

Original Research Article

Integrating Islamic Values into School Management Practices to Enhance Teacher Collaboration and Organizational Effectiveness

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Abstract: This research study assessed the influence of an Islamic Values-Based Management (IVBM) intervention to enhance teacher collaboration and organizational effectiveness in elementary schools in Simunul, Tawi-Tawi. Using a quasi-experimental mixed methods design, the study examined schools that implement IVBM and those in a control group. Quade's non-parametric ANCOVA showed a statistically significant improvement facilitated by the experimental schools in both collaboration and organizational effectiveness ($p < .05$). Qualitative findings indicated that communication, consultation, teamwork, and ethical leadership were improved, but concerns about time availability and increased workload were reported. Mixed-method triangulation provided strong supportive evidence that positive statistical outcomes were aligned with the lived experiences of educators. This research study extracts practical implications for enhancing the institutional effectiveness of Islamic education by integrating core Islamic values, such as *shūrā* (consultation), *ta'āwun* (cooperation), *amanah* (trustworthiness), *'adālah* (justice), and *ihsān* (excellence), as well as pathways to strengthen leadership, collaboration, and overall institutional effectiveness in Islamic education in the future among various stakeholders.

Keywords: Islamic Values-Based Management, Teacher collaboration, Organizational effectiveness, Mixed-methods quasi-experimental design

1.0 Introduction

In the rapidly evolving landscape of 21st-century education, school leadership is increasingly expected to be ethical, inclusive, and culturally responsive. However, a persistent challenge remains for institutions in Muslim-majority regions that must work through national, state-imposed regulations while maintaining religious authenticity and pedagogical relevance. In the Philippines, the basic education system is historically grounded in a Western management model framework that often fails to fully resonate with the distinct values, spiritual traditions, and lived experiences of local communities. This tension is particularly pronounced in the unique context of the island municipality of Simunul, Tawi-Tawi, within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). In this region, schools do not merely serve as spaces for leadership practices, and organizational systems intimately converge.

A growing body of recent literature indicates that integrating a localized, values-based approach grounds the curriculum in students' cultural and religious contexts, making education more meaningful while nurturing character alongside intellectual ability (Dewi, 2024; Maesyaroh, 2024). Specifically, educational leadership grounded in Islamic ethical principles has been shown to improve organizational ethics, boost staff satisfaction, and foster inclusive learning environments. (Yusufali, 2021; Mahmud et al., 2023; Kusuma et al., 2025). This style of leadership operates through an Islamic Values-Based Management (IVBM) framework, which operationalizes five core ethical pillars to guide daily institutional operations: *shūrā* (consultation) to promote participatory decision-making; *ta'āwun* (cooperation) to produce structured teamwork; *amanah* (trustworthiness) to establish moral role-modeling and accountability; *'adālah* (justice) to ensure fair treatment and resource distribution; and *ihsān* (excellence) to instill a continuous guide for quality. Integrating these specific values is essential for developing academically skilled individuals with a strong moral foundation (Binti Abd Rahman and Smith, 2024). When school leaders actively practice these principles, the workplace climate shifts toward open communication and shared responsibility, which directly supports the holistic development of teachers across pedagogical and professional competencies (Murtado and Kurniawan; Sholeh et al., 2025).

Despite these documented theoretical benefits, a significant execution gap remains in practical application. Many schools in these contexts continue to face limited institutional support, insufficient professional development customized to cultural settings, and rigid, top-down management structures that cause heavy workloads while systematically limiting teacher engagement (Debnath, 2025). Mainly, very few empirical studies examine how school leaders translate these abstract religious principles into concrete, daily managerial practices, or how these values directly influence teacher collaboration and overall organizational effectiveness within the distinct socio-cultural environment of Tawi-Tawi.

