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## AI leadership in the organisational alignment of islamic schools: A systematic literature review using the prisma method

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**Abstract.** *The rapid advancement of Artificial Intelligence (AI) technology has significantly transformed the landscape of educational management and leadership worldwide. Although AI is increasingly being adopted in education, previous studies have predominantly focused on its application in teaching and learning rather than its role in organisational alignment within schools. Therefore, this study aims to identify research trends related to AI leadership, organisational role alignment, technostress, organisational communication, and Islamic values through a Systematic Literature Review (SLR) approach. This study employed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method to identify, screen, and analyse relevant articles retrieved from Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, and Google Scholar databases for the period between 2020 and 2026. A total of 684 articles were initially identified; however, only 44 articles met the final selection criteria. The findings indicate that research related to AI leadership in education is increasingly expanding and primarily focuses on digital leadership, AI governance, organisational transformation, and digital communication in schools. Nevertheless, studies that holistically integrate AI leadership, organisational alignment, technostress, organisational communication, and Islamic values in the context of Islamic schools remain scarce. This study identifies significant research gaps and highlights the need for the development of a more contextual AI Leadership model for Islamic schools.*

**Keywords:** *AI Leadership; Islamic Education; Organisational Communication; Digital Leadership*

### INTRODUCTION

In the Fourth Industrial Revolution (IR 4.0), Artificial Intelligence (AI) has altered education through personalized learning, adaptive assessment, learning analytics, and data-driven decision-making. AI is transforming traditional teacher-centered education into more intelligent, personalized, and sustainable learning environments tailored to individual student needs (Kamalov et al., 2023; Tapalova & Zhiyenbayeva, 2022).

The expanding adoption of AI has also given rise to the concept of AI Leadership, which requires educational leaders to have digital capabilities as well as the ability to implement AI ethically, transparently, and responsibly (Zeng et al., 2025; Ho, 2026). Successful AI transformation in schools requires strong digital leadership, as well as sound governance, ethics, and communication practices (Pietsch & Mah, 2025; Renta-Davids et al., 2025).

Furthermore, organizational alignment is becoming more vital in ensuring institutional effectiveness. It refers to the coordination of organizational goals, roles, structures, communication processes, and operational operations to achieve common objectives. Although successful organisational alignment improves collaboration and performance, research into the link between AI leadership and organisational alignment in Islamic schools is lacking.

While the use of AI in education is growing, most research has focused on issues such as technological acceptability, pedagogical application, and digital competency development. The consequences of AI for educational leadership are largely underappreciated (Zeng et al., 2025; Pietsch & Mah, 2025).

Moreover, the concept of organizational coordination is rarely considered in studies on AI leadership. Previous research has concentrated on digital leadership, AI governance, and digital transformation without looking into how AI might increase role clarity, organizational coordination, and institutional integration (Alshamsi, 2025; -Davids et al., 2025). Amanah, Shura, Adab, and Justice are key principles in Islamic education leadership (Arar et al., 2022; Said et al., 2023). However, the integration of these principles into the AI Leadership paradigm has not yet been properly investigated. More crucially, no single complete AI Leadership model for Islamic schools exists that combines AI Leadership, Organizational Communication, Organizational Coordination, AI Governance, Technostress, and Islamic Values into a unified framework. As a result, this study was conducted to close the gap.

**METHOD**

This study employed a Systematic Literature Review (SLR) guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework (Page et al., 2021). The SLR approach was selected because it provides a systematic, transparent, and replicable process for synthesising existing knowledge and identifying research gaps (Snyder, 2019).

The systematic searching incorporated keywords related to Artificial Intelligence Leadership, Digital Leadership, Educational Leadership, Organisational Alignment, Organisational Communication, Technostress, and Islamic Education. Only studies published between 2020 and 2026 and related to AI leadership, Islamic education, AI governance, organisational communication, and organisational alignment were included. Table 1 shows the database search string.

