

DEVELOPING THE TWO-FOCUS EXECUTION AND SWITCHING LEADERSHIP MODEL (TFESL) FOR MANAGING DUAL EDUCATIONAL SYSTEMS IN ISLAMIC BOARDING SCHOOLS

Nur Shabrina Hasan^{1*}, Novelina Andriani Zega², Rosnida³

^{1,2,3}Educational Management, Pascasarjana, Universitas Negeri Medan
Medan, Indonesia

Author's email:

¹mynameshabshab@gmail.com, ²andrianizega84@gmail.com

³rinahasanshab@gmail.com

*Corresponding author:

mynameshabshab@gmail.com

Abstract. *This study aims to develop the Two-Focus Execution and Switching Leadership Model (TFESL) as an educational leadership management framework for managing dual educational systems in Islamic boarding schools. Islamic boarding schools integrate two different but interconnected educational orientations: formal academic education and pesantren-based religious education. However, institutional leaders frequently experience challenges in balancing academic management demands, boarding school traditions, curriculum integration, teacher coordination, and student development programs. This research employed a quantitative descriptive–correlational approach involving 80 educational stakeholders from three Madrasah Aliyah Islamic Boarding Schools in Indonesia. Data were collected using structured questionnaires measuring three main variables: Two-Focus Execution Leadership (TFEL), Switching Leadership Capability (SLC), and Dual Educational System Management (DESM). Statistical analysis using SPSS revealed strong relationships between TFEL and SLC ($r = 0.71$, $p < 0.01$) and between SLC and DESM effectiveness ($r = 0.76$, $p < 0.01$). Regression analysis indicated that leadership execution and switching capability explained 68% of the variance in dual system management effectiveness. The findings demonstrate that adaptive leadership strategies enable Islamic boarding school leaders to balance academic and religious management functions effectively. The TFESL Model provides a practical leadership framework for strengthening organizational adaptability, integrated decision-making, and sustainable educational management within Islamic boarding school environments.*

Keywords: *Dual Educational System; Educational Management; Islamic Boarding School; Switching Leadership; Two-Focus Leadership*

1. INTRODUCTION

Islamic boarding schools represent unique educational institutions that combine formal academic systems with religious-based educational traditions. These institutions are required to manage two different educational orientations simultaneously: the national curriculum system focusing on academic achievement and the pesantren system emphasizing religious values, character formation, and daily student development. The existence of these dual systems creates complex managerial responsibilities for educational leaders. Leaders are expected to maintain academic quality while preserving Islamic boarding school identity, culture, and values. Therefore, leadership practices in Islamic boarding schools require adaptive approaches that enable leaders to shift roles, strategies, and decision-making patterns according to different institutional demands. Traditional educational leadership approaches often emphasize a single management orientation. However, Islamic boarding schools require leaders who are capable of executing multiple priorities and switching leadership strategies between academic management and pesantren-based management. This condition highlights the importance of developing a leadership model that supports flexibility, integration, and sustainability. The Two-Focus Execution and Switching Leadership Model (TFESL) is proposed as a framework that

integrates two essential leadership capabilities. The first capability is Two-Focus Execution, which refers to the ability of leaders to simultaneously manage academic and boarding school systems through strategic planning, resource organization, implementation, and evaluation. The second capability is Switching Leadership, which represents the ability to adjust leadership approaches according to institutional situations, stakeholder needs, and educational priorities. Previous studies have discussed educational leadership, school management effectiveness, and Islamic education development separately. However, limited research has examined leadership mechanisms that specifically address the complexity of managing dual educational systems within Islamic boarding school contexts. Therefore, this study develops the TFESL Model to provide an adaptive leadership framework that enables Islamic boarding school leaders to manage academic and religious systems effectively.

Specifically, this study aims to: [1] Analyze existing leadership practices in managing dual educational systems. [2] Develop the Two-Focus Execution and Switching Leadership Model. [3] Examine the relationship between leadership execution, switching capability, and dual system management effectiveness. [4] Provide a sustainable leadership framework for Islamic boarding school development.

