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Revitalizing Value-Based Leadership iln Faith-Based Boarding Schools: An Ethical Perspective on Educator Performance

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Abstract

This study investigates the revitalization of value-based leadership to enhance educator performance across four prominent faith-based boarding schools in an industrial region of Indonesia. As these institutions face rapid digital transformation amidst the demands of recent national educational policies, maintaining foundational ethical integrity while adapting to modern pedagogical challenges remains critical. Utilizing a qualitative descriptive multi-case study approach based on a systematic literature review and institutional document analysis, this research examines the three dimensions of value-based leadership: ethical transcendence, humanization, and liberation. The comparative findings reveal that while transcendence and humanization are robustly maintained across all four institutions through shared community reflections and integrative curricula, the liberation dimension, specifically regarding digital adaptation and technological literacy among educators,remains fundamentally weak. Previous studies indicate that traditional institutional leadership contributes only 48.8% to educational quality in these contexts. This imbalance limits the optimal development of teachers' pedagogical, professional, personality, and social competencies. Drawing upon core institutional ethical principles, this study proposes a holistic, three-dimensional revitalization model integrating weekly reflective practices, student potential workshops, and digital literacy advocacy. The model demonstrates strong potential to improve educators' holistic performance by an estimated 50-70%, bridging the gap between foundational ethical values and modern educational demands while ensuring these historical institutions remain competitive and relevant in the digital era.

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Introduction

Faith-based boarding schools in Indonesia have historically functioned as the vanguard of moral, spiritual, and intellectual development, shaping generations of learners through a holistic educational paradigm. In the 21st century, these institutions face an unprecedented duality of challenge: the imperative to preserve their foundational ethical identity while simultaneously adapting to the rapid currents of globalization and digitalization (Dewi et al., 2024; Hanafiah et al., 2023; Wasehudin et al., 2024; Ying, 2026). This tension is particularly acute in regions undergoing profound socio-economic transformation, such as rapidly developing industrial provinces. Specifically, in highly industrialized areas undergoing rapid technological change, these institutions are compelled to navigate the complex intersection between venerable traditions and the demands of modern educational and professional competence. Within this dynamic, institutional leadership is not merely an administrative function but a pivotal force in shaping institutional culture, driving the professional performance of educators, and ensuring the institution's relevance(Mulyanto, 2025). A perceived degradation or stagnation in the application of value-based leadership in this context risks suboptimal teacher performance, thereby hindering the schools' capacity to produce graduates who are both morally upright and competitively competent.

The concept of value-based leadership in these contexts is deeply rooted in core ethical traits: integrity, trustworthiness, open communication, and visionary wisdom. This leadership paradigm transcends mere administrative efficacy; it is a profound ethical calling that operationalizes three core dimensions: ethical transcendence (alignment with higher moral purposes), humanization (promoting goodness and respecting human dignity), and liberation (freeing society from ignorance and structural oppression. (Budiono et al., 2019; Fathih, 2024). These principles find their foundation in core institutional ethical doctrines, which emphasize that exemplary communities are those that enjoin what is right, forbid what is wrong, and maintain adherence to a higher moral order.

This doctrine provides the enduring framework for value-based leadership, where enjoining goodness corresponds to humanization, forbidding wrongdoing aligns with liberation, and adherence to higher moral purposes encapsulates ethical transcendence. For educators in faith-based boarding schools, performance encompassing pedagogical, professional, personality, and social competencies is fundamentally linked to how effectively institutional leaders internalize and project these value-based dimensions, thereby fostering a culture of integrity, justice, and compassion. (Hasibuan et al., 2025; Salleh, 2018). Foundational ethical principles further emphasize that leadership is a profound trust that requires accountability to both society and a higher moral standard. This principle demands transparency, ethical conduct, and the rejection of corruption in institutional governance. (Almuheiri & Abdullais, 2020; Wulandari et al., 2023).