**Table 1.** The database search string

Database	Keyword
Scopus	TITLE-ABS-KEY ( ("Artificial Intelligence Leadership" OR "AI Leadership" OR "Digital Leadership") AND ("School Leadership" OR "Educational Leadership" OR "School Management") AND ("Organisational Alignment" OR "Role Alignment" OR "Organisational Coordination") AND ("Organisational Communication" OR "Digital Communication") AND ("Technostress" OR "Digital Workload") AND ("Islamic Education" OR "Islamic School" OR "Religious School") ) AND PUBYEAR > 2019
Science Direct	("Artificial Intelligence Leadership" OR "AI Leadership" OR "Digital Leadership") AND ("Educational Leadership" OR "School Leadership") AND ("Organisational Alignment" OR "Organisational Communication") AND ("Islamic Education" OR "Islamic School")
Web of Science	TS= ( ("Artificial Intelligence Leadership" OR "AI Leadership" OR "Digital Leadership") AND ("School Leadership" OR "Educational Leadership" OR "School Management") AND ("Organisational Alignment" OR "Role Alignment" OR "Organisational Coordination") )

Database	Keyword
	AND
	("Organisational Communication" OR "Digital Communication")
	AND
	("Technostress" OR "Digital Workload")
	AND
	("Islamic Education" OR "Islamic School" OR "Religious School")
	)

Next, in the screening process, all 684 selected articles were screened by meeting the selection criteria. After removing 148 duplicate records, 536 articles remained for title and abstract screening. During the screening stage, 436 articles were excluded because they were not relevant to the research focus. The remaining 100 articles underwent full-text assessment for eligibility. Subsequently, 56 articles were excluded due to insufficient relevance, lack of empirical evidence, methodological limitations, or inconsistency with the research objectives. Finally, 44 articles selected wer accessible and wer going to be assted for eligibility. Figure 1 illustrates the flow diagram, according to PRISMA review protocol of the proposed study.

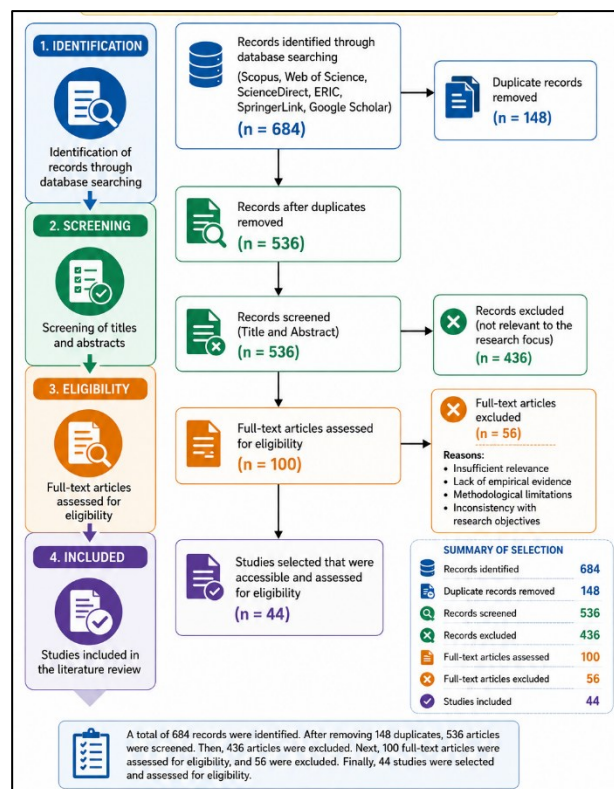


Figure 1. Prisma Flow Diagram (Remark: Image generated by ChatGPT)

## RESULT AND DISCUSSION

Data were extracted using a literature matrix containing information on authors, publication year, country, research focus, methodology, findings, and research gaps. The selected studies were subsequently analysed using Braun and Clarke’s (2006) thematic analysis approach. Table 1 shows the resaeracj artycles based on year and author(s)

