Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Visionary Leadership and Competitiveness in Islamic Education: The VL-OCIRC Conceptual Model

Siti Maryam[1]*, Febry Suprapto[2]
[1,2]Institut Ahmad Dahlan Probolinggo, Indonesia

*Coresponding author-email: *sitimaryam180981@gmail.com*

Abstract

This study dissects the fundamental mechanism through which visionary leadership accelerates the competitiveness of Islamic educational institutions without slightly distorting their cultural and theological identities. A Theoretical Integrative Literature Review (TILR) approach is meticulously executed to synthesize philosophical foundations, managerial theories, and recent empirical evidence bases. Such an execution aims to dismantle the conceptual fragmentation trap currently dominating contemporary educational management literature. Visionary leadership demonstrably transcends the boundaries of anticipatory foresight. Vision is never a mere future illusion. The concept operates entirely as a strategic determinant to institutionalize consensus, engineer pedagogical innovation, and stimulate the orchestration of organizational transformation. Fundamental Islamic doctrines comprising amanah, ihsan, shura, adil, and maslahah function absolutely as the normative anchor navigating this transformational trajectory. Synthesis outcomes corroborate the absence of direct causal correlations between leadership and competitiveness. Leadership construction dictates a robust mediation phase. Policymakers must imperatively translate visionary blueprints into concrete organizational capabilities encompassing quality culture internalization, human resource capitalization, and digital adaptation agility. Aggregating these internal capabilities naturally ignites external recognition manifesting in institutional reputation escalation. This crucial phase ultimately breeds sustainable competitive advantage. The article subsequently proposes the Visionary Leadership-Organizational Capability-Institutional Reputation-Competitiveness (VL-OCIRC) conceptual framework to encapsulate these entire causal equilibriums. The framework delineates a linear trajectory originating from a value-laden vision, propagating towards capability reinforcement, maturing public reputation, and culminating in institutional sustainability guarantees. Conclusively, the VL-OCIRC postulate injects an integrative paradigm into the heart of educational leadership discourse while simultaneously unfurling a prescriptive diagnostic instrument continually awaiting empirical validation across pluralistic Islamic institutional ecosystems.

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Keywords: Visionary Leadership, Islamic Education, Institutional Competitiveness, Organizational Capabilities, Institutional Reputation

1. Introduction

Digital transformation, artificial intelligence proliferation, and globalization relentlessly confront Islamic educational institutions with unprecedented multidimensional pressures. Preserving traditional identity alone constitutes an obsolete operational strategy. Educational ecosystems face absolute imperatives to orchestrate pedagogical innovation, recalibrate quality paradigms, and construct robust public trust. Visionary leadership emerges as an indispensable strategic locus amidst this turbulence. Leaders bear the critical mandate to decipher environmental volatility. Formulating a future-oriented trajectory and mobilizing fundamental organizational transformation represent non-negotiable leadership imperatives.

Contemporary scholarly discourse explicitly links visionary leadership with organizational change and institutional competitiveness. Theoretical fragmentation severely paralyses current literature. Existing paradigms routinely treat educational quality, cultural transformation, and reputation as isolated variables rather than interconnected operational mechanisms. A critical conceptual vacuum persists regarding the exact transformational alchemy converting leadership vision into tangible organizational capabilities. Competitiveness inherently embodies a multidimensional architecture spanning human resource excellence, curricular relevance, and strategic networking. Ascribing competitive advantage exclusively to individual leadership charisma constitutes a fatal theoretical fallacy. Institutional superiority materializes only through the relentless organizational capacity to synergize complex internal resources consistently.

Islamic educational settings introduce an inviolable normative dimension dictating leadership operationalization. Core doctrines comprising amanah, ihsan, shura, adil, and maslahah fundamentally govern strategic decision-making, human capital optimization, and institutional governance. This study posits these theological tenets as the absolute contextual bedrock shaping how visionary paradigms translate into practical realities. Current scholarship demonstrably suffers from conceptual fragmentation, mechanism ambiguity, and sustainability oversight. Addressing these multifaceted theoretical deficits requires an integrative architectural framework mapping the internal and external mechanisms driving institutional supremacy.

This research aims to dissect the systemic contribution of Islamic value-based visionary leadership in forging institutional competitiveness through the mediating forces of organizational capabilities and public reputation. Constructing the Visionary

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Leadership-Organizational Capability-Institutional Reputation-Competitiveness (VL-OCIRC) conceptual model serves as the primary objective. This paradigm elucidates the sequential conversion of value-centric visions into enduring institutional sustainability. The inquiry specifically investigates how leadership vision metamorphoses into organizational competence and ultimately secures competitive longevity.