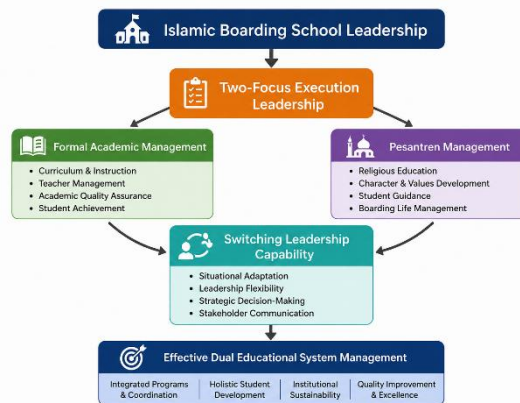


Figure 1. Two Focus Execution

The implementation of dual educational systems in Islamic boarding schools requires a comprehensive leadership approach that integrates strategic management, organizational flexibility, and contextual decision-making. Leaders are responsible not only for managing formal academic structures but also for maintaining pesantren traditions, religious programs, student dormitory systems, and character-based educational environments. The complexity of these responsibilities requires leadership capabilities that extend beyond conventional administrative functions. In many Islamic boarding schools, the separation between academic management and pesantren management often creates challenges related to coordination, resource allocation, curriculum synchronization, teacher collaboration, and institutional decision-making. Academic systems generally emphasize curriculum achievement, assessment standards, teacher performance, and educational quality assurance, whereas pesantren systems focus on spiritual development, daily guidance, religious learning, and student discipline.

Although both systems have different operational characteristics, they must function as an integrated educational ecosystem. Ineffective coordination between these two systems may result in overlapping programs, inconsistent policies, limited collaboration among educators, and reduced institutional effectiveness. Therefore, Islamic boarding school leaders require the ability to execute dual priorities while dynamically switching leadership strategies according to organizational needs. The Two-Focus Execution and Switching Leadership Model (TFESL) was developed to address these managerial challenges. This model emphasizes leadership capability in maintaining balance between two educational focuses through adaptive execution and

strategic switching processes. The concept of two-focus execution enables leaders to manage academic and pesantren objectives simultaneously, while switching leadership allows leaders to modify management approaches depending on situational demands.

The TFESL Model is structured through three major leadership mechanisms:

1. Dual Priority Identification

Leaders identify academic and pesantren priorities by analyzing institutional goals, stakeholder expectations, available resources, and educational challenges.

2. Integrated Leadership Execution

Leaders implement coordinated strategies involving planning, organizing, directing, monitoring, and evaluating both educational systems.

3. Adaptive Leadership Switching

Leaders adjust leadership styles, communication approaches, and decision-making strategies according to academic or pesantren management contexts.



Figure 2. TFESL Process Framework

The development of TFESL provides a new perspective in educational leadership research by positioning leadership flexibility as a central factor in managing complex educational organizations. Unlike traditional leadership models that focus mainly on one organizational direction, TFESL emphasizes simultaneous execution and adaptive transition between different management demands. Furthermore, this model supports sustainable educational management by encouraging leaders to develop strategic awareness, collaborative decision-making, and continuous improvement mechanisms. Through TFESL implementation, Islamic boarding schools are expected to strengthen institutional performance without losing their distinctive religious and cultural identity. Based on these theoretical and practical considerations, this study focuses on developing and validating the Two-Focus Execution and Switching Leadership Model as an innovative management approach for Islamic boarding schools. The model is expected to provide a systematic framework for leaders in managing dual educational systems effectively, adaptively, and sustainably.

Proposed relationship indicates that effective dual educational system management can be achieved when leaders demonstrate strong execution ability and adaptive leadership switching capability.

