

PROPHETIC LEADERSHIP IN THE TRANSFORMATION OF ISLAMIC EDUCATIONAL MANAGEMENT IN THE DIGITAL SOCIETY 5.0 ERA

Ehwanudin¹, Lutfi Fadilah²

^{1,2} Universitas Ma'arif Lampung

ARTICLE HISTORY

Received

June 8, 2026

Revised

June 26, 2026

Accepted

June 28, 2026

Keywords:

Prophetic Leadership, Islamic Educational Management, Society 5.0, Prophetic Values.

Abstract: This study aims to analyze the implementation of prophetic leadership in Islamic educational management as a strategy for addressing the challenges of the Society 5.0 era. This research employed a descriptive qualitative approach using library research. Data were collected from books, journal articles, previous studies, and other relevant documents, and analyzed through content analysis. The findings reveal that the integration of prophetic leadership values *Siddiq* (truthfulness), *Amanah* (trustworthiness), *Tabligh* (effective communication), and *Fathanah* (wisdom and vision) enhances the effectiveness of Islamic educational management. These values contribute to greater accountability, improved service quality, technological adaptability, and institutional competitiveness. The study also proposes a Hybrid-Religious Management Model that integrates digital technology with Islamic values. Prophetic leadership provides a strategic foundation for transforming Islamic educational management in the Society 5.0 era. The integration of prophetic values and digital innovation can support the development of Islamic educational institutions that are competitive, value-oriented, and responsive to contemporary challenges.

CORRESPONDING AUTHOR

Lutfi Fadilah
 Fakultas Tarbiyah dan Ilmu
 Keguruan
 Universitas Ma'arif Lampung
 Indonesia

EMAIL

lutfifadilah@gmail.com

OPEN ACCESS

eISSN XXXX-XXXX



Copyright (c) 2026

CITATION

Ehwanudin, Lutfi. 2026. Prophetic Leadership in The Transformation Islamic Educational Management in The Digital Society 5.0 Era. Contemporary Strategic Management Studies, Volume 1, Issue1, Pages 01-07. DOI: <http://dx.doi.org/xx.xxxxxx/csms.v1i1.xxxxx>

INTRODUCTION

The rapid development of information and communication technologies has ushered the world into the era of Society 5.0, a societal concept that integrates physical and digital spaces through the utilization of Artificial Intelligence (AI), the Internet of Things (IoT), big data, and cyber technologies to enhance human well-being and quality of life. In the educational sector, this transformation has shifted institutional management paradigms from conventional systems toward digital-based governance that is more effective, efficient, and adaptable to environmental changes. However, despite the numerous benefits offered by technological advancement, the Society 5.0 era also presents significant challenges, including moral crises, declining integrity, technological misuse, and the erosion of spiritual values in social and educational life.

These challenges are particularly complex for Islamic educational institutions, which are responsible not only for producing academically competent graduates but also for nurturing individuals with strong religious character and moral values. In Indonesia, Islamic education plays a strategic role in developing human resources who are faithful, knowledgeable, morally upright, and capable of adapting to contemporary developments (Umami & Yasin, 2024). Therefore, digital transformation should not merely be understood as a process of technological adoption but must also be accompanied by the strengthening of moral and spiritual values within educational governance.

This urgency is consistent with the objectives of national education as stipulated in Article 3 of Law Number 20 of 2003 on the National Education System, which emphasizes that education aims to develop learners into individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, creative, independent, democratic, and responsible citizens. From an Islamic perspective, value-based and trustworthy leadership is also emphasized in the Qur'an. Allah SWT states:

﴿إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ آلِ

نَاسٍ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

"Indeed, Allah commands you to render trusts to whom they are due and when you judge between people, judge with justice" (Qur'an, An-Nisa 4:58). (Saumur et al., 2024)

This verse highlights that trustworthiness, justice, and responsibility constitute fundamental principles of leadership and organizational management, including within Islamic educational institutions.