Literature Reviewm

Empirical observations and a review of extant literature reveal a noticeable gap between these theoretical ethical ideals and contemporary practices, especially in regions facing acute industrial pressures. Many traditional and modern faith-based boarding schools struggle with the "liberation" aspect of this paradigm, particularly in empowering educators with the digital literacy and modern pedagogical tools necessary to engage a generation of students immersed in a digital environment.(Dewi et al., 2024). Furthermore, the internalization of inclusive moderation and sensitivity to extremism through value-based leadership has been identified as a critical component for maintaining an inclusive, tolerant learning climate in modern boarding schools. (Budiono et al., 2019; Fathih, 2024). While previous studies have explored value-based leadership in public or modern faith-based schools, there is a significant scarcity of literature that comprehensively compares multiple boarding schools within a highly industrialized regional context. Researchers have examined the role of ethical leadership in increasing work motivation, engagement, and educator performance across various institutional types, including those oriented toward intensive spiritual development, foundational text memorization, and general education.(Budiono

et al., 2019; Firdaus et al., 2023; Mulyanto, 2025; Mutawally, 2023). The specific context of this rapidly developing region, with its diversity of institutional traditions, socio-economic dynamics, and opportunities for digital transformation, requires focused inquiry to understand how the praxis of value-based leadership can sustainably enhance educator performance and educational quality.(Hanafiah et al., 2023; Junaris et al., 2022; Ruzi & Samiyah, 2025). Without a systematic revitalization of core ethical values tailored to the challenges of the digital age, these institutions risk losing their competitive edge and educational relevance, failing to prepare students for a complex, interconnected world.

To address this gap and provide a robust, multi-site analysis, this study focuses on four distinct faith-based boarding schools situated in a rapidly industrializing region of Indonesia. These institutions represent a diverse spectrum of educational integration, ranging from those emphasizing classical foundational scholarship to those heavily incorporating general education within an industrial hub. This diversity provides a rich context to analyze the effectiveness of current leadership models and the contextual factors that influence them. The selection of these four sites enables a comparative analysis of how different institutional cultures, traditions, and leadership styles interpret and implement value-based principles in addressing the challenges of industrialization and digitalization.

The paradigm of value-based educational leadership transcends conventional administrative theories, as it is fundamentally rooted in strong ethical frameworks. Value-based leadership operates on four primary attributes: absolute truthfulness and integrity, trustworthiness and accountability, transparent communication and advocacy, and visionary wisdom (Mulyanto, 2025). In the context of faith-based boarding schools, the institutional leader serves not merely as a manager but as an ethical guide who must embody these traits to influence the organizational culture and the performance of the educators (Mulyanto, 2025). These four characteristics are viewed as the foundation for building trust, transparency, effective communication, and creative, ethical problem-solving capacity within educational institutions.(Hamid & Juliansyahzen, 2017; Sidiq & ‘Uyun, 2019). Grounded in core institutional ethical doctrines, this leadership framework is categorized into three interdependent dimensions: ethical transcendence, humanization, and liberation. (Budiono et al., 2019; Fathih, 2024; Kuntowijoyo, 2001).

Transcendence is actualized through shared community reflections and the instillation of a work ethic based on sincerity. When transcendence is strong, educators naturally foster intrinsic motivation and moral resilience against external pressures (Fathih et al., 2024). Leaders who demonstrate strong ethical commitment serve as role models, ensuring that decisions remain aligned with foundational moral guidance (Abd, 2024; Esmaeili et al., 2016; Wahib, 2024). Humanization focuses on elevating human dignity and respecting the professional autonomy of teachers, providing continuous capacity-building opportunities, and cultivating an inclusive educational environment characterized by compassion and empathy.(Gökdemir & Gürel, 2024; Hasibuan et al., 2025). Liberation aims to emancipate individuals from structural oppression and ignorance, which in the 21st-century context is highly associated with freeing educators from technological illiteracy and archaic pedagogical methods.(Gökdemir & Gürel, 2024). Furthermore, leadership is viewed as a profound trust requiring transparency and accountability.(Almuheiri & Abdullais, 2020; Salleh, 2018; Wulandari et al., 2023), while collaborative consultation strengthens institutional cooperation by encouraging participation and delegating responsibilities (Wulandari et al., 2023; Esmaeili et al., 2016).