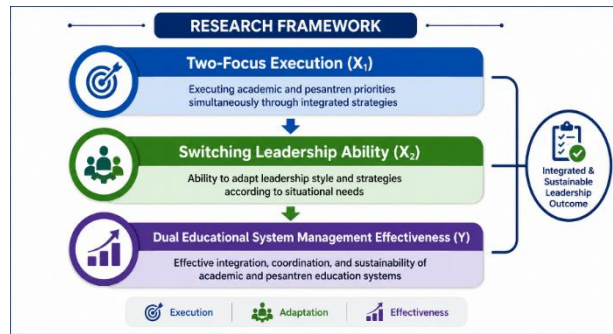


Figure 3. Research Framework

2.Methods

2.1 Research Design

This study employed a quantitative research approach integrated with a development-oriented framework to design and validate the Two-Focus Execution and Switching Leadership Model (TFESL) for managing dual educational systems in Islamic boarding schools. The research design was selected because the study aimed not only to examine relationships among leadership variables but also to construct a practical leadership management model that supports the integration of formal academic education and pesantren-based education. The TFESL development process focused on identifying leadership challenges, designing adaptive leadership mechanisms, validating model components, and evaluating the relationship between leadership execution capability and dual system management effectiveness.

The research framework consisted of three major variables:

1. *Two-Focus Execution Leadership (TFEL)*
The ability of educational leaders to simultaneously execute academic and pesantren management priorities through integrated planning, organizing, implementation, and evaluation.
2. *Switching Leadership Capability (SLC)*
The ability of leaders to adapt leadership approaches according to changing institutional needs, stakeholder characteristics, and educational system requirements.
3. *Dual Educational System Management Effectiveness (DESME)*
The effectiveness of managing integrated academic and pesantren systems through coordination, sustainability, and institutional performance improvement.

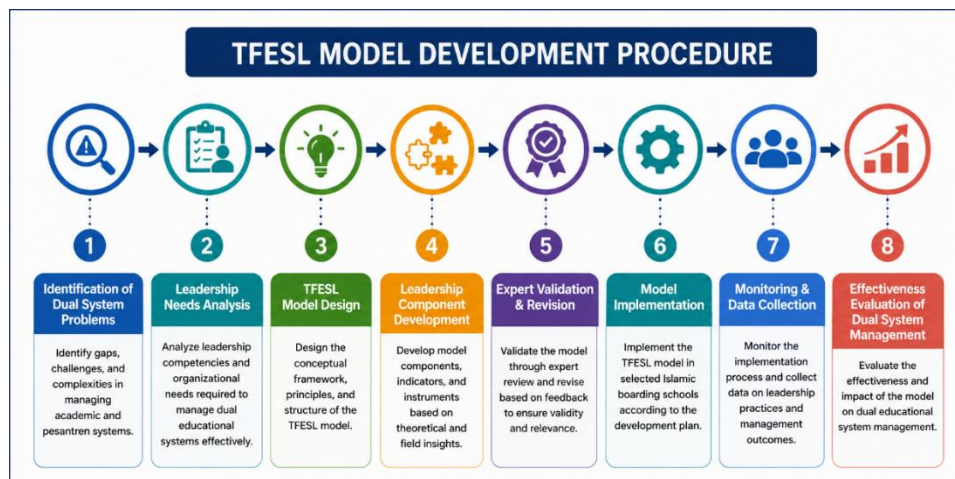


Figure 4. TFESL Model Development Procedure

The development stages ensured that the TFESL Model was systematically constructed based on actual leadership needs within Islamic boarding school environments.

2.2 Population and Sample

The research population consisted of educational stakeholders involved in managing dual educational systems within Madrasah Aliyah Islamic Boarding Schools in Indonesia. Participants included: Islamic boarding school leaders, madrasah principals, academic coordinators, pesantren program coordinators, teachers, dormitory supervisors. A total of 80 participants from three Islamic boarding schools were selected using proportional random sampling to obtain representative perspectives regarding leadership practices and institutional management. The participant distribution is presented in Table 1.

