

Collaborative Leadership of School Principals as A Strategy to Improve Teachers' Organizational Citizenship Behavior (OCB) In Islamic Elementary Schools

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ABSTRACT: This research implements collaborative leadership of school principals as a strategy to enhance teachers' Organizational Citizenship Behavior (OCB) in Islamic Elementary Schools. It uses a qualitative approach with a case study design and SWOT analysis to identify strengths, weaknesses, opportunities, and challenges in the application of collaborative leadership. Data were obtained through in-depth interviews, participatory observations, and documentation involving the principal and teachers at SDS Mentari Ar-Ridho Islamic School. The results show that collaborative leadership based on Islamic values such as deliberation (Syura), responsibility (Amanah), and cooperation (Ta'awun) can foster a positive work culture, increase a sense of collective responsibility, and improve teachers' OCB. Participative leadership and open communication encourage the emergence of a positive work culture, strengthen a sense of belonging, and enhance teachers' commitment to the quality of education. The SWOT analysis reveals that the main strength lies in the integration of spiritual values into leadership and organizational culture, while obstacles arise from limited collaboration time and varying levels of teacher commitment. These findings confirm that collaborative leadership by school principals is an effective strategy for building a harmonious work culture and an excellent educational organization.

KEYWORDS: collaborative leadership, OCB, school principal, SWOT analysis, Islamic school

INTRODUCTION

Collaborative leadership in schools prioritizes the sharing of responsibilities, decision-making, and joint capacity building to achieve organizational goals and improve the quality of education. According to the Education Monitoring Report (UNESCO, 2024), the collaborative-based leadership model is one of the effective strategies to strengthen school capacity, increase teacher participation, and build a collective work culture that supports innovation. The basic principles of collaborative leadership are shared leadership, open communication, and the empowerment of organizational members, all of which are interconnected in addressing the complexities of the 21st-century education system (White et al., 2025). Principals play an important role in improving the quality of teaching through support, collaboration, feedback, and professional development (Rismita et al., 2024). In addition, other studies indicate that when principals demonstrate visionary leadership, teacher performance also improves (Khuluqo & Cholikh, 2022; Khaldi et al., 2022). Therefore, principals play a crucial role in empowering teachers, which can significantly impact the advancement and development of the institution.

Research studies show that interpersonal factors such as colleague trust, collegial support, perceptions of organizational justice, and supportive leadership influence teachers' Organizational Citizenship Behavior. Teachers who exhibit high Organizational Citizenship Behavior (OCB) may do so due to job satisfaction and organizational commitment (Sholikhah & Frianto, 2022). Research using quantitative and mixed methods has found a positive relationship between group trust and Organizational Citizenship Behavior. This relationship is mediated by teachers' self-efficacy and the school's collaborative culture (Choong & Ng, 2024). The results indicate that managerial interventions that enhance trust and a sense of collective capacity will encourage teachers to take on more roles. Thus, collaborative leadership can create a positive psychological climate and strengthen professional solidarity among teachers.

Islamic elementary schools have a distinctive characteristic in integrating spiritual values into managerial and leadership processes. The principal not only serves as an educational manager but also as a moral role model who cultivates the values of consultation (Syura), responsibility (Amanah), and cooperation (Ta'awun) within the school culture (Suharyat et al., 2023). Research by Juliansyah et al., (2022) shows that value-based Islamic leadership can enhance lecturers' performance through the improvement of Organizational Citizenship Behavior, mediated by organizational culture and self-efficacy. In line with this, (Shohib et al., 2024) found that Organizational Citizenship Behavior in the Islamic perspective is driven not only by professional motivation

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but also by religious awareness and the value of excellence in doing good at work (Ihsan). The integration of Islamic values into collaborative leadership serves as a moral foundation that strengthens social relationships, a sense of responsibility, and the spirit of service among teachers in Islamic schools.

