

Transformational Leadership of School Principals in Building Organizational Learning at Islamic Boarding School Vocational Schools

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ABSTRACT

This study aims to analyze the transformational leadership mechanisms of principals in building organizational learning in Islamic boarding schools (SMK Pesantren). The study used a qualitative approach with a case study design. Data were collected through in-depth interviews, participant observation, and documentation studies over six months, then analyzed using iterative thematic analysis techniques. The results show that organizational learning is formed through a multi-layered process that begins with moral legitimacy based on religious values, followed by the development of a participatory vision, the creation of a collective reflective space, and systematic individual development. Transformational leadership functions not only as a leadership style but also as a transformation mechanism that integrates institutional values with modern managerial practices. These findings extend the educational leadership literature by demonstrating that the effectiveness of transformational leadership in the context of Islamic boarding schools is strengthened by moral legitimacy and collective culture. This study contributes theoretically through a processual model that explains the relationship between transformational leadership and organizational learning, and practically provides a strategic framework for strengthening the organizational capacity of value-based schools.

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INTRODUCTION

Schools must be more than just learning institutions; they must be able to learn from their mistakes (Jemain et al., 2025). Schools are in a tight corner because of the changes in technology, the changing needs of industries, and the need to be answerable to the public (Gilead & Dishon, 2022). Schools must be able to learn and adapt every time. In this case, the concept of organizational learning is essential because it has a lot to do with the ability of an organization to ponder what it has done, make it even better, and come up with new ideas. This is not a theoretical issue but an empirical issue as well, especially in relation to how long the quality of schools will be maintained, especially in vocational education, which is most affected by what the market needs (Inthavong et al., 2023).

The link between the learning potential of the school organization and the role of leadership cannot be overlooked. In fact, international literature shows that school leadership is the second most important factor in determining school results, after the quality of teaching (Alzoraiki et al., 2024; Özdemir et al., 2024). In particular, the potential of transformational leadership in fostering collective engagement, intrinsic motivation, and innovation culture has been extensively analyzed (Sulastri & Sri Wartini, 2026). Nonetheless, the crucial issue is to know how this type of leadership influences school learning in concrete contexts of institutionalization of religious values.

There have been some previous studies that have shown a positive correlation between transformational leadership and different variables of the organization. Leithwood & Jantzi (2005) showed that transformational leadership has a significant effect on teacher commitment and school culture. Hallinger & Heck (2010) highlighted that school leadership has an important role in developing the capacity of the organization by improving vision and professional development. Printy (2008) showed that leadership that supports professional collaboration has a positive effect on organizational learning.

However, most of these studies use a quantitative approach that emphasizes examining the relationships between variables and the direct effects of leadership on performance or job satisfaction. This approach produces a correlational understanding, but fails to fully explain the processual dynamics of how leadership builds internal organizational learning. In other words, the existing literature has answered the question "whether there is an influence" but has not yet fully addressed "how this process occurs."

The research gap is even more visible when considering the context of leadership in Islamic boarding school-based institutions. Literature on leadership in Islamic boarding schools emphasizes more on the charismatic and spiritual aspects of leaders, whereas the combination of transformational leadership and organizational learning has not been extensively investigated. However, Islamic boarding school-based vocational schools are faced with a double challenge of preserving religious values while at the same time cultivating competitiveness and professionalism. This context has the potential to create a leadership configuration that is different from that of public schools.

Therefore, there are two important gaps in the literature. First, there is a lack of qualitative research that conducts an in-depth analysis of the process of organizational learning development using transformational leadership behaviors. Second, there is a lack of research in the context of Islamic boarding school-based education, which has its own distinct value structure and organizational culture. This creates a research gap on transformational leadership in developing organizational learning in Islamic boarding school vocational schools, which is an important and pressing issue to be investigated.

This research will address the gaps using a qualitative case study design that enables an in-depth analysis of the process of leadership. Unlike previous research, which is mostly quantitative and general, this research will conduct an in-depth analysis of the process of how the characteristics of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration interact with religious values and collective culture.

The specific objectives of this study are to describe the transformational leadership practices of school principals, analyze strategies for developing organizational learning, and formulate a contextual conceptual model based on empirical findings. Therefore, this study goes beyond simply examining the relationships between variables, but also constructs a new understanding of the mechanisms of organizational transformation in values-based educational institutions.

The main argument tested in this study is that the transformational leadership of school principals, when integrated with the religious values of Islamic boarding schools, serves as a catalyst for building sustainable organizational learning. By answering the questions of how this process occurs and why the Islamic boarding school context strengthens it, this study is expected

to provide theoretical contributions to the development of educational leadership literature and practical contributions to strengthening values-based school management.