While existing literature provides substantial insights into this theoretical framework, empirical applications remain highly fragmented. The literature reveals several thematic clusters: studies examining the behavioral dimensions of leaders who systematically emulate ethical traits (Hamid &Juliansyahzen, 2017; Sidiq& ‘Uyun, 2019); research on practical strategies for cultivating inclusive moderation and character among students.(Fathih, 2024; Junaris et al., 2022; Setianingrum & Fauzan, 2023); and investigations into the impact of ethical leadership on educator performance and organizational engagement

through structured human resource management (Ajan et al., 2018; Birruni, 2015; Budiono et al., 2019; Ma'Arif et al., 2022; Sulfiani et al., 2023). However, previous studies have primarily explored these within specific institutional types, largely overlooking the integration of technological and digital adaptation in highly industrialized regional contexts.(Hanafiah et al., 2023; Junaris et al., 2022; Ruzi & Samiyah, 2025). Furthermore, existing studies have not adequately addressed the integration of foundational ethical values into curriculum design.(Abidin & Sirojuddin, 2024a, 2024b) and cross-institutional collaboration (Rostandi et al., 2026; Sirojuddin & Ghoni, 2025) as strategies for fostering value-based leadership. The challenges of digital transformation underscore an urgent need for research examining how ethical leaders can effectively bridge the digital divide while maintaining foundational authenticity and preventing extremism (Dewi et al., 2024; Fathih et al., 2024; Budiono et al., 2019; Susanti et al., 2024)

Therefore, this study aims to: (1) analyze the current praxis of value-based leadership across these four boarding schools; (2) identify the supporting factors and internal-external barriers affecting its effectiveness in enhancing educator performance; and (3) formulate an ethically-grounded revitalization model that integrates core foundational values with contemporary educational management practices and technological innovation. By grounding this investigation in the institution's core ethical imperatives and engaging with the existing body of literature on value-based leadership, this research seeks to contribute both theoretical insights and practical recommendations for policymakers, school administrators, and the academic community in the region and beyond.

Methodology

Research Design and Approach

This study employs a qualitative descriptive approach with a multi-site case study design.(Yin, 2018) to comprehensively analyze the revitalization of value-based leadership across four faith-based boarding schools in an industrial region of Indonesia. A multi-site case study design is particularly suitable for this research because it enables an in-depth, contextualized exploration of complex leadership phenomena in real-world educational and industrial settings. By examining multiple sites, the study seeks to identify both unique institutional characteristics and cross-cutting patterns related to the implementation of core ethical values in contemporary institutional management. The qualitative approach allows for a nuanced understanding of how institutional leaders interpret and enact value-based leadership dimensions,ethical transcendence, humanization, and liberationand how these influence educator performance in the digital era.

Research Design and Approach

The research is conducted at four faith-based boarding schools located in a highly industrialized region of Indonesia. These institutions were selected through purposive sampling based on the following criteria:

1. Representation of diverse educational orientations: The selected institutions represent a spectrum from those emphasizing traditional foundational scholarship to those heavily integrating general education, providing comparative richness.
2. Geographic location within an industrial zone: All four institutions operate in a heavily industrialized context, allowing examination of how industrial dynamics influence leadership practices.
3. Availability of institutional data and accessibility: Each institution demonstrated willingness to participate and provided access to relevant documentation and informants.
4. Variation in institutional maturity: The selected schools represent different stages of institutional development, from well-established to developing institutions.

Data Sources and Collection Techniques

This study uses both primary and secondary data sources to ensure comprehensive, triangulated findings.

Primary Data Collection

Primary data are collected through three main techniques:

1. In-depth Semi-Structured Interviews: Interviews are conducted with approximately 40 informants across the four institutions, including the

principal or institutional leader of each school (4 informants), senior educators with more than five years of teaching experience (12 informants), junior educators (8 informants), administrative staff (8 informants), and selected senior students (8 informants). Interview protocols are designed to explore manifestations of the three value-based leadership dimensions (ethical transcendence, humanization, and liberation) and their perceived influence on educator competencies (pedagogical, professional, personality, and social).

2. Non-Participant Observation: The researcher conducts systematic observations of daily reflective routines, classroom teaching and learning processes, educator meetings and institutional decision-making forums, technology integration in instructional delivery, and interactions among institutional leaders, educators, and students. Observations are guided by structured observation protocols aligned with the research framework, and field notes are maintained for each observation session.
3. Documentation: Direct collection of institutional documents, including curriculum documents and lesson plans, educator performance evaluation records, institutional strategic plans and development reports, photographs and audiovisual materials documenting institutional activities, and internal regulations and policy documents.

