



## Implementation of Competency-Based Leadership Models in Enhancing Academic Achievement

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### Abstract

Effective leadership is widely recognized as a cornerstone for improving student academic outcomes and institutional quality. This study investigates the implementation of competency-based leadership models at Pondok Roudlatu Ta'limil Qur'an Gresik and examines its role in enhancing student academic achievement. Using a qualitative case study approach, data were gathered through in-depth interviews, participant observation, and document analysis involving the principal, teachers, and staff. The findings reveal that the principal's proficiency in managerial, professional, social, and personality competencies facilitates a robust educational environment through strategic planning, merit-based teacher placement, and continuous academic supervision. These leadership practices successfully cultivate a positive academic culture characterized by high student motivation and improved teacher instructional quality. While structural barriers such as administrative workloads and infrastructure gaps persist, the principal's transition to professionalized governance ensures institutional resilience. This research emphasizes that strengthening principal competencies is vital for sustaining educational excellence in modernized Islamic boarding schools.

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## INTRODUCTION

Education is a fundamental factor in improving the quality of human resources and the progress of a nation. In the context of educational institutions, the success of achieving educational goals is not only determined by the curriculum and infrastructure but is also significantly influenced by the quality of leadership. Effective leadership is capable of mobilizing all components of the educational institution to work optimally toward established goals, including enhancing students' academic achievement.<sup>1</sup>

Effective educational leadership demands adequate competence from a leader. These competencies include managerial, social, personal, and professional abilities that are integrated into

<sup>1</sup> Philip Hallinger and Ronald H. Heck, "Leadership for Learning: Does Collaborative Leadership Make a Difference in School Improvement?," *Educational Management Administration & Leadership* 38, no. 6 (2010): 654–78, <https://doi.org/10.1177/1741143210379060>.

daily leadership practices. A leader with high competence will be able to create a conducive learning environment, improve teacher performance, and encourage the creation of a superior academic culture.<sup>2</sup>

However, reality on the ground indicates that many educational institutions still face various problems in enhancing academic achievement. These issues include low teacher performance, a lack of innovation in learning, and weak educational management systems implemented by institutional leaders. This condition suggests that leadership that is not competency-based remains a significant inhibiting factor in improving educational quality.<sup>3</sup>

The competency-based leadership model emerges as an approach that emphasizes the mastery of skills, knowledge, and attitudes relevant to leadership tasks. This model is believed to enhance leadership effectiveness because it is oriented toward measurable performance and results. In the educational context, competent leaders will be able to manage human resources optimally, empower teachers, and improve the quality of the learning process.<sup>4</sup>

Student academic achievement is an important indicator in assessing the success of an educational institution. Such achievement is influenced by various factors, both internal and external, including the leadership of the head of the institution. Research indicates that effective leadership has a significant relationship with increased student academic achievement through the improvement of learning quality and teacher performance.<sup>5</sup>

Furthermore, competency-based leadership also plays a role in creating a positive and conducive organizational climate. Such a climate can increase student learning motivation and teacher work commitment in carrying out their duties. Thus, the implementation of competency-based leadership serves as a vital strategy in improving educational quality, particularly in the aspect of academic achievement.<sup>6</sup>

Based on this description, this research focuses on a study regarding the implementation of competency-based leadership models in enhancing academic achievement. This research is expected to contribute to the development of Islamic educational management science and serve as a reference for educational practitioners in improving the quality of leadership in educational institutions.

## **METHOD**

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<sup>2</sup> Dallas Hambrick Hitt and Pamela D. Tucker, "Systematic Review of Key Leader Practices Found to Influence Student Achievement: A Unified Framework," *Review of Educational Research* 86, no. 2 (2016): 531–69, <https://doi.org/10.3102/0034654315614911>.

<sup>3</sup> Kenneth Leithwood et al., "Seven Strong Claims about Successful School Leadership," *School Leadership & Management* 28, no. 1 (2008): 27–42, <https://doi.org/10.1080/13632430701800060>.

<sup>4</sup> Martin Mulder, "Competence-Based Education and Training," *The Journal of Agricultural Education and Extension* 18, no. 3 (2012): 305–14, <https://doi.org/10.1080/1389224X.2012.670048>.

