



## Visionary Leadership in the Transformation of Islamic Education in the Era of Disruption

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### ABSTRACT

Visionary leadership is defined as a leadership style that always puts forward a vision and makes decisions to realize it. So that what is expected in visionary leadership is able to stand up to the transformation of Islamic education in today's modern era. This study aims to analyse the role of visionary leadership in the transformation of Islamic education in the era of disruption. The method used is Library research with a qualitative descriptive approach, reviewing various literature related to visionary leadership, Islamic education, and educational competitiveness. The results showed that visionary leadership in Islamic education in the Disruption era emphasizes the formulation of a long-term vision that has a high level of inspiration and motivation. Visionary leaders lead by prioritizing innovation, adaptation, and human resource development to realize better education. Visionary leadership prioritizes investment in infrastructure and technology for quality education, as well as formulating policies that support the improvement of the quality of education, both academically and non-academically, with an emphasis on developing digitalization innovations, moral aspects and the character of students, so that continuous evaluation and improvement are also important things from visionary leadership.

## 1. Introduction

In an era of globalization, proficiency in technology is imperative for furthering the objectives of Islamic education (Soleha, 2023). Leaders of Islamic educational institutions must possess the capacity to act promptly, precisely, and strategically to fortify their leadership foundations and ensure their institutions are adept at managing change and transformation effectively. This dynamic environment requires leaders to respond to rapid technological advancements and to anticipate future changes in educational requirements, learner expectations, and societal challenges (Ilyas et al., 2023). The adoption of visionary leadership is one of the most effective and efficient methods for navigating these changes (Hermawan et al., 2024). Visionary leadership is ideally aligned with transformative Islamic education, as it prioritizes the establishment of a clear, compelling, and enduring vision that directs institutional advancement while adhering to Islamic principles. Such leaders galvanize the entire educational community—teachers, students, parents, and stakeholders—by delineating common objectives, cultivating a sense of purpose, and promoting collaboration and innovation (Nuhari et al., 2025).

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Visionary leadership in Islamic education entails the thoughtful and ethical integration of technological advancements, ensuring they augment learning while preserving spiritual and moral values. This leadership style ensures that Islamic education institutions remain pertinent, robust, and able to produce graduates who are academically proficient as well as ethically sound, ready to make significant contributions to a progressively interconnected and intricate world (Huma et al., 2023).

The responsibilities of leaders within the governmental framework are not optional; they are essential duties that support institutional integrity and effectiveness (Asogwa, 2023). Leadership serves as the essential catalyst for transformation in today's era of disruption, characterized by volatility, uncertainty, complexity, and swift technological advancement. To thrive in this environment, leaders must transcend conventional administrative abilities and cultivate technological expertise, arming themselves with strong digital competencies that allow them to utilize tools for enhanced efficiency, communication, and decision-making (Wu & Liu, 2020).

The development of emotional intelligence is equally crucial, enabling leaders to comprehend and regulate their own emotions while empathizing with and inspiring diverse teams amid uncertainty (Herut et al., 2024). In a rapidly evolving and intricate environment, effective leaders must cultivate cultures of continuous learning and adaptability, enabling their organizations to swiftly assimilate new knowledge and convert it into innovative solutions. This entails establishing systems that facilitate experimentation, promoting interdisciplinary collaboration, and optimizing decision-making processes to swiftly address emerging challenges and opportunities. Leaders who can amalgamate digital competencies, emotional intelligence, and a dedication to swift learning will be optimally equipped to navigate their organizations through disruption, fostering sustainable advancement and beneficial transformation for the communities they serve (Omodan, 2024).

The conditions defining this era of globalization are seeming in the significant changes in societal functions, where conventional interactions and practices are increasingly influenced—and often altered—by the widespread impact of information technology. This technological integration is evident in almost every facet of life, encompassing commerce, communication, governance, and, importantly, education. In this context, education's role extends beyond mere knowledge transmission; it must intentionally and thoughtfully adapt to changes, equipping students for the realities of an interconnected, technology-driven world (Shahid, 2024).

