

Integrating Inner Development Goals into Islamic Educational Management: A Conceptual Framework for Transformative and Sustainable Leadership

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ABSTRACT

Keywords:

Inner Development Goals, Islamic Educational Management, Transformative Leadership.

This study examines the integration of the Inner Development Goals (IDGs) framework into Islamic Educational Management as a foundation for transformative and sustainable leadership. Current leadership development in Islamic educational institutions predominantly emphasizes managerial and administrative competencies while giving limited attention to leaders' internal capacities, such as self-awareness, empathy, and reflective thinking. Despite growing scholarly interest in leadership development and sustainability, few studies have conceptually integrated IDGs with Islamic Educational Management within a unified theoretical framework. Employing a qualitative conceptual design with a library research approach, this study analyzes literature on leadership development, IDGs, sustainable leadership, and Islamic educational management. The findings reveal that the five IDG dimensions Being, Thinking, Relating, Collaborating, and Acting are conceptually aligned with core Islamic values, including muhasabah, hikmah, rahmah, shura, amanah, and khilafah. Based on this alignment, the study proposes an integrative conceptual framework positioning inner development as the foundation of transformative and sustainable leadership in Islamic educational institutions. The framework contributes to leadership theory by linking individual inner transformation, Islamic educational values, and sustainable educational leadership. Overall, integrating IDGs with Islamic educational values offers a holistic approach that balances managerial competence with ethical, spiritual, and personal development.

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INTRODUCTION

The contemporary educational landscape is undergoing profound transformation driven by globalization, technological advancement, environmental challenges, social complexity, and rapidly changing expectations regarding leadership effectiveness. Educational institutions are increasingly

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required not only to deliver academic excellence but also to cultivate leaders capable of navigating uncertainty, fostering resilience, promoting ethical decision-making, and sustaining organizational development in the face of continuous change. Within this context, leadership has emerged as a critical determinant of institutional success (Rahimi & Oh, 2024). However, recent scholarly discussions suggest that effective leadership is no longer solely dependent on technical competencies, managerial expertise, or administrative efficiency. Rather, the capacity of leaders to develop inner qualities such as self-awareness, emotional intelligence, empathy, integrity, purpose, and reflective thinking has become equally essential for organizational sustainability and transformation (Rehman, 2025).

The increasing recognition of internal human capacities as fundamental dimensions of leadership development has contributed to the emergence of the concept known as the Inner Development Goals (IDGs) (Tayossyong et al., 2025). Developed as a complementary framework to the Sustainable Development Goals (SDGs), the IDGs emphasize the cultivation of personal and collective capacities necessary for addressing complex societal challenges and achieving sustainable development (Behie et al., 2023). The framework identifies five interconnected dimensions of human development, namely Being, Thinking, Relating, Collaborating, and Acting. These dimensions encompass qualities such as self-awareness, cognitive flexibility, compassion, communication skills, courage, and transformative action. Advocates of the IDG framework argue that sustainable external change cannot be achieved without corresponding internal transformation among individuals and leaders responsible for guiding organizations and communities (Bilderback & Thompson, 2025).

The growing discourse surrounding Inner Development Goals reflects a broader shift in leadership studies from traditional managerial paradigms toward more holistic and human-centered approaches (Mamanazarov et al., 2025). Conventional leadership models have often prioritized measurable outcomes, organizational control, strategic planning, and performance indicators while paying comparatively limited attention to leaders' internal development. Although such approaches have contributed significantly to organizational effectiveness, they frequently fail to address deeper dimensions of leadership that influence ethical behavior, moral judgment, emotional resilience, and long-term sustainability (Kumar, 2025). As a result, many organizations experience leadership crises characterized by burnout, ethical misconduct, diminished trust, and resistance to change despite possessing technically competent leaders. These challenges highlight the necessity of developing leadership frameworks that integrate both external competencies and internal capacities (Friesen et al., 2026).

The relevance of this discussion becomes particularly significant within the context of Islamic educational institutions (Singun, 2025). Islamic educational

management is fundamentally distinct from secular management paradigms because it is grounded in spiritual, ethical, and moral principles derived from the Qur'an, Sunnah, and the broader intellectual tradition of Islam. Leadership in Islamic education is not merely an administrative function but also a form of trust (amanah) and responsibility (mas'uliyah) before Allah SWT. Consequently, educational leaders are expected to demonstrate not only professional competence but also exemplary character (akhlaq), spiritual integrity, justice (adl), sincerity (ikhlas), wisdom (hikmah), and accountability (Maduforo, Scott, & Scott, 2024).

