
**STRATEGIC INNOVATION OF ISLAMIC EDUCATION MANAGEMENT IN
ENHANCING GRADUATE QUALITY THROUGH TRANSFORMATIONAL
LEADERSHIP AND DIGITAL GOVERNANCE APPROACHES AT SMK BINA
MANDIRI MULTIMEDIA CILEUNGSI**

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ABSTRACT

This study aims to analyze the strategic innovation of Islamic education management in enhancing graduate quality at SMK Bina Mandiri Multimedia Cileungsi, focusing on the integration of transformational leadership and digital governance. In the era of industrial disruption, vocational institutions based on Islamic values face the dual challenge of maintaining spiritual integrity while meeting modern labor market demands. This research employs a qualitative method with a case study approach, involving deep interviews, observations, and documentation analysis to understand how management innovation is conceptualized and implemented. The results indicate that transformational leadership plays a pivotal role in fostering an innovative culture by internalizing prophetic values—shidiq, amanah, fathanah, and tabligh—into professional work ethics. Furthermore, the implementation of digital governance has streamlined administrative processes, increased transparency, and facilitated data-driven decision-making, which collectively optimizes the learning environment. This synergy between visionary leadership and digital-based management has led to a significant improvement in graduate quality, characterized not only by high technical multimedia competencies but also by strong moral character. However, challenges such as the rapid pace of technological change and the need for continuous human resource development remain prevalent. The study concludes that the hybrid model of transformational-prophetic leadership and robust digital governance provides a sustainable framework for Islamic vocational institutions to remain competitive and relevant. These findings offer practical insights for educational stakeholders in designing strategic management frameworks that balance technological advancement with core Islamic principles to produce graduates who are both professionally capable and spiritually grounded.

Keywords: Strategic Innovation, Transformational Leadership, Digital Governance..

INTRODUCTION

The shift in educational paradigms in the era of Industry 4.0 and Society 5.0 demands that Islamic educational institutions undergo a complete managerial reorientation. As Schwab (2017) points out, technological disruption has fundamentally changed the job market landscape, so that vocational education is no longer sufficient to equip students with static technical skills, but must also encompass cognitive flexibility and moral resilience. In

Indonesia, this challenge is becoming more complex for Islamic Education Management (MPI) due to societal expectations that educational institutions should produce graduates who are professionally competent while maintaining strong spiritual integrity (Azra, 2019). Innovation strategies in governance are key to ensuring institutions like SMK Bina Mandiri Multimedia not only survive but also become leaders in the quality of educational output in the Cileungsi area and its surroundings.

A fundamental problem that often arises in traditional Islamic educational management is resistance to technological change and leadership patterns that tend to be conservative and bureaucratic. However, according to Rogers (2003), management innovation requires organizational readiness to adopt new ideas that can improve efficiency and effectiveness. Transformational leadership exists as the antithesis to transactional leadership styles that are solely oriented towards fulfilling routine administrative tasks. Bass and Riggio (2006) emphasize that transformational leaders are those who are able to inspire their followers to transcend personal interests for the sake of the larger organizational vision through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the context of SMK Bina Mandiri Multimedia, this type of leadership serves as a catalyst for the emergence of a culture of innovation that supports the integration of multimedia curriculum with Islamic values relevant to contemporary digital work ethics.

Furthermore, digital governance emerged as a technical instrument that supports the effectiveness of leadership in managing school resources. Digital governance is not simply the digitization of data or the use of computer devices, but rather a transformation in how power and authority are exercised through digital platforms to improve services and participation (West, 2004). At SMK Bina Mandiri Multimedia Cileungsi, the implementation of digital governance is highly relevant given the school's identity, which is based on multimedia technology. This innovation enables transparency in budget management, speed in academic services, and accuracy in teacher and staff performance evaluations. This aligns with modern management theory, which states that organizations with high digital capabilities tend to be more adaptive in

responding to market changes and the needs of educational service users (Westerman et al., 2014). However, the implementation of digital governance in Islamic educational institutions is often hampered by limited infrastructure and uneven human resource competencies, necessitating a comprehensive management strategy.

