

Adaptive Strategic Planning in Islamic Educational Institutions in Responding to Internal and External Environmental Change

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Abstract: The growing complexity of educational environments in the 21st century driven by rapid technological advancements, globalization, and shifting societal expectations has required educational institutions to adopt more adaptive and responsive strategic approaches. Within this evolving landscape, Islamic educational institutions encounter a distinctive challenge in balancing the demands of modernization with the preservation of religious values and institutional identity. Despite extensive discussions on strategic planning and digital transformation, limited research has systematically conceptualized adaptive strategic planning as an integrated framework specifically suited to Islamic educational contexts. This study aims to address this gap by developing a conceptual framework of adaptive strategic planning that incorporates both internal and external environmental dimensions. Using a qualitative conceptual literature review, this research synthesizes scholarly works published between 2020 and 2025, focusing on leadership, organizational culture, human resource capacity, and technological integration as key determinants of institutional adaptability. The findings suggest that institutional adaptability emerges from the dynamic interaction between internal capacities such as transformational leadership, a learning-oriented culture, and teacher digital competence and external pressures, including technological disruption, globalization, policy changes, and evolving societal expectations. Furthermore, adaptive strategic planning is characterized by flexibility, iterative decision making, continuous evaluation, and active stakeholder engagement, all of which contribute to strengthening institutional resilience. Importantly, this study highlights that adaptability in Islamic educational institutions must be grounded not only in managerial effectiveness but also in ethical and religious values, ensuring that innovation does not compromise institutional identity. This dual orientation offers a context-sensitive contribution to the literature. However, the study is limited by its conceptual nature and recommends future empirical validation through case studies or mixed-method approaches.

Keywords: Adaptive Strategic Planning, Digital Transformation, Environmental Change, Institutional Resilience, Islamic Education

A. Introduction

The rapid advancement of globalization and digital transformation has significantly altered the landscape of education worldwide. Educational institutions are no longer operating in stable and predictable environments but are increasingly exposed to dynamic, complex, and uncertain conditions (Pratama et al., 2026). These transformations affect not only teaching and learning processes but also governance systems, institutional structures, and stakeholder expectations. As a result, educational institutions must continuously adapt in order to remain relevant and competitive in an increasingly interconnected world.

Islamic educational institutions, including madrasahs and Islamic schools, face unique challenges within this evolving context. In addition to responding to global educational trends, they are also required to preserve religious values, cultural identity, and moral foundations. This dual responsibility often creates a tension between maintaining tradition and embracing modernization (Azra, 2012). According to M. Sirozi, Islamic education must remain rooted in its theological and cultural foundations while simultaneously adapting to contemporary changes. Institutions that fail to balance these demands risk losing relevance, public trust, and long-term sustainability (Sirozi, 2021).

Strategic planning has traditionally been used as a key instrument for institutional development. However, conventional strategic planning models tend to be rigid, linear, and less responsive to rapid environmental changes (Bryson, 2018) (binti Ab Rahman et al., 2025). In contrast, adaptive strategic planning emphasizes flexibility, continuous learning, and responsiveness to change (Heifetz et al., 2009). This approach enables institutions to dynamically adjust their strategies in response to emerging challenges and opportunities. Although previous studies have explored strategic planning in Islamic educational institutions and the role of digital transformation in education, there remains a lack of research that systematically conceptualizes adaptive strategic planning as a distinct framework (Tristianingrum et al., 2026). Most existing studies still treat planning as a static and procedural activity, without adequately addressing the need for iterative, flexible, and context sensitive strategies. This gap is particularly important because Islamic educational institutions operate within unique socio cultural and religious contexts that require adaptive and integrative approaches (Sirozi, 2021).

In this study, adaptive strategic planning is defined as a flexible and iterative management approach that enables institutions to continuously adjust their goals, structures, and practices in response to environmental changes while maintaining their core identity. This study addresses the following research questions: 1) How do internal and external environmental changes affect the existence of educational institutions? 2) What efforts can be undertaken to develop educational institutions

that are adaptive to change? 3) How can the adaptability of educational institutions be enhanced through flexible strategic planning?