Empirically, many madrasahs, Islamic boarding schools (*pesantren*), and Islamic schools have initiated digital transformation through the implementation of academic information systems, online learning platforms, electronic administrative services, and social media as institutional communication tools (Sekar Apriliza, Nazilah Nur Auliyah, Dita Nurfadhilah, Putri, 2025). Nevertheless, several challenges remain evident in practice. Digital transformation efforts often focus primarily on technical and administrative aspects, while the integration of spiritual values, integrity, transparency, and exemplary leadership has not yet become an integral part of management systems (Kamila Adinda Nurul, 2021). Consequently, various issues have emerged, including low organizational accountability, weak quality culture, inadequate supervision, and ethical concerns regarding the use of digital technologies.

In this context, leadership becomes a critical factor in determining the success of transformation within Islamic educational institutions. One relevant leadership model is prophetic leadership, which is inspired by the exemplary characteristics of Prophet Muhammad (peace be upon him). Prophetic leadership emphasizes the internalization of the values of *Siddiq* (truthfulness), *Amanah* (trustworthiness and responsibility), *Tabligh* (effective and transparent communication), and *Fathanah* (wisdom and visionary intelligence) in decision-making processes and organizational management (Luluk Maktumah & Minhaji, 2020). These values serve not only as moral guidelines but also as strategic instruments for establishing effective, adaptive, and benefit-oriented governance.

Several recent studies have examined prophetic leadership in Islamic education. (Rahman et al., 2026) found that prophetic

leadership values significantly contribute to character formation and the development of organizational culture within Islamic educational institutions. (Dinata & Andriani, 2025) demonstrated that prophetic leadership enhances institutional management quality through strengthening integrity, motivation, and work culture. (Jafari et al., 2024) argued that the values of *Siddiq*, *Amanah*, *Tabligh*, and *Fathanah* constitute the foundation of effective Islamic educational leadership. Similarly, (Asriyah, 2024) concluded that prophetic leadership remains highly relevant in addressing contemporary social changes and technological developments. However, these studies primarily focus on the conceptual dimensions and general implementation of prophetic leadership, while research integrating prophetic leadership with the transformation of Islamic educational management within the context of Society 5.0 remains limited.

Based on this condition, a significant research gap exists regarding the absence of a conceptual model that systematically explains how prophetic leadership values can be integrated into the digital transformation of Islamic educational management. The success of institutional transformation depends not only on the adoption of technological innovations but also on the ability to preserve organizational identity, values, and culture that distinguish Islamic educational institutions.

The novelty of this study lies in the development of the Hybrid-Religious Management Model, a framework that integrates digital transformation with prophetic leadership values as the foundation of institutional governance. This model offers an approach that emphasizes not only technological efficiency and innovation but also the reinforcement of integrity, accountability, transparency, and spirituality in educational management.

Therefore, this study aims to analyze the implementation of prophetic leadership in the transformation of Islamic educational management in the Society 5.0 era and to formulate a governance model capable of integrating digital innovation with Islamic values to enhance the quality, competitiveness, and sustainability of Islamic educational institutions.

METHOD

This study employed a qualitative approach using a library research method (Hakim & Zahra, 2024). The study aimed to analyze the development of contemporary Islamic educational management in the Society 5.0 era, with a particular focus on the integration of prophetic leadership values into educational management transformation.

The data sources consisted of scientific literature, including accredited national journals indexed in SINTA and international journals indexed in Scopus published between 2020 and 2025. Additional sources included academic books, conference proceedings, policy documents, and relevant scholarly reports related to Islamic educational management, digital transformation, Society 5.0, and prophetic leadership (Munir & Su'adah, 2025). Literature was collected through academic databases such as Google Scholar, Scopus, Dimensions, Crossref, and Garuda using keywords such as *Islamic educational management*, *prophetic leadership*, *digital transformation*, *Society 5.0*, and *Islamic education governance*.

A total of 35 articles were initially identified. After applying inclusion and exclusion criteria publication period (2020–2025), relevance to the research focus, peer-reviewed status, and availability of full-text access 20 articles were selected for final analysis. This screening process ensured the quality, relevance, and scientific rigor of the data used in the study.

Data collection was conducted through documentation techniques, involving identification, reading, note-taking, and systematic organization of relevant literature. The data were analyzed using content analysis, which included data reduction, coding, categorization, interpretation, comparison, and synthesis of findings. This process was used to construct a comprehensive conceptual understanding of prophetic leadership in Islamic educational management within the context of Society 5.0.