This vision corresponds with Indonesia's Law No. 20 of 2003 regarding the National Education System, which characterizes education as a purposeful and organized endeavour to establish a learning environment and process that facilitates learners in fully realizing their potential. This encompasses the cultivation of religious and spiritual fortitude, the promotion of self-discipline and robust personal integrity, the enhancement of intellect, and the instillation of virtuous principles and practical competencies crucial for both personal advancement and significant contributions to society, the nation, and the state. In this globalized and digitized age, attaining these objectives necessitates rethinking educational methodologies to ensure the effective integration of technology while upholding fundamental cultural, spiritual, and ethical values. Educators and policymakers must collaborate to create engaging, relevant, and adaptable learning experiences that equip students with critical thinking, digital literacy, and ethical awareness, enabling them to navigate complex challenges and seize opportunities in a rapidly evolving world (Vaverková et al., 2025).

The era of disruption, marked by swift technological advancements, evolving social dynamics, and increased uncertainty, necessitates that leaders embrace a visionary leadership approach to navigate their organizations through intricate and unpredictable challenges. Visionary leadership is not simply an alternative; it is a strategic necessity that provides a strong solution for managing the challenges of this era. This leadership approach necessitates a clear and compelling vision, which

acts as a guiding principle that aligns the organization's goals, strategies, and actions towards a common future. Prior research characterizes visionary leadership as a leader's ability to conceive, articulate, communicate, transform, and effectively execute their ideas, developed through an ongoing process of socialization and interaction with educational institutions and various stakeholders who share a common vision. This vision serves as a cohesive catalyst that fosters collective dedication and intent throughout the organization (Ali, 2023).

The essential factor in addressing the challenges of the disruption era is visionary leadership. Visionary leaders can foresee emerging trends and challenges, develop adaptive and progressive strategies, and cultivate an innovative culture that allows their organizations to respond effectively to changing demands. In the realm of reforming Islamic education, visionary leaders are essential in reconciling tradition with modernity—safeguarding and advancing fundamental Islamic principles while adopting requisite innovations in pedagogy, curriculum, and technological integration. They motivate and engage the entire educational community—educators, learners, guardians, and wider stakeholders—to collaborate towards common objectives, ensuring that Islamic education remains pertinent, robust, and adaptable to contemporary demands. Visionary leaders enable Islamic education institutions to flourish in a constantly evolving and interconnected world by perceiving beyond immediate challenges and establishing avenues for sustainable, values-driven advancement.

## **2. Literature Review**

Visionary leadership refers to a leader's capacity to formulate and articulate a future vision that is practical, identifiable, and appealing to organizations or organizational units that are currently evolving and advancing (Candrasari et al., 2023). Visionary leadership presents a long-term vision and specific measures to achieve it. In the contemporary age of globalization and technology, this leadership style is crucial, particularly with the change of Islamic education (Manzoor & Manzoor, 2023).

A study of the literature utilizing a qualitative descriptive approach indicates that visionary leaders play a significant role. Visionary leaders formulate strategic visions that enhance innovation, adapt to digital advancements, improve human resource quality, and upgrade facilities and infrastructure, thereby achieving academic excellence and fostering student character development. The effectiveness of visionary leadership is evident in the leader's capacity to articulate and disseminate a strategic vision, enhance the qualifications of teaching staff through training and certification, and foster collaboration with diverse stakeholders, thereby aligning Islamic education with contemporary demands (Wahjunianto et al., 2025).

Institutionally, visionary leaders determine the direction of changes in organizational culture, better management, and improve the quality of graduates, without changing their Islamic identity. Especially in the face of changing times, visionary leaders are central in designing digital strategies, becoming examples and agents of change who are able to increase the competitiveness of madrasas by mastering and being able to operate technology and modern managerial competency approaches. Overall, visionary leadership is expected to be able to build a collaborative, innovative and digitalization-based culture in madrasas, while correlating the Islamization of science approach, namely the integration of religious values into modern science so that the education system remains relevant and rooted in Islamic morals and ethics (Wahyuningtyas et al., 2024).

The continuous advancement of technology has increased socialization between humans and digital devices, but it has also led to less socialization between individuals. This situation has a significant impact on changes in the moral values and character of students. The unlimited access to information through the internet makes it possible for anyone and anywhere to obtain various kinds of knowledge information without being limited by geography, a difference that we experienced in

the past where information was more limited and required effort to obtain. However, this convenience also brings its own challenges, for example, the spread of secularism that can reduce the ability to understand religious practices in learners' daily lives. In addition, since the beginning of 2023, the world of education faces a new disruption with the presence of artificial intelligence (AI) which fundamentally changes the way of learning and teaching, so the visionary leadership style has a very important role (Isbahi, 2023).