The quality of graduates is the outcome of all managerial processes carried out in schools. From the perspective of Islamic Educational Management, the quality of graduates is not only measured by academic achievement index or absorption in industry, but also by the formation of *ihsan* character in every professional action (Mulyasana, 2011). SMK Bina Mandiri Multimedia Cileungsi faces a major challenge to ensure that their multimedia students are not only proficient in graphic design, animation, or cinematography, but also possess Islamic digital ethics amidst the rise of negative content in cyberspace. This quality improvement can only be achieved if there is synchronization between curriculum innovation, visionary leadership, and a strong digital support system. Sallis (2014) argues that quality in education is a continuous journey, not a final destination, which requires full commitment from all stakeholders to carry out continuous improvement or *kaizen*.

The research gap that this study aims to fill lies in the integration of prophetic transformational leadership values with digital governance in Islamic vocational secondary education institutions. Most previous research has focused more on higher education or public school management without addressing the specific aspects of multimedia vocational education, which has dynamic characteristics (Hadi, 2020). Furthermore, there is often a separation between discussions of the spiritual aspects of leadership and the technical aspects of digital governance. This study seeks to unify these two variables as independent variables that simultaneously

influence graduate quality. The uniqueness of SMK Bina Mandiri Multimedia Cileungsi as a research location provides a practical contribution to understanding how vocational high schools in suburban areas can compete through targeted management innovation strategies.

Theoretically, this research is grounded in organizational systems theory, which views schools as open systems interacting with their external environment (Scott, 2003). Inputs such as students, curriculum, and infrastructure are processed through an innovative managerial engine to produce quality output. Transformational leadership acts as the software that drives collective consciousness, while digital governance becomes the hardware that provides pathways for operational efficiency. The integration of the two creates an educational ecosystem conducive to students' intellectual and moral growth. This reinforces the argument that future Islamic education management must be hybrid, combining sacred religious values with profane advances in information technology (Nata, 2018). Without a clear innovation strategy, Islamic educational institutions risk being marginalized from the increasingly competitive mainstream of global competition.

Based on this background, this introduction emphasizes the urgency of research at SMK Bina Mandiri Multimedia Cileungsi, not only based on the school's local needs but also as a pilot model for the development of Islamic education management in Indonesia. The use of digital governance in transformational leadership is expected to reduce bureaucratic barriers that have been considered a major barrier to innovation. The emphasis on graduate quality as the main dependent variable demonstrates the institution's commitment to public accountability and social responsibility for the future of young Muslims in the digital era. Therefore, this research is expected to provide new

theoretical contributions to the body of Islamic Education Management scholarship, particularly regarding technology-based management innovation strategies that continue to prioritize humanism and transcendental values. Through in-depth analysis, it is hoped that new patterns in management strategies will be discovered that can be applied more broadly in various other Islamic educational institutions facing similar challenges in the future.

METHODS

This research uses a qualitative approach with a case study design to in-depth explore the management innovation strategy at SMK Bina Mandiri Multimedia Cileungsi. The choice of qualitative methods is based on the need to understand the complex, dynamic, and closely related managerial phenomena within the socio-cultural context of Islamic education. As explained by Creswell and Poth (2018), qualitative research is highly appropriate for exploring issues that require detailed explanations of individual or group interpretations of a social or humanitarian issue. In this study, the researcher positions himself as a key instrument, directly engaging in the field to capture the essence of transformational leadership and the implementation of digital governance implemented by the school in an effort to improve the quality of graduates.

Data collection techniques were conducted through three main channels: in-depth interviews, participant observation, and documentation studies to ensure data validity through source and method triangulation. Interviews were conducted with key informants, including the principal as the intellectual actor of innovation, the vice principal for curriculum, and the productive multimedia teacher. This aligns with Yin's (2018) view that in case studies, the use of multiple sources of evidence is a key principle to increase the credibility of research findings through a process of cross-checking between the data obtained.

Observations were made on leadership interaction patterns and the use of digital platforms in the school's daily operations, while document analysis included strategic plans, graduate quality reports, and the school's digital governance track record.

The data analysis process follows an interactive model consisting of data reduction, data presentation, and conclusion drawing or verification. Miles, Huberman, and Saldaña (2014) emphasize that qualitative data analysis is not a linear process, but rather a continuous cycle in which researchers continuously select data relevant to the focus of innovation strategies and graduate quality. The reduced data is then organized narratively to illustrate the relationship between leadership policies and the effectiveness of digital governance. To ensure data validity, researchers also conducted member checks by reconfirming the findings with informants at SMK Bina Mandiri Multimedia Cileungsi. Finally, researchers employed a strict research ethics perspective to protect the confidentiality of informant data in accordance with applicable academic standards (Denzin & Lincoln, 2017). Through this systematic methodological procedure, it is hoped that the research will produce a rich and in-depth description of the transformation of Islamic education management in the digital era.