<sup>5</sup> Viviane M. J. Robinson et al., "The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types," *Educational Administration Quarterly* 44, no. 5 (2008): 635–74, <https://doi.org/10.1177/0013161X08321509>.

<sup>6</sup> Christopher Day et al., "The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference," *Educational Administration Quarterly* 52, no. 2 (2016): 221–58, <https://doi.org/10.1177/0013161X15616863>.

This study utilizes a qualitative approach with a case study design to gain an in-depth understanding of the implementation of competency-based leadership in enhancing academic achievement.<sup>78</sup> The research was conducted at Pondok Roudlatu Ta'limil Qur'an in Gresik Regency, chosen for its institutional relevance and data accessibility.<sup>9</sup> Subjects were selected through purposive sampling, involving the head of the institution, teachers, and students, with data consisting of primary sources (interviews and observations) and secondary sources (documentation).<sup>10</sup> Data collection was carried out through in-depth interviews, direct observation, and documentation, with the researcher serving as the primary instrument.<sup>1112</sup> Data analysis followed the stages of reduction, data display, and conclusion drawing.<sup>13</sup> To ensure scientific validity, data trustworthiness was maintained through triangulation, extended observation, and peer debriefing.<sup>14</sup>

## RESULTS AND DISCUSSION

### Profile and Educational Integration at Pondok Roudlatu Ta'limil Qur'an Gresik

Pondok Roudlatu Ta'limil Qur'an Gresik represents a distinctive pesantren-based educational institution that successfully integrates traditional religious education with a formal academic curriculum. This dual-system integration is crucial in the modernization of Islamic boarding schools, as it addresses the evolving demands of society and contemporary educational standards without compromising core religious principles.<sup>15</sup> By combining these educational streams, the institution plays a vital role in shaping the moral and nationalist-religious character of the students (santri) while simultaneously enhancing their academic capabilities through a structured, competency-oriented learning system.<sup>16</sup>

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<sup>7</sup> M. Fathun Niam et al., *METODE PENELITIAN KUALITATIF* (CV WIDINA MEDIA UTAMA, 2024), <https://repository.penerbitwidina.com/id/publications/567869/>.

<sup>8</sup> Febryanti Dwi Lestari et al., "Analisis Kasus Penggunaan Media Pembelajaran Microsoft Powerpoint Pada Mata Pelajaran IPS Di SMPN Kota Pontianak," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 10 (2024): 292–302, <https://doi.org/10.5281/zenodo.11421928>.

<sup>9</sup> Dr Umar Sidiq et al., *METODE PENELITIAN KUALITATIF DI BIDANG PENDIDIKAN*, n.d.

<sup>10</sup> Nikmatur Ridha, "Proses Penelitian, Masalah, Variabel Dan Paradigma Penelitian," *Hikmah* 14, no. 1 (2017): 62–70.

<sup>11</sup> Nisa Vabriani et al., "Implementasi Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMK N 4 Payakumbuh," *Innovative: Journal Of Social Science Research* 3, no. 3 (2023): 1001–9.

<sup>12</sup> Abdul Nasir et al., "Pendekatan Fenomenologi Dalam Penelitian Kualitatif," *Innovative: Journal Of Social Science Research* 3, no. 5 (2023): 4445–51.

<sup>13</sup> Anjarima Devitri Kase et al., "Resiliensi Remaja Korban Kekerasan Seksual Di Kabupaten Timor Tengah Selatan: Analisis Model Miles Dan Huberman," *INNER: Journal of Psychological Research* 3, no. 2 (2023): 301–11.

<sup>14</sup> Septania Caesaria Setiadi and Junaidi Indrawadi, "Pelaksanaan Program Boarding School Dalam Pembentukan Karakter Siswa Di SMA 3 Painan," *Journal of Civic Education* 3, no. 1 (2020): 83–91, <https://doi.org/10.24036/jce.v3i1.328>.

<sup>15</sup> Lukman Hakim et al., "Transforming Islamic Boarding School Education: Institutional Modernization and Quality Improvement in Tebuireng Jombang," *AL-ISHLAH: Jurnal Pendidikan* 17, no. 3 (2025): 3881–94, <https://doi.org/10.35445/alishlah.v17i3.7685>.