### **3. Methodology**

Visionary and accountable leadership for the transformation of Islamic education in this era of disruption. This research employs a qualitative descriptive approach, utilizing library research as its methodology. The literature review, which consolidates many thoughts and perspectives on empirical facts, is employed to address research challenges. This inquiry involves several processes. This include identifying the subject matter for discussion, selecting the principal focus of the dialogue, sourcing literary references, assessing the quality of these references, and concluding with the stages of data presentation and conclusion formulation.

## **4. Results**

### **4.1 Visionary leadership in facing the challenges of globalization**

Progress or regression are important in assessing the effectiveness of leadership in educational institutions, as they are accurate indicators to classify between successful and failed leadership. Effective leaders focus on implementing the principles of madrasah-based management, with the main focus on improving the quality of educational institutions relevant to needs-based management and local participation. Visionary leadership is a future-focused approach, which is able to set a strategic vision in the face of increasingly complex changes that cannot be predicted. Syafaruddin and Asrul revealed that achieving the success of education quality requires leaders who have a sense of responsibility and can provide opportunities for members of the institution to participate in the process of change and development. (Ulfah et al., 2022).

Visionary leadership is a type of leadership style that centers on formulating and implementing a clear vision of the future, inspiring and motivating its members to work towards that goal. In the context of education, especially Islamic education, visionary leadership is highly expected in directing the transformation of institutions to face challenges and opportunities in the era of disruption.

The education of the 21st century necessitates extensive modifications in the learning process, particularly within the realm of Islamic education. This period is characterized by rapid technological advancement and digitalization, globalization, and the demand for enhanced competencies, including critical thinking, creativity, teamwork, and communication skills. In this context, madrasah principals are tasked not only with administrative responsibilities but also with the expectation to serve as visionary leaders capable of strategizing and fostering radical change. Interview and observation results indicate that madrasah principals exhibiting visionary leadership styles are more effective in guiding madrasah to adapt to the difficulties of the modern era. This is seen in the implemented regulations, new programs, and the establishment of a madrasah culture that necessitates innovation and future learning methodologies.

One of the main characteristics of visionary leadership is the ability of the madrasah principal to formulate a long-term vision that is in accordance with the challenges of the times. The madrasah principals not only formulate the vision in writing, but also succeed in embedding the values of the vision into the overall organizational life of the madrasah. The improved vision usually includes the

expectation that graduating students will not only excel in academic achievement, but also have strong morality and character, qualified 21st century skills, and good command of technology. This vision is then used as a reference for strategizing, planning programs and making decisions in the madrasah. The ability of the madrasah head to transform the vision into concrete actions is a measure of the success of visionary leadership. Visionary leadership strategies can also be seen in the implementation of madrasah organizational culture.

Another important thing that must be mastered by visionary leaders is having the ability to communicate, visionary Madrasah heads have inspiration that is effectively communicated to all Madrasah residents to encourage a work culture of collaboration and innovation in learning, implementing organizational culture strategically such as planning programs and strengthening Madrasah cultural commitment to improve skills and innovation, involving policy makers and interests, visionary leaders involve educators and education personnel in creating and socializing the vision through stages such as SWOT analysis, focus group discussions, and follow-up in the form of modeling and evaluation.

Thus, in facing the challenges of 21st century education, Madrasah heads play an important role in creating Madrasah environments that support collaboration, innovation, and lifelong learning. The Madrasah culture that is built not only focuses on academic achievement, but also on character development, work ethic, and the spirit of learning together. The head of Madrasah regularly holds reflection forums with teachers, students and parents to review policies and discuss learning innovations. This shows that visionary leadership is participatory and dialogic, not top-down.

#### ***4.2 Visionary leadership challenges in the era of disruption***

Visionary leadership in the establishment of educational institutions or in effecting transformation during times of turmoil undeniably faces unavoidable difficulties and challenges, including:

##### ***1. Reconciling Vision with Reality***

Visionary leaders often face several risks, one of the most significant being the tendency to formulate an overly ambitious vision without adequately considering the organization's actual resources, capabilities, and prevailing conditions. This disjunction between vision and reality can lead to unattainable ambitions, squandered resources, and demoralized personnel. Moreover, an impractical vision may undermine the confidence and credibility of stakeholders, so complicating the acquisition of essential buy-in and support. To be an effective visionary leader, one must balance ambitious and revolutionary aspirations with a realistic assessment of existing constraints. This will guarantee that the vision is both significant and attainable. To mitigate the risks of overreach while attaining significant achievement, leaders must engage in meticulous preparation, seek many opinions, and maintain adaptability to evolving circumstances.