Table 1. Distribution of Research Participants

Institution	Participants	Male	Female
MA Islamic Boarding School A	30	18	12
MA Islamic Boarding School B	25	14	11
MA Islamic Boarding School C	25	15	10
Total	80	47	33

The involvement of various institutional stakeholders provided comprehensive information regarding leadership implementation, academic management coordination, and pesantren system integration.

2.3 Data Collection Instruments

Data were collected using a structured questionnaire developed based on TFESL theoretical dimensions. The instrument consisted of three main dimensions:

1. Two-Focus Execution Leadership Instrument (TFEL)

This dimension measured leaders' capability in balancing academic and pesantren management. Indicators included: Dual priority management, Strategic planning capability, Resource coordination, Integrated program execution, Performance monitoring.

2. Switching Leadership Capability Instrument (SLC)

This dimension measured adaptive leadership ability. Indicators included: Situational decision-making, leadership flexibility, communication adaptation, problem-solving strategy, organizational responsiveness.

3. Dual Educational System Management Effectiveness Instrument (DESME)

This dimension evaluated the effectiveness of managing two educational systems. Indicators included: Academic–pesantren integration, curriculum coordination, stakeholder collaboration, institutional sustainability, quality improvement process. A five-point Likert scale was used: 1 = Strongly Disagree. 2 = Disagree. 3 = Neutral. 4 = Agree. 5 = Strongly Agree

2.4 Validity and Reliability Testing

Instrument validity was examined through expert judgment involving specialists in: educational management, islamic education leadership, organizational development. The validation process evaluated: Content relevance, construct suitability, indicator clarity,

implementation feasibility. A pilot test involving 20 participants was conducted to measure reliability using Cronbach's Alpha coefficient. The reliability results are presented in Table 2.

Table 2. Reliability Results of TFESL Instruments

Variable	Number of Items	Cronbach's Alpha	Category
Two-Focus Execution Leadership (TFEL)	10	0.89	High
Switching Leadership Capability (SLC)	10	0.87	High
Dual Educational System Management Effectiveness (DESME)	10	0.91	Very High

All reliability values exceeded the acceptable threshold of 0.70, indicating that the instruments were reliable for measuring leadership and management constructs.

2.5 Data Analysis

Quantitative data were analyzed using SPSS statistical software. The analysis procedures included:

a). Descriptive Analysis

Descriptive statistics were used to identify the implementation level of: Two-Focus Execution Leadership, switching Leadership Capability, dual Educational System Management. The analysis included: mean scores, standard deviations, implementation categories.

b). Pearson Correlation Analysis

Correlation analysis was conducted to examine relationships among: TFEL and SLC, TFEL and DESME, SLC and DESME.

c). Regression Analysis

Multiple regression analysis was applied to determine the contribution of leadership execution and switching capability toward dual educational system management effectiveness. The regression model was formulated as: $DESME = \beta_0 + \beta_1(TFEL) + \beta_2(SLC) + e$. The analysis provided empirical evidence regarding how the TFESL Model influences sustainable management practices in Islamic boarding schools.

3. RESULTS AND DISCUSSION

3.1 Descriptive Findings

The descriptive analysis was conducted to examine the implementation level of Two-Focus Execution Leadership (TFEL), Switching Leadership Capability (SLC), and Dual Educational System Management Effectiveness (DESME) within Islamic boarding schools. The analysis aimed to identify how educational leaders balance formal academic management and pesantren-based educational systems through adaptive leadership practices. The descriptive results are presented in Table 3.

Variable	Mean	SD	Category
Two-Focus Execution Leadership (TFEL)	4.08	0.46	High

Variable	Mean	SD	Category
Switching Leadership Capability (SLC)	4.13	0.44	High
Dual Educational System Management Effectiveness (DESME)	4.20	0.42	Very High

Table 3. Descriptive Statistics of TFESL Components

The results indicate that Islamic boarding school leaders demonstrated strong capability in managing dual educational systems. The highest mean score was obtained by Dual Educational System Management Effectiveness ($M = 4.20$), showing that integration between academic programs and pesantren activities had been implemented effectively. Two-Focus Execution Leadership achieved a high category, indicating that leaders were able to manage multiple educational priorities, including curriculum implementation, teacher coordination, religious programs, dormitory activities, and institutional quality assurance. Switching Leadership Capability also showed strong implementation. This result indicates that leaders were capable of adjusting leadership approaches according to different organizational conditions, such as academic decision-making, religious program management, teacher collaboration, and student development processes.