Historically, Islamic educational thought has emphasized the inseparable relationship between knowledge, ethics, and character formation (Tsekouropoulos et al., 2025). Classical Muslim scholars such as Al-Ghazali, Ibn Khaldun, Al-Mawardi, and Ibn Jama'ah consistently highlighted the importance of cultivating inner virtues as the foundation of effective leadership and educational excellence. According to Islamic perspectives, leadership begins with self-mastery before extending to organizational management and social influence (Memon, Baloch, & Irqai, 2024). The prophetic model of leadership embodied by Prophet Muhammad SAW demonstrates how personal transformation serves as the basis for societal transformation. His leadership combined spiritual consciousness, emotional intelligence, compassion, justice, and strategic wisdom, illustrating an integrated model that aligns closely with many principles now emphasized in contemporary leadership theories (Armas & Jugo, 2024).

Despite the rich heritage of Islamic leadership principles, many contemporary Islamic educational institutions continue to face significant challenges in leadership development (Bitar & Davidovich, 2024). In numerous contexts, leadership training programs remain predominantly focused on administrative procedures, policy implementation, institutional governance, and managerial skills. While these aspects are undoubtedly important, they often provide insufficient attention to the development of leaders' internal capacities such as self-awareness, emotional regulation, reflective practice, empathy, and spiritual intelligence (Syamsir, Saputra, & Mulia, 2025). Consequently, educational leaders may possess strong technical competencies while struggling to address complex human and organizational challenges that require deeper levels of personal maturity and transformational capability (Kosiol, Silvester, Cooper, Alford, & Fraser, 2024).

Furthermore, the increasingly complex environment confronting Islamic educational institutions requires leadership approaches that extend beyond traditional administrative effectiveness (Darmawan & Gardi, 2024). Educational leaders today must respond to rapid technological change, globalization, cultural diversity, environmental sustainability concerns, mental health challenges, and

evolving stakeholder expectations. These issues demand adaptive leadership capacities characterized by critical reflection, collaborative problem-solving, emotional resilience, and ethical decision-making (Asad, Rind, & Almusharraf, 2026). However, existing leadership development models within Islamic educational management often lack comprehensive frameworks for systematically cultivating such internal capacities. This limitation raises important questions regarding the adequacy of current leadership paradigms in preparing leaders for the complexities of the twenty-first century (Akin-Fakorede, Ahmed, Abubakar, & Ajani, 2026).

The emergence of the Inner Development Goals framework offers a potentially valuable perspective for addressing these challenges (Kannikar & Sangnak, 2026). By emphasizing internal growth as a prerequisite for sustainable external impact, the IDGs provide conceptual tools for enhancing leadership development in educational settings. Many of the competencies promoted by the IDGs including self-awareness, empathy, integrity, purposefulness, and collaborative capacity resonate strongly with foundational values embedded within Islamic teachings (Adel, 2024). For example, the concept of muhasabah (self-reflection) aligns with self-awareness; ihsan encourages excellence and moral consciousness; rahmah promotes compassion and empathy; shura supports collaborative decision-making; and amanah reinforces responsibility and ethical accountability. These parallels suggest significant opportunities for integrating IDG principles with Islamic educational management frameworks (Miguez-Pinto et al., 2025).

Nevertheless, despite these conceptual similarities, scholarly exploration regarding the integration of Inner Development Goals within Islamic educational management remains relatively limited (Aguilera & Ruiz Castillo, 2025). Existing studies on Islamic educational leadership have primarily focused on leadership styles, organizational effectiveness, governance practices, and character-based leadership models (Rony, Lestari, Ismaniah, Yasin, & Lubis, 2023). Similarly, the emerging literature on Inner Development Goals has largely developed within secular sustainability and organizational development contexts. As a result, there remains a noticeable gap in the literature concerning how IDG principles can be systematically interpreted, adapted, and integrated within Islamic educational leadership frameworks (Gkrimpizi, Peristeras, & Magnisalis, 2023). Although previous studies have examined Islamic educational leadership, sustainable leadership, and the Inner Development Goals independently, very few have developed an integrated conceptual model explaining how inner development capacities can systematically reinforce Islamic educational management. Existing studies generally discuss leadership competencies, ethical values, or organizational effectiveness separately without articulating the theoretical mechanism connecting individual inner transformation with institutional

sustainability. Consequently, the literature still lacks an integrative framework capable of explaining how Inner Development Goals can enrich Islamic Educational Management within a coherent conceptual model.