B. Methods

This study employed a qualitative research design using a literature-based approach to explore and conceptualize adaptive strategic planning in Islamic educational institutions. A qualitative approach was chosen because it allows for an in depth understanding of complex social and organizational phenomena, particularly in contexts that involve values, culture, and institutional dynamics (Poth & Searle, 2021). The research focused on secondary data collected from peer reviewed journal articles, academic books, and reputable institutional reports published between 2020 and 2026. These sources were selected to ensure the relevance and timeliness of the discussion, particularly in relation to globalization, digital transformation, and educational management. Databases such as Scopus, Web of Science, and Google Scholar were used to identify relevant literature using keywords such as “adaptive strategic planning,” “Islamic education management,” “digital transformation in education,” and “organizational adaptability.”

The selection of literature followed specific inclusion and exclusion criteria. Inclusion criteria consisted of: (1) publications written in English, (2) studies focusing on strategic planning, adaptive leadership, or Islamic educational institutions, and (3) publications within the 2020–2026 timeframe (Alqahtani & Rajkhan, 2020). Exclusion criteria included non-peer reviewed articles, opinion pieces without empirical or theoretical grounding, and studies not directly related to the research focus.

Data analysis was conducted using thematic analysis. This involved several steps: (1) familiarization with the data through repeated reading of selected sources, (2) identification of key concepts and patterns related to environmental change and strategic adaptation, (3) categorization of themes into internal and external factors, core components of adaptive strategic planning, and implementation strategies, and (4) synthesis of findings into a coherent conceptual framework (Braun & Clarke, 2021). To enhance the validity of the findings, the study applied triangulation by comparing multiple sources and perspectives across different disciplines, including education, management, and Islamic studies. This approach ensures that the proposed framework is comprehensive and contextually grounded (Yin, 2018).

C. Results and Discussion

1. The Impact of Internal and External Environmental Changes on the Existence of Educational Institutions

The existence of educational institutions in the contemporary era is increasingly shaped by dynamic interactions between internal and external environmental

changes. These changes are not merely peripheral influences but constitute fundamental forces that determine institutional sustainability, relevance, and competitiveness. In the context of globalization and rapid technological advancement, educational institutions must continuously adapt or risk decline (Alqahtani & Rajkhan, 2020).

External Environmental Changes and Their Impact

External environmental changes refer to factors originating outside the institution, including globalization, technological development, policy shifts, and socio-economic transformations. Among these, digital transformation has emerged as one of the most influential forces reshaping education systems worldwide. Recent studies highlight that the transition toward digital based education has significantly altered how educational institutions operate, deliver knowledge, and interact with stakeholders. The integration of digital technologies such as artificial intelligence, online learning platforms, and data driven systems has redefined traditional teaching and learning processes (List et al., 2020). As a result, institutions are required to redesign curricula, upgrade infrastructure, and enhance digital competencies among educators and students. Furthermore, digital transformation extends beyond pedagogy and affects institutional governance, organizational structures, and competitiveness. It is considered a holistic transformation process that influences culture, operations, and strategic direction (Crawford et al., 2020). Institutions that successfully integrate digital technologies tend to improve efficiency and expand access, while those that fail to adapt risk declining enrollment and marginalization.

Globalization also intensifies competition and raises expectations regarding educational quality and relevance. Educational institutions are now expected to produce graduates equipped with global competencies, critical thinking skills, and adaptability to changing labor markets (König et al., 2020). This forces institutions to continuously update their programs and align them with international standards. In addition, the COVID-19 pandemic accelerated digital transformation and exposed systemic weaknesses in many educational systems. The sudden shift to online learning disrupted conventional models and revealed inequalities in access to technology and digital readiness (Dhawan, 2020). Institutions that lacked preparedness experienced significant disruptions in learning continuity and organizational stability. Another key external factor is the rapid development associated with the Fourth Industrial Revolution, which demands new skill sets such as digital literacy, innovation, and problem solving. Educational institutions must align their curricula with these emerging demands to maintain relevance (List et al., 2020).

Internal Environmental Changes and Their Impact

Internal environmental changes refer to factors within the institution, including leadership, organizational culture, human resources, infrastructure, and management systems. These internal factors determine how effectively institutions respond to external pressures.

Leadership is a critical determinant of institutional adaptability. Effective leadership enables institutions to interpret environmental changes, formulate strategic responses, and guide transformation processes. Institutions with adaptive leadership are more capable of navigating uncertainty and sustaining development (Fernandez & Shaw, 2020). Human resource capacity also plays a crucial role. The success of digital transformation depends on the readiness and competencies of educators and staff. Teachers must not only understand technology but also integrate it effectively into pedagogical practices (König et al., 2020). Institutions with limited digital literacy often struggle to implement innovation.