3.2 Correlation Analysis

Pearson correlation analysis was conducted to determine the relationship between leadership execution capability, switching leadership ability, and dual system management effectiveness. The correlation results are presented in Table 4.

Table 4. Correlation Analysis among TFESL Variables

Variables	TFEL	SLC	DESME
TFEL	1	0.71**	0.68**
SLC	0.71**	1	0.76**
DESME	0.68**	0.76**	1

Note: $p < 0.01$

The strongest relationship was identified between Switching Leadership Capability and Dual Educational System Management Effectiveness ($r = 0.76$, $p < 0.01$). This finding demonstrates that adaptive leadership capability plays an important role in maintaining balance between academic and pesantren management systems. Leaders with strong switching capability can adjust management strategies based on institutional situations. For example, leaders may apply structured administrative leadership when managing academic quality standards and adopt transformational or value-based leadership when managing pesantren culture and student development. The positive relationship between Two-Focus Execution Leadership and DESME ($r = 0.68$) indicates that effective dual system management requires leaders who can execute different educational priorities simultaneously.

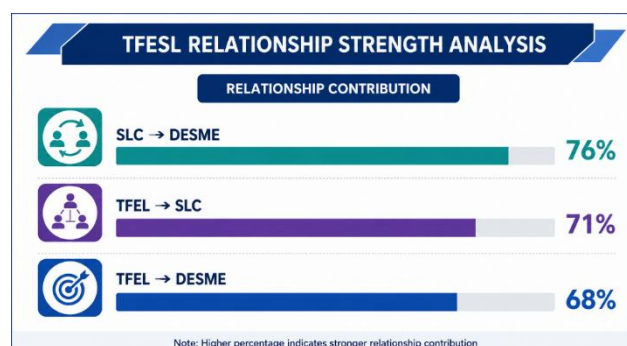


Figure 5. TFESL Relationship Strength Analysis

The graph illustrates that Switching Leadership Capability provides the strongest contribution toward successful dual educational system management.

3.3 Regression Analysis

Multiple regression analysis was conducted to determine the predictive contribution of TFESL components toward dual educational system management effectiveness. The regression results are presented in Table 5.

Table 5. Regression Analysis of TFESL Model

Predictor	β	t-value	Sig.
Two-Focus Execution Leadership	0.35	5.21	0.000
Switching Leadership Capability	0.48	6.85	0.000
$R^2 = 0.68$			

The regression analysis indicates that Two-Focus Execution Leadership and Switching Leadership Capability explained 68% of the variance in Dual Educational System Management Effectiveness. Switching Leadership Capability demonstrated the strongest contribution ($\beta = 0.48$), indicating that leadership flexibility is a critical factor in managing complex educational environments. This finding confirms that Islamic boarding school effectiveness depends not only on leadership planning and execution but also on the leader's ability to shift strategies according to different educational demands.