**Tabel 1.** Years and author(s) of the selected article

No.	Year	Author(s)
1	2022	Arar, Sawalhi & Yilmaz
2	2022	Raquib et al.
3	2022	Shamdi et al.
4	2023	Elmahjub
5	2023	Kamalov et al.
6	2023	Said et al.
7	2024	Achrub et al.
8	2024	Hussin et al.
9	2024	Syukur et al.
10	2024	Fadlelmula & Qadhi
11	2024	Luo & Wang
12	2024	Luo & Wang
13	2025	Alonso-García et al.
14	2025	Zeng et al.
15	2025	Alshamsi
16	2025	Ahmad & Mohebi
17	2025	Pietsch & Mah
18	2025	Clorion et al.
19	2025	Kelley & Wenzel
20	2025	Renta-Davids et al.
21	2025	Camarero-Figuerola et al.
22	2025	Wedi et al.
23	2025	Faizin et al.
24	2025	Ndjama & Van der Westhuizen
25	2025	Kannike & Fahm
26	2025	Qaruty et al.
27	2025	Maiga
28	2025	Paiman et al.
29	2025	Abubakari
30	2025	Shehab et al.
31	2025	Siregar et al.
32	2025	Pahrudin et al.
33	2025	Ab Alim et al.
34	2025	Nasir et al.
35	2025	Elharbaoui & Ntebutse
36	2025	Zhou et al.
37	2025	Ali et al.
38	2026	Ho
39	2026	Darmawan et al.
40	2026	Tumiran et al.
41	2026	Novita et al.
42	2026	Aflahah et al.
43	2026	Arif et al.
44	2026	Abubakari et al.

Findings from the review demonstrate a steady growth in scholarly interest in AI Leadership, AI Governance, and educational digital transformation from 2022 to 2026, reaching a peak in 2025. Indonesia accounted for the largest share of publications, particularly in the areas of Islamic education, AI integration, and digital transformation. Significant contributions were also identified from Malaysia, China, Spain, the United States, and GCC countries, reflecting a broad international engagement with issues of digital leadership, teacher readiness, and educational innovation. The literature was dominated by conceptual and theoretical discussions, while empirical studies remained relatively limited. This pattern indicates that research on AI

Leadership within Islamic education is still evolving, highlighting the need for more rigorous empirical investigations to validate existing frameworks and inform future practice and policy.

The thematic analysis identified six major themes topics as illustrated Figure 2. The first theme is AI/Digital Leadership. Previous research has highlighted the importance of leadership in encouraging the adoption of AI and digital transformation. Zeng et al. (2025) discovered that administrators' digital leadership improves teachers' AI skills. Pietsch and Mah (2025) propose that digital thinking is a crucial driver of AI revolution in schools. Ho (2026) also stated that ethical leadership is critical in resolving AI-related issues.

The second theme is "AI Governance and Ethics". Raquib et al. (2022), Elmahjub (2023), Kannike and Fahm (2025), and Aflahah et al. (2026) emphasized that AI implementation should be driven by the concepts of ethics, transparency, accountability, fairness, and responsible decision making. In the Islamic setting, AI governance must be consistent with religious beliefs and moral duty.

The third theme is "Digital Transformation in Islamic Education". Wedi et al. (2025) and Darmawan et al. (2026) discovered that effective digital transformation necessitates leadership preparation, a strong governance framework, and organisational support. According to Kamalov et al. (2023), AI is a revolutionary force that drives innovation and sustainability in the educational system.

The fourth theme is AI Adoption and Use. According to Faizin et al. (2025), Achruh et al. (2024), and Syukur et al. (2024), the perception of usefulness, institutional preparation, technological infrastructure, and cultural acceptance all have an impact on AI adoption. These findings demonstrate that the success of AI implementation is determined not only by the availability of technology, but also by organizational support and user readiness.

The fifth theme is Islamic Educational Leadership. Spirituality, trust, justice, shura, and ethics are all important aspects of Islamic education leadership, according to Arar et al. (2022), Said et al. (2023), and Novita et al. (2026). These values serve as the foundation for the creation of an AI Leadership paradigm fit for the setting of Islamic schools.

The sixth theme is Organizational Communication and Collaboration. Luo and Wang (2024) discovered that collaboration between teachers and technology can increase organizational effectiveness. Renta-Davids et al. (2025), on the other hand, recognized stakeholder communication and coordination as critical components of effective AI implementation.