This gap becomes increasingly significant given the growing demand for leadership models capable of simultaneously addressing spiritual, educational, organizational, and sustainability challenges (Fan, 2025). Islamic educational institutions occupy a unique position in society as centers for intellectual development, moral formation, and community empowerment. Consequently, their leaders require competencies that transcend conventional managerial capabilities. They must be able to inspire meaningful change, cultivate organizational learning cultures, strengthen ethical governance, foster collective well-being, and contribute to broader societal transformation. Achieving these objectives necessitates leadership development approaches that emphasize both internal and external dimensions of human growth (Abbasi, Wu, & Luo, 2025).

From a theoretical perspective, integrating Inner Development Goals with Islamic educational management also contributes to ongoing efforts to bridge contemporary leadership theories with Islamic intellectual traditions (Imran, Almusharraf, & Abbasova, 2025). While modern leadership research increasingly recognizes the importance of emotional intelligence, mindfulness, authentic leadership, servant leadership, and transformational leadership, Islamic scholarship has long emphasized related concepts through frameworks rooted in spirituality and ethical self-development. Exploring the intersection between these traditions can generate innovative conceptual models that enrich both fields of study while providing culturally relevant approaches for Muslim educational contexts (Jiang, Zhang, & Wang, 2025).

Moreover, the integration of IDGs into Islamic educational management has important implications for sustainable leadership (Heinonen, 2024). Sustainable leadership extends beyond achieving short-term organizational goals; it focuses on creating enduring positive impacts for individuals, institutions, communities, and future generations. Such leadership requires a balance between organizational performance, ethical responsibility, social justice, environmental stewardship, and human development. In Islamic perspectives, sustainability is closely connected to the concept of *khilafah* (stewardship), which emphasizes humanity's responsibility to preserve and improve the world entrusted by Allah SWT. Therefore, sustainable leadership in Islamic educational institutions should not only maintain institutional effectiveness but also promote holistic human flourishing and societal well-being (Xinghua, 2024).

Considering these developments, several critical questions emerge regarding leadership development in Islamic educational management (Areepattamannil, 2024). First, although various leadership development models

have been implemented within Islamic educational institutions, questions remain concerning their effectiveness in fostering leaders' internal capacities. Existing approaches may prioritize technical and administrative competencies while overlooking essential dimensions of personal transformation and inner growth. Understanding these limitations is necessary for identifying areas requiring conceptual and practical improvement (Unegbu, Yawas, & Dan-Asabe, 2024).

Second, while the Inner Development Goals framework offers promising insights for leadership development, its relationship with Islamic educational values and principles remains insufficiently explored. Investigating potential intersections, complementarities, and points of integration between IDGs and Islamic educational management can contribute to the development of more comprehensive and contextually relevant leadership frameworks (Asfahani, 2025).

Third, there is a need to conceptualize how an integrated framework combining Inner Development Goals and Islamic educational management principles can support transformative and sustainable leadership within Islamic educational institutions (Homer & Lim, 2024). Such a framework could provide theoretical guidance for leadership development programs, institutional policies, and future empirical research aimed at strengthening leadership effectiveness and sustainability. This study contributes theoretically in three ways. First, it extends the application of the Inner Development Goals beyond sustainability studies into the field of Islamic educational management. Second, it bridges contemporary leadership theory with classical Islamic educational thought through a unified conceptual framework. Third, it provides a foundation for future empirical research examining the relationship between inner development and sustainable leadership in Islamic educational institutions.

Based on these considerations, this article seeks to address three fundamental research questions: (1) What are the limitations of current leadership development models in Islamic educational management in fostering leaders' internal capacities? (2) How can the concept of Inner Development Goals be integrated with the values and principles of Islamic educational management? and (3) How can a conceptual framework based on Inner Development Goals be utilized to promote transformative and sustainable leadership in Islamic educational institutions? By addressing these questions, the article aims to develop a conceptual framework that integrates contemporary perspectives on inner development with Islamic educational leadership principles, thereby contributing to the advancement of transformative and sustainable leadership theory and practice within Islamic educational contexts.