##### ***2. Facing Resistance to Change***

Leaders must deliberately strive to overcome disinterest and opposition to change. This is since numerous individuals inherently feel more comfortable with consistent conditions. The next step in doing this is to create a persuasive feeling of urgency by clearly communicating the necessity for change and the risks the firm encounters if it remains stagnant. Leaders must possess exceptional communication skills, use language that is transparent, consistent, and persuasive to convey the vision for change and resolve any concerns or misconceptions that may arise. Equally important is the process of effectively involving subordinates in the transformation process. This entails soliciting their comments, valuing their perspectives, and granting them the right to assume ownership of new projects. Leaders possess the capacity to cultivate a culture that embraces ongoing enhancement

and innovation through the promotion of collaboration and collective responsibility. This enables them to establish confidence, reduce opposition, and foster a robust feeling of community. Empathy, strategic communication, and inclusive involvement are the three main variables influencing the efficacy of change leadership. These elements are essential for transforming resistance into commitment.

### *3. Balancing Short-term and Long-term Objectives*

Leaders who concentrate too much focus on the long-term goal may overlook the immediate demands of day-to-day operations. This can lead to organizational drift, inefficiency, and alienation among team members who are unable to see how their daily tasks contribute to the bigger goal. To avoid slipping into this trap, leaders must be able to translate an exciting long-term vision into short-term goals that are both clear and actionable, while remaining aligned with overall strategic objectives. When leaders break down the vision into measurable and realistic milestones, they can provide their teams with concrete goals that maintain momentum, inspire confidence, and demonstrate achievement. This method not only helps to retain motivation and accountability throughout the organization, but it also ensures that monotonous jobs continue to serve a purpose and are linked to the larger picture. Effective leadership is defined by maintaining a constant balance between strategic vision and operational discipline, changing plans as needed to handle challenges while ensuring that the business continues to make steady progress toward its ultimate goals.

### *4. movement of Adaptation in a Highly Evolving Environment*

Effective leadership must be defined by agility and adaptability in an era characterized by rapid technological advancements and the extensive impacts of globalization. Due to the swift evolution of the contemporary environment, stagnant and inflexible leadership styles are insufficient. Leaders must swiftly respond to emerging trends, unexpected challenges, and changing business or societal dynamics. In leadership, agility encompasses the ability to make rapid decisions as well as the capability to adapt strategies, reorganize processes, and reallocate resources in real time, often under uncertainty. Success in this pursuit necessitates a proactive approach, a commitment to constant learning, and a willingness to embrace creativity and experimentation. Agile leaders are tasked with cultivating adaptive corporate cultures that promote feedback, prioritize collaboration, and foster resilience. In an increasingly complex and interconnected world, agile leaders guarantee their organizations remain competitive and responsive, while being prepared for the future through heightened awareness of internal circumstances and external disruptions.

### *5. Ethical Integration of Technology and Artificial Intelligence*

The integration of artificial intelligence and emerging technologies in enterprises necessitates a fundamental dedication to data literacy, ethical accountability, and stringent oversight to guarantee accurate and efficient execution. The deployment of new tools alone is insufficient to guarantee the utilization of these technologies. Data literacy is essential since it empowers both executives and employees to understand, interpret, and critically evaluate the data that underpins artificial intelligence systems. This facilitates informed decision-making and diminishes the probability of errors or misuse. The concept of ethical responsibility is equally crucial, encompassing tasks such as ensuring transparency in the operation of artificial intelligence systems, offering comprehensible explanations for decisions, and actively seeking to identify, eliminate, and mitigate biases that may lead to unfair or discriminatory outcomes. Comprehensive oversight is necessary to ensure clear accountability, assess performance, and uphold adherence to legal, regulatory, and ethical norms. This encompasses the building of robust governance frameworks, the execution of regular audits, and the fostering of a culture that integrates ethical considerations at every level of

technology development and implementation. Ultimately, the judicious implementation of artificial intelligence and other emerging technologies can foster innovation, efficiency, and value; however, this is contingent upon organizations adhering to policies that are deliberate, ethical, and informed.