The findings of the study show three main trends in current literature. First, AI Leadership-related research is growing rapidly and is increasingly recognized as a critical factor in the transformation of AI-driven education. Leadership is no longer seen only as an administrative function, but rather as a strategic ability to align technology, people, and organizational goals. Second, the focus on AI governance is growing. Researchers are increasingly concerned with questions of ethics, accountability, transparency, privacy, justice, and responsibility in the deployment of AI. In the context of Islamic education, AI governance must consider Islamic values for technology to be used prudently, fairly, and responsibly. Third, AI-related research in Islamic education is expanding, notably in areas such as digital transformation, AI adoption, AI governance, and personalized Islamic learning. However, the study is still separate in character and has not yet resulted in a comprehensive framework for AI leadership in Islamic schools.

According to the literature study, five major gaps were discovered. For starters, research into AI leadership in Islamic schools is still in its early stages. Most research concentrated on general education, higher education, or the use of technology in learning. Second, Organizational Alignment has not emerged as a dominant construct in the research of AI Leadership. Previous research has concentrated on technological acceptability and digital transformation rather than role clarity, organisational coordination, and institutional integration. Third, organizational communication continues to receive little attention. Although communication is mentioned as a crucial issue, it is rarely investigated as a significant variable connecting AI Leadership to organizational effectiveness. Fourth, technology remains

underexplored in the context of AI and Islamic education. This is significant since the usage of AI can raise digital workload, technology anxiety, and stress among educators. Fifth, the integration of AI Governance and Islamic Values remains limited. While there have been research on Islamic AI ethics, the majority of them are conceptual in character and have not been applied to school leadership practices.

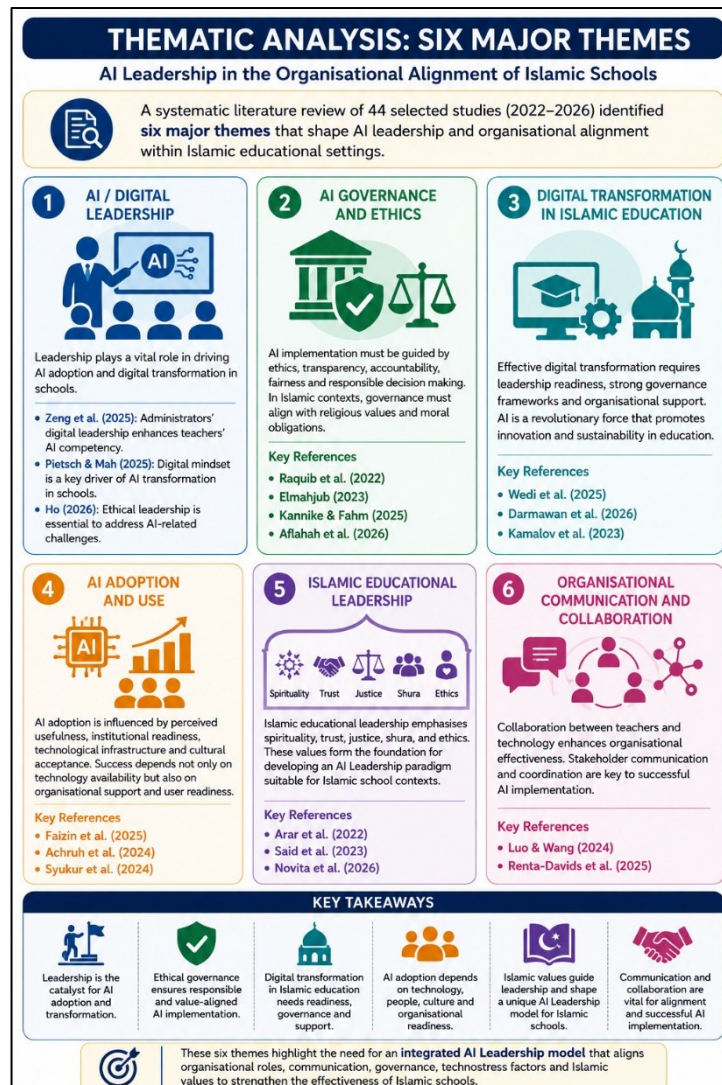
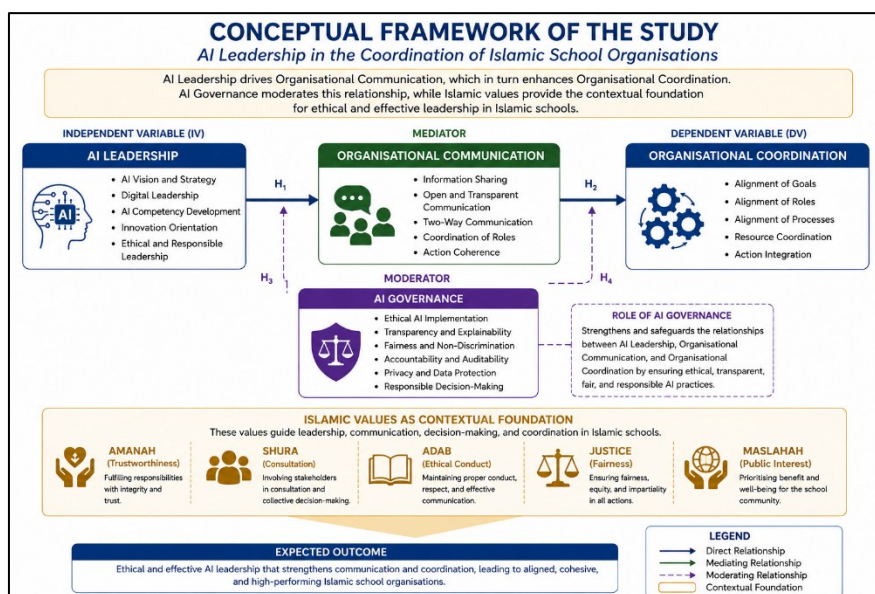