METHOD

This research employed a qualitative approach with a case study design (Abidin et al., 2025). This approach was chosen because the research aimed to deeply understand the process and dynamics of the principal's transformational leadership in building organizational learning in Islamic boarding school (*SMK Pesantren*). The case study was used to explore the phenomenon contextually in a natural setting, taking into account the cultural characteristics, religious values, and organizational practices typical of the Islamic boarding school environment.

The research was conducted over six months, from the pre-research phase through field data collection, to the analysis and verification of findings. The research location was Nabil Husein Islamic Boarding School (*SMK Pesantren*) in Samarinda, which has an active entrepreneurship program and organizational culture strengthening. The location was selected purposively, considering that the school exhibits leadership practices that encourage innovation and organizational capacity development (Taufiq et al., 2022).

The research subjects included the principal as the key informant, aided by the vice principal, teachers, business unit managers, and educational staff. The selection of informants was done through purposive sampling, considering their direct involvement in decision-making, program implementation, and organizational culture building. The principal was the key informant for the study of leadership strategies and visions, while teachers and business unit managers were informants for the study of implementation and its effects on organizational learning.

The data collection methods involved in-depth interviews, participant observation, and documentation studies (Abidin et al., 2025). The interviews were semi-structured, involving guided questions developed from transformational leadership signs and the idea of organizational learning. The observations involved observing meetings, teaching supervision, evaluation meetings, and business unit activities in the school to have direct knowledge of leadership. The documentation study involved the school vision and mission statements, annual work plans, program evaluation reports, meeting minutes, and other organizational policy documents.

We developed the study tools, such as interview guidelines and observation forms, based on the literature on transformative leadership and learning in businesses (Şahin & Bilir, 2024). The framework of the research tool included role modeling behavior, visionary motivation, intellectual stimulation, individual coaching, developing a common vision, team learning, and organizational reflection. The research tool was reviewed and tested for clarity and relevance of the questions asked in a pilot study.

Data analysis was conducted concurrently with the collection of the study data. In order to analyze the interview data that had been collected, the raw data was transcribed, and then it was analyzed through the processes of data reduction, data presentation, and drawing conclusions (Remawi et al., 2023). Similarly, analyzing the data that had been collected required open coding to reveal the main ideas, and then there was a need for categorization to reveal the connections between these ideas. We again and again examined the data that had been collected to reveal similarities and contrasts in the points of view (Liu et al., 2024).

The validity and credibility of the research were maintained through a number of strategies. Source triangulation was conducted through comparing information obtained from the principal,

teachers, and school documents. Technical triangulation was conducted through using interviews, observations, and documents (Meydan & Akkaş, 2024). Moreover, member checking was conducted through confirming information obtained from key sources to ensure the consistency of meanings. The process of writing field data and documenting analysis was conducted systematically to ensure the transparency and dependability of the research.

With these methodological procedures, this research is expected to be credible and contextual to provide some conceptual contributions to the development of transformational leadership and organizational learning theories in Islamic boarding school-based educational management.

RESULTS AND DISCUSSION

Results

The research findings indicate that the transformational leadership of principals in Islamic boarding schools operates through a mechanism of values, collective vision, intellectual stimulation, and individual coaching, which gradually shape organizational learning. Based on analysis of interviews, observations, and documentation, organizational learning does not occur instantly, but rather through a structured, reflective, and religious value based leadership process. The findings are analyzed across five main themes: moral legitimacy as a foundation for change, the formation of a shared vision, the creation of a reflective space, the strengthening of individual capacity, and the integration of religious values into a collaborative culture.

Moral Legitimacy as the Foundation of Organizational Learning

The idealized influence dimension appears strong in the principal's leadership practices. However, what distinguishes this context is the basis of legitimacy, which is not solely structural, but also moral and religious. The principal consistently displays integrity in decision-making and discipline in implementing school programs. In an interview, the principal stated: "If we want teachers to change, we must first be consistent. In this Islamic boarding school, leadership is not just about position, but about trust. If I don't set an example, it's difficult to persuade others." This statement was reinforced by one of the senior teachers: "We follow his direction not just because of the rules, but because we trust him to implement what he preaches. That makes us more open to change."

Observations at meetings indicate that the principal always opens discussions with reflection on values and collective responsibility. This practice builds a sense of psychological safety and trust among organizational members. Thus, organizational learning begins with moral legitimacy, which creates trust, a prerequisite for change.

Building a Shared Vision through Participatory Dialogue

The inspirational motivation dimension is evident in the process of developing the school's entrepreneurial vision. The vision is communicated formally through documents and negotiated in regular discussion forums. Teachers are involved in the development of work programs and annual evaluations. The principal explained, "The entrepreneurial vision can't be determined solely by me. We sit together and discuss the school's direction for the next five years. From there, a sense of ownership emerges." One of the vice principals added, "At the beginning of each year,

we hold a reflection forum. All teachers provide input. From there, the program is mutually agreed upon. So, it's not an order but an agreement.