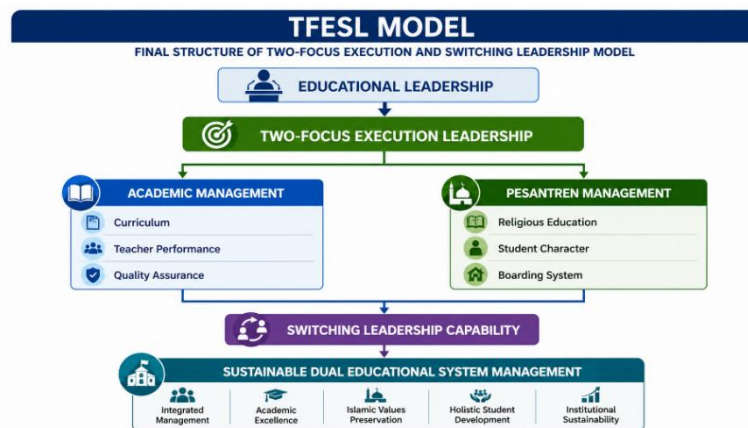


Figure 6. TFESL Model

3.4 Discussion

The findings of this study demonstrate that the Two-Focus Execution and Switching Leadership Model (TFESL) provides an effective leadership framework for managing the complexity of Islamic boarding school systems. Unlike conventional educational leadership models that emphasize a single institutional direction, TFESL highlights the importance of balancing two interconnected educational systems: formal academic education and pesantren-based education. The results indicate that Two-Focus Execution Leadership enables leaders to maintain organizational alignment by coordinating curriculum implementation, teacher management, religious programs, and student development activities. This capability

strengthens institutional consistency because both systems operate under integrated leadership strategies. Switching Leadership Capability emerged as the strongest factor influencing dual system effectiveness. This finding suggests that leaders must possess adaptive competencies to transition between different leadership approaches. Academic management may require structured planning, performance evaluation, and administrative control, whereas pesantren management requires cultural understanding, spiritual guidance, and value-based interaction.

The TFESL Model contributes a new perspective to educational management by positioning leadership adaptability as a strategic mechanism for integrating diverse educational functions. Leaders are not only expected to manage existing structures but also continuously adjust strategies according to institutional changes and stakeholder expectations. Furthermore, the findings indicate that successful Islamic boarding school management depends on the ability to create harmony between modernization and tradition. Academic innovation should strengthen rather than replace pesantren values. Therefore, TFESL offers a sustainable leadership framework that supports educational quality improvement while preserving the distinctive identity of Islamic boarding schools.

4. Conclusion and Recommendations

4.1 Conclusion

This study successfully developed the Two-Focus Execution and Switching Leadership Model (TFESL) as an adaptive educational leadership framework for managing dual educational systems in Islamic boarding schools. The model was designed to address the complexity of integrating formal academic management and pesantren-based educational management through simultaneous execution and adaptive leadership transformation. The findings demonstrated that effective Islamic boarding school management requires leaders who are capable of balancing two different but interconnected educational orientations. Formal academic systems require structured planning, curriculum management, teacher performance monitoring, and quality assurance, while pesantren systems emphasize religious values, student guidance, cultural traditions, and character-based education.

The implementation of Two-Focus Execution Leadership enables educational leaders to coordinate institutional priorities through integrated management processes. Leaders can align academic goals and pesantren objectives by developing strategic planning mechanisms, collaborative organizational structures, and sustainable evaluation systems. Switching Leadership Capability emerged as the strongest factor influencing the effectiveness of dual educational system management. This indicates that leaders must not depend on a single leadership approach but should demonstrate flexibility in adapting strategies according to different educational contexts, stakeholder expectations, and institutional challenges.

The TFESL Model contributes a new perspective to educational management theory by positioning leadership switching capability as a strategic competency for managing complex educational organizations. The model extends traditional leadership concepts by emphasizing the importance of balancing execution consistency and adaptive transformation. Overall, the TFESL Model provides a systematic framework that supports Islamic boarding schools in achieving institutional effectiveness, maintaining educational traditions, and responding to modern educational demands.

4.2 Practical Recommendations

Based on the findings, several recommendations are proposed for improving leadership practices and dual system management within Islamic boarding schools. First, Islamic boarding school leaders should strengthen two-focus execution capability by integrating academic and pesantren management processes into a unified institutional strategy. Leadership programs should emphasize the ability to manage curriculum development, teacher performance, religious programs, and student development simultaneously. Second, leadership development

programs should include switching leadership training to improve leaders' adaptability in responding to different organizational situations. Leaders need competencies in situational analysis, flexible decision-making, communication adjustment, and strategic problem solving.