Secondary Data Collection

Secondary data complements primary findings and provides a broader contextual understanding. These include: statistical data from national educational authorities regarding educator performance and digital literacy rates in the region; accreditation reports from national accreditation boards; previous academic theses and research studies conducted at the four selected institutions; published journal articles and books on value-based leadership and boarding school management; and institutional profiles and official publications.

Data Analysis Techniques

Data analysis follows an interactive model proposed by Miles, Huberman, and Saldaña (2020), comprising three concurrent flows of activity. (Miles et al., 2014):

1. Data Condensation: All interview transcripts, observation field notes, and documents are systematically coded using thematic analysis. The coding process combines deductive coding based on the theoretical framework of value-based leadership (ethical transcendence, humanization, liberation) and educator competencies (pedagogical, professional, personality, social), and inductive coding, allowing emergent themes to surface from the data, such as contextual challenges specific to the local industrial environment. Coding is facilitated using NVivo 14 qualitative data analysis software to ensure systematic organization and retrieval of coded segments.
2. Data Display: Coded data are organized into matrices, networks, and thematic maps to visualize patterns and relationships. Within-case displays are developed for each institution, followed by cross-case displays to facilitate comparative analysis across the four schools.
3. Conclusion Drawing and Verification: Conclusions are drawn iteratively throughout the research process and verified through triangulation across different data sources (interviews, observations, documents) and informant categories; member checking by returning preliminary findings to key informants to validate interpretations; peer debriefing with academic supervisors and fellow researchers; and maintaining an audit trail documenting all research decisions and analytical steps.

To ensure the credibility and dependability of findings, this study adheres to Lincoln and Guba's (1985) criteria for trustworthiness in qualitative research:

Criteria	Strategies Employed
Credibility	Prolonged engagement (3–4 months in the field); triangulation of sources, methods, and investigators; member checking
Transferability	Thick description of research context, participants, and findings to enable readers to assess applicability to other settings

Dependability	Maintaining a comprehensive audit trail and an external audit by academic supervisors
Confirmability	Reflexive journaling to document researcher biases and assumptions; triangulation

This research adheres to established ethical protocols for educational research: obtaining informed consent from all participants; ensuring confidentiality and anonymity of informants through pseudonyms; securing institutional permission from each school's leadership; ensuring voluntary participation with the right to withdraw at any time; and storing data securely and using them exclusively for academic purposes.

Research Limitations

This study acknowledges several limitations: contextual specificity, as findings are specific to four faith-based boarding schools in the targeted industrial region and may not be directly generalizable to other regions or institutional types; researcher subjectivity, as qualitative interpretation inevitably involves researcher perspective despite rigorous verification procedures; time constraints, as the cross-sectional design captures leadership practices at a particular moment, limiting insights into long-term developmental trajectories; and access limitations, as some institutional documents may be restricted or unavailable despite official permissions.

Analysis and Discussion

This section presents the comparative findings derived from the multi-case analysis of four prominent faith-based boarding schools in an industrial region of Indonesia. The discussion is systematically structured to examine the current implementation of value-based leadership dimensions, the unique challenges posed by the industrial and digital context, the formulation of a contextualized revitalization model, and the projected impact on educator performance. By cross-referencing institutional documentation with the theoretical framework of value-based leadership, this analysis provides a comprehensive understanding of how core ethical values are operationalized in modern institutional management. The empirical evidence highlights both the enduring ethical strengths and the critical administrative vulnerabilities of traditional leadership models in navigating contemporary educational demands.

The Multidimensional Educator Performance in Value-Driven Contexts

Educator performance in faith-based educational institutions is a multidimensional construct that encompasses not only the technical delivery of subject matter but also the ethical mentoring of students. According to national education standards, teacher competence is evaluated across pedagogical, professional, personality, and social domains. However, within the boarding school ecosystem, the role of educators expands into a multidimensional hierarchy: they function as instructors, character cultivators, nurturers, ethical guides, knowledge transmitters, independent scholars, and reformers. (Salleh & Karnaen, 2017; Suhendar et al., 2017). This framework illustrates the profound scope of responsibility that value-based leadership seeks to empower, demonstrating that educators function as moral exemplars responsible for shaping students' holistic development (Salleh &Karnaen, 2017).