The theoretical novelty of this manuscript lies in positioning Islamic values as the primary normative engine of visionary leadership while explicitly delineating the sequential pathway connecting internal capabilities with external reputational validation. The VL-OCIRC framework intentionally transcends the simplistic direct correlation between leadership and competitiveness. Moving beyond isolated leadership metrics establishes a comprehensive diagnostic blueprint for institutional managers. These theoretical propositions consequently provide a robust conceptual foundation ready for empirical testing, instrument development, and mixed-methods validation across diverse Islamic educational contexts.

2. Research Methodology

This study operationalizes a qualitative Theoretical Integrative Literature Review (TILR) design. Such an architecture transcends conventional descriptive summaries. The methodology deliberately synthesizes philosophical foundations, theoretical paradigms, and contemporary empirical data to construct a multidimensional understanding of Islamic educational leadership. Integrative reviews uniquely facilitate the amalgamation of disparate theoretical and empirical streams to generate robust conceptual models.

Data acquisition relied strictly on secondary scholarly artifacts extracted from globally recognized academic databases. Scopus, Web of Science, ERIC, Dimensions, and Google Scholar constituted the primary retrieval repositories. Deployment of multiple databases rigorously mitigates selection bias risks. Empirical literature prioritized the 2021 to 2026 publication window to capture contemporary digital transformations, institutional adaptability, and competitive dynamics. Foundational theoretical works and classical philosophical sources predating this epoch retained inclusion eligibility to anchor core normative constructs.

Execution of the literature search utilized sophisticated Boolean operational matrices coupling constructs of visionary leadership, Islamic educational institutions, and competitive advantage. Table 1 delineates the precise inclusion and exclusion parameters governing document eligibility. Peer-reviewed status and substantive conceptual relevance operated as absolute inclusion prerequisites. Articles lacking methodological transparency or conceptual depth faced immediate exclusion.

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Table 1. Inclusion and Exclusion Parameters for Literature Selection

Thematic Parameter	Eligibility Prerequisites	Rejection Thresholds
Publication Typology	Peer-reviewed empirical or conceptual journal artifacts.	Non-academic publications, popular media, editorial commentaries, or gray literature.
Temporal Scope	Primary empirical evidence restricted to the 2021 to 2026 epoch.	Empirical investigations predating 2021 lacking fundamental theoretical paradigm shifts.
Foundational Literature	Seminal philosophical or theoretical treatises predating 2021 establishing core normative constructs.	Archaic literature offering zero substantive architectural contributions to the conceptual model.
Leadership Typologies	Scholarship interrogating visionary, strategic, prophetic, or Islamic educational leadership paradigms.	Leadership discourse detached from the precise contextual framework of this inquiry.
Institutional Context	Research situated within madrasahs, pesantren, Islamic higher education, or conceptually transferable educational ecologies.	Investigations lacking structural applicability to Islamic pedagogical environments.
Competitiveness Dimensions	Literature substantively analyzing competitive advantage, institutional capabilities, innovation agility, reputation, or sustainability.	Artifacts demonstrating merely superficial or tangential references to institutional competitiveness.
Normative Values	Scholarship explicitly integrating amanah, ihsan, shura, adil, maslahah, or contiguous Islamic doctrines into governance frameworks.	Axiological discussions entirely divorced from strategic educational management mechanics.
Linguistic Boundaries	English or Indonesian textual sources.	Artifacts composed in languages defying rigorous linguistic validation by the research team.
Data Accessibility	Artifacts yielding comprehensive methodological transparency	Sources plagued by critical data opacities obstructing precise thematic extraction.

Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

	and extractable empirical depth.	
Redundancy Mitigation	Definitive or most comprehensive iterations of published scholarly works.	Redundant indexations or exact duplicates isolated across disparate academic databases.
Thematic Alignment	Literature demonstrating rigorous intersectionality with the primary theoretical trajectories of the research questions.	Documentation lacking absolute thematic synchronization with the core synthesis objectives.
Analytical Integrity	Artifacts possessing sufficient theoretical density or empirical rigor for structural synthesis.	Superficial literature actively degrading the methodological robustness of the integrative review.

Selection protocols adapted the PRISMA 2020 reporting principles to guarantee methodological transparency throughout the identification, screening, and eligibility phases. The procedural absence of a numerical retrieval flow diagram does not invalidate the systematic rigor applied during data extraction. Eligible documents populated a structured synthesis matrix capturing authorial context, theoretical frameworks, Islamic value dimensions, and central empirical findings.