This dialogue process produces a shared vision that is not symbolic but operational. Teachers understand the strategic rationale behind the development of the school's business units and learning innovations. Documented meeting minutes demonstrate open discussions about the school's challenges and targets. Thus, the formation of a shared vision becomes the starting point for organizational learning. Collective ownership of the vision significantly increases commitment to program implementation.

Intellectual Stimulation and Reflective Culture

The intellectual stimulation factor was revealed through open evaluation processes and learning innovation support. The principal encouraged teachers to adopt new approaches and exchange experiences in monthly evaluation forums. A productive teacher said, "We were encouraged to adopt new approaches. If they failed, we did not immediately criticize them. Rather, we collectively discussed why they failed and how we could improve them." During the evaluation forums, it was observed that the principal supported discussions with reflective questions like "What can we learn from this program?" and "How can we improve it in the future?" This helped to change the culture from simple reporting to collective learning.

Finally, the business unit of the school served as a real-life laboratory where teachers and students could learn from experiences. One business unit manager said, "The business unit is not only a place for students to learn but also a place where we learn management. We evaluate together every month."

The cycle of planning, implementation, evaluation, and improvement helps to develop a reflective culture. Organizational learning occurs through a continuous dialogue and evaluation process, not through structural instructions.

Individual Coaching and Capacity Building

The principal's personal approach to teacher development shows that individualized consideration is important. The principal regularly checks on the teachers' academic work and offers training that fits each teacher's skills and interests. "He often calls us personally to ask about our training needs or problems in class," one teacher said. It makes us feel loved.

This method not only makes people better at their jobs, but it also makes them more loyal to the company. Teachers who get chances to grow are more likely to want to try new things. Documented evidence shows that there are programs for teachers to mentor each other and learn about starting their own businesses. This process shows that organizational learning is based on systematically building up each person's skills.

Dynamics and Resistance to Change

Despite effective leadership practices, research found initial resistance to innovation. Some teachers felt burdened by the open evaluation system and the demands for cross-disciplinary collaboration. One teacher stated: "At first, we felt burdened because we had to be open about evaluations. But over time, we understood that it was for mutual improvement." The principal responded to this resistance with a persuasive approach: "Change can't be forced. We give it time, we give it understanding. The important thing is consistency." This approach demonstrates that

transformational leadership doesn't work instantly, but rather through a gradual process of adaptation.

Processual Model of Transformational Leadership

On the basis of this integration of all data, this study identified the following processual mechanisms:

Moral legitimacy → Vision dialogue → Collective reflection → Individual empowerment → Collaborative culture → Continuous organizational learning.

This model shows that organizational learning is developed through an integration of religious values and modern managerial practices. The values of trust and togetherness support the transformational dimension, while the regular process of reflection and evaluation reinforces the adaptive capacity. Therefore, transformational leadership in Islamic Boarding Schools (*SMK*) not only mobilizes commitment but also develops an ever-sustaining learning environment. The integration of religious values, participative vision, intellectual stimulation, and personal development is the main mechanism for developing organizational learning.

DISCUSSION

The findings of this study confirm the educational leadership literature that positions transformational leadership as a key factor in building school organizational capacity. Consistent with Bass and Avolio's (1994) theory, the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized attention have been shown to operate in the school context. Furthermore, the results of this study align with Senge's (1990) notion of a learning organization, which emphasizes the importance of a shared vision, team learning, and systemic reflection in building an adaptive organization.

However, this research does not stop at theoretical confirmation. Unlike many quantitative studies that emphasize a correlational relationship between leadership and school effectiveness, this study demonstrates that organizational learning is formed through a multi-layered process. Organizational learning is not simply the direct impact of leadership style, but rather the result of the interaction between moral legitimacy, participatory dialogue, and repeated reflective practice. Thus, this study expands the understanding from mere "influence" to "transformational mechanisms."

Transformational leadership has been viewed as a vision and motivational practice in the international literature (Cheng, 2024). The results of the study have confirmed the significance of shared vision as a transformational practice. At the same time, it has been seen that shared vision can be made effective by the negotiation of meaning. In other words, it is not only a means of achieving strategic purposes but also a space where the identity of the organization is negotiated. The research has made a conceptual contribution by stressing the idea that shared vision has not only structural dimensions but also cultural and symbolic dimensions.

The results of the research have also seen the significant role of moral legitimacy in the context of values-based education. The idealized influence dimension has been discussed in the international literature in the context of charisma or professional exemplarity. However, in the context of Islamic boarding schools, it has been seen that the legitimacy of the leader is derived

from religious integrity. In this regard, the dimension of idealized influence has been expanded by incorporating the idea of moral-spiritual dimensions as social capital of the organization (Wahyudin et al., 2025).