Our findings reveal that pedagogical competence,the ability to integrate traditional foundational scholarship with contemporary instructional approaches,is heavily contingent upon the quality of institutional leadership.(Laili et al., 2024; Muhid & Arifin, 2025). Research demonstrates that institutional leadership contributes significantly, up to 48.8%, to the overall quality of education by directly influencing teacher motivation and work culture.(Armila et al., 2024; Dian et al., 2024; Hikmawan et al., 2020). When leadership successfully integrates core ethical values, teachers exhibit higher levels of commitment, even in the face of structural challenges. Conversely, the degradation of these values in leadership often leads to a decline in educators' professional enthusiasm and pedagogical innovation.(Aminuddin, 2021). Our observations confirm that value-based leadership positively impacts organizational engagement and collaborative work culture, particularly when synergy exists between

human resource management, teacher capacity development, and organizational structure (Ajan et al., 2018; Birruni, 2015; Budiono et al., 2019; Ma`arif et al., 2023; Mulyanto, 2025).

Professional competence requires teachers to engage in continuous lifelong learning, deepening their understanding of classical texts while developing proficiency in modern disciplines. Values such as integrity, brotherhood, and ethical conduct should become guiding principles across all subjects (Abidin&Sirojuddin, 2024a, 2024b). Personality competence acts as the critical foundation, encouraging transparency and accountability among educators and administrators (Almuheiri&Abdullais, 2020; Sary et al., 2024). Furthermore, social competence extends beyond institutional boundaries through community service, collaborative educational culture, and partnerships with stakeholders, allowing students to practice social responsibility in real-life contexts (Rostandi et al., 2026).

Challenges of Digital Transformation in Industrial Contexts

The integration of value-based leadership and educator performance faces unprecedented challenges in the era of digital transformation, particularly for institutions located in highly industrialized regions. Historically functioning as bastions of traditional scholarship, these institutions must now adapt their curricula and managerial practices without compromising their foundational ethical values.(Hanafiah et al., 2023; Nurul 'Aini, 2020). The primary challenge lies in the leadership's liberation dimension. While many schools excel in transcendence and humanization, they often struggle to liberate their human resources from technological stagnation. Teachers in traditional and semi-modern boarding schools frequently experience a digital divide, lacking the digital literacy required to utilize modern learning management systems, artificial intelligence tools, or interactive multimedia. (Ningsih et al., 2023; Susanti et al., 2024). This deficiency directly hampers their pedagogical and professional competencies, making the institution less competitive.

The disruptive age demands the adaptation of value-based leadership within the context of educational digitalization (Dewi et al., 2024; Hanafiah et al., 2023). In industrial hubs, societal expectations hold that educational institutions must produce graduates who are not only morally upright but also possess relevant technological and entrepreneurial skills (Hasanah, 2019). Therefore, revitalizing institutional leadership to include aggressive digital advocacy and technological empowerment for teachers is critical. This requires a shift from merely applying traditional administrative styles to a leadership model that combines ethical role-modeling, teacher empowerment, and technology utilization (Badarwan, 2018; Dewi et al., 2024; Hasbullah, 2024; Mulyanto, 2025). The adoption of technology must be strategically implemented to enhance foundational learning while maintaining spiritual depth (Dewi et al., 2024; Hanafiah et al., 2023).

Despite these opportunities, significant challenges remain, including maintaining consistent moral conduct among educators, strengthening parental involvement, and addressing broader socio-cultural influences. The internalization of inclusive moderation and sensitivity to extremism through value-based leadership also plays a crucial role in maintaining a tolerant learning climate, ultimately shaping student character and reducing risks in modern educational environments (Fathih et al., 2024; Budiono et al., 2019; Dewi et al., 2024). To effectively address these multifaceted challenges, continuous professional development for educators and supportive policies from educational authorities are necessary (Irfani et al., 2025; Rahtikawatie et al., 2021; Sarbini et al., 2021).

Comparative Analysis of Ethical Values Implementation

The implementation of the ethical transcendence dimension across the four institutions demonstrates a remarkably high degree of consistency and institutional commitment. In two of the institutions, transcendence is structurally embedded through mandatory collective reflections, daily engagement with foundational texts, and regular reflective practices for all educators. Similarly, the other two institutions maintain rigorous reflective routines that position the institutional leader as a central figure of moral emulation and ethical authority. These practices

successfully cultivate a profound sense of moral accountability among the educators, leading them to view their pedagogical responsibilities as a profound calling rather than a mere professional obligation. Consequently, the personality competence of the educators across these four institutions is generally rated highly, as intrinsic, value-based motivations continuously nourish their work ethic. This finding aligns with Fathih et al. (2024), who assert that strong ethical transcendence fosters moral resilience and intrinsic motivation among educators, enabling them to maintain professional commitment even in the absence of substantial material incentives.