<sup>16</sup> Thoriq Al Anshori et al., "Penguatan Karakter Nasionalis-Religius Santri Melalui Program 'Angop Kang Mas' Berbasis Ayat Pedang," *Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M)* 7, no. 2 (2026): 436–45, <https://doi.org/10.33474/jp2m.v7i2.24871>.

Managing such an integrated educational model requires a highly specific, adaptive, and competency-based leadership approach.<sup>17</sup> The leadership at the pondok plays an active role in directing, mentoring, and developing the potential of both educators and students to achieve the expected educational goals. In this unique context, institutional leaders are required to transition towards a more professional and innovative governance system that effectively balances traditional Islamic values with professional educational practices.<sup>18</sup> This institutional transformation highlights the absolute necessity for leaders who possess strong managerial and instructional competencies to navigate the complexities of managing human resources, improving teacher professionalism, and ensuring the overall quality of education within a pesantren setting.<sup>19</sup>

### **Manifestation of Managerial and Professional Competencies in Academic Management**

The implementation of competency-based leadership begins with structured managerial practices, particularly in planning and organizing educational resources.<sup>20</sup> At Pondok Roudlatu Ta'limil Qur'an Gresik, the principal demonstrates strong managerial competence by establishing a clear vision, mission, and academic-oriented work programs. These programs explicitly target the enhancement of learning quality and the regular evaluation of students. Furthermore, effective organizing is reflected in the clear distribution of tasks and responsibilities among educators based on their respective competencies.<sup>21</sup> Aligning teachers' roles with their expertise ensures that the learning process operates efficiently, which is a fundamental indicator of successful principal leadership management.

Beyond administrative management, the principal actively exercises professional competence through continuous academic supervision and teacher empowerment. Instructional leaders effectively manage educational programs by planning, coordinating, and evaluating the work of teachers while concurrently monitoring student progress.<sup>22</sup> The principal actively provides direction, motivation, and constructive evaluation regarding the learning process. Continuous academic supervision is crucial for improving teacher professionalism and discipline, as it directly impacts teaching quality and pedagogical innovation.<sup>23</sup> Moreover, empowering teachers through

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<sup>17</sup> Tri Inayah Satriadi et al., "Kompetensi Manajerial Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Pada Madrasah Tsanawiyah Darussalam Pangkalpinang," *Al-Zayn : Jurnal Ilmu Sosial & Hukum* 4, no. 2 (2026): 4458–70, <https://doi.org/10.61104/alz.v4i2.4953>.

<sup>18</sup> Hakim et al., "Transforming Islamic Boarding School Education."

<sup>19</sup> Evi Muafiah et al., "Leadership Style and Educational Quality at State Islamic University," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (2023): 399–410, <https://doi.org/10.35445/alishlah.v15i1.2453>; Hawanuran Syifahaya and Istanto, "Transformative and Innovative Leadership: The Key to Successful Teacher Competency Development in Islamic Schools," *Ta'dib: Jurnal Pendidikan Islam* 30, no. 1 (2025): 138–54, <https://doi.org/10.19109/td.v30i1.28227>.

<sup>20</sup> Satriadi et al., "Kompetensi Manajerial Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Pada Madrasah Tsanawiyah Darussalam Pangkalpinang."

<sup>21</sup> Fitria Faizah Hilman and Ida Tejawiani, "Principal Leadership Management in Improving Graduate Quality: A Qualitative Analysis of Indonesian Private Junior High Schools," *Journal of Innovation and Research in Primary Education* 4, no. 4 (2025): 2186–95, <https://doi.org/10.56916/jirpe.v4i4.2047>.

<sup>22</sup> Krista Bixler and Marjorie Ceballos, "Principals Leading AI in Schools for Instructional Leadership: A Conceptual Model for Principal AI Use," *Leadership and Policy in Schools* 24, no. 1 (2025): 137–54, <https://doi.org/10.1080/15700763.2024.2428297>.