Ultimately, this study argues that the future effectiveness of Islamic educational leadership depends not only on strengthening organizational

systems and managerial competencies but also on nurturing the inner capacities that enable leaders to act with wisdom, integrity, compassion, and purpose. Through the integration of Inner Development Goals and Islamic educational management principles, a more holistic approach to leadership development may emerge one capable of fostering meaningful transformation, institutional sustainability, and positive societal impact in an increasingly complex and interconnected world.

METHOD

This study employed a qualitative conceptual research design using a library research approach to develop a theoretical framework for integrating the Inner Development Goals (IDGs) into Islamic Educational Management (Blanc & Meißner, 2025). A conceptual methodology was selected because the primary objective of the study was not to test hypotheses empirically but to analyze, synthesize, and construct a theoretical framework that connects contemporary leadership development perspectives with the principles of Islamic educational management. The study focused on exploring the limitations of existing leadership development models in Islamic educational institutions, examining the compatibility between the Inner Development Goals framework and Islamic educational values, and formulating a conceptual model capable of promoting transformative and sustainable leadership (Leta et al., 2025).

Data were collected from secondary sources, including peer-reviewed journal articles, scholarly books, conference proceedings, official reports, and foundational documents related to Inner Development Goals, sustainable leadership, transformative leadership, Islamic educational management, and Islamic leadership. The literature was retrieved from reputable academic databases such as Scopus, Web of Science, Google Scholar, ERIC, and other relevant scholarly repositories. Source selection was based on relevance, credibility, theoretical contribution, and alignment with the research objectives (Setiawan et al., 2023). The literature search was conducted using combinations of keywords including "Inner Development Goals", "Islamic Educational Management", "Islamic Leadership", "Sustainable Leadership", "Educational Leadership", and "Transformative Leadership". Priority was given to publications published between 2020 and 2026 while seminal works were included where conceptually necessary.

The inclusion criteria comprised peer-reviewed journal articles, scholarly books, and internationally recognized reports directly addressing leadership development, sustainability, Inner Development Goals, or Islamic educational management. Publications lacking theoretical relevance or methodological transparency were excluded from the analysis.

The collected literature was analyzed using thematic content analysis and

conceptual synthesis techniques. The analysis followed four iterative stages: (1) literature familiarization, (2) open coding of leadership-related concepts, (3) thematic categorization according to the five IDG dimensions and Islamic educational values, and (4) conceptual integration to construct the proposed framework. The analytical process began with the identification of key concepts related to leadership development, internal capacities, Islamic leadership values, and the five dimensions of the Inner Development Goals framework, namely Being, Thinking, Relating, Collaborating, and Acting (Ramadhan & Violita, 2024). Subsequently, a conceptual mapping process was conducted to identify intersections and complementarities between IDG dimensions and Islamic educational management principles, including amanah (trustworthiness), ihsan (excellence), muhasabah (self-reflection), hikmah (wisdom), shura (consultation), rahmah (compassion), and khilafah (stewardship).

Comparative analysis was then employed to examine the strengths and limitations of existing leadership development models and to explore how internal leadership capacities can be enhanced through an integrated framework. To ensure the rigor and trustworthiness of the study, source triangulation and theoretical triangulation were applied by incorporating literature from leadership studies, sustainability studies, educational management, and Islamic scholarship. The final outcome of the analysis was the development of a conceptual framework that demonstrates how the integration of Inner Development Goals and Islamic educational management principles can contribute to the cultivation of transformative and sustainable leadership within Islamic educational institutions (Mukhlis, 2023). To enhance conceptual rigor, the emerging framework was continuously compared across multiple disciplinary perspectives, including educational leadership, sustainability science, Islamic education, and organizational studies. This iterative comparison minimized conceptual bias and strengthened theoretical consistency.

RESULT

The synthesis of the reviewed literature generated three major analytical themes that answer the research questions. These themes emerged consistently across the examined studies and subsequently formed the basis for the proposed conceptual framework.

