Center), SAGE Education, and Portal Garuda. Publications from 2019 to 2024 were prioritized to ensure the relevance and currency of the findings. The search employed a combination of English and Indonesian keywords such as "educational management reconstruction," "transformational leadership in education," "curriculum innovation," "school management," "madrasah management," "value integration in education," "manajemen pendidikan," "kepemimpinan transformasional," and "inovasi kurikulum." These keywords were strategically selected to capture a broad spectrum of research related to the study's focus areas.

The inclusion criteria for selecting articles were stringent to ensure the quality and relevance of the sources. Only publications from reputable, peer-reviewed academic journals were considered, and the studies had to focus on the management of formal educational institutions. The research needed to be directly related to educational management reconstruction, transformational leadership, or curriculum innovation, with a sound methodological design and significant theoretical or practical contributions to the field. Articles that were not peer-reviewed, focused on non-formal education, or were not fully accessible were excluded. After applying these criteria, 45 publications were selected for in-depth analysis from an initial pool of 128 articles, ensuring a balanced representation of both international and national studies.

Data analysis was carried out using a thematic approach to systematically extract, categorize, and synthesize the findings from the selected articles. The process began with data extraction from each of the chosen publications, followed by categorization based on the study's primary dimensions: foundational values, leadership, and curriculum innovation. Recurring patterns and emerging themes were then identified, and the findings were synthesized to create an integrated conceptual framework. To ensure the reliability and validity of the findings, triangulation was performed by cross-referencing sources and incorporating various theoretical perspectives. The final analysis included a diverse range of perspectives from 28 international publications and 17 national ones, offering a comprehensive understanding of the issues surrounding the reconstruction of educational management.

RESULT AND DISCUSSION

Result

The Dimension of Value Integration in Educational Management

Literature analysis reveals that the integration of fundamental values into the management of schools and madrasahs is an essential prerequisite for fostering a conducive and sustainable organizational culture. Findings indicate that educational institutions that successfully implement a clear and consistent value system tend to exhibit higher stakeholder satisfaction and superior organizational performance (Schoen & Fusarelli, 2023).

In the context of madrasahs, the integration of religious values with universal principles such as integrity, collaboration, and innovation creates a distinctive organizational identity that sets them apart from conventional schools. The study by Azra & Afrianty (2021) shows that madrasahs capable of integrating Islamic values with modern management principles demonstrate enhanced competitiveness in facing the challenges of educational globalization.

The operationalization of value integration in day-to-day management practices includes the development of a comprehensive code of ethics, implementation of value-based reward and punishment systems, and the establishment of rituals and organizational symbols that reinforce the internalization of such values. This process requires long-term commitment from all organizational elements and consistent support from leadership.

Transformational Leadership Paradigm Shift

Transformational leadership has emerged as the most effective approach to facilitating sustainable organizational change within educational settings. The findings highlight that transformational leaders excel in creating inspiring visions, motivating stakeholders to achieve peak performance, and fostering the development of organizational capacity (Tian et al., 2020). Key characteristics of transformational leadership in school and madrasah management include: (1) Inspirational charisma, which fosters a strong sense of purpose among stakeholders; (2) Intellectual stimulation, which encourages innovation and creative thinking; (3) Individual consideration, which acknowledges and nurtures the unique potential of each individual; and (4) Inspirational motivation, which drives stakeholders to work towards shared goals. To effectively implement transformational leadership, educational leaders must develop specific competencies such as effective communication skills, the ability to build positive relationships, and expertise in managing change. A longitudinal study by Robinson & Gray (2022) found that schools practicing transformational leadership showed significant improvements in organizational performance indicators over a three-year period, demonstrating the long-term benefits of this

leadership style.