#### **6. *Managing Virtual Teams & Remote Collaboration***

Visionary leaders must be particularly deliberate in fostering trust within virtual teams, where physical distance and dependence on technology can readily engender feelings of isolation or disconnection. Building trust in these contexts necessitates consistent, transparent, and genuine communication, wherein leaders exhibit dependability, fulfil commitments, and promote open discourse. It is essential to ensure that communication is bidirectional: leaders must cultivate interactive, participatory dialogues in which team members feel acknowledged, appreciated, and empowered to express ideas or raise concerns. This can be accomplished via consistent check-ins, collaborative platforms, and specialised forums for feedback and discourse. The establishment of an inclusive culture that reconciles geographic, cultural, and time-zone disparities is equally vital. Leaders must consider diverse perspectives and strive to ensure that every team

#### **4.3 *Visionary leadership strategies in facing the transformation of Islamic Educational Institutions in the era of disruption.***

A leader must possess multiple strategies for executing a visionary leadership approach in addressing the transformation of Islamic Education Institutions during the era of disruption. Visionary leadership in Islamic educational institutions necessitates a comprehensive, strategic framework that amalgamates explicit objectives, ethical principles, technological progress, and inclusive participation. Leaders must guarantee that all decision-making and institutional actions are explicitly directed towards attaining organisational objectives, reducing inefficiencies to maintain alignment of every program with the institution's mission. This commences with formulating a definitive long-term strategy—articulating a 5–10-year roadmap with quantifiable outcomes, assigned responsibilities, and organised activities such as recruitment, training, performance evaluation, and role delineation to enhance goal attainment. At the core of this initiative is the formulation of an aspirational vision for the organization's future—one that addresses essential enquiries regarding the institution's aspirations and is consistently communicated, assimilated, and utilised to direct discussions and resolve issues. Leaders must remain dynamic and prepared to embrace change by actively seeking information on evolving educational landscapes, maintaining open communication with staff, and fostering the development of digital literacy and adaptive teaching practices that equip students for a globalised world while upholding core Islamic values. Crafting a pertinent and impactful vision necessitates harmonising academic achievement with spiritual and ethical growth, ensuring that all stakeholders are inspired to strive towards common objectives grounded in Islamic tenets. Judiciously incorporating technology into education—via e-learning platforms and digital tools—can improve educational quality and efficiency, as long as it respects the institution's religious values. Curriculum development must be adaptive, incorporating 21st-century skills such as digital literacy, critical thinking, and collaboration, while preserving Islamic teachings as its foundation. Enhancing teachers' capabilities through continuous professional development allows them to serve as effective facilitators and innovators in the classroom, attuned to the requirements of contemporary learners. Leadership should be participatory and collaborative, engaging teachers, students, parents, and the broader community in decision-making to cultivate a sense of belonging and collective responsibility. Ultimately, despite modernisation and technological advancements, it is crucial to reinforce spiritual and moral values through religious initiatives, character education, and the incorporation of Islamic principles in all facets of learning, thereby ensuring the comprehensive development of students who are both knowledgeable and ethically attached.

## 5. Conclusions

Visionary leadership presents a long-term goal and specific actions to achieve it. In the contemporary age of globalization and technology, this leadership style is crucial, particularly with the change of Islamic education. Visionary leadership is challenging. The primary challenges encountered consist of: Reconciling Vision with Reality, Confronting Resistance to Change, Managing Short-Term and Long-Term Focus Swift Adaptation in a Dynamic Environment, Ethical Incorporation of Technology and Artificial Intelligence Administration of Virtual Teams and Remote Collaboration, Resource Limitations To address these problems, visionary leaders must cultivate essential competencies, including strategic thinking, proficient communication skills, risk-taking, and rapid adaptability. Furthermore, cultivating an organizational culture that fosters creativity and perpetual learning is a crucial element in achieving the organization's vision during the era of disruption. Each head of an Islamic educational institution must embody the role of a visionary by: Maintaining attention to and guaranteeing concentrated and coherent strategic objectives Formulating an extensive strategy for the advancement of human resources and technology Formulating a unified vision that motivates all components Exhibiting responsiveness, adaptability, and effective communication Incorporating contemporary technologies into the curriculum and pedagogical approaches while upholding Islamic values. Enhancing teacher efficacy through educational preparation and environmental collaboration prior to decision-making. Islamic educational institutions must not only endure but also thrive and remain pertinent in the era of disruption, cultivating a generation that is both technologically adept and spiritually resilient.

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