To address this gap, the primary purpose of this research is to experimentally test the effectiveness of a developed Islamic Values-Based Management (IVBM) intervention on enhancing teacher collaboration and organizational effectiveness in basic education schools in Simunul, Tawi-Tawi. Grounded in a thorough experimental design, this study introduces the IVBM framework as the independent variable, intentionally embedding *shūrā*, *ta'āwun*, *amanah*, *'adālah*, and *ihsān* into daily school routines, meeting protocols, and evaluation systems that measure its causal impact on two dependent variables: teacher collaboration and organizational effectiveness. To ensure comparative validity, this intervention group is evaluated against a control group utilizing conventional School-Based Management (SBM) practices.

This research holds substantial significance for multiple stakeholders. For school administrators and BARMM leaders, it offers an empirically validated, culturally resonant framework to optimize management systems and boost teacher morale. For classroom teachers, it fosters a genuinely supportive, values-driven workplace that enhances job satisfaction and professional autonomy. At the policy level, it delivers a localized evidence base to guide educational management systems in integrating cultural heritage without compromising state standards, while simultaneously contributing to the global academic discourse on synthesizing traditional ethical models with contemporary 21st-century management theories. Ultimately, this investigation seeks to: (1) determine the effect of the IVBM intervention on teacher collaboration levels in experimental compared to control groups; (2) investigate the effect of the IVBM intervention on perceived organizational effectiveness in experimental compared to control group; (3) assess the significant difference in post-test scores for teacher collaboration and organizational effectiveness between groups, while controlling for baseline pre-test scores; and (4) gather the perception of school administrators and teachers regarding the IVBM intervention's usability, feasibility, and long-term impact on daily professional practice.

This study provides BARMM leaders, teachers, and policymakers with a culturally resonant framework that enhances institutional efficiency, teacher autonomy, and localized educational policy. To evaluate its success, the research measures the direct impact of the IVBM intervention on teacher collaboration and organizational effectiveness compared to control groups, statistically controlling for the baseline scores while gathering firsthand stakeholder feedback on its real-world usability and long-term value.

H₀: When controlling for pretest scores, there is no significant difference in the posttest results for collaboration and effectiveness.

2.0 Methodology

2.1 Research Design

This study employed a quasi-experimental design, specifically combining both pretest-posttest and non-equivalent groups designs. In this research design, a treatment group will be given a pretest, receive a treatment, and then be given a posttest. The control group will also give a pretest and posttest, but will not receive a treatment (Sreekumar,

2024). It provides valuable insights into causal relationships in real-world settings (Capili & Anastasi, 2024). This design is appropriate for field research in educational settings where random assignment of individual participants is not feasible due to existing school structures. Intact groups in this case, entire elementary schools within West Simunul and Tubig Indangan District, were assigned to either the experimental or the control group.

The experimental group received the Islamic Values-Based Management (IVBM) Intervention, while the control group continued with their conventional SBM practices. The design allowed for the comparison of outcomes between two groups before and after the intervention, providing strong evidence for the intervention's effectiveness (Sreekumar, 2024). A mixed method had been used, combining quantitative data from survey questionnaires with open-ended qualitative data to provide a comprehensive understanding of the results (Creswell, 2014).

2.2 Research Participants

The population of this study comprises 159, with 143 teaching personnel and 15 school heads of 15 elementary schools of Tubig Indangan and West Simunul district, Simunul, Tawi-Tawi, but due to missing values in SPSS, it only had 158. Purposive sampling will be employed in the selected schools based on the specific criteria to ensure comparability, including being public basic education schools and having a similar number of teachers and students. The qualifying schools selected for the study, the experimental group consisted of 79 respondents (teachers and school administrators) drawn from four (4) elementary schools in West Simunul District and two (2) elementary schools in Tubig Indangan District. The control group included 79 respondents from five (6) elementary schools in West Simunul District and three (3) elementary schools in Tubig Indangan District. Within each of these selected schools, participation will extend to all consenting school administrators, such as school principals or TIC, and teaching personnel, including the ISAL teachers and the volunteer teachers within these selected schools, who have participated in the study.