Organizational culture significantly influences institutional responsiveness. Rigid and hierarchical cultures tend to resist change, whereas flexible and collaborative cultures support innovation and continuous improvement. Resistance to change remains a major barrier, particularly in traditional educational settings (Crawford et al., 2020). Infrastructure is another important factor. The availability of technological resources, learning platforms, and digital access determines whether institutions can effectively implement adaptive strategies. Without adequate infrastructure, transformation efforts often fail despite strong intentions. Moreover, internal governance systems influence decision making processes. Institutions with flexible and decentralized management structures are generally more responsive to change compared to those with rigid bureaucratic systems (Fernandez & Shaw, 2020).

The Interplay Between Internal and External Factors

The impact of environmental changes on educational institutions is best understood through the interaction between internal and external factors. External pressures such as globalization and digital transformation create the need for change, while internal capacities determine the effectiveness of institutional responses. For example, the transition to online learning during the pandemic affected all institutions globally. However, the outcomes varied significantly depending on internal readiness. Institutions with strong leadership, digital infrastructure, and adaptive cultures were able to maintain continuity, while others faced severe disruptions (Dhawan, 2020; König et al., 2020). This interaction demonstrates that environmental change is not inherently negative. When managed effectively, it can serve as a catalyst for innovation and institutional growth. Conversely, failure to respond appropriately can lead to declining performance and loss of relevance.

Implications for Institutional Existence

The combined influence of internal and external environmental changes has profound implications for the existence of educational institutions. Adaptability has become a key determinant of sustainability, requiring institutions to continuously evolve in response to changing demands (Dwivedi et al., 2020). Resilience is also essential. Institutions must not only respond to change but anticipate future challenges through strategic foresight and continuous learning. This requires flexible planning approaches and a proactive mindset. Furthermore, maintaining institutional identity remains crucial, particularly for value-based institutions such as Islamic educational organizations. Adaptation should not lead to the erosion of core values but rather strengthen institutional identity in a modern context. Finally, these changes highlight the importance of adaptive strategic planning. Traditional planning approaches are no longer sufficient in a rapidly changing environment. Instead, institutions must adopt flexible, iterative strategies that enable continuous adjustment and improvement.

2. Efforts to Develop Adaptive Educational Institutions

Developing educational institutions that are adaptive to change requires a comprehensive and systemic approach that integrates leadership, organizational culture, technological innovation, and strategic management. In an era marked by rapid digital transformation, globalization, and uncertainty, adaptability is no longer optional but a fundamental requirement for institutional survival and growth.

Strengthening Adaptive and Transformational Leadership

One of the most critical efforts in building adaptive educational institutions is the development of adaptive leadership. Leaders play a central role in interpreting environmental changes, making strategic decisions, and guiding institutional transformation. Adaptive leadership emphasizes flexibility, responsiveness, and the ability to mobilize stakeholders in addressing complex challenges.

Recent studies show that adaptive leadership significantly contributes to successful change management in educational institutions by fostering communication, collaboration, and stakeholder engagement (BUSA et al., 2024). Leaders who adopt adaptive approaches are more capable of overcoming resistance to change and promoting innovation within their organizations. Moreover, adaptive leadership involves not only decision-making but also the ability to create a shared vision and build trust. Institutions that cultivate leadership at multiple levels rather than relying solely on top down authority are more likely to sustain long term transformation (Fridiyanto & Firmansyah, 2025).

Building a Change-Ready Organizational Culture

Another essential effort is the development of an organizational culture that supports change and innovation. A change ready culture encourages openness, collaboration, experimentation, and continuous improvement. Without such a culture, even well-designed strategies often fail during implementation. A systematic review by Aldridge and McLure identifies that successful educational change depends on creating a “reform ready” school climate, which includes trust, shared goals, and collective commitment among stakeholders. This suggests that institutional culture must be intentionally shaped to support adaptability (McLure & Aldridge, 2023). In addition, reducing resistance to change is a key aspect of cultural transformation. Resistance often arises from uncertainty, lack of skills, or fear of losing established practices. Therefore, institutions must provide clear communication, professional support, and participatory decision-making processes to foster acceptance and engagement.

Enhancing Human Resource Capacity and Professional Development

Human resources are at the core of institutional adaptability. Teachers, administrators, and staff must possess the knowledge, skills, and mindset required to respond to evolving educational demands. Continuous professional development is therefore essential. Research shows that teacher readiness is a decisive factor in the success of educational innovation, particularly in digital learning environments (König et al., 2020). Institutions must invest in training programs that enhance digital literacy, pedagogical innovation, and problem-solving skills. Furthermore, adaptive institutions promote lifelong learning among their members. This includes not only formal training but also informal learning through collaboration, reflection, and knowledge sharing. By fostering a learning-oriented environment, institutions can continuously improve their capacity to adapt.