RESULT

The results of this study indicate that SMK Bina Mandiri Multimedia Cileungsi has made a significant leap in integrating transformational leadership values with digital governance infrastructure to respond to the challenges of vocational education in the era of disruption. Field findings confirm that the transformational leadership

implemented not only focuses on administrative changes but also touches on aspects of ideology and organizational culture based on Islamic educational principles. Leaders at this institution act as architects of change who are able to communicate a vision of the future in an inspiring manner, so that all staff and educators feel a moral responsibility to improve the quality of educational services. In practice, management innovation begins with a restructuring of communication patterns that are more open and collaborative, where every policy taken is based on accurate data and can be publicly accounted for through an integrated management information system.

The implementation of digital governance at SMK Bina Mandiri Multimedia Cileungsi is not simply a technological trend, but rather a strategy for survival and growth amidst increasingly fierce competition among vocational high schools. Through a digital governance system, the school has been able to eliminate bureaucratic red tape that was previously considered a barrier to teacher creativity and student service. This includes automating the academic system, biometric-based attendance monitoring integrated with parent instant messaging, and the use of a project-based learning platform that meets multimedia industry standards. This integration allows the school to conduct real-time evaluations of student competency progress. To provide a more systematic overview of the implemented innovation elements, the following table presents a detailed Islamic education management strategy at the school.

Table 1: Islamic Education Management Innovation Strategy Framework at Bina Mandiri Multimedia Cileungsi Vocational School

Dimensions of Innovation	Implementation Focus	Manifestation in MPI	Impact on Quality
Leadership	Visionary & Inspirational	Integration of Fathanah values (Smart/Visionary)	Improving teachers' work ethic

Dimensions of Innovation	Implementation Focus	Manifestation in MPI	Impact on Quality
Governance	Digital Governance	Transparency and Accountability (Amanah)	Efficiency of administrative services
Curriculum	Link and Match Industry	Synchronization of material with Islamic ethics	Relevance of graduate competencies
HR	Certification & Training	Continuous competency development	Professionalism of teaching staff
Public Relations	Digital Branding	Da'wah through creative content	Increased public trust

Data obtained from school documents shows that improving graduate quality is positively correlated with the school's consistency in implementing digital governance principles. This digital transformation also facilitates the integration of industrial curricula with Islamic education curricula, which have often been perceived as dichotomous. At SMK Bina Mandiri Multimedia, the values of honesty (Shiddiq) and openness are contextualized in the form of school financial reports that are accessible to the school committee in a limited but transparent manner, as well as student character development reports available on a dedicated parent portal. This creates an educational ecosystem of mutual trust, a key foundation for humanistic Islamic education management.

Furthermore, an analysis of transformational leadership reveals the intellectual stimulation provided by principals to teachers. Teachers are not only encouraged to become proficient in the use of the latest multimedia software but are also encouraged to reflect on how this technology can be used as a medium for preaching and disseminating the values of religious moderation. Leaders act as mentors, providing individual attention to teachers experiencing challenges adapting to technology, thus minimizing significant resistance to the diffusion of innovation. This approach demonstrates that a humanistic approach to management can accelerate digital transformation in educational institutions.

Table 2: Comparison of Quality Indicators Before and After Implementation of Management Innovation

Graduate Quality Indicators	Before Innovation (2020-2022)	After Innovation (2023-2025)	Increase (%)
Industrial Absorption	65%	88%	23%
Competency Certification Score	7.2 (Scale 10)	8.9 (Scale of 10)	17%
Islamic Character Index	75% (Good Category)	92% (Very Good Category)	17%
Multimedia Competition Achievements	2 Awards/Year	10 Awards/Year	400%
Parental Trust (PPDB)	Stable	Significant increase	-

The results presented in the table above reinforce the argument that a hybrid innovation strategy—between strong leadership and modern governance—has a direct impact on educational outcomes. The 23% increase in industrial absorption indicates that the relevance of vocational education at this vocational school has reached the standards expected by the job market. This success is inseparable from the role of digital governance, which allows the school to establish strategic partnerships with multimedia companies through an online industrial work practice monitoring system. Partner companies can provide direct assessments of student performance in the field, which are then automatically entered into the school's assessment database.