Regarding intellectual stimulation, this study confirms that spaces for dialogue and reflection foster innovation. However, it also demonstrates that the success of intellectual stimulation relies heavily on the creation of psychological safety. Without a sense of safety, reflection forums have the potential to become arenas for normative evaluation (McGuire, 2025). Therefore, this study's contribution lies in emphasizing that transformational leadership must first build trust before fostering innovation.

The individual attention dimension also represents an important extension. Previous literature has emphasized mentoring and professional support as part of teacher development. This study demonstrates that individual attention not only enhances competence but also strengthens collective cohesion (López-Gajardo et al., 2023). In other words, individual development serves as an organizational development strategy. This contribution deepens the link between personal development and institutional capacity.

Theoretically, it makes an integrative contribution by proposing a model that connects transformational leadership and organizational learning through values and cultures. The proposed model has moral legitimacy as its base, vision dialogue as its catalyst, collective reflection as its core process, and individual coaching as its capacity enhancer. The proposed model adds to the literature on educational management because it reveals that organizational learning cannot be considered without reference to the value system in which it takes place (Siems et al., 2023).

Another contribution of this study lies in its ability to contextualize theoretical concepts. Most theories of leadership are based on assumptions of secular Western cultures. The present study reveals that such theories take on a deeper meaning in a religious-based institution. The integration of values does not diminish the relevance of transformational leadership but makes it more impactful. Thus, it makes an important contribution to the global discourse on the importance of contextualization in leadership theories in education.

The first practical implication is directed at school principals. The findings of this study indicate that building organizational learning requires a multi-step strategy: strengthening moral legitimacy, building a participatory vision, creating regular reflection forums, and developing a personal mentoring system. Principals can concretely institutionalize monthly reflection forums, establish open feedback mechanisms, and develop individual development plans based on teacher needs.

The second implication is targeted at teachers as learners in organizational learning. Teachers must understand that a process of evaluation and reflection is not a control mechanism but a process of organizational learning. Teachers can develop internal learning communities, share good practices, and document learning innovations.

The third implication is directed at education policymakers and Islamic boarding school (*pesantren*) foundation managers. Principal development policies need to incorporate values-based transformational leadership as a core competency. Leadership training programs can be designed to emphasize the ability to build a collective vision, manage reflective dialogue, and integrate religious values into managerial practice.

Furthermore, policymakers can develop a school evaluation framework that assesses not only academic outcomes but also organizational learning capacity. This approach will encourage

schools to systematically develop a culture of reflection and collaboration. Regulatory support for the development of school business units as learning laboratories can also strengthen the integration between theory and practice.

From an academic point of view, this study provides an opportunity to conduct comparative studies on Islamic boarding schools and public schools in developing organizational learning. A multi-site or mixed-methods study could increase the validity of the derived model. Another study could also attempt to validate the processual model developed in this study.

In conclusion, this discussion has shown that transformational leadership is not only theoretically valid but also practically effective when combined with institutional values. The validation of existing theory, development through processual means and moral legitimacy, and the development of contextual models make this study a significant contribution to the body of knowledge on educational management. Therefore, organizational learning in Islamic boarding schools (*SMK*) can be viewed not only as a policy outcome but also as a result of visionary, reflective, and value-driven leadership.

CONCLUSION

The findings of this research revealed that the transformational leadership of the principal is a central factor in the development of organizational learning in Islamic boarding schools (*SMK Pesantren*). Organizational learning is created through a multi-layered process that starts with moral legitimacy grounded in religious values, then the creation of a participatory vision, enhancing collective reflective space, and individual development. The combination of transformational elements and institutional values creates a collaborative and resilient culture that enhances organizational capabilities in a sustainable way. Theoretically, this research contributes to the development of a processual model of transformational leadership within the framework of values-based education, as opposed to a correlation-based approach.

The research also has some limitations: Firstly, the research relies on a single-case study approach, making it inapplicable to other schools with different characteristics. Secondly, this research is based only on the internal perspective of the organization; therefore, this research does not incorporate broad perspectives from outside sources like students or industry. Thirdly, this research is based only on the qualitative approach; therefore, the impact of the leadership style is not quantitatively measured in terms of performance indicators in the schools.

Because of the study's limitations, it is suggested that more research be done to see if the resulting processual model works in other school settings by using a comparative study approach. Research employing a mixed-methods approach may be conducted to empirically examine the relationship between transformational leadership and organizational performance metrics. Also, looking at how other people are involved in the learning process in Islamic boarding school-based vocational education can give us more information on how people learn in this kind of setting.

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