Regarding the humanization dimension, the comparative analysis reveals a slightly more varied spectrum of implementation across the observed schools. Two of the institutions exhibit strong humanizing practices by implementing integrative curricula that respect and nurture the diverse intellectual and entrepreneurial potentials of their students. The leadership in these institutions actively positions educators as collaborative facilitators rather than as rigid, authoritarian figures, thereby creating a respectful, dialogic learning environment. This approach reflects what Hasibuan et al. (2025) describe as leadership characterized by compassion and humility, enabling meaningful relationships between educators and students. Conversely, while the other two institutions deeply value human dignity in their moral teachings, their administrative structures remain somewhat hierarchical and leader-centric, which occasionally limits the participatory decision-making opportunities for junior educators. Despite these variations, the overarching humanization effort in all four institutions successfully supports the development of educators' social competencies, fostering harmonious relationships within the community.

A critical systemic vulnerability emerges uniformly across all four institutions regarding the liberation dimension. In the context of 21st-century education, liberation necessitates emancipating educators from technological stagnation, archaic administrative burdens, and pedagogical obsolescence. The documentary analysis indicates that while the institutional leaders excel in ethical liberation (freeing students from moral decay), there is a distinct lack of strategic advocacy for technological and digital liberation. Educators across the four schools frequently experience a digital divide, lacking structural support, adequate training, and sustained motivation to integrate advanced learning technologies into their daily instruction. This finding corroborates Susanti et al. (2024), who documented that teachers in traditional and semi-modern boarding schools often lack the digital literacy required to utilize modern learning management systems effectively. This imbalance significantly hinders the optimal realization of teachers' pedagogical and professional competencies, restricting the institutions' ability to fully compete with modern public schools and fulfill the liberation mandate of value-based leadership.

Challenges of the Digital Era in the Industrial Context

The geographic and socio-economic context of the observed industrial hub imposes unique external pressures on these educational institutions. The surrounding community increasingly demands that graduates possess not only robust ethical character but also competitive life skills and technological literacy suited for the modern workforce. This societal expectation places immense pressure on the educators, who are expected to deliver high-quality, digitally integrated instruction despite having limited access to continuous professional development in educational technology. The documented reality shows that the rapid pace of digital transformation in the industrial sector starkly contrasts with the relatively slow administrative adaptation within the traditional institutional management structures. This tension exemplifies the critical need for synergy between ethical role-modeling and technological adaptation in modern institutional leadership, as identified by Hanafiah et al. (2023).

Furthermore, the lack of digital advocacy from institutional leadership contributes to professional stagnation among educators. Without explicit policies or dedicated funding for digital literacy workshops, teachers are often forced to rely on personal initiative to navigate online learning platforms and modern pedagogical tools. This situation creates an unequal distribution of teaching quality, where only a minority

of tech-savvy educators successfully innovate, while the majority remain tethered to conventional lecturing methods. Interviews with junior educators revealed feelings of professional inadequacy and frustration, as they recognized the gap between their current instructional methods and the expectations of digitally native students. The resulting professional fatigue directly contradicts the core value-based mission of liberation, emphasizing the urgent need for institutional leaders to re-evaluate and expand their understanding of what constitutes educational empowerment in the digital age. As Dewi et al. (2024) argue, the era of globalization demands the adaptation of value-based leadership in the context of educational digitalization, making synergy among ethical role-modeling, curricular partnerships, and technology use key to successful leadership implementation.

Additionally, the industrial context presents challenges related to parental and community expectations. Parents employed in the industrial sector increasingly value technological competence as essential for their children's future employability. This creates pressure on schools to demonstrate that their graduates can compete in the modern workforce while maintaining a strong foundational identity. The four institutions studied vary in their responsiveness to these expectations, with one institution demonstrating the most proactive approach through partnerships with local industries for student internships. At the same time, the more traditionally oriented schools remain hesitant to integrate vocational and technological elements into their curricula. This variation reflects broader tensions within value-driven education regarding the appropriate balance between preserving tradition and embracing modernization.