Integrating Technology and Digital Innovation

The integration of technology is a central strategy in developing adaptive educational institutions. Digital tools enable flexible learning environments, enhance access to education, and support data driven decision-making. Studies on adaptive learning systems highlight the potential of artificial intelligence and data analytics to personalize learning and improve educational outcomes (Siswanti et al., 2025). These technologies allow institutions to respond to diverse learner needs and create more efficient and effective learning processes. Additionally, the adoption of hybrid and online learning models has become increasingly important in the post pandemic era. Educational institutions that successfully implement digital learning systems are better equipped to maintain continuity during disruptions and expand their reach (Roig et al., 2025). However, technology integration must be supported by adequate

infrastructure, training, and policy frameworks. Without these supporting elements, digital transformation efforts may not achieve their intended outcomes.

Implementing Flexible and Iterative Strategic Planning

Adaptive institutions require a shift from rigid, linear planning models to flexible and iterative strategic planning approaches. This type of planning allows institutions to continuously adjust their strategies based on changing conditions and emerging opportunities. Research indicates that many institutions struggle to implement adaptive strategies due to organizational, technological, and pedagogical challenges (Mirata et al., 2020). Therefore, strategic planning must be designed to accommodate uncertainty and complexity. Flexible strategic planning involves regular evaluation, feedback mechanisms, and stakeholder participation. It also requires institutions to adopt a learning-oriented approach, where strategies are continuously tested, refined, and improved.

Strengthening Collaboration and Stakeholder Engagement

Adaptive educational institutions actively engage stakeholders, including students, teachers, parents, policymakers, and industry partners. Collaboration enhances institutional responsiveness and ensures that strategies are aligned with real world needs. The experience of higher education institutions during the COVID-19 pandemic demonstrates the importance of collaboration and communication in maintaining educational continuity and adapting to crises (Puradiredja et al., 2022). Institutions that foster strong networks and partnerships are better positioned to access resources, share knowledge, and implement innovative solutions. In addition, collaboration with industry can help align educational programs with labor market demands. For example, work based learning models have been shown to improve graduate employability and institutional relevance (Yoto et al., 2024).

Developing Institutional Resilience and Continuous Innovation

Finally, developing adaptive educational institutions requires a focus on resilience and continuous innovation. Resilience refers to the ability to withstand disruptions and recover from challenges, while innovation involves the continuous development of new ideas, practices, and solutions. A systematic review of adaptive behaviors in educational institutions highlights that adaptability is closely linked to innovation, flexibility, and proactive management (Jameson et al., 2022). Institutions that prioritize innovation are more likely to identify opportunities within challenges and transform them into competitive advantages. To achieve this, institutions must create structures and processes that support experimentation, risk taking, and learning from failure. Innovation should not be treated as a one-time initiative but as an ongoing process embedded in institutional practices.

3. Enhancing the Adaptability of Educational Institutions through Flexible Strategic Planning

In an era characterized by rapid technological advancement, globalization, and uncertainty, educational institutions are required to continuously adapt to changing environments. Traditional strategic planning, which is often rigid and linear, is no longer sufficient to address the complexity of modern challenges. Instead, flexible strategic planning has emerged as a critical approach to enhancing institutional adaptability. This approach emphasizes continuous learning, iterative processes, stakeholder engagement, and responsiveness to change.

The Concept of Flexible Strategic Planning in Education

Flexible strategic planning refers to a dynamic and iterative process that allows institutions to adjust their goals, strategies, and actions in response to evolving internal and external conditions. Unlike conventional planning models that rely on fixed long-term goals, flexible planning incorporates ongoing evaluation, feedback, and adjustment (Bryson, 2018). Recent studies suggest that flexibility in strategic planning enables institutions to better cope with uncertainty and complexity. Educational institutions that adopt adaptive planning models are more capable of responding to unexpected disruptions, such as technological changes or global crises (Mirata et al., 2020). This is particularly relevant in the post pandemic context, where uncertainty has become a defining feature of the educational landscape. Moreover, flexible strategic planning aligns with the concept of organizational agility, which emphasizes speed, responsiveness, and innovation. Agile institutions are better positioned to identify emerging opportunities and respond effectively to challenges (Dwivedi et al., 2020).