To ensure the credibility of the findings, source triangulation was applied by comparing and validating data across multiple scholarly sources. The study was conducted from January to May 2026.

Table 1. Operational Definition of Variables

Variable	Indicators	Item	Source
Prophetic Leadership	Siddiq (truthfulness)	Integrity in decision-making and behavior consistency	Jafari et al. (2024)
Prophetic Leadership	Amanah (trustworthiness)	Responsibility, accountability, and reliability in leadership	Dinata et al. (2023)
Prophetic Leadership	Tabligh (communication)	Transparency and effective communication in management	Asriyah (2024)
Prophetic Leadership	Fathanah (wisdom)	Strategic thinking, innovation, and visionary leadership	Rahman et al. (2022)
Islamic Educational Management Transformation	Digital governance	Implementation of digital systems in educational management	Hidayat (2021)
Islamic Educational Management Transformation	Institutional performance	Efficiency, effectiveness, and competitiveness of institutions	Processed by Author (2026)

RESULTS AND DISCUSSION

1. Characteristics of the Literature Sources

Since this study employed a qualitative library research approach, the term “respondents” is replaced with “literature sources.” A total of 20 selected articles were analyzed from an initial pool of 35 publications. These articles were published between 2020 and 2025 and were sourced from indexed national and international journals (SINTA and Scopus). The selected literature predominantly discusses prophetic leadership, Islamic educational management, and digital transformation in the Society 5.0 era.

The characteristics of the analyzed literature are summarized in Table 2.

Table 2. Characteristics of Literature Sources

No	Category	Description	Frequency
1	Publication Period	2020–2025	20 articles
2	Journal Index	SINTA & Scopus	20 articles
3	Research Focus	Prophetic leadership	8 articles
4	Research Focus	Digital transformation in education	6 articles
5	Research Focus	Islamic educational management	6 articles

2. Thematic Analysis Results

The content analysis produced three major themes related to prophetic leadership in Islamic educational management in the Society 5.0 era.

Table 3. Main Themes of Analysis

Theme	Description	Supporting Evidence
Strengthening Prophetic Leadership Values	Integration of Siddiq, Amanah, Tabligh, Fathanah in leadership practices	Rahman et al. (2022); Jafari et al. (2024)
Digital Transformation in Islamic Education	Adoption of digital systems in school governance and learning	Hidayat (2021)
Moral and Spiritual Disruption	Weak integration of spiritual values in digital management systems	Asriyah (2024)

3. Key Findings

The findings indicate that Islamic educational institutions have experienced significant digital transformation; however, this transformation is predominantly technical rather than value-based. Prophetic leadership plays a critical role in bridging this gap by embedding moral and spiritual values into digital governance systems.

The synthesis of literature also identifies that the integration of prophetic values enhances (Zahrotunnisa` Siswahyuningsih et al., 2025):

- organizational accountability,
- leadership integrity,
- transparency in management,

and adaptive capacity toward digital disruption. Furthermore, the analysis leads to the formulation of a conceptual model called the Hybrid-Religious Management Model, which integrates digital governance with prophetic values as a strategic response to Society 5.0 challenges.

DISCUSSION

This section discusses the findings of the study by linking them with relevant previous research. The discussion is organized based on the main conceptual components of prophetic leadership and Islamic educational management transformation in the Society 5.0 era.

1. Prophetic Leadership and Organizational Integrity in Islamic Educational Management

The findings of this study indicate that prophetic leadership significantly strengthens organizational integrity in Islamic educational institutions. The values of *Siddiq* and *Amanah* play a central role in ensuring honesty, accountability, and responsibility in managerial practices.

This finding is consistent with (Rahman et al., 2026), who found that prophetic leadership contributes to the development of integrity-based educational culture. Similarly, (Dinata & Andriani, 2025) also reported that leadership based on prophetic values enhances organizational discipline and ethical behavior.

However, unlike previous studies, which mainly emphasize moral and cultural dimensions, this study highlights that integrity is not only a cultural outcome but also a structural requirement in digital-based educational governance. The increase in digital systems requires higher transparency, which makes prophetic values more operationally relevant.