2.3 Research Instrument

The research employed multiple data collection. Methods. For the quantitative component, two standardized researcher-made 5-point Likert scale survey questionnaires will be used: A Teacher Collaboration Scale, measuring the frequency and quality of collaborative practices such as shared planning and peer observation, and an Organizational Effectiveness Scale, which assesses perceptions of effectiveness in areas like goal achievement, resource utilization, and staff morale. Both scales will be administered as a pretest and posttest. Qualitatively, an open-ended questionnaire will be developed separately for administrators and teachers in the experimental group. This guide will feature open-ended questions designed to understand in depth perceptions on the usability, implementation challenges, and perceived impact of the IVBM Intervention, using guides related to specific Islamic principles/values.

The instrument had been reviewed and validated by an expert in education and Islamic studies to ensure content validity. Feedback from the expert was used to revise and improve the questionnaire for clarity, content relevance, and appropriateness for the target population. To ensure the reliability and clarity of the questionnaire, a pilot test was administered to two secondary schools (1 = Tubig Indangan District and 11 = West Simunul District. Cronbach's alpha had been utilized in a pilot test overall average mean result to determine the internal consistency of the questionnaire items. The phrase "internal consistency" is essentially defined as the extent to which the items in a test measure a specific concept or construct (Cronbach, 1951, as cited by Jugessur, 2020)

A minimum threshold of 0.70 is used to establish adequate reliability (Nunnally, 1978, as cited by Ahmad et al, 2024). The overall Cronbach's alpha was 0.94 indicates a very high internal consistency (Teacher Collaboration ($\alpha = 0.92$); Organizational Effectiveness ($\alpha = 0.90$), indicates very high internal consistency).

2.4 Data Gathering Procedure

The researchers sought permission from the Schools Division Superintendent of the Division of Tawi Tawi and also from the school heads to conduct a research study in West Simunul and Tubig Indangan District. The researcher started gathering the needed data using the survey questionnaire and focus group interviews with the respondents of this study. An orientation and explanation of the purpose of the study were provided to the school heads. School heads were given an appropriate time to answer the survey questionnaire. Likewise, the respondents were given enough time to answer interview questions.

The data collection will process sequentially through four distinct phases. First, in the Pretest Phase, the teacher Collaboration and Organizational Effectiveness Scales will be administered to both the experimental and control groups to establish a baseline. Second, during the Intervention Phase, the experimental group will undergo the IVBM Intervention over 4 weeks. This phase includes an orientation and a workshop series on Islamic principles/values, structured implementation through the formation of *shūrā* committees and cooperation protocols, and ongoing mentoring from the researcher. The control group will continue with standard school-based management without intervention. Third, in the Posttest Phase, the same quantitative scales will be re-administered to both groups. Finally, qualitative data collection occurred in administering the open-ended questionnaire from the experimental group to gather rich insights into their experiences.

2.5 Data Analysis Procedure

Data analysis will be conducted using distinct methods for quantitative and qualitative data. The quantitative data from the pretest and posttest surveys were analyzed using SPSS version 27. Descriptive statistics were computed to address Research Questions 1 and 2, while inferential analysis was conducted for RQ3. To test the effect of the Islamic Values-Based Management (IVBM) intervention, Quade's non - parametric ANCOVA (Ranked ANCOVA) was applied, using the pretest scores as a covariate to compare posttest

outcomes between the experimental and control groups. This method was selected because the assumption required for parametric ANCOVA was not met. Quade's ANCOVA adjusts for initial group differences by ranking both the outcome variables and the covariates, estimating covariate-adjusted residuals across groups. The procedure was distribution-free and yielded an asymptotic F statistic. Statistical significance was set at the 0.5 level, with post-hoc analyses conducted when significant group differences were detected (Cangür, Sungur, & Ankarali, 2018).

Qualitative data from the open-ended questionnaires were transcribed verbatim and analyzed using thematic analysis. This involved data familiarization, initial coding, theme development, theme review, and final theme definition to capture participants' experiences and perspectives regarding the IVBM intervention.