<sup>23</sup> Tri Pudji, "Implementasi Supervisi Akademik Kepala Sekolah Untuk Meningkatkan Disiplin Dan Profesionalisme Guru Di Madrasah Miftahul Huda Tayu Pati," *COLLASE (Creative of Learning Students Elementary Education)* 6, no. 3 (2023): 510–18, <https://doi.org/10.22460/collase.v6i3.13785>.

structured evaluations and collaborative discussions allows the institution to effectively address instructional challenges, thereby fostering a sustainable improvement in educational quality.<sup>24</sup>

### **Actualization of Social and Personality Competencies in Building a Positive Academic Culture**

The actualization of the principal's social competence at Pondok Roudlatu Ta'limil Qur'an Gresik is evidenced by the ability to foster a collaborative and motivating work environment for the teaching staff. By implementing inspirational motivation strategies, the leadership actively provides moral support, clear direction, and constructive evaluation of the classroom learning process.<sup>25</sup> This communicative approach effectively builds solidarity and trust among the school community, which is a crucial prerequisite for mobilizing all institutional components toward achieving shared academic goals. Effective relationship management and social interaction by the leadership create a professional learning atmosphere where teachers feel empowered, valued, and highly committed to improving pedagogical quality.<sup>26</sup>

Personality competence plays an equally critical role, with the institutional leader serving as the primary role model (*uswah*) and a charismatic figure for all teachers and students. The principal demonstrates integrity and moral authority through a strong personal commitment to the school's mission, which inspires active engagement and loyalty from both teachers and students.<sup>27</sup> Leadership that is rooted in a strong foundation of ethics and religious values—such as moderation, balance (*tawazun*), and conduct that benefits the community—helps internalize discipline and academic spirit into daily routines. By acting as a personification of the institution's goals, the leader creates a stable and respected governance system that aligns cultural identity with professional excellence.

The synergy between these competencies ultimately results in the formation of a highly conducive and disciplined academic culture characterized by a positive learning climate. This positive culture is characterized by increased student learning motivation and a behavioral shift toward more active participation in all educational activities. The presence of an inspiring leader fosters high academic spirit and order, which is reflected in improved student discipline and a more focused learning atmosphere. Consequently, this supportive learning environment directly facilitates the achievement of superior academic performance by providing a solid cultural foundation for both students and teachers to reach their maximum potential.<sup>28</sup>

### **Impact of Competency-Based Leadership on Student Academic Achievement**

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<sup>24</sup> Sofwan Manaf and Rokimin, "Peran Kepala Sekolah Dalam Meningkatkan Kompetensi Guru Di Pondok Pesantren Darunnajah Jakarta," *Mudir: Jurnal Manajemen Pendidikan* 5, no. 1 (2023): 49–54, <https://doi.org/10.55352/mudir.v5i1.28>.

<sup>25</sup> Aulia Putri Nurazizah et al., "Pengaruh Kepemimpinan Kepala Madrasah terhadap Efektivitas Manajemen Pendidikan Islam di Madrasah Aliyah negeri 4 Karawang," *Jurnal Ilmiah Wahana Pendidikan* 11, no. 2.D (2025): 34–41.

<sup>26</sup> Muafiah et al., "Leadership Style and Educational Quality at State Islamic University."

<sup>27</sup> Anshori et al., "Penguatan Karakter Nasionalis-Religius Santri Melalui Program 'Angop Kang Mas' Berbasis Ayat Pedang."

<sup>28</sup> Anna Mar'atuz Zahro et al., "KEPEMIMPINAN PERUBAHAN KEPALA SEKOLAH DALAM PENINGKATAN MUTU PENDIDIKAN," *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 3 (2018): 358–63.

The implementation of competency-based leadership at Pondok Roudlatu Ta'limil Qur'an Gresik has a direct and significant impact on student academic achievement. Principals who successfully integrate transformational and innovative strategies create dynamic learning environments that foster student motivation and enhance learning outcomes.<sup>29</sup> In the context of this institution, the alignment of visionary goals with structured academic programs encourages students to become more active and disciplined in their educational activities.<sup>30</sup> This strategic leadership effectively transforms organizational resources into superior academic performance, evidenced by the consistent improvement in students' mastery of both religious and formal curricula.