The reason this occurs is that digital transformation increases visibility and traceability of institutional activities, thereby demanding stronger ethical leadership mechanisms.

2. Prophetic Leadership and Digital Transformation in Education

The study reveals that digital transformation in Islamic education has significantly improved efficiency and accessibility. However, its implementation remains predominantly technical and has not fully integrated spiritual values.

This result supports (Hidayat et al., 2022), who stated that digital transformation in Islamic education is often limited to administrative modernization. Conversely, (Asriyah, 2024) argued that digital transformation can weaken moral values if not guided by strong leadership ethics.

The difference between this study and previous research lies in its emphasis on the integration mechanism between digital systems and prophetic leadership values. While previous studies treated digital transformation and leadership separately, this study positions

prophetic leadership as a bridge that harmonizes technological innovation and moral governance.

This situation occurs because rapid technological adoption often prioritizes efficiency over value internalization, resulting in a gap between system advancement and ethical orientation.

3. Prophetic Leadership as a Response to Moral and Spiritual Disruption

The findings also show that Islamic educational institutions face moral and spiritual challenges in the Society 5.0 era, including declining ethical awareness and leadership accountability.

(Jafari et al., 2024) emphasized that prophetic leadership provides a strong ethical foundation through *Siddiq*, *Amanah*, *Tabligh*, and *Fathanah*. However, their study did not elaborate on how these values operate within digital governance systems.

In contrast, this study demonstrates that prophetic leadership not only functions as moral guidance but also as a strategic governance model through the proposed Hybrid-Religious Management Model (Johdi, 2018).

The difference arises because contemporary educational environments are increasingly hybrid (digital and physical), requiring leadership models that can simultaneously manage technological complexity and moral responsibility.

4. Hybrid-Religious Management Model

The novelty of this study lies in the formulation of the Hybrid-Religious Management Model, which integrates prophetic leadership values with digital transformation in Islamic educational management.

Unlike previous studies that separately discussed prophetic leadership or digital transformation, this study integrates both dimensions into a unified conceptual framework. This model provides a more comprehensive approach to addressing the challenges of Society 5.0 by balancing technological innovation and spiritual values.

This integration is necessary because Islamic educational institutions require not only

efficiency but also value sustainability to maintain their identity in the digital era.

CONCLUSIONS

This study concludes that prophetic leadership plays an essential role in the transformation of Islamic educational management in the Society 5.0 era. It contributes to strengthening ethical governance through the integration of *Siddiq*, *Amanah*, *Tabligh*, and *Fathanah* values into institutional management practices.

In addition, this study confirms that the current implementation of digital transformation in Islamic educational institutions remains predominantly technical and has not yet fully integrated spiritual and ethical dimensions. Therefore, prophetic leadership is needed as a foundational approach to bridge the gap between technological advancement and value-based educational management.

Furthermore, the study achieves its objective by formulating the Hybrid-Religious Management Model, which integrates prophetic values with digital governance as a conceptual framework for Islamic educational institutions in responding to the challenges of Society 5.0.

Islamic educational institutions are recommended to adopt prophetic leadership values in all aspects of management to ensure balanced development between technological innovation and moral integrity. Policymakers should also develop strategic frameworks that support the integration of digital transformation and Islamic ethical principles in educational governance.

Future research is recommended to empirically test the Hybrid-Religious Management Model using quantitative or mixed-method approaches to measure its effectiveness in improving institutional performance and sustainability in the Society 5.0 era.

AUTHOR CONTRIBUTION

Dr. Ehwanudin, M.Pd and Lutfi Fadilah, M.Pd equally contributed to this research. Dr. Ehwanudin was responsible for conceptualization, theoretical development, and supervision of the research framework. Lutfi Fadilah contributed to literature collection, data analysis, interpretation

of findings, and manuscript preparation. Both authors collaboratively reviewed, revised, and approved the final version of the manuscript.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to Universitas Ma'arif Lampung for its support in facilitating this research. Appreciation is also extended to colleagues and academic peers who provided valuable feedback and suggestions during the completion of this study. The authors also acknowledge all researchers whose works have contributed to the development of ideas in this article.