Analytical processing deployed rigorous thematic synthesis across three sequential tiers. Initial coding decomposed textual data into fundamental conceptual units. Clustering these semantic units generated coherent descriptive themes. Subsequent theoretical abstraction produced high-level analytical mechanisms explaining institutional competitiveness. The analysis deliberately traversed philosophical principles, theoretical parameters, and normative Islamic value layers. Conceptual model development progressed systematically through rigorous concept identification, functional categorization, and dynamic relationship mapping. Final theoretical propositions emerged organically from this multidimensional synthesis to establish the VL-OCIRC paradigm.

3. Results and Discussion

3.1. Synthesis of the State of the Art and Theoretical Foundations

Contemporary scholarship repeatedly dissects visionary leadership, educational quality, and institutional reputation as rigidly isolated constructs (Hidayah, 2025; Efendi, 2025). Such theoretical isolation inherently obscures the systemic mechanisms driving institutional competitiveness. Synthesizing disparate empirical trajectories exposes

Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

critical theoretical chasms demanding immediate conceptual intervention. Table 2 crystallizes this existing empirical landscape across diverse Islamic educational contexts.

Table 2. State of the Art and Strategic Position of the Present Study

Author(s) & Year	Context & Methodological Design	Primary Empirical Findings	Conceptual Limitations & Research Gaps	Strategic Position of the Present Study
Maromi (2023)	Qualitative case study within a pesantren ecosystem.	Visionary leadership manifests via foresight, creative thinking, risk-taking, and continuous learning.	Analytical outcomes remain restricted to *Khidmah Lil-Ummah* without delineating links to broader competitiveness.	Positions visionary dimensions as foundational drivers for organizational capabilities.
Kurniawan et al. (2024)	Quantitative regression analysis involving 166 Salafiyah pesantren respondents.	Transformational leadership significantly impacts satisfaction. Visionary leadership paradoxically lacks direct significance.	Indirect mechanisms connecting visionary leadership to ultimate organizational outcomes remain completely unexplored.	Validates the absolute necessity for mediating variables bridging vision and outcomes.
Zakariyah (2024)	Case study of a Pesantren-affiliated Madrasah Aliyah.	Competitiveness relies heavily on human resource quality, holistic curricula, strategic networking, and innovation.	Observations focus on a singular institution without constructing a replicable theoretical framework.	Integrates these isolated components directly into the organizational capability construct.
Muslim et al. (2024)	Ethnographic investigation at a pesantren-affiliated higher education institution.	Universal Islamic value integration produces globally oriented, multilingual graduates.	Focus remains exclusively on graduate quality rather than holistic institutional competitiveness architectures.	Reinforces Islamic values as the primary source of strategic institutional capabilities.

Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Hidayah (2025)	Qualitative multi-case study across two Madrasah Aliyah institutions.	Shared vision, empowerment, and stringent standards elevate academic achievement and institutional quality.	The explicit transition from internal quality to external institutional reputation remains unexplained.	Positions educational quality as an internal capability demanding external reputational validation.
Efendi (2025)	Qualitative case study at a secondary-level Islamic school.	Strategic planning and professional supervision tangibly improve student engagement and institutional reputation.	Contextual constraints prevent the formulation of a cross-institutional conceptual mechanism.	Establishes the preliminary pathway connecting organizational capabilities to institutional reputation.
Fauzi et al. (2025)	Qualitative multi-site case study at three Madrasah Tsanawiyah.	Visionary paradigms enhance competitiveness through flagship programs, distinct identity, and community trust.	Long-term institutional sustainability is completely excluded from the theoretical equation.	Reinforces the critical mediating role of stakeholder trust in securing competitiveness.
Rahmatullah & Maisyarah (2025)	Literature review focusing on pesantren ecosystems.	Integrating *tauhid*, *amanah*, and *ihsan* with strategic management enhances overall institutional effectiveness.	Explicit mechanisms connecting these values specifically to visionary leadership are absent.	Solidifies Islamic values as the absolute normative foundation for leadership paradigms.
Munifah et al. (2025)	Qualitative case study of a Ma'had Aly institution.	Centralization, conservatism, and rigid curricula act as formidable barriers to sustainable transformation.	Fails to propose a leadership framework capable of dismantling these cultural barriers.	Identifies technological adaptability and governance agility as mandatory organizational capabilities.

Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Suryadi & Asma (2025)	Qualitative multi-case study in madrasahs and modern pesantren.	Total Quality Management (TQM) implementation heavily requires visionary leadership and adaptive cultural integration.	Analytical focus narrows strictly to TQM rather than multidimensional competitive advantage.	Positions quality culture strictly as a capability engineered by visionary leadership.
Robita et al. (2025)	Descriptive qualitative literature review.	Quality cultures rooted in *amanah* and *ihsan* cultivate highly collaborative and responsive educational environments.	Reputation and competitiveness are not articulated as direct consequences of cultural transformation.	Validates the conceptual progression from Islamic values to capability reinforcement.
Warisno et al. (2025)	Conceptual analysis of madrasahs and pesantren.	Principles of *adl*, *amanah*, and *maslahah* solidify legitimacy within digital governance and innovation.	Primary focus heavily leans toward technological ethics rather than institutional supremacy.	Strengthens the integration of digital adaptability within the organizational capability matrix.
Mustajib et al. (2025)	Qualitative multisite study across two pesantren.	Competitive elevation necessitates participatory implementation, curriculum innovation, and rigorous capability development.	The mediating function of institutional reputation is entirely disregarded.	Reinforces change orchestration as a non-negotiable dimension of visionary leadership.
Zahra (2025)	Qualitative analysis across various Islamic educational tiers.	Global competitiveness requires integrating spiritual identity with academic innovation and	The precise role of visionary leadership driving this integration remains underexplored.	Corroborates adaptability, innovation, and distinct identity as primary sources of competitiveness.

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

		adaptive capacity.		
Cross-Context Synthesis	Aggregated analysis across diverse Islamic educational settings.	Visionary leadership, internal quality, public trust, and competitiveness demonstrate interconnected tendencies.	Existing scholarship critically fails to unify values, capabilities, reputation, and sustainability into a singular theoretical mechanism.	Constructs the VL-OCIRC model to definitively resolve this multidimensional conceptual fragmentation.

Previous investigations routinely isolate quality paradigms from leadership vision, producing a severe conceptual fragmentation gap (Kurniawan et al., 2024). Scholars consistently document the correlation between leadership and organizational outcomes. The precise mechanical pathways converting leadership vision into institutional supremacy remain theoretically opaque. Organizational capabilities arguably serve as the missing internal conversion engine bridging this mechanism gap (Zakariyah, 2024). Existing literature simultaneously suffers from an alarming Islamic value integration gap. Researchers frequently relegate normative principles comprising amanah, ihsan, shura, adil, and maslahah to superficial moral ornaments. These doctrines actually constitute the fundamental strategic bedrock shaping all visionary leadership processes (Rahmatullah & Maisyarah, 2025). A glaring sustainability gap further restricts current theoretical horizons. Existing management paradigms typically terminate at competitive advantage. Institutional sustainability rarely emerges as the ultimate strategic destination (Mainuddin et al., 2024). The VL-OCIRC paradigm systematically annihilates these theoretical deficits by aligning values, vision, capabilities, reputation, competitiveness, and sustainability into a coherent causal continuum.

Philosophical paradigms dictate that leadership within Islamic educational ecosystems utterly transcends mere administrative efficiency. Leaders bear absolute accountability for holistic human development and institutional perpetuity. Tawhid provides the ultimate philosophical compass (Rahmatullah & Maisyarah, 2025). This fundamental principle guarantees that strategic planning perpetually aligns with transcendental objectives. Theoretical anchoring relies heavily on the Visionary Leadership architecture proposed by Nanus (1992). Nanus explicitly posits that vision formulation represents merely the genesis of leadership. Real strategic power

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

materializes only when leaders translate abstract visions into aggressive organizational action. This study radically contextualizes this framework. The conceptual operationalization intertwines vision communication, strategic decision-making, and change orchestration with stringent Islamic normative parameters. Values cease to function as passive ethical boundaries (Warisno et al., 2025). They operate dynamically as active strategic drivers. Trustworthiness ensures accountability. Excellence mandates quality obsession. Consultation democratizes strategic planning. Justice guarantees equitable resource distribution. Public benefit orients institutional goals toward societal impact.

3.2. Visionary Leadership and Organizational Capability Metamorphosis

Visionary leadership aggressively dictates strategic direction (Maromi, 2023). Leaders must decode environmental volatility to engineer a resilient institutional future. Articulating this future trajectory constitutes only the preliminary phase. Internalizing the vision across the organizational hierarchy remains an absolute operational necessity (Hidayah, 2025). Shared visions ignite collective organizational transformation. Leaders act as aggressive catalysts for pedagogical innovation, technological integration, and holistic quality enhancement (Munifah et al., 2025).