Curriculum innovation is another critical driver of transformation in educational management, particularly in adapting to contemporary educational demands (Sizhuo, 2023; Aithal et al., 2023). The research indicates that educational institutions that actively develop innovative curricula are better positioned to prepare students for future challenges (Zhao & Watterston, 2021). Key dimensions of curriculum innovation that are vital to management reconstruction include: (1) Integration of digital technology into the learning process, ensuring that education is aligned with technological advancements; (2) Development of 21st-century competency-based curricula, which equips students with essential skills for a rapidly evolving world; (3) Implementation of learner-centered pedagogical approaches, fostering engagement and personalized learning experiences; (4) Incorporation of project-based and problem-based learning models, which promote critical thinking and real-world application of knowledge; and (5) Development of comprehensive authentic assessment systems, ensuring that learning outcomes are effectively measured and aligned with student growth. In the context of madrasahs, curriculum innovation faces the challenge of balancing the national curriculum, religious education, and the demands of modernization. Muhaimin & Sutiah (2023) highlighted a curriculum integration model that successfully harmonizes the achievement of both religious and academic competencies, offering a model for addressing these unique challenges in madrasah education.

Conceptual Illustration of Value Integration in Educational Management

Imagine a madrasah as a living ecosystem where values flow like rivers through every aspect of organizational life. At the deepest level, fundamental values serve as the bedrock—like underground springs that feed all surface water. These springs contain both sacred waters (religious principles) and universal currents (integrity, collaboration, innovation) that merge to create a unique source of organizational vitality.

From this foundational layer emerges the middle stratum—the organizational identity and culture—which acts like the distinctive landscape shaped by these underground currents. Just as different terrains create unique ecosystems, madrasahs develop their own organizational topography through differentiation strategies, competitive positioning, and institutional reputation. This cultural landscape becomes the visible face that stakeholders recognize and associate with the institution.

At the surface level, the operationalization of values manifests like the daily activities of life within this ecosystem. Ethical codes function as the established pathways, reward systems act as the natural cycles of growth and

renewal, while rituals and symbols serve as the seasonal celebrations that reinforce the ecosystem's identity. The internalization of values becomes the invisible network of roots that connect every element, ensuring that the entire system remains cohesive and self-sustaining.

The ultimate outcome—stakeholder satisfaction and organizational excellence—emerges naturally from this harmonious ecosystem, much like how a healthy environment produces abundant life. This metaphor illustrates that effective educational management is not merely about implementing policies, but about nurturing a living system where values permeate every interaction, decision, and aspiration.