Limitations of Current Leadership Development Models in Islamic Educational Management

Collectively, these findings indicate that current Islamic educational leadership models remain predominantly competency-oriented while insufficiently addressing leaders' internal developmental capacities. The analysis of the literature revealed that leadership development practices in Islamic

educational management continue to be predominantly oriented toward administrative and managerial competencies. Existing leadership programs generally emphasize institutional governance, policy implementation, strategic planning, and organizational effectiveness. While these competencies remain important for educational leadership, the reviewed studies indicate that relatively limited attention is devoted to developing leaders' internal capacities, including self-awareness, emotional intelligence, reflective thinking, empathy, resilience, and personal transformation.

Across the literature, leadership effectiveness is frequently measured through institutional performance indicators, organizational outcomes, and managerial achievements. However, fewer studies address how leaders cultivate the internal qualities necessary to navigate uncertainty, ethical dilemmas, interpersonal conflicts, and complex educational challenges. This tendency creates a significant gap between external leadership performance and internal leadership development.

Furthermore, the findings indicate that many leadership development initiatives within Islamic educational institutions continue to treat spiritual development as a supplementary component rather than as an integrated element of leadership formation. Although Islamic educational philosophy emphasizes character formation, moral integrity, and spiritual responsibility, these dimensions are often disconnected from formal leadership training programs. Consequently, educational leaders may possess strong managerial capabilities while lacking the reflective and transformative capacities required for sustainable institutional development.

A recurring pattern identified throughout the literature is the dominance of competency-based leadership models that focus on observable skills and organizational outcomes. Such approaches frequently overlook the importance of cultivating inner capacities that enable leaders to act with wisdom, compassion, adaptability, and ethical responsibility. This limitation highlights the need for a more holistic leadership development framework capable of integrating both external competencies and internal growth.

Alignment Between Inner Development Goals and Islamic Educational Management Principles

The second major finding demonstrates a substantial conceptual alignment between the Inner Development Goals (IDGs) framework and the foundational principles of Islamic educational management. Analysis of the literature revealed that the five dimensions of the IDGs Being, Thinking, Relating, Collaborating, and Acting share significant similarities with values that have long been emphasized within Islamic educational traditions.

The Being dimension, which focuses on self-awareness, presence, and integrity, corresponds closely with the Islamic concepts of muhasabah (self-reflection), taqwa (God-consciousness), and ikhlas (sincerity). These values encourage individuals to engage in continuous self-improvement while maintaining awareness of their ethical and spiritual responsibilities. Similarly, the Thinking dimension aligns with hikmah (wisdom) and tafakkur (reflection), both of which encourage critical thinking, contemplation, and sound judgment.

The literature further indicates that the Relating dimension is strongly associated with rahmah (compassion), ukhuwwah (brotherhood), and respect for human dignity. These values support the development of empathy, mutual understanding, and positive interpersonal relationships. Likewise, the Collaborating dimension reflects the Islamic principles of shura (consultation) and ta'awun (cooperation), which emphasize collective decision-making and shared responsibility within educational organizations.

Finally, the Acting dimension demonstrates compatibility with the concepts of amanah (trustworthiness) and khilafah (stewardship). Both principles encourage leaders to take responsible action, uphold ethical obligations, and contribute positively to society. Collectively, these findings indicate that the Inner Development Goals framework possesses strong conceptual compatibility with Islamic educational values and therefore provides a promising foundation for leadership development within Islamic educational institutions.

Table 1. Conceptual Alignment Between Inner Development Goals and Islamic Educational Values

Inner Development Goals Dimension	Islamic Educational Principle
Being	Muhasabah, Taqwa, Ikhlas
Thinking	Hikmah, Tafakkur
Relating	Rahmah, Ukhuwwah
Collaborating	Shura, Ta'awun
Acting	Amanah, Khilafah

As shown in Table 1, each dimension of the Inner Development Goals framework corresponds with key principles found within Islamic educational thought. This alignment provides a theoretical basis for integrating contemporary inner development approaches with Islamic leadership formation.

Development of a Conceptual Framework for Transformative and Sustainable Leadership

The final finding of this study is the formulation of a conceptual framework that integrates Inner Development Goals into Islamic educational

management to promote transformative and sustainable leadership. The framework emerged from the synthesis of leadership development literature, sustainability studies, and Islamic educational leadership principles.