Direct causal correlation between leadership vision and institutional competitiveness remains a theoretical illusion (Kurniawan et al., 2024). Vision demands a sophisticated internal conversion mechanism. Organizational capabilities fulfill this crucial transformational role (Zakariyah, 2024). Human capital excellence, rigorous quality culture, digital agility, and strategic networking represent the tangible manifestations of an internalized vision (Zakaria et al., 2025). Building institutional reputation subsequently bridges the gap between internal quality and external validation. Stakeholder trust and legitimacy emerge organically when institutions consistently demonstrate measurable excellence (Efendi, 2025). Table 3 maps the precise empirical evidence fortifying these conceptual construct developments.

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Table 3. Concise Evidence Synthesis Matrix

Extracted Empirical Evidence	Preliminary Coding	Thematic Categorization	Theoretical Construct	Conceptual Proposition
Tauhid-based visions consistently guide strategic planning, systematic implementation, and rigorous institutional evaluation (Rahmatullah & Maisyarah, 2025).	Tauhid-centric vision; strategic orientation.	Islamic normative alignment.	Islamic Values (IV).	P1: IV → VL
Amanah, ihsan, shura, tawazun, and hikmah serve as absolute philosophical foundations for strategic management (Rahmatullah & Maisyarah, 2025).	Axiological ethics; leadership morality.	Ethical-spiritual leadership foundation.	Islamic Values (IV).	P1: IV → VL
Principles of adl, amanah, and maslahah fundamentally strengthen legitimacy and trust in digital governance (Warisno et al., 2025).	Technological justice; public trust.	Value-based institutional governance.	Islamic Values (IV).	P1: IV → VL
Visionary leaders consistently demonstrate foresight, creative risk-taking, coalition building, and continuous learning (Maromi, 2023).	Foresight capability; risk calculation; coalition orchestration.	Future-oriented strategic behavior.	Visionary Leadership (VL).	P2: VL → OC

Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Leadership orchestrates direction setting, change agency, stakeholder motivation, and educational standardization (Hidayah, 2025).	Strategy design; change mobilization.	Strategic direction and execution.	Visionary Leadership (VL).	P2: VL → OC
Shared vision formulation, stakeholder empowerment, and structured execution dictate leadership effectiveness (Hidayah, 2025).	Vision internalization; collaborative empowerment.	Vision implementation mechanisms.	Visionary Leadership (VL).	P2: VL → OC
Strategic supervision and professional support tangibly elevate teaching quality, thereby boosting institutional reputation (Efendi, 2025).	Teaching excellence; performance metrics; reputation building.	Internal quality converting to external recognition.	Organizational Capabilities (OC) → Institutional Reputation (IR).	P3: OC → IR
Visionary paradigms intertwined with human resource development and innovation architecture directly forge competitiveness (Zakariyah, 2024).	Vision-to-capability conversion; capability-based supremacy.	Capability-mediated competitive advantage.	Organizational Capabilities (OC).	P6: VL → OC → IC

3.3. The VL-OCIRC Conceptual Architecture and Theoretical Propositions

The VL-OCIRC framework maps this intricate transmutation process through a sequential architectural trajectory. Islamic values establish the normative base. Visionary leadership provides the strategic velocity. Organizational capabilities construct internal supremacy. Institutional reputation engineers external validation. Competitiveness

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

secures market positioning. Sustainability guarantees long-term institutional survival. Figure 1 illustrates this conceptual flow visually.

Figure 1. VL-OCIRC Conceptual Model

Islamic Values
Amanah • Ihsan • Shura • 'Adl • Maslahah
↓
Visionary Leadership
Strategic Direction • Shared Vision • Strategic Decision-Making • Innovation • Change Leadership
↓
Organizational Capabilities
Human & Intellectual • Quality & Innovation • Digital & Adaptive • Relational & Collaborative Capabilities
↓
Institutional Reputation
Quality Recognition • Stakeholder Trust • Institutional Image • Legitimacy
↓
Institutional Competitiveness
Quality • Differentiation • Innovation • Competitive Position
↓
Institutional Sustainability
Adaptability • Continuity • Long-Term Institutional Resilience

Based on this multidimensional synthesis, the study formulates seven testable theoretical propositions encapsulating the VL-OCIRC model mechanics. Table 3 summarizes these fundamental conceptual relationships.

Table 3. Summary of the Theoretical Propositions of the VL-OCIRC Model

Proposition Index	Conceptual Trajectory	Analytical Interpretation
P1	Islamic Values → Visionary Leadership	Theological and normative doctrines fundamentally dictate the ethical and strategic orientation of visionary leadership practices.
P2	Visionary Leadership → Organizational Capabilities	Aggressive visionary leadership systematically engineers the strategic, adaptive, and operational capabilities of the institution.

Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

P3	Organizational Capabilities → Institutional Reputation	Superior internal capabilities consistently generate tangible educational excellence that organically cultivates external public reputation.
P4	Institutional Reputation → Institutional Competitiveness	Formidable institutional reputation exponentially amplifies stakeholder trust and legitimacy to secure dominant competitive positioning.
P5	Institutional Competitiveness → Institutional Sustainability	Value-based competitive advantage systematically fortifies long-term resilience and institutional sustainability amidst environmental turbulence.
P6	VL → OC → IC	Organizational Capabilities function as the absolute conceptual mediator transmuting abstract leadership vision into concrete competitive advantage.
P7	OC → IR → IC	Institutional Reputation conceptually mediates the critical transition from internal capability mastery to externally validated competitive supremacy.

- **Proposition 1 (P1):** Islamic Values to Visionary Leadership. Internalization of amanah, ihsan, shura, adil, and maslahah fortifies visionary leadership with an immutable ethical, participatory, and public-benefit orientation (Rahmatullah & Maisyarah, 2025; Warisno et al., 2025).
- **Proposition 2 (P2):** Visionary Leadership to Organizational Capabilities. Visionary leadership directly engineers robust organizational capabilities by institutionalizing a shared vision and relentlessly mobilizing transformative institutional action (Hidayah, 2025; Zakariyah, 2024).
- **Proposition 3 (P3):** Organizational Capabilities to Institutional Reputation. Superior organizational capabilities organically generate institutional reputation by consistently delivering tangible educational excellence and fostering unwavering stakeholder trust (Efendi, 2025).
- **Proposition 4 (P4):** Institutional Reputation to Institutional Competitiveness. Elevated institutional reputation exponentially amplifies stakeholder preference and external legitimacy to secure dominant competitive positioning (Efendi, 2025).
- **Proposition 5 (P5):** Institutional Competitiveness to Institutional Sustainability. Value-based competitiveness systematically guarantees long-term institutional sustainability by maximizing adaptive resilience amidst environmental turbulence (Mainuddin et al., 2024).

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

- **Proposition 6 (P6):** Organizational Capabilities as an Internal Conceptual Mediator. Organizational capabilities function as the obligatory conceptual mediator transmuting abstract visionary leadership into concrete institutional competitiveness (Kurniawan et al., 2024; Zakariyah, 2024).
- **Proposition 7 (P7):** Institutional Reputation as an External Conceptual Mediator. Institutional reputation conceptually mediates the critical transition from internal organizational capabilities to externally validated competitive supremacy (Efendi, 2025).

3.4. Discussion and Theoretical Implications

The VL-OCIRC paradigm dictates a radical theoretical departure from leader-centric romanticism. Institutional supremacy relies entirely on capability-centric architectures (Suryadi & Asma, 2025). Individual charisma constitutes a highly volatile and unsustainable strategic asset. Sustainable institutional power demands the aggressive institutionalization of leadership vision into concrete organizational systems (Zakariyah, 2024). Internal excellence alone guarantees nothing. Superior curricula and elite human capital remain inert without external validation. Institutional reputation bridges this critical conceptual chasm (Efendi, 2025). It translates internal institutional quality into recognized public trust.

Competitiveness within Islamic educational contexts fundamentally rejects superficial metrics of enrollment dominance or financial accumulation. True competitiveness manifests exclusively as a value-based institutional advantage. Modernization and technological agility do not necessitate theological erosion. Preserving core Islamic doctrines simultaneously elevates organizational resilience and market differentiation (Rahmatullah et al., 2025; Muslim et al., 2024). The ultimate conceptual destination is institutional sustainability (Mainuddin et al., 2024). Competitive advantage represents merely a transient state. True institutional power is the enduring capacity to learn, adapt, and restructure relentlessly across generations. The VL-OCIRC model consequently contributes a profound diagnostic blueprint for policymakers and educational managers. Capacity-building frameworks must transcend administrative competencies. Developing foresight, engineering systemic innovation, and executing value-based governance constitute the new imperatives for sustaining Islamic educational institutions amidst global disruption.