Third, Islamic boarding schools should establish collaborative management systems involving: School principals, pesantren leaders, teachers, dormitory supervisors, educational stakeholders, This collaboration is essential to reduce separation between formal academic programs and pesantren activities. Fourth, continuous monitoring and evaluation systems should be developed to ensure that academic achievement and pesantren values develop harmoniously. Evaluation should focus not only on academic outcomes but also on organizational effectiveness and institutional sustainability.

4.3 Research Implications

The development of the TFESL Model provides several theoretical and practical implications for educational leadership research. From a theoretical perspective, this study expands leadership theory by introducing the concept of dual-focus execution combined with adaptive switching capability. This framework explains how leaders manage institutions with multiple educational orientations and complex organizational demands. From a practical perspective, TFESL provides a leadership roadmap for Islamic boarding schools seeking to strengthen institutional performance without losing their cultural and religious identity.

The model supports leaders in: balancing modernization and tradition, managing organizational complexity, integrating academic and religious systems, improving institutional adaptability. The findings also indicate that future educational leadership models should consider flexibility, contextual awareness, and multi-system management as essential leadership competencies.

4.4 Limitations and Future Research

Although this study provides important findings regarding dual educational system leadership, several limitations should be acknowledged. First, this study focused on Islamic boarding schools within specific educational contexts; therefore, broader implementation involving different regions and institutional types is recommended. Second, the research mainly examined leadership execution and switching capability. Future studies may explore additional variables such as: Digital leadership, organizational culture, teacher innovation, institutional transformation readiness. Third, longitudinal research is recommended to examine the long-term effectiveness of the TFESL Model in improving educational quality and organizational sustainability. Further research may also develop digital-based TFESL frameworks by integrating educational data systems, leadership analytics, and artificial intelligence-supported decision-making processes.

REFERENCES

- Bush, T. (2023). Educational leadership and management: Theory, policy, and practice development. *Educational Management Administration & Leadership*, 51(2), 235–252.
- Hallinger, P., & Kovačević, J. (2022). Mapping the intellectual structure of educational leadership research: A systematic review. *Educational Management Administration & Leadership*, 50(3), 420–442.
- Harris, A., & Jones, M. (2023). Leading educational change and improvement at scale. *Journal of Educational Change*, 24, 567–
- Leithwood, K., Harris, A., & Hopkins, D. (2022). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, 42(1), 5–22.
- Northouse, P. G. (2024). *Leadership: Theory and Practice* (10th ed.). Sage Publications.
- Uhl-Bien, M., & Arena, M. (2022). Leadership for organizational adaptability and complexity. *Leadership Quarterly*, 33(4), 101–118.
- Yukl, G., & Gardner, W. (2023). *Leadership in Organizations: Global Edition*. Pearson Education.

**The Sixth International Conference on Innovation in Social Sciences
Education and Engineering (ICoISSEE-6)**

Bandung, Indonesia, July 25, 2026

- [8] Abdullah, A., & Ismail, H. (2023). Transformational leadership practices in Islamic educational institutions. *International Journal of Educational Development*, 98, 102745.
- [9] Rahman, M., & Ahmad, N. (2024). Managing Islamic boarding schools in modern educational transformation. *Journal of Islamic Educational Management*, 12(1), 55–70.
- [10] UNESCO. (2023). *Transforming Education Systems: Leadership, Innovation, and Sustainable Learning*. UNESCO Publishing.
- [11] OECD. (2024). *Education Leadership for Digital and Sustainable Transformation*. OECD Publishing.
- [12] Wahyudi, A., & Hamid, S. (2025). Adaptive leadership and institutional resilience in Islamic schools. *International Journal of Leadership in Education*.
- [13] Sari, R., & Putra, D. (2025). Dual curriculum management in Islamic boarding school education systems. *Educational Administration Research Journal*, 18(2), 120–138.