Various studies support the positive relationship between collaborative leadership and the improvement of teachers' Organizational Citizenship Behavior (Bhatti et al., 2019). White et al., (2025) through a systematic review, show that collaborative leadership strengthens a climate of trust and shared responsibility, thereby influencing teachers' Organizational Citizenship Behavior. In Islamic educational settings, collaboration grounded in religious values becomes a source of strength that reinforces teachers' solidarity and loyalty to the institution (Shohib et al., 2024; Juliansyah et al., 2022).

Research on collaborative leadership has been widely conducted at the secondary education level and in non-religious organizations; however, its application in the context of Islamic elementary schools remains relatively limited. Most previous studies have focused on the relationship between transformational or transactional leadership and teacher performance and effectiveness (Khalda et al., 2022; Dakabesi & Wicaksono, 2022). However, few studies have explicitly highlighted how the integration of Islamic values (consultation and mutual assistance) strengthens collaborative leadership practices and impacts teachers' Organizational Citizenship Behavior.

Furthermore, previous research tends to emphasize the structural and functional dimensions of leadership, such as task distribution, supervision, and achieving school quality targets, while the relational and spiritual dimensions as the foundation of collaboration have not been deeply explored (Suharti et al., 2024). In fact, in the context of Islamic schools, collaboration is not merely a managerial strategy but an embodiment of the values of brotherhood (Ukhuwah) and trustworthiness (Amanah) in leadership (Shohib et al., 2024). Another gap is found in the analytical approach. Most previous studies employed quantitative surveys, which are not yet optimal in providing a contextual understanding of the collaboration process, interpersonal dynamics, and principals' strategies in dealing with implementation barriers (Prasetya et al., 2024). This study addresses that gap by using a qualitative case study approach and SWOT analysis, enabling a comprehensive exploration of internal factors that influence the effectiveness of collaborative leadership in Islamic elementary schools.

Kajian penting karena lembaga pendidikan Islam dalam menghadapi tantangan tidak hanya membutuhkan guru yang bertanggung jawab namun perilaku sukarela yang mendukung keberhasilan sekolah dalam mencapai tujuan pendidikan (Ertürk, 2022). Namun, implementasi kepemimpinan kolaboratif kepala sekolah sebagai strategi meningkatkan Organizational Citizenship Behavior menghadapi tantangan, seperti waktu kolaborasi yang tidak memungkinkan, variasi komitmen guru yang berbeda, dan beban kerja yang banyak. Sekolah ini merespon dengan mengimplementasikan dengan kepemimpinan kolaboratif yang mengintegrasikan dengan nilai-nilai Islam seperti ikhlas dalam bekerja, amanah (tanggung jawab), dan ukhuwah (kerjasama).

Based on an interview with Mrs. Nani Murniati, SP, during the 2022/2023 academic year, 20 teachers from SDS Mentari Ar-Ridho resigned for various reasons. Strict rules and discipline, along with high performance demands, were the main reasons for their resignation. As stated by Mrs. Nani Murniati, the principal:

"In the 2022/2023 academic year, SDS Mentari Ar-Ridho experienced a peak in teacher resignations, which, according to information we received from teachers who had resigned, was caused by strict rules, high discipline, and demanding performance expectations."

The point reinforcing the reason was also conveyed by one of the senior teachers, Mrs. Dinah Suryanah, M.Pd:

"The school once experienced an unpositive work climate, namely the replacement of the principal by the foundation without sufficient communication to the board of teachers."

Therefore, this study offers something new by examining and analyzing more deeply the role of collaborative leadership in building the dimensions of teachers' Organizational Citizenship Behavior (OCB) at SDS Mentari Ar-Ridho Islamic School through internal and external factors. The research questions addressed in this study are: How is collaborative leadership planning carried out? How is the process of forming teachers' Organizational Citizenship Behavior? What are the success factors of the principal's collaborative leadership in improving Organizational Citizenship Behavior? What are the obstacles and solutions in implementing collaborative leadership to enhance teachers' Organizational Citizenship Behavior at SDS Mentari Ar-Ridho Islamic School?