4. CONCLUSION

This study aggressively deconstructs conventional leader-centric paradigms dominating contemporary educational management literature. Constructing the Visionary Leadership-Organizational Capability-Institutional Reputation-

Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Competitiveness (VL-OCIRC) conceptual model establishes a sequential transformational pathway superseding simplistic direct correlation assumptions. Institutional supremacy demands far more than visionary foresight. True competitive advantage materializes exclusively when abstract strategic visions metamorphose into tangible organizational capabilities. Quality culture internalization, digital adaptation, and robust human capital development collectively constitute this internal capability matrix. Superior internal mechanics must subsequently secure external public validation. Institutional reputation bridges this critical conceptual divide, systematically translating capability mastery into recognized stakeholder trust and sustained competitive positioning.

Theological doctrines structurally define this entire transformational trajectory. Islamic values comprising amanah, ihsan, shura, adil, and maslahah transcend superficial moral boundaries. These principles operate actively as the absolute normative bedrock shaping strategic decision-making, pedagogical innovation, and overall institutional governance. True competitiveness within Islamic pedagogical ecosystems fundamentally rejects the erosion of theological identity. Modernization imperatives seamlessly intertwine with spiritual preservation to guarantee long-term institutional sustainability.

Relying exclusively on secondary literature synthetics constitutes the primary methodological limitation of this inquiry. The VL-OCIRC paradigm currently operates purely as a theoretically informed conceptual architecture demanding rigorous empirical validation. Causal trajectories connecting values, vision, capabilities, reputation, and competitiveness require definitive statistical verification. Future academic investigations must deploy robust quantitative methodologies, structural equation modeling, and multi-case qualitative designs across diverse Islamic educational typologies. Testing the mediating efficacy of organizational capabilities and public reputation will definitively fortify the theoretical propositions established within this manuscript.

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

REFERENCES

Abdalla, M. (2025). Exploring Tarbiyah in Islamic Education: A Critical Review of the English- and Arabic-Language Literature. Education Sciences, 15(5), 559. https://doi.org/10.3390/educsci15050559

Abdelmannan, D., Buhumaid, R., Salman, H., Ba Madhaf, W. A. A. H., AlRajaby, H. M. K., Zary, N., & Guraya, S. S. (2025). A scoping review of mentorship in Graduate Medical Education: A proposed conceptual framework. Frontiers in Medicine, 12, 1616148. https://doi.org/10.3389/fmed.2025.1616148

Efendi, N. (2025). The role of visionary leadership in developing competitive Islamic education systems. JMPI: Jurnal Manajemen, Pendidikan dan Pemikiran Islam, 3(2), 321–341. https://doi.org/10.71305/jmpi.v3i2.34

Fauzi, M., Abun, A. R., & Mujiyatun. (2025). Visionary leadership of madrasah heads in improving brand awareness and the competitiveness of the institution in Madrasah Tsanawiyah. Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme, 7(1), 1042–1058. https://doi.org/10.37680/scaffolding.v7i1.9965

Hidayah, N. (2025). Visionary leadership and its impact on the quality of education in Islamic educational institutions. Al-Hayat: Journal of Islamic Education, 9(1), 142–158. https://doi.org/10.35723/ajie.v9i1.48

Kurniawan, I., Syarifudin, E., & Zohriah, A. (2024). Exploring visionary and transformational leadership among Islamic leaders and its impact on job satisfaction in Indonesian pesantren. International Journal of Science Education and Cultural Studies, 3(2), 38–45. https://doi.org/10.58291/ijsecs.v3i2.245

Mainuddin, M., Ishomuddin, & Faridi. (2024). Sustainable pesantren: Institutional reform in Islamic education. Jurnal Alwatzikhoebillah: Kajian Islam, Pendidikan, Ekonomi, Humaniora, 10(2), 427–438. https://doi.org/10.37567/alwatzikhoebillah.v10i2.2631

Manaf, S., Novita, M., Rokimin, & At Thaariq, Z. Z. (2025). Visionary leadership in Islamic education: Transforming practices and enhancing educational governance. Journal of Pedagogy and Education Science, 4(3), 706–722. https://doi.org/10.56741/IISTR.jpes.001287

Maromi, I. (2023). The pesantren leaders' visionary in improving Khidmah Lil-Ummah excellent service. Journal of Islamic Education Research, 4(2), 193–210. https://doi.org/10.35719/jier.v4i2.344

Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Muslim, A. B., Arroisi, J., Mohd Jan, J., & Ramazani, R. (2024). Indonesian pesantren-affiliated higher education: Universal Islamic values to develop locally engaged but globally oriented multilingual graduates. Research in Post-Compulsory Education, 29(1), 138–157. https://doi.org/10.1080/13596748.2023.2285633