A critical factor in this success is the mediating role of teacher performance, which is directly enhanced by the principal's managerial and professional competencies. By providing active direction, motivational support, and academic supervision, the principal fosters a culture of pedagogical innovation and continuous improvement among educators.<sup>31</sup> When teachers are empowered and motivated through professional-oriented leadership practices, they exhibit higher instructional quality and commitment, which directly translates into better classroom delivery and student engagement. The effective distribution of tasks based on teacher expertise further ensures that the instructional program meets high standards of effectiveness, thereby driving academic excellence.<sup>32</sup>

Ultimately, the consistent application of competency-based leadership contributes to the overall improvement of graduate quality and the institution's public reputation. Professional and innovative governance systems facilitate the transition toward modernized Islamic education that meets contemporary standards while maintaining traditional values. The improvement in graduate outcomes, such as academic proficiency and success in various competitions, underscores the effectiveness of a leadership model that balances administrative functions with developmental supervision. By fostering a positive academic culture and optimizing all educational resources, the institution secures its position as an adaptive and quality-focused pesantren capable of producing high-achieving graduates.<sup>33</sup>

### **Implementation Challenges and Strategic Leadership Solutions**

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<sup>29</sup> Efrita Norman et al., "Strategic Leadership of School Principals in Enhancing Educational Quality Through Transformational Management and Collaborative Governance," *El-Idare: Journal of Islamic Education Management* 11, no. 1 (2025): 81–88, <https://doi.org/10.19109/elidare.v11i1.27335>.

<sup>30</sup> Ruth Mandak and Yuni Astuti, "Transformational School Leadership in Challenging Contexts: Lessons from Indonesia's Eastern Periphery," *Journal of Innovation and Research in Primary Education* 5, no. 1 (2026): 1021–29, <https://doi.org/10.56916/jirpe.v5i1.2872>.

<sup>31</sup> Musytari Randa and Muhammad Yusuf, "Strategi Kepemimpinan Dan Manajemen Pendidikan Inovatif Dalam Mendorong Kinerja Guru Sekolah Berkelanjutan Di Indonesia," *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam* 6, no. 2 (2025): 203–11, <https://doi.org/10.55623/au.v6i2.562>.

<sup>32</sup> Satriadi et al., "Kompetensi Manajerial Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Pada Madrasah Tsanawiyah Darussalam Pangkalpinang"; Moh Solehuddin, "Leading by Example: Transformational Leadership Strategies in Shaping Multidimensional Religiosity of Madrasa Students," *Kawruh: Journal of Islamic Studies* 1, no. 1 (2026): 1–14.

<sup>33</sup> Hilman and Tejawiani, "Principal Leadership Management in Improving Graduate Quality"; Hakim et al., "Transforming Islamic Boarding School Education."

The implementation of competency-based leadership in educational institutions faces significant practical barriers, particularly regarding structural and operational limitations. Heavy administrative workloads and time constraints for educators often serve as primary obstacles to executing innovative programs.<sup>34</sup> In many institutions, while administrative support may be available, the provision of financial, technical, and dissemination resources is frequently perceived as weak.<sup>35</sup> This situation is often exacerbated by a lack of adequate policy support and uneven infrastructure, especially in institutions located in resource-constrained areas.<sup>36</sup>

Beyond physical and administrative constraints, cultural barriers and variations in human resource competencies present crucial challenges. Gaps in competency levels among teachers often lead to inconsistencies in the implementation of established instructional strategies. This is further complicated by resistance to change, particularly regarding digital technology adoption among senior teachers who may feel overwhelmed by new innovative demands.<sup>37</sup> If not managed effectively, these persistent pressures can trigger emotional exhaustion and decrease work motivation and commitment within the school environment.

To overcome these diverse obstacles, institutional leaders employ adaptive and transformational leadership strategies focused on optimizing social capital.<sup>38</sup> Competent leaders are capable of transforming environmental constraints into innovative opportunities through contextual adaptation and the building of a shared vision via intensive communication. These strategic solutions include empowering professional learning communities, strengthening peer support networks, and engaging in active collaboration with external stakeholders to compensate for internal resource limitations. By leveraging intrinsic motivation and participatory leadership, principals can ensure the sustainability of school transformation toward achieving superior academic achievement.