The proposed framework positions inner development as the foundational layer of leadership formation. Through the cultivation of self-awareness, integrity, empathy, reflection, and responsibility, educational leaders develop the internal capacities necessary to respond effectively to institutional challenges. These internal capacities subsequently contribute to transformative leadership practices characterized by ethical decision-making, collaborative problem-solving, innovation, adaptability, and strategic vision. To illustrate the proposed integration more systematically, Figure 1 presents the conceptual framework developed through the synthesis of the reviewed literature. The framework demonstrates the sequential relationship between the Inner Development Goals, Islamic educational values, the development of leaders' internal capacities, transformative leadership practices, and sustainable educational transformation.

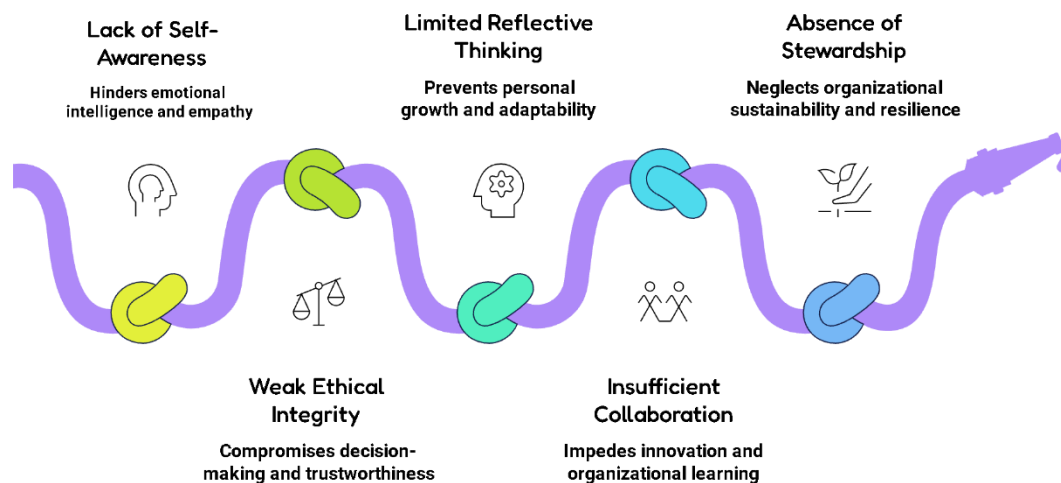


Figure 1. Proposed Conceptual Framework Integrating Inner Development Goals into Islamic Educational Management

As illustrated in Figure 1, the proposed framework positions the Inner Development Goals (IDGs) as the primary foundation of leadership development. The five IDG dimensions are conceptually integrated with Islamic educational values, generating leaders' internal capacities such as self-awareness, empathy, ethical integrity, and reflective thinking. These capacities subsequently foster transformative leadership characterized by collaborative decision-making, innovation, and organizational learning, ultimately contributing to sustainable educational transformation. The feedback loop embedded in the framework further indicates that sustainable institutional development continuously reinforces leaders' ongoing inner growth, creating a cyclical process of individual and organizational transformation.

The literature analysis suggests that transformative leadership serves as a mediating mechanism between personal development and institutional sustainability. Leaders who possess strong internal capacities are more likely to create positive organizational cultures, encourage professional growth, facilitate meaningful change, and strengthen stakeholder engagement. As a result, educational institutions become more capable of sustaining quality improvement, organizational learning, and long-term development.

Another important pattern emerging from the analysis is the cyclical relationship between inner development and sustainable leadership. As leaders engage in continuous reflection and self-development, they become better equipped to foster transformative change within their institutions. This transformation, in turn, creates organizational environments that further support personal and collective growth.

Overall, the findings suggest that sustainable leadership in Islamic educational institutions cannot be achieved solely through administrative competence or organizational management skills. Rather, it requires a balanced integration of internal development, ethical leadership practices, and institutional sustainability objectives.

DISCUSSION

The discussion interprets the findings by positioning them within contemporary leadership literature and Islamic educational scholarship. Rather than merely describing conceptual similarities, this section explains how the integration of Inner Development Goals enriches existing leadership paradigms in Islamic educational institutions. The findings reveal that current leadership development models in Islamic educational management remain largely focused on administrative and managerial competencies, while paying limited attention to leaders' internal capacities such as self-awareness, emotional intelligence, empathy, and reflective thinking (Ibrahim, Abdullah, Ismail, & Asimiran, 2024). This condition creates a gap between technical competence and transformational leadership capability. In the context of increasingly complex educational challenges, leadership effectiveness depends not only on managerial skills but also on the development of internal qualities that enable leaders to make ethical decisions, adapt to change, and inspire organizational transformation (Ahmed, 2023).