Figure 2. Six major themes (Remark: Image generated by ChatGPT)

Next, Based on the findings and gaps discovered, this study presents a conceptual framework for AI leadership in the coordination of Islamic school organizations. Within this concept, AI Leadership is a significant driver influencing Organizational Communication. Organizational Communication is supposed to increase Organizational Coordination by exchanging information, coordinating roles, and ensuring action coherence. AI Governance is presented as a moderator variable to ensure that AI implementation is ethical, transparent, fair, and responsible. Islamic ideals including Amanah, Shura, Adab, Justice, and Maslahah serve as contextual foundations for leadership and decision-making activities in Islamic schools as a follows.



**Figure 3.** Conceptual framework (Remark: Image generated by ChatGPT)

## CONCLUSION

This Systematic Literature Review synthesised 56 studies published between 2020 and 2026 on AI Leadership, Organisational Coordination, Organisational Communication, AI Governance, Technostress, and Islamic Values in education. Using the PRISMA approach and thematic analysis, the review identified six major themes: AI Leadership and Digital Leadership, AI Governance and Ethics, Digital Transformation in Islamic Education, AI Adoption and Use, Islamic Educational Leadership, and Organisational Communication and Collaboration. The findings show that AI-related educational research has expanded rapidly, particularly in leadership, governance, digital transformation, and Islamic education. However, most studies still examine these areas separately, with limited integration of organisational coordination, communication, technostress, and Islamic values.

The study highlights important implications for policymakers, school leaders, and Islamic educational institutions. AI should be viewed not merely as a technological tool, but as a strategic driver of organisational transformation. Effective AI leadership requires the integration of technology, governance, ethical accountability, communication, and organisational coordination. In Islamic education, AI governance should also reflect Islamic values and educational objectives.

Theoretically, this review contributes by proposing a more integrated understanding of AI Leadership in Islamic educational institutions. It positions Organisational Communication as a mediating mechanism between AI Leadership and Organisational Coordination, while AI Governance acts as a moderating factor.

Future research should conduct empirical studies involving Islamic school principals, teachers, and administrators. Further studies should also examine AI Leadership using quantitative or mixed-method approaches, develop suitable measurement instruments, and test the proposed framework in specific contexts such as Yayasan Islam Kelantan (YIK).

In conclusion, AI is rapidly transforming education and creating new opportunities for leadership, governance, communication, and organisational development. Therefore, a contextual AI Leadership framework for Islamic schools is needed to integrate technological innovation, organisational effectiveness, and Islamic educational values while preserving the ethical identity of Islamic education.

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