II. METHODOLOGY

Organizational Citizenship Behavior (OCB) guru di Sekolah Dasar Islam This research was conducted at SDS Mentari Ar-Ridho Islamic School, Cakung, East Jakarta. The selection of the research site was based on the consideration that this Islamic elementary school has implemented collaborative leadership, as reflected in the organizational structure established by the principal. The study took place from June to November 2025, during the odd semester of the 2025–2026 academic year. This research employed a qualitative approach with a case study design combined with SWOT analysis, aiming to analyze the implementation of the principal's collaborative leadership as a strategy to enhance teachers' Organizational Citizenship Behavior (OCB) in the Islamic elementary school.

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A qualitative study with a case study design was chosen because the focus of the research is to understand the process, meaning, and local context behind the practice of collaborative leadership at SDS Mentari Ar-Ridho Islamic School. The researcher explored interpersonal interactions, decision-making practices, and teachers' subjective experiences, which are difficult to capture through quantitative surveys (Sibbald et al., 2021). This approach is relevant to exploring the how and why of leadership's influence on the emergence of voluntary behavior, as it allows for data triangulation (interviews, observations, documentation) and context-rich narrative reporting (Mtisi, 2022).

SWOT analysis complements the case study by providing a systematic strategic diagnostic framework—identifying the internal factors of the principal (strengths, weaknesses) and external factors (opportunities, challenges) in implementing collaborative leadership at SDS Mentari Ar-Ridho. SWOT serves as a bridge between the in-depth description of the leadership implementation process and strategic recommendations. The use of SWOT in educational case studies has been reported to be effective in various studies on educational strategy and school quality planning (Sifak et al., 2024).

Combining qualitative case studies and SWOT analysis is an advantage for research on collaborative leadership and Organizational Citizenship Behavior. First, the case study reveals psychosocial mechanisms such as trust, which serve as the underlying cause of Organizational Citizenship Behavior; second, SWOT transforms this understanding into a strategic map—for instance, the strength of the principal's exemplary role in integrating Islamic values into leadership, the ability in leading that can also become a weakness, obstacles that need to be minimized such as administrative burdens, and opportunities that should be utilized, namely the support of the foundation. This combined approach is consistent with recent methodological recommendations that encourage the use of evidence-rich qualitative methods to inform practical policy strategies in schools (Peng et al., 2024).

This study involved 12 main participants, selected using purposive sampling, namely the selection of informants based on criteria of active involvement, work experience, and deep understanding of collaborative leadership practices at SDS Mentari Ar-Ridho (Patton, 2015; Creswell & Poth, 2023). Following the principle of information-rich cases, each individual was considered capable of making a significant contribution to understanding the context, process, and impact on teachers' Organizational Citizenship Behavior. The principal served as the key informant who directed policy, built a collaborative vision, and internalized Islamic values such as trustworthiness, consultation and brotherhood in the school's organizational culture. Three vice principals represented the areas of curriculum, student affairs, and Qur'an and Character, who were directly involved in program organization, interdepartmental coordination, and strengthening cross-unit collaboration.

Meanwhile, the eight teachers consisted of six level coordinator teachers, who served as liaisons between school policies and their implementation at the teacher level, one teacher with 19 years of experience, and one teacher with 5 years of tenure. This combination was intended to present diverse perspectives on leadership dynamics and collaborative culture from the viewpoints of seniority, experience, and adaptation to organizational change (Mairin. et al., 2024).

The variation in roles and years of service among the participants provided a comprehensive picture of how the principal's collaborative leadership influences teachers' behavior and work spirit within the context of an Islamic school. Senior teachers tend to act as guardians of the school's values and culture, while younger teachers serve as agents of renewal, responsive to innovation. The interaction between these two groups forms an important collaborative arena for understanding the emergence of voluntary behaviors, such as loyalty, commitment, and the