Integrating Continuous Environmental Scanning

One of the key strategies for enhancing adaptability is the integration of continuous environmental scanning into the planning process. Environmental scanning involves systematically monitoring internal and external factors that may affect institutional performance. Research shows that institutions that actively monitor technological trends, policy changes, and stakeholder expectations are more likely to anticipate changes and respond proactively (Bond et al., 2021). This proactive approach reduces uncertainty and allows institutions to make informed decisions. Environmental scanning should not be a one-time activity but an ongoing process embedded within institutional practices. Digital tools and data analytics can support this process by providing real-time information and insights. For example, learning analytics systems can help institutions track student performance and adjust teaching strategies accordingly.

Implementing Iterative and Data Driven Decision Making

Flexible strategic planning requires a shift from static decision making to iterative and data driven processes. This involves continuously collecting data, evaluating outcomes, and refining strategies based on evidence. Studies indicate that data-driven decision making enhances institutional effectiveness by improving accuracy and accountability (Crawford et al., 2020). Educational institutions can use data from various sources, such as student performance, feedback surveys, and institutional metrics, to inform strategic decisions. Iterative planning also involves short planning cycles, where strategies are regularly reviewed and updated. This allows institutions to respond quickly to changes and avoid the limitations of long-term rigid plans. The use of pilot projects and experimentation further supports this approach by enabling institutions to test new ideas before full implementation.

Strengthening Organizational Learning and Knowledge Sharing

Organizational learning is a fundamental component of flexible strategic planning. Institutions must create environments that encourage continuous learning, reflection, and knowledge sharing. Research highlights that learning organizations are more adaptable because they continuously generate and apply new knowledge (Walugembe et al., 2022). This involves not only formal training but also informal learning through collaboration, mentoring, and communities of practice. Knowledge sharing is particularly important in educational institutions, where collaboration among teachers and staff can lead to improved practices and innovation. Digital platforms can facilitate knowledge exchange by enabling communication and collaboration across different units and locations.

Promoting Participatory and Collaborative Planning

Flexible strategic planning emphasizes the involvement of multiple stakeholders in the planning process. This includes teachers, students, administrators, parents, and external partners. Stakeholder participation enhances the relevance and effectiveness of strategies by incorporating diverse perspectives and expertise. It also increases commitment and ownership, which are essential for successful implementation (Puradiredja et al., 2022). Collaborative planning fosters a sense of shared responsibility and collective action. It encourages open communication, trust, and cooperation, which are critical for navigating change. Institutions that adopt participatory approaches are more likely to develop strategies that are responsive to stakeholder needs and expectations.

Leveraging Digital Technology for Strategic Flexibility

Digital technology plays a crucial role in enabling flexible strategic planning. It provides tools and platforms that support communication, data analysis, and decision making. The integration of digital technologies such as Learning Management Systems (LMS), artificial intelligence, and big data analytics allows institutions to operate more efficiently and adapt to changing conditions (Bond et al., 2021). For instance, online learning platforms enable institutions to continue educational activities during disruptions, while data analytics supports personalized learning and performance monitoring. Furthermore, digital tools facilitate remote collaboration and communication, which are essential in modern educational environments. Institutions that effectively leverage technology are better equipped to implement flexible and adaptive strategies.

Building a Culture of Innovation and Experimentation

A culture of innovation is essential for supporting flexible strategic planning. Institutions must encourage creativity, experimentation, and risk taking to develop new solutions and improve existing practices. Research indicates that innovation oriented cultures enhance organizational adaptability by promoting continuous improvement and responsiveness to change (Dwivedi et al., 2020). Institutions should create safe environments where individuals can experiment with new ideas without fear of failure. Innovation can be fostered through initiatives such as pilot programs, innovation labs, and collaborative projects. These initiatives allow institutions to explore new approaches and learn from experience.

Aligning Strategic Flexibility with Institutional Values

While flexibility is important, it must be aligned with institutional values and identity. This is particularly relevant for value based educational institutions, such as Islamic educational institutions, which must balance modernization with the preservation of core principles. Flexible strategic planning should not lead to the erosion of institutional identity. Instead, it should strengthen the integration of values and innovation. This requires a clear understanding of institutional mission and vision, as well as a commitment to maintaining core values while adapting to change.