Munifah, M., Puspitasari, I. N. N., Zuhri, H. H., Yani, A., Jasmine, A. N., & Kurniasari, A. (2025). Cultural barriers and challenges of Ma'had Aly: The path towards a competitive Islamic higher education institution. Nazhruna: Jurnal Pendidikan Islam, 8(2), 464–479. https://doi.org/10.31538/nzh.v8i2.216

Mustajib, M., Mutohar, P. M., Akhyak, & Aziz, A. (2025). Change management in improving the quality and competitiveness of Islamic boarding schools. International Journal of Education Management and Religion, 2(2), 162–179. https://doi.org/10.71305/ijemr.v2i2.508

Mutohar, P. M., & Masduki. (2022). Visionary leadership based on brand image in improving the competitiveness of Islamic higher education at UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia. Journal of Advances in Education and Philosophy, 6(12), 581–597. https://doi.org/10.36348/jaep.2022.v06i12.004

Nanus, B. (1992). Visionary leadership: Creating a compelling sense of direction for your organization. Jossey-Bass.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McGuinness, L. G., … Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. BMJ, 372, n71. https://doi.org/10.1136/bmj.n71

Rahmatullah, R., Maisyarah, & Mutamakin. (2025). Strategic management model based on Islamic values in Islamic boarding school education. Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam, 6(2), 218–234. https://doi.org/10.32478/leadership.v6i2.3760

Robita, A., Fauzi, F., & Dakir, D. (2025). Transformation of quality culture in improving the quality of Islamic education institutions. International Journal of Education, Culture, and Society, 3(2), 454–473. https://doi.org/10.58578/ijecs.v3i2.5397

Rohani, R., Sobari, M., Harto, K., & Handayani, T. (2025). Dynamics of change and development in Islamic educational organizations from the perspective of visionary leadership. International Journal of Education and Literature, 4(3), 73–83. https://doi.org/10.55606/ijel.v4i3.270

IJIS
Immortalis Journal of Interdisciplinary Studies
ISSN: 3123-3600 https://immortalispub.com/ijis
Vol. 2 Issue 4, October 2026, pp. 141-159

Safutri, Y. Y., & Siregar, D. R. S. (2022). Spiritual leadership dalam pendidikan Islam. Jurnal Administrasi Pendidikan Islam, 4(2), 168–177. https://doi.org/10.15642/japi.2022.4.2.168-177

Stidolph, C., Kawi, J., Dingley, C. E., Hart, A., Giger, J., Benfield, R., & Reyes, A. T. (2025). An integrative review of new nurse practitioners' experiences in rural healthcare practice. Rural and Remote Health, 24(2), 9626. https://doi.org/10.22605/RRH9626

Sulhan, M., & Rifai, I. (2023). Personality competence, authority and change vision: Transformative leadership in building madrasah competitive advantage. Al-Tanzim: Jurnal Manajemen Pendidikan Islam, 7(2). https://doi.org/10.33650/al-tanzim.v7i2.5274

Suprihno, S., Maunah, B., & Syafi'i, A. (2026). An integrative model of kyai leadership in building Islamic education management: A systematic literature review. EDUSOSHUM Journal of Islamic Education and Social Humanities, 6(3), 1855–1868. https://doi.org/10.52366/edusoshum.v6i3.482

Suryadi, T., & Asma, K. (2025). Implementasi manajemen berbasis mutu dalam lembaga pendidikan Islam. MASALIQ, 5(4), 1803–1821. https://doi.org/10.58578/masaliq.v5i4.6617

Warisno, A., Anshori, A., Hidayah, N., & Dwianto, A. (2025). Transformative Islamic education management in madrasah and pesantren integrating tradition and digital innovation. Journal of Cultural Analysis and Social Change, 10(2), 276–289. https://doi.org/10.64753/jcasc.v10i2.1596

Zahra, W. A. (2025). Quality education through pesantren, madrasahs, and Islamic schools in globalization dynamics. Indonesian Journal of Islamic Studies, 13(3). https://doi.org/10.21070/ijis.v13i3.1776

Zakaria, A. R., Karwadi, Budiman, A. M., Fatahillah, M., & Akib, A. R. M. (2025). Strategic management practices in pesantren: Innovations for enhancing educational quality and organizational sustainability. Malaysian Online Journal of Educational Management, 13(2), 86–97. https://doi.org/10.22452/mojem.vol13no2.5

Zakariyah, Z. (2024). Improving madrasah competitiveness through excellent Islamic education development strategies. Nazhruna: Jurnal Pendidikan Islam, 7(1), 140–155. https://doi.org/10.31538/nzh.v7i1.4541