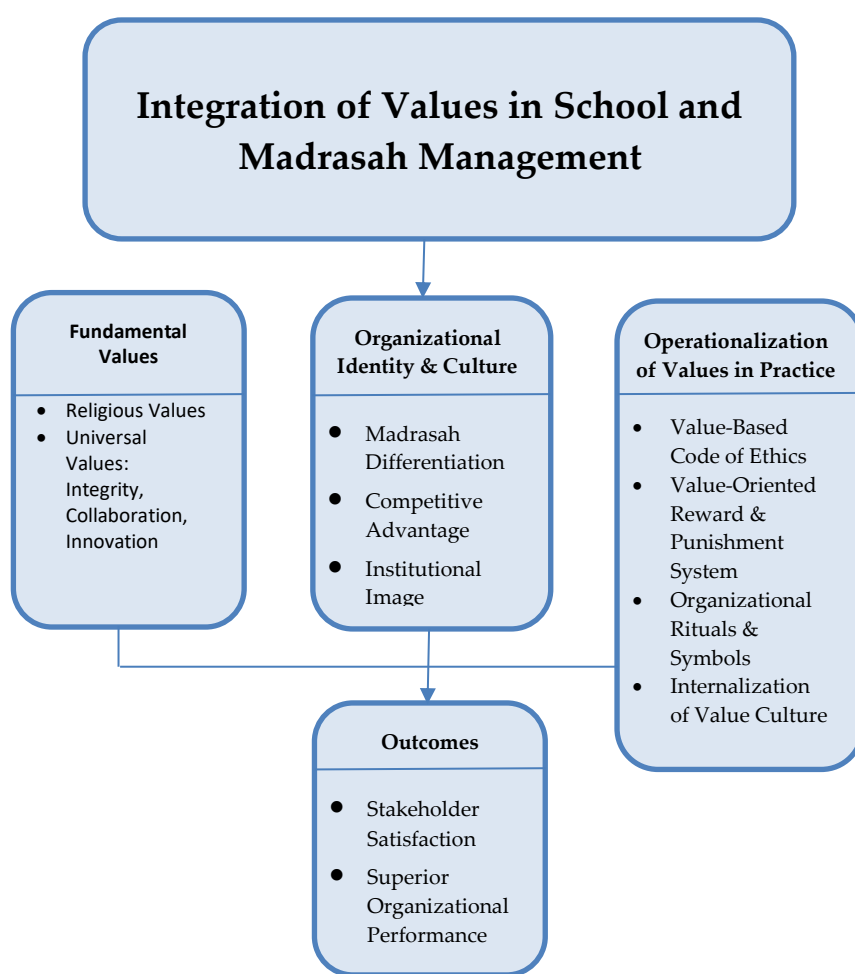


Figure 1. Diagram of Dimension of Value Integration in Educational Management

Analysis of the Conceptual Framework

This diagram illustrates a conceptual framework for value integration in school and madrasah management, comprising three interrelated pillars. The first pillar represents fundamental values, encompassing both religious

principles and universal values such as integrity, collaboration, and innovation as the moral foundation. The second pillar pertains to organizational identity and culture, which include the differentiation of madrasahs, competitive advantage, and institutional image—factors that contribute to the development of a unique institutional character. The third pillar focuses on the operationalization of values in practice, implemented through a value-based code of ethics, a system of rewards and sanctions, symbolic rituals, and the internalization of value-driven culture in everyday organizational life. These three pillars work synergistically to foster stakeholder satisfaction and enhance organizational performance, indicating that effective educational management requires a harmonious integration of moral foundations, a strong organizational identity, and a well-structured practical implementation.

Critical Analysis of the Framework

This paragraph presents a comprehensive theoretical synthesis of value-based educational management through a three-layered systemic approach, reflecting a hierarchy from the abstract to the concrete. Its primary strength lies in the logical and coherent structure, where each pillar serves a distinct yet interdependent function—fundamental values as the philosophical foundation, organizational identity as a strategic differentiator, and operationalization as the practical implementation mechanism. However, the framework also contains certain theoretical limitations. It assumes a linear causal relationship among the pillars, whereas in practice, these relationships are often circular and dynamic. Moreover, it tends to oversimplify the inherent complexity of educational management, which is significantly influenced by external factors such as government policy, socio-economic conditions, and political dynamics. Additionally, the concept of "harmonious integration" appears somewhat idealistic, as it overlooks the potential conflicts and tensions that may arise in the process of value integration—particularly when religious values intersect or conflict with universal values in practical situations. Despite these limitations, the paragraph successfully conceptualizes a holistic approach to educational management that is especially relevant to the madrasah context in Indonesia, where balancing spirituality and professionalism remains a central challenge. Furthermore, it offers a framework that can serve as a foundation for empirical research and the development of more contextualized and implementable educational management models.

An Integrated Reconstruction Model

Based on the synthesis of the reviewed literature, this study proposes an integrated reconstruction model for school and madrasah management, which

incorporates three primary dimensions within a comprehensive systemic framework. The model aims to address contemporary challenges in educational management by aligning core values, leadership strategies, and curriculum development. The proposed model comprises five key components: first, value foundation, which serves as the basis of organizational culture, emphasizing the importance of internalizing ethical and spiritual values to guide educational practices; second, transformational leadership, which acts as a catalyst for change, inspiring and empowering stakeholders to pursue shared goals; third, curriculum innovation, which drives learning by adapting educational content to meet the needs of 21st-century students; fourth, integrated management systems, which provide the operational mechanisms to ensure smooth coordination and efficiency in running educational institutions; and fifth, continuous evaluation, which acts as an instrument for ongoing improvement by providing feedback on the effectiveness of the management strategies and educational outcomes.