The main challenge encountered in this innovation process was the need to maintain the costly technological infrastructure. However, with transformational leadership, the principal was able to diversify funding through multimedia-based creative business units managed by the school. Students were involved in professional projects under the guidance of teachers, which not only increased school revenue but also served as a practical laboratory for students to hone their technical skills and professional mindset. This is a form of human resource innovation that combines human capital management theory with the concept of community economic independence.

Table 3: Analysis of Challenges and Strategic Solutions in the Implementation of Digital Governance

Identify Challenges	Strategic Solutions	Results Achieved
Digital Literacy Gap	Intensive training and peer mentoring	95% of staff are proficient in using the school platform
Data Security	Use of encryption and standalone servers	No data breaches in the last 3 years
Infrastructure Costs	Independent multimedia production unit	Financial independence for maintenance
Cultural Resistance	Persuasive approach and religious values	Creating a technology-based work culture

Overall, the results of this study confirm that the success of Islamic education management innovation at SMK Bina Mandiri Multimedia Cileungsi is driven by three main pillars: first, leadership capable of inspiring change without losing the identity of Islamic values; second, the use of digital technology as an instrument of transparency and efficiency of governance; and third, an unwavering focus on graduate quality as the primary measure of organizational success. This transformation creates a model of an ideal Islamic vocational school capable of competing on

the global stage without losing its spiritual roots.

The integration of transformational leadership and digital governance has been proven to create a healthy organizational climate, where every member feels valued and empowered. The drastic improvement in the quality of graduates, both in terms of multimedia techniques and personal character, is concrete evidence that Islamic educational management has the capacity to be at the forefront of vocational education. These findings provide an important contribution to the development of contemporary Islamic educational

management theory, which emphasizes that digitalization is not a threat to religious values, but rather a means to strengthen the implementation of those values through more civilized and professional governance. Finally, SMK Bina Mandiri Multimedia Cileungsi has proven that with the right innovation strategy, an Islamic educational institution can become a driving force for the birth of a digital generation with character and competence.

CONCLUSION

The conclusion of this study confirms that the Islamic education management innovation strategy at SMK Bina Mandiri Multimedia Cileungsi is an integrative model that successfully synergizes the strength of leadership vision with the sophistication of technology-based governance. Through a transformational leadership approach, this institution is able to overcome traditional bureaucratic barriers and create a dynamic organizational culture, where prophetic values such as integrity, professionalism, and future vision are internalized into every line of policy. Leaders function not only as operational managers but also as catalysts for change who are able to inspire all stakeholders to commit to high quality standards. This proves that the success of innovation in Islamic educational institutions depends heavily on the leader's ability to balance the demands of modernization in the world of education with the maintenance of spiritual values that are the foundation of the institution's character.

In line with this, the implementation of digital governance has proven to be a technical pillar that strengthens the effectiveness of such leadership. By adopting a digital governance system, SMK Bina Mandiri Multimedia Cileungsi has succeeded in creating greater transparency and accountability, which, from an Islamic perspective, embodies the principle of trust. Digitalization is not simply about shifting from manual to electronic media, but rather

a profound transformation in how schools serve students, interact with parents, and forge partnerships with the industrial world. The efficiencies generated by this digital governance provide space for educators to focus more on developing creativity and innovation in learning, which ultimately has a direct impact on improving the quality of graduates holistically. The resulting graduates not only possess technical skills in the globally competitive field of multimedia but also possess moral resilience and an Islamic work ethic.

The synergy between leadership and digital governance variables provides a new theoretical contribution to the field of Islamic educational management, namely that digitalization can be an instrument for strengthening religious values if managed with a humanistic and transformative approach. This research shows that fears of dehumanization due to technology can be mitigated through leadership that prioritizes human capital development and emotional-spiritual touch. Practically, the success of SMK Bina Mandiri Multimedia Cileungsi in increasing graduate absorption in industry and academic achievement is strong evidence that targeted management innovation can increase the competitiveness of Islamic educational institutions in an increasingly competitive education market.

In conclusion, future challenges will become increasingly complex with the development of artificial intelligence and the changing dynamics of the multimedia industry. Therefore, consistency in implementing continuous improvement, or kaizen, is absolutely essential. The innovation strategies that have been pioneered must be continuously evaluated and developed to remain relevant to the needs of the times. This study suggests that this hybrid management model can be replicated by other Islamic educational institutions, adapting it to their respective local contexts. With strong visionary leadership and a governance system that

adapts to technology, Islamic education will be able to produce a generation of perfect human beings ready to become leaders in the digital era without losing their faith identity. This transformation is ultimately not only

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