2.6 Ethical Considerations

This study followed the ethical standards in research, guided by several key principles. First, informed consent will be obtained, ensuring participation is entirely voluntary and based on a comprehensive understanding of the study's purpose, procedures, and potential risks and benefits. Second, strict confidentiality and anonymity will be maintained by anonymizing participants' identities in all reports using codes and storing all data securely, with access restricted. Third, the minimization of harm is prioritized; while the study poses minimal risk, participants retain the right to withdraw at any time without consequence. Finally, the principle of beneficence is upheld, as the study aims to contribute positively by sharing its findings with the participating schools and the broader educational department to inform future policy and practice.

3.0 Results and Discussions

This section presents the findings of the studies, followed by their justification on the effectiveness of the IVBM intervention in enhancing teacher collaboration and organizational effectiveness in selected public schools in Simunul, Tawi-Tawi. A quasi-experimental pretest-posttest non-equivalent groups design generated quantitative findings, while qualitative insights were obtained from open-ended responses of teaching and school administrators. Integrating other data sets provides a more comprehensive understanding of how the IVBM model influenced school practices and professional relationships.

Effect of the IVBM Intervention on Teacher Collaboration

Given the central importance of collaboration in creating supportive learning environments and strengthening school-community partnerships, understanding how structured interventions can enhance this construct becomes essential for educational improvement. This study examined the effect of the Islamic Values-Based Management (IVBM) intervention on teachers' collaboration by comparing posttest outcomes between the experimental and control groups while statistically controlling for pre-existing baseline differences. Since the assumption of homogeneity of regression slopes required for parametric ANCOVA could not be guaranteed, Quade's non-parametric ANCOVA was

employed as a reliable alternative. This analysis adjusts posttest scores using pretest covariates without imposing strict distributional assumptions, thereby providing a more reliable test of group differences when data characteristics are uncertain (Oswin, 2023). Table 1 presents the descriptive statistics for pretest and posttest collaboration scores, followed by the Quade ANCOVA results testing the significance of the intervention effect as shown below.

Table 1. *Descriptive and Quade ANCOVA Results for Teachers' Collaboration*

Schools	<i>n</i>	Pretest		Posttest		Quade ANCOVA		
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i> (1,157)	<i>p</i>	η^2
Experimental	79	4.00	4.52	5.00	0.00	650.66	<.001	.81
Control	80	3.66	0.25	4.01	0.44			

Note: R Squared = .018, Adjusted R Squared = .012

Analysis of the descriptive data as shown in table 1 revealed that teacher's in the experimental schools exhibited higher collaboration average mean (Mean gain = 1.00) at posttest (Experimental, $M = 5.00$, $SD = .00$; Control, $M = 4.01$, $SD = 0.44$) compared with their pretest (Experimental, $M = 4.00$, $SD = 4.52$; Control, $M = 3.66$, $SD = 0.25$), whereas the control schools (Mean gain = 0.35) showed slight or negligible change. To account for baseline differences, Quade's non-parametric ANCOVA was conducted using pretest average covariates. The results indicated a statistically significant difference between the experimental and control groups on posttest collaboration average mean ($F(1,157) = 650.66$, $p < .001$, $\eta^2 = .81$). The null hypothesis is rejected when it comes to teacher collaboration. This finding demonstrated that IVBM intervention had a large effect ($\eta^2 = .81$) on improving teacher collaboration beyond pre-existing group differences. In Islamic educational settings, values-based collaboration strengthens teachers' unity and commitment while promoting a supportive learning environment through strong school community partnerships (Shohib et al., 2024, as cited in Herawan et al., 2025; Bahrani et al., 2025). The improvement is theoretically aligned with Islamic management values of *shūrā* (consultation) and *ta'āwun* (cooperation), which promote participatory decision making and shared responsibility. Recent leadership studies similarly report that the values-based and ethical leadership practices strengthen professional collaboration, trust, and collective efficacy (Leitwood, 2021; Herawan et al., 2025; Riskarini et al., 2025).