## CONCLUSION

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<sup>34</sup> Boledi Melita Moloto et al., “Transformational Leadership in Action: Principals’ Experiences of Turning Around Underperforming Schools in Rural South Africa,” *Leadership and Policy in Schools* 0, no. 0 (2026): 1–16, <https://doi.org/10.1080/15700763.2026.2625321>; Pudji, “Implementasi Supervisi Akademik Kepala Sekolah Untuk Meningkatkan Disiplin Dan Profesionalisme Guru Di Madrasah Miftahul Huda Tayu Pati.”

<sup>35</sup> Janice Colebra and Elena De Luna, “An Exploratory Analysis of Support, Engagement, and Commitment (SEC) of School Administrators to Teacher Research Programs,” *International Journal of Management and Administration* 9, no. 18 (2025): 98–144, <https://doi.org/10.29064/ijma.1761633>.

<sup>36</sup> Hamidatul Khalifah et al., “Transformational Leadership of School Principals in Improving School Quality in Remote Areas,” *Journal of Educational Sciences* 10, no. 3 (2026): 129–41, <https://doi.org/10.31258/jes.10.3.p.129-141>.

<sup>37</sup> Syifahaya and Istanto, “Transformative and Innovative Leadership”; Putri Mandasari et al., “INNOVATIVE PRINCIPAL LEADERSHIP MANAGEMENT IN IMPROVING TEACHER PROFESSIONALISM THROUGH LEARNING DAY AND LEARNING COMMUNICATION AT SD ISLAM PLUS AL-HIKMAH KANDIS,” *Pedagogical Research Journal* 3, no. 2 (2025): 129–34.

<sup>38</sup> Ni Kadek Delin Ariani et al., “Innovative Leadership and Educational Quality Management: A Qualitative Study of Principal Practices in an Indonesian Primary School,” *Journal of Innovation and Research in Primary Education* 5, no. 1 (2026): 662–73, <https://doi.org/10.56916/jirpe.v5i1.2851>; Deli Susanti et al., “MANAJEMEN PERUBAHAN DI MADRASAH: STRATEGI ADAPTIF DALAM MENINGKATKAN MUTU PENDIDIKAN ISLAM DI MADRASAH IBTIDAIYAH (MI) MUHAMMADIYAH REJANG LEBONG,” *At-Tadbir: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2025): 90–101, <https://doi.org/10.51700/attadbir.v5i2.1048>.

The implementation of a competency-based leadership model at Pondok Roudlatu Ta'limil Qur'an Gresik serves as a fundamental driver for enhancing student academic achievement. This study identifies that the principal's ability to integrate managerial, professional, social, and personality competencies effectively creates a structured and motivating educational environment. Through systematic planning, strategic organization of human resources based on expertise, and rigorous academic supervision, the principal optimizes teacher performance and fosters a superior academic culture. Despite significant operational challenges—such as administrative burdens, varying teacher competencies, and resource constraints—the principal's adaptive and transformational approach ensures that the institution remains resilient and quality-oriented. Ultimately, competency-based leadership not only improves student academic outcomes but also strengthens the institution's capacity to produce graduates who are both religiously grounded and academically proficient.

However, this study acknowledges certain limitations, primarily its focus on a single institutional context through a qualitative lens, which may limit the broader generalizability of the findings. The specific socio-cultural dynamics of the pesantren environment provide deep but localized insights. Therefore, future research should expand this inquiry by utilizing quantitative or mixed-methods approaches across diverse geographical settings and educational levels to provide a more robust empirical validation of the competency-based leadership framework. Additionally, further exploration into the integration of digital leadership competencies and artificial intelligence in traditional religious education could offer innovative pathways for institutional modernization in the digital era.

## **DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS**

In the preparation of this manuscript, the author(s) utilized ChatGPT (OpenAI) to assist with reformatting complex paragraphs and enhancing the logical progression of the arguments. All outputs were subsequently reviewed and revised by the author(s), who assume full responsibility for the final content of the publication.

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