REFERENCES

- Asriyah, M. (2024). Prophetic Leadership As a Leadership Model in Islamic Educational Institutions. *Edukasi Islami: Jurnal Pendidikan Islam*, 13(3), 179–192. <https://doi.org/10.30868/ei.v13i03.9496>
- Dinata, Y., & Andriani, T. (2025). Critique of Total Quality Management in Islamic Education: Proposing Prophetic Leadership as a Model for Quality Enhancement. *Journal of Islamic Education and Ethics*, 3(2), 212–230. <https://doi.org/10.18196/jiee.v3i2.101>
- Hakim, I., & Zahra, F. (2024). Model of Islamic Educational Leadership Based on Prophetic Leadership Values: A Literature Review. *Samarinda International Journal of Islamic Studies*, 1(2), 109–119. <https://doi.org/10.64093/sijis.v1i2.598>
- Hidayat, A., Fatimah, S., & Rosidin, D. N. (2022). Challenges and Prospects of Islamic Education Institutions and Sustainability in The Digital Era. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 351–366. <https://doi.org/10.31538/nzh.v5i2.2106>
- Jafari, M., Maghribi, H., & Salman, A. M. bin. (2024). Konsep Kepemimpinan Profetik dalam Pendidikan Islam. *Alhamra Jurnal Studi Islam*, 5(1), 97. <https://doi.org/10.30595/ajsi.v5i1.19644>

- Johdi, S. M. (2018). Educational Leadership Model: an Islamic Perspective. *Al-Shajarah*, (Special Issue), 49.
- Kamila Adinda Nurul, A. (2021). Jurnal Manajemen Pendidikan Islam Eduvis: Jurnal Manajemen Pendidikan Islam. *Journal.Bungabangsacirebon.Ac.Id*, 6(1), 185–191.
<http://journal.bungabangsacirebon.ac.id/index.php/eduvis/article/view/182>
- Luluk Maktumah, & Minhaji, M. (2020). Prophetic Leadership dan Implementasinya dalam Lembaga Pendidikan Islam. *Jurnal Pendidikan Islam Indonesia*, 4(2), 133–148.
<https://doi.org/10.35316/jpii.v4i2.196>
- Munir, M., & Su'adah, I. Z. (2025). Transformasi Digital dalam Manajemen Pendidikan Islam: Studi atas Adaptasi Kepemimpinan di Era Society 5.0. *Jurnal Pendidikan Islam*, 6(1), 1–14.
<https://ejournal.staidapondokkrempyang.ac.id/index.php/jiem/article/view/817>
- Rahman, H., Tharaba, M. F., & Nasith, A. (2026). *PROPHETIC LEADERSHIP MODEL IN ISLAM: A TRANSFORMATIONAL STRATEGY TO BUILD A POSITIVE ORGANIZATIONAL CULTURE IN EDUCATIONAL INSTITUTIONS*. 10(4), 389–399.
- Saumur, A. S., Pababbari, M., Rahmatullah, R., Saleh, F., & Robo, S. Z. (2024). The Principles of Government Based on Local Wisdom for the Archipelago Islamic Community in the Bacan Sultanate, Indonesia. *Khazanah Sosial*, 6(2), 383–404.
- Sekar Apriliza, Nazilah Nur Auliyah, Dita Nurfadhilah, Putri, A. (2025). *Strengthening Institutional Governance Through Information Systems: Managing Digital Media in Islamic Boarding Schools*. 81–94.
- Umami, I. O. N., & Yasin, M. (2024). Integrating Islamic ethical values into human resource development: Enhancing educational quality in Indonesian Islamic schools. *Dirosatuna: Journal of Islamic Studies*, 7(2), 99–110.
- Zahrotunnisa` Siswahyuningsih, Ndanda Ambarawadi, Jaswadi, Abd Aziz, & Nur Efendi. (2025). Leading with Prophetic Integrity: Strengthening Islamic Education through Shiddiq, Amanah, and Fathanah. *Managere: Indonesian Journal of Educational Management*, 7(2), 224–235.
<https://doi.org/10.52627/managere.v7i2.868>