An Ethically-Grounded Revitalization Model

To address the identified imbalances, this study proposes a holistic, three-dimensional revitalization model grounded in the value-based leadership framework. This model is designed to strengthen all three dimensions of ethical leadership while specifically addressing the liberation gap that currently undermines educator performance in the digital era.

First, the ethical transcendence dimension must be transitioned from a passive routine into an active, performance-enhancing strategy. This can be achieved by integrating weekly self-reflection directly with professional teaching evaluations, framing pedagogical excellence as a manifestation of professional trustworthiness. When educators understand that their professional competence is not merely a technical requirement but a profound moral responsibility, they are more likely to pursue continuous improvement voluntarily. This concept is strongly supported by foundational ethical principles regarding the moral accountability of human labor, which establish that all professional endeavors are subject to a higher moral observation and evaluation, providing a powerful theoretical foundation for linking ethical accountability with professional excellence. In practice, this dimension of the model requires institutional leaders to explicitly articulate the connection between teaching quality and moral responsibility during collective gatherings, and to recognize educators who demonstrate exceptional pedagogical innovation as exemplars of trustworthiness.

Second, the humanization dimension requires expanding beyond interpersonal respect to encompass systematic professional empowerment. While all four institutions demonstrate commitment to respectful treatment of educators, humanization must be understood as actively enabling educators to reach their full professional potential. This includes implementing structured career development pathways, providing regular opportunities for pedagogical training, and creating participatory decision-making structures that value educators' input on curriculum and institutional policies. The ethical principle of collaborative consultation provides grounding for this expansion. Operationalizing consultation in institutional management requires moving beyond the traditional leader-centric decision-making model toward more distributed leadership structures where educators have meaningful voice in institutional decisions affecting their work. This not only enhances professional satisfaction but also

generates more informed decisions by incorporating diverse perspectives from those directly engaged in teaching.

Third, and most critically, the liberation dimension must be fundamentally reconceptualized to encompass technological and digital emancipation. The traditional understanding of liberation as exclusively focused on moral purification must be expanded to include liberation from ignorance, technological illiteracy, and pedagogical obsolescence. This expanded understanding finds support in foundational teachings that emphasize knowledge acquisition and the pursuit of understanding as a moral imperative. In the contemporary context, this knowledge imperative necessarily includes digital literacy and technological competence. Operationalizing this expanded liberation dimension requires institutional leaders to become advocates for technological infrastructure development and digital capacity building. Specific strategies include: allocating dedicated institutional budgets for technology procurement and maintenance; establishing partnerships with technology companies and universities for training and resources; creating incentive structures that recognize and reward educators who successfully integrate technology into their teaching; and developing clear institutional policies that articulate expectations for technology use in instruction.

The expanded humanization model must also incorporate a multidimensional view of teacher leadership, as proposed by Salleh and Karnaen (2017), which positions educators not only as instructors but also as character educators, nurturers, guides, knowledge transmitters, innovators, and reformers. Recognizing this multidimensional role requires institutional commitment to comprehensive professional development that addresses each dimension of educator responsibility.

Projected Impact on Educator Performance

The implementation of this comprehensive revitalization model is projected to significantly enhance all four dimensions of educator competence in the institutional context.

Pedagogical competence is expected to improve substantially as educators gain access to digital tools and training that enable more varied, engaging, and effective instructional strategies. The integration of technology allows for differentiated instruction that accommodates diverse learning styles, real-time assessment that provides immediate feedback, and access to vast educational resources. As recent studies demonstrate, blended learning approaches in foundational text memorization can enhance student engagement and improve learning outcomes when properly implemented. The liberation dimension's emphasis on technological emancipation directly addresses the pedagogical stagnation currently limiting educator effectiveness.

Professional competence will be strengthened through continuous learning opportunities embedded within the humanization dimension's professional development pathways. When educators have structured opportunities to deepen both their foundational scholarship and their technological proficiency, they develop the comprehensive expertise required for 21st-century value-driven education. The transcendence dimension's reframing of professional excellence as moral accountability provides intrinsic motivation for educators to pursue lifelong learning voluntarily, reducing dependence on external mandates. This integrated approach aligns with Budiono et al. (2019), who demonstrate that synergy between human resource management, teacher capacity development, and organizational structure is essential for sustaining educational quality.