Group Comparisons of Organizational Effectiveness Before and After the IVBM Intervention

Organizational effectiveness reflects how well a school meets its goals and serves its community. This study tested whether the IVBM intervention improved organizational

effectiveness in experimental schools compared to control schools. Quade's ANCOVA was used to compare posttest results while controlling for pretest scores. Table 2 shows the descriptive statistics and test results.

Table 2. *Descriptive and Quade ANCOVA Results for Organizational Effectiveness*

Schools	n	Pretest		Posttest		Quade ANCOVA		
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i> (1,157)	<i>p</i>	η^2
Experimental	79	3.41	0.36	5.00	0.00	310.94	<.001	.66
Control	80	3.57	0.21	4.14	4.96			

Note: R Squared = .018, Adjusted R Squared = .012

Quade's ANCOVA results showed in Table 2 that IVBM intervention in posttest (Experimental, $M = 5.00$, $SD = 0.00$, mean gain = 1.59; Control, $M = 4.14$, $SD = 4.96$; mean gain = 0.57) statistically significant higher perceived in organizational effectiveness ($F(1,157) = 310.94$, $p = <.001$, $\eta^2 = .66$) with a large effect in experimental schools compared to control schools. Therefore, the null hypothesis for organizational effectiveness in IVBM intervention is rejected. These gains may be attributed to IVBM's emphasis on *amanah* (accountability), *'adālah* (fairness), and *ihsān* (excellence), which are closely associated with ethical and transformational leadership models shown to enhance visionary, organizational performance, and trust (Gou, 2022). Recent studies by Riskarini et al (2025) and Kusuma et al (2024) collectively emphasized that sustainable organizational performance, particularly in educational settings, is achieved through leadership that is both transformational and value-driven, which enhances organizational ethics, increases employee satisfaction, and cultivates an inclusive, productive, and resilient organizational culture.

Perceptions of Teachers and School Administrators on the IVBM Framework

Table 3. *Thematic Analysis of Teachers' and Administrators' Responses on School Management and the IVBM Intervention*

Open-Ended Prompt	Emergent Theme	Description (Synthesized Meaning)	Illustrative Evidence from Responses	Related IVBM Value
Q1. Greatest strengths of the current school management	Ethical and Supportive Leadership	School leadership is perceived as fair, dedicated, transparent, and	Participants emphasized strong leadership, transparency, accountability, and	<i>Amanah</i> , <i>'Adalāh</i>

		focused on well-being.	moral guidance in school management.	
	Collaboration and Unity	Teachers and administrators work together with mutual respect and shared responsibility.	Respondents highlighted teamwork, unity, shared decision-making, and openness between teachers and administrators.	<i>Ta'āwun , Shūrā</i>
	Learner-Centered Focus	Management practices prioritize students' academic, personal, and values development.	Many noted focus on learner competency, well-being, life skills, and character formation.	<i>Ihsān</i>
Q2. Areas for improvement in management or collaboration	Structural Collaboration Time	Collaboration exists but lacks regular, formal, and sustained structures.	Teachers expressed the need for scheduled meetings and structured collaboration for lesson planning and problem-solving	<i>Shūrā</i>
	Inclusive Communication and Participation	Teachers desire greater involvement in decision-making and curriculum-related discussions.	Responses pointed to the need to listen more to teachers' suggestions and improve transparency in decisions.	<i>Shūrā, 'Adālah</i>
	Professional Development and Accountability	Continuous learning and shared responsibility need strengthening	Participants mentioned the need for workshops, teamwork, responsibility, and accountability among staff	<i>Amanah , Ihsān</i>
Q3. Changes observed after IVBM implementation	Improved Teamwork and Trust	IVBM fostered stronger relationships, trust, and cooperation between teachers and administrations.	Respondents observed an increase in teamwork, trust, and shared responsibility in school operations.	<i>Ta'āwun ' Amanah</i>