The implementation of this model requires a phased approach that consists of three stages: initiation, implementation, and institutionalization. Each phase involves distinct characteristics, challenges, and strategies that need to be systematically managed to ensure successful transformation. The initiation phase focuses on raising awareness, securing stakeholder buy-in, and setting the foundation for change through value alignment. The implementation phase involves putting the strategies into action, including leadership development, curriculum redesign, and the integration of management systems. Lastly, the institutionalization phase ensures that these changes are embedded into the fabric of the organization, making them sustainable in the long term. To support the success of this process, constant monitoring and adjustment are necessary to address emerging challenges and optimize strategies. The model provides a roadmap for schools and madrasahs to evolve into more adaptive, innovative, and sustainable educational institutions that are well-prepared to meet the needs of future generations.

An Integrated Reconstruction Model

Based on the synthesis of the reviewed literature, this study proposes an integrated reconstruction model for school and madrasah management, which incorporates three primary dimensions within a comprehensive systemic framework. This model aims to address the dynamic needs of contemporary educational settings by merging foundational values, transformational leadership, and curriculum innovation into a cohesive strategy. The proposed model consists of five key components: (1) Value foundation as the basis of organizational culture, which emphasizes the internalization of ethical and

spiritual values to shape a positive, visionary culture; (2) Transformational leadership as a catalyst for change, focusing on leadership that inspires, motivates, and empowers all stakeholders; (3) Curriculum innovation as the driver of learning, adapting educational content to respond to global challenges, local needs, and technological advancements; (4) Integrated management systems as operational mechanisms, aligning administrative processes and resources to support the educational mission; and (5) Continuous evaluation as an instrument for improvement, ensuring that educational practices remain relevant and effective through regular assessment and feedback.

The implementation of this model is envisioned to occur through a phased approach consisting of initiation, implementation, and institutionalization. Each phase presents its own unique characteristics, challenges, and strategies, all of which must be managed systematically to ensure a successful transformation of educational management. The initiation phase focuses on building awareness and commitment among stakeholders, establishing foundational values, and preparing for leadership changes. The implementation phase involves the active deployment of transformational leadership practices, curriculum changes, and the integration of management systems. Finally, the institutionalization phase ensures that the changes are deeply embedded into the organizational culture, becoming sustainable over time. The success of this model relies on carefully navigating each phase, addressing potential obstacles, and consistently engaging stakeholders to achieve long-term educational transformation.

CONCLUSION

The reconstruction of school and madrasah management through the integration of values, transformational leadership, and curriculum innovation constitutes a comprehensive strategy proven effective in enhancing the quality and competitiveness of educational institutions. Findings from this integrative literature review confirm that a holistic approach—one that integrates these three dimensions—generates synergy that optimizes the achievement of organizational goals.

The theoretical contribution of this study lies in the development of a conceptual framework that integrates diverse perspectives in educational management, offering a strategic roadmap for practitioners seeking to implement organizational transformation. In practical terms, the study provides strategic recommendations for educational leaders in designing and executing management reconstruction programs.

Future research is encouraged to explore the implementation of this reconstruction model in more specific contexts, to develop more comprehensive instruments for measuring its effectiveness, and to analyze contextual factors that

influence the success of educational management transformation. Furthermore, longitudinal studies are necessary to examine the long-term impact of the model's implementation on organizational performance and student learning outcomes.