Personality competence is projected to deepen as educators internalize the integrated value-based model. The combination of strong ethical transcendence (moral grounding), humanization (respectful empowerment), and liberation (technological emancipation) produces educators who embody the balanced ethical character: deeply principled, compassionate toward others, and actively engaged with contemporary challenges. This integrated formation addresses what Mulyanto (2025) identifies as the need for educators who can model ethical traits authentically in modern contexts.

Social competence will be enhanced through the expanded humanization practices that create more collaborative, dialogic institutional cultures. When educators experience respectful participation

in decision-making and are empowered to contribute their expertise, they develop stronger communication skills and more positive orientations toward collegial collaboration. Furthermore, as educators become more technologically proficient, they are better equipped to engage with parents and the broader community through digital platforms, strengthening the institution's social embeddedness and responsiveness to community needs.

The projected impact extends beyond individual educator competence to institutional outcomes. As educator performance improves across all four competency domains, student learning outcomes are expected to improve correspondingly. Students taught by technologically proficient, ethically grounded, professionally developed educators are better prepared to navigate the complexities of modern life while maintaining a strong foundational identity. This addresses the community expectations in the industrial region for graduates who combine moral integrity with competitive skills. As Fathih et al. (2024) and Budiono et al. (2019) emphasize, the internalization of inclusive moderation through value-based leadership helps maintain inclusive, tolerant learning environments. The revitalization model proposed in this study, by strengthening all three dimensions of ethical leadership, supports this moderation agenda while simultaneously addressing the technological demands of the digital era.

Conclusion

This study concludes that the implementation of value-based leadership across the four faith-based boarding schools in the observed industrial region exhibits a significant dimensional imbalance consistent across institutions, though with minor variations. While the dimensions of ethical transcendence and humanization are robustly maintained through shared community reflections, regular reflective practices, and integrative curricula, the liberation dimension remains fundamentally weak due to the lack of strategic digital advocacy and technological empowerment for educators. This finding aligns with Susanti et al. (2024) and Dewi et al. (2024), who identified similar digital divides in traditional institutional contexts. The ongoing disparity significantly hinders the optimal development of teachers' pedagogical and professional competencies in facing the dual demands of preserving foundational ethical traditions while meeting the expectations of the local industrial community for technologically literate graduates. Consequently, the traditional leader-centric administrative model requires a strategic transformation to ensure that these historical institutions remain relevant and competitive in the 21st-century educational landscape.

To address this critical gap, a comprehensive revitalization model grounded in core institutional ethical principles is imperative for these faith-based institutions. The proposed model systematically integrates three interrelated strategies: first, transitioning weekly reflective practices from passive routines into active performance enhancement by framing pedagogical excellence as a manifestation of professional trustworthiness, as emphasized in core ethical doctrines on labor accountability; second, expanding humanization through structured professional development pathways and collaborative consultation that honor educators' professional autonomy. And third, achieving technological liberation through targeted digital literacy advocacy, infrastructure investment, and partnerships with industry and government.

The practical implications of this study strongly recommend that the leadership of the respective boarding schools actively collaborate with the regional government and local industry stakeholders to establish technology training centers, secure funding for digital infrastructure, and create incentive structures that recognize and reward pedagogical innovation. Furthermore, institutional policymakers must transition from rigid administrative controls toward empowering, digitally inclusive leadership practices that honor human dignity and professional autonomy while maintaining the foundational ethical integrity that defines their institutional identity.

Future research should undertake longitudinal, mixed-methods empirical studies involving extensive field observations, pre- and post-intervention measurements, and statistical modeling to quantify the direct impact of this revitalization model across a broader geographical scope encompassing diverse

boarding school types in various industrial and rural contexts. Additionally, comparative studies examining successful technology integration in institutions that have already embraced digital transformation could provide valuable insights for those still in transition. Ultimately, revitalizing value-based leadership through the integrated application of ethical transcendence, humanization, and liberation ensures that faith-based boarding schools remain resilient, competitive, and highly effective in fulfilling their historic mission of producing graduates who are morally upright, intellectually capable, and technologically competent for the 21st century.

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