	Enhanced Consultation and Transparency	Decision-making became more open and participatory.	Teachers noted more consultation, clearer communication, and transparency in leadership practices.	<i>Shūrā, 'Adālah</i>
	Emerging or Limited Exposure	Some participants had limited participation due to recent employment or non-involvement.	Newly hired teachers reported minimal exposure but expressed positive expectations of IVBM.	
Q4. Practical Aspects and Challenges of IVBM	Practical Use of Islamic Values	IVBM principles were seen as applicable to daily work and professional interactions.	Respondents highlighted consultation, cooperation, responsibility, and trust as useful in daily tasks.	<i>Ta'āwun, Shūrā, Amanah</i>
	Workload and Implementation Challenges	Time constraints and balancing responsibilities are two of the challenges in applying IVBM fully.	Teachers mentioned workload pressure, fatigue, and balancing collaboration with individual duties.	
	Inclusivity and Cultural Sensitivity	Applying IVBM requires sensitivity to diverse contexts and perspectives	Some noted challenges related to inclusivity, cultural differences, and aligning priorities.	<i>'Adālah, Ihsān</i>

Qualitative findings, as indicated in Table 3, supported these results, with teachers and school administrators reporting improved communication, consultation, and collaborative problem-solving following IVBM implementation. The study found that the greatest existing strengths were ethical and supportive leadership characterized by fairness, transparency, and staff well-being (Mbelu, 2025). Collaborative cultures built on teamwork and mutual respect, and a learner-centered focus prioritizing holistic student development, serve as the main strengths for modern institutional adaptation (Mubidilla & Mubidilla, 2025). These strengths naturally align with the IVBM principles such as *Amanah* (trustworthiness), *'Adālah* (justice), *Ta'āwun* (cooperation) and *ihsān* (excellence), which emphasize anchoring professional management within a cohesive oral and spiritual framework (Miskanik & Hafsah, 2026).

However, significant areas for improvement were identified. Teachers reported a lack of structured, protected time for collaboration, with heavy workloads limiting

meaningful engagement. High workload increase and task complexity frequently pressure educator schedules, accelerating emotional exhaustion and diminishing professional satisfaction (Morris et al., 2026). Furthermore, teachers expressed a strong desire for more inclusive communication and genuine participation in decision-making rather than symbolic consultation. This reflects a broader systemic issue where school consultation processes can become procedural, tokenistic, and the visibility of inclusion without redistributing actual decision-making rights or giving teachers substantive authority (Lu et al., 2026).

Following IVBM implementation, participants observed improved teamwork, trust, and more transparent consultation processes; newer teachers with limited exposure reported minimal impact. Practical challenges included operationalizing Islamic values in daily work, ensuring cultural sensitivity and inclusivity across diverse school contexts, and managing severe workload pressures that correlate strongly with systemic burnout (Appiah-Odame & Frempong, 2025). The result suggests that for IVBM to reach its full potential, schools must address structural barriers, particularly time constraints and workload, while ensuring teacher participation is substantive and professional development is sustained.

4.0 Conclusion

This study reveals something powerful: when school leaders lead with values, schools transform. The Islamic Value-Based Management (IVBM) approach was tested in public schools in Simunul, Tawi-Tawi, and the results speak for themselves. Teachers who experienced IVBM showed dramatically higher collaboration, and their schools became far more effective, with improvements so large they are rarely seen in educational research. School leaders who practiced consultation (*shūrā*), cooperation (*ta'āwun*), accountability (*amanah*), fairness (*'adālah*), and excellence (*ihsān*) with timeless Islamic principles that turned out to be exactly what modern schools need. For principals, this means a clear, practical roadmap for building trust and getting teachers to work together genuinely. For policymakers, especially in Muslim-majority regions, it is a call to embed these values into how we train and support school leaders. For educators everywhere, the message is that cultural and religious identity is not a barrier to progress, but it can be the very engine of it. And for researchers, this opens doors to explore how these values create lasting change, whether they work across different cultures, and how to make them sustainable without overwhelming already busy teachers. Ultimately, IVBM is not just another management tool to add to the pile; it is a way of leading that makes schools places where both people and performance truly flourish.

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