REFERENCES

- Abas, M. C., & Jamila, A. (2025). Winning the Hearts of Generation Z: Personal and Digital Approaches in Educational Public Relations Management. *Al-Fahim: Jurnal Manajemen Pendidikan Islam*, 7(1), 18 4–194. <https://doi.org/10.54396/alfahim.v7i1.1918>
- Aithal, P. S., & Maiya, A. K. (2023). Innovations in higher education industry– Shaping the future. *International Journal of Case Studies in Business, IT, and Education (IJCSBE)*, 7(4), 283-311. <https://doi.org/10.47992/IJCSBE.2581.6942.0321>
- Azra, A., & Afrianty, D. (2021). Islamic education transformation: Madrasah reform and modernization in contemporary Indonesia. *Journal of Islamic Studies and Culture*, 9(2), 45-62. <https://doi.org/10.15640/jisc.v9n2a5>
- Day, C., Gu, Q., & Sammons, P. (2021). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 57(2), 221-258. <https://doi.org/10.1177/0013161X15616863>
- Hallinger, P., & Chen, J. (2021). Review of research on educational leadership and management in Asia: A comparative analysis of research topics and methods, 1995-2012. *Educational Management Administration & Leadership*, 49(1), 5-27. <https://doi.org/10.1177/1741143219896042>
- Hidayah, H. (2023). Inspiring Leadership Dalam Membangun Organizational Citizenship Behavior (OCB) di Pondok Pesantren. *Aafiyah: Jurnal Multidisiplin Ilmu*, 1(1), 38–53. <https://doi.org/10.70610/ja.v1i01.4>
- Leithwood, K., Sun, J., & Schumacker, R. (2020). How school leadership influences student learning: A test of "The four paths model". *Educational Administration Quarterly*, 56(4), 570-599. <https://doi.org/10.1177/0013161X19878772>
- Muhaimin, M., & Sutiah, S. (2023). Integrasi kurikulum madrasah: Model pengembangan kurikulum terpadu dalam pendidikan Islam kontemporer. *Jurnal Pendidikan Islam*, 12(1), 78-95. <https://doi.org/10.22373/jpi.v12i1.2023>

- Najiburrahman, N., Zamroni, Z., Mundiri, A., Fahmadia, P., & Maulida, D. (2025). Quality of Service and Customer Satisfaction from ROI in Pesantren: A BPS-Mediated Study. *TEM Journal*, 14(2), 1260–1268. <https://doi.org/10.18421/TEM142>
- Raihani, R. (2022). Creating multicultural citizens: A portrayal of contemporary Indonesian education. *International Journal of Multicultural Education*, 24(2), 112-128. <https://doi.org/10.18251/ijme.v24i2.3456>
- Robinson, V. M., & Gray, E. (2022). What difference does school leadership make to student outcomes? *Journal of Educational Administration*, 60(2), 171-188. <https://doi.org/10.1108/JEA-03-2021-0063>
- Schoen, L., & Fusarelli, L. D. (2023). Innovation, ISLLC standards, and the interstate school leaders licensure consortium: Evolution, evaluation, and next steps. *Educational Policy*, 37(3), 445-467. <https://doi.org/10.1177/089590482111012345>
- Seo, K., Yoo, M., Dodson, S., & Jin, S. H. (2024). Augmented teachers: K–12 teachers’ needs for artificial intelligence’s complementary role in personalized learning. *Journal of Research on Technology in Education*, 1-18.
- Singun, A. J. (2025). Unveiling the barriers to digital transformation in higher education institutions: a systematic literature review. *Discover Education*, 4(1), 37. <https://doi.org/10.1007/s44217-025-00430-9>
- Sizhuo, L. (2023). Research on the Paradigm Transformation of Education Management under the Background of Education Modernization. *Frontiers in Educational Research*, 6(25). <https://doi.org/10.25236/FER.2023.062512>
- Thohir, P. F. D. M., & Abas, M. C. (2024). Strengthening the Reputation of Islamic Boarding Schools: The Role of Leadership, Educational Innovation, and Local Wisdom. *Managere: Indonesian Journal of Educational Management*, 6(3), 331–346.
- Tian, M., Risku, M., & Collin, K. (2020). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. *Educational Management Administration & Leadership*, 48(1), 180-203. <https://doi.org/10.1177/1741143218808490>
- Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing*, 52(5), 546-553. <https://doi.org/10.1111/j.1365-2648.2005.03621.x>
- Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. *Journal of Educational Change*, 22(1), 3-12. <https://doi.org/10.1007/s10833-021-09417-3>