Enhancing Institutional Resilience through Flexibility

Flexible strategic planning contributes to institutional resilience by enabling institutions to respond effectively to disruptions and recover from challenges. Resilient institutions are characterized by their ability to adapt, learn, and transform in response to change. Studies show that resilience is closely linked to adaptability, innovation, and proactive management (Walugembe et al., 2022). Institutions that adopt flexible planning approaches are better prepared to handle crises and

uncertainties. Resilience also involves anticipating future challenges and preparing for them through strategic foresight. This requires institutions to continuously assess risks and opportunities and develop contingency plans.

Based on the results of this study, we found that the existence and sustainability of educational institutions are strongly influenced by their ability to respond to both internal and external environmental changes in a dynamic and adaptive manner. The findings clearly show that external pressures such as digital transformation, globalization, and shifting societal expectations are no longer optional challenges but have become determining factors in institutional survival. Educational institutions that fail to respond to these changes tend to experience a decline in relevance, competitiveness, and public trust.

From our analysis, internal factors play an equally important role in shaping institutional adaptability. Leadership, organizational culture, and human resource capacity emerge as key determinants in responding to change. We observed that institutions with adaptive leadership tend to be more open to innovation and more capable of navigating uncertainty. In contrast, institutions with rigid leadership patterns and bureaucratic cultures often struggle to implement change effectively, even when external pressures demand immediate transformation. Furthermore, we found that the integration of technology is not merely a technical issue but a strategic necessity. Institutions that successfully adopt digital technologies are not only able to improve learning processes but also strengthen their institutional resilience. However, the findings also indicate that technology alone is insufficient without the support of competent human resources and a culture that encourages continuous learning.

Another important finding of this study is the significance of flexible strategic planning in enhancing institutional adaptability. In our view, traditional planning approaches that are linear and static are no longer relevant in a rapidly changing environment. Instead, adaptive strategic planning characterized by flexibility, continuous evaluation, and iterative processes enables institutions to respond more effectively to emerging challenges. Institutions that apply this approach tend to be more responsive, innovative, and resilient. We also observed that stakeholder involvement plays a crucial role in the success of adaptive strategies. Institutions that actively engage teachers, students, and external partners are more capable of developing relevant and sustainable policies. This participatory approach not only strengthens institutional decision making but also increases commitment and ownership among stakeholders.

Importantly, in the context of Islamic educational institutions, we found that adaptability must be balanced with the preservation of core values. Adaptation should not lead to the loss of institutional identity but rather serve as a means to strengthen it in a modern context. Institutions that are able to integrate innovation with religious and cultural values demonstrate a stronger and more sustainable form

of development. Overall, this study confirms that adaptability is not a single strategy but a continuous process involving multiple interconnected elements. Educational institutions must develop the capacity to learn, adjust, and innovate in order to survive and thrive. In our perspective as a researcher, the key to institutional sustainability lies in the ability to transform challenges into opportunities through flexible, responsive, and value-based strategic management.

D. Conclusions

This study concludes that the adaptability of educational institutions is fundamentally shaped by their ability to respond effectively to both internal and external environmental changes. External factors such as digital transformation, globalization, and evolving societal expectations have significantly redefined the operational and strategic landscape of education. At the same time, internal factors including leadership, organizational culture, and human resource capacity play a decisive role in determining how institutions interpret and respond to these changes. The findings highlight that traditional, rigid approaches to strategic planning are no longer adequate in addressing the complexity and uncertainty of the current educational environment. Instead, flexible strategic planning emerges as a critical framework that enables institutions to continuously adjust their goals, strategies, and practices. This approach is characterized by iterative processes, continuous evaluation, stakeholder engagement, and responsiveness to emerging challenges and opportunities. Furthermore, the study demonstrates that institutional adaptability is strengthened through the integration of adaptive leadership, a learning oriented organizational culture, and the effective use of digital technologies. These elements collectively contribute to the development of resilient institutions capable of sustaining their relevance and competitiveness. In the context of value based educational institutions, particularly Islamic educational institutions, adaptability must be aligned with the preservation of core values and identity to ensure sustainable transformation. The practical implication of this study lies in the need for educational leaders and policymakers to adopt more flexible and adaptive management approaches. Institutions should prioritize capacity building, technological integration, and participatory governance to enhance their responsiveness to change. For future research, it is recommended to conduct empirical studies that examine the implementation of adaptive strategic planning in specific institutional contexts. Such studies would provide deeper insights into practical challenges and success factors, thereby contributing to the development of more robust and context-sensitive strategic frameworks.

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