The study also demonstrates a strong conceptual alignment between the Inner Development Goals (IDGs) framework and the core values of Islamic educational management (Said, Sharif, & Abdullah, 2023). The dimensions of Being, Thinking, Relating, Collaborating, and Acting correspond closely with Islamic concepts such as muhasabah, hikmah, rahmah, shura, amanah, and khilafah. This finding suggests that integrating IDGs into Islamic educational

leadership does not contradict Islamic principles; rather, it provides a contemporary framework for operationalizing values that have long been embedded within Islamic educational traditions (Mu'alimin, Muhith, & Hepni, 2026). These findings are consistent with previous studies emphasizing that sustainable leadership requires internal capacities beyond technical competence. However, unlike earlier studies that primarily examine ethical leadership or transformational leadership separately, the present study proposes a theoretically integrated framework that explicitly links individual inner development with Islamic educational management principles.

Furthermore, the proposed framework positions inner development as the foundation of transformative and sustainable leadership (Alazmi & Bush, 2024). Leaders who cultivate self-awareness, integrity, empathy, and responsibility are more capable of fostering collaboration, innovation, ethical decision-making, and long-term institutional development. This supports the argument that sustainable educational transformation begins with the transformation of the leader. Therefore, leadership development programs in Islamic educational institutions should incorporate both managerial competencies and internal capacity building to prepare leaders for contemporary educational challenges (Ibrahim, Abdullah, Ismail, & Asimiran, 2023). From a practical perspective, Islamic educational institutions may incorporate the proposed framework into leadership development programs through reflective practice, mentoring, values-based training, collaborative learning, and continuous self-assessment. Such initiatives may strengthen organizational resilience while preserving Islamic ethical values. Theoretically, the framework expands leadership literature by demonstrating that sustainable educational leadership can be conceptualized through the interaction between internal psychological capacities and Islamic ethical principles rather than through managerial competence alone.

Despite its contributions, this study is limited by its conceptual nature and reliance on literature analysis. Future studies are encouraged to empirically examine the implementation of the proposed framework in Islamic educational institutions and evaluate its impact on leadership effectiveness, organizational culture, and institutional sustainability. Overall, the integration of Inner Development Goals and Islamic educational management offers a promising approach for developing transformative and sustainable leadership in the contemporary educational environment (Supriyono, Sumintono, & Hakim, 2025).

CONCLUSION

This study concludes that current leadership development models in Islamic educational management tend to prioritize administrative and managerial competencies while providing limited attention to the development

of leaders' internal capacities. As a result, important qualities such as self-awareness, empathy, reflective thinking, integrity, and emotional resilience are often underdeveloped, despite their significance for effective and sustainable leadership.

The findings further demonstrate that the Inner Development Goals (IDGs) framework is highly compatible with the values and principles of Islamic educational management. The dimensions of Being, Thinking, Relating, Collaborating, and Acting align closely with Islamic concepts such as muhasabah, hikmah, rahmah, shura, amanah, and khilafah. This conceptual alignment indicates that the integration of IDGs can strengthen leadership development within Islamic educational institutions while remaining grounded in Islamic ethical and spiritual foundations.

Based on these findings, this study proposes a conceptual framework that positions inner development as the foundation of transformative and sustainable leadership. The framework suggests that the cultivation of internal capacities contributes to ethical decision-making, collaborative leadership, organizational innovation, and long-term institutional sustainability. Therefore, Islamic educational institutions should adopt leadership development approaches that balance managerial competence with personal, ethical, and spiritual growth. Beyond proposing a conceptual framework, this study offers a new perspective for understanding leadership development as an integrative process combining spiritual, ethical, psychological, and managerial dimensions.

This perspective may serve as a reference for future leadership policies, curriculum development, and institutional transformation within Islamic educational settings. Future research is recommended to empirically validate the proposed framework and explore its practical implementation in various Islamic educational contexts. Ultimately, the proposed framework demonstrates that sustainable transformation in Islamic educational institutions begins not merely with organizational reform but with the continuous cultivation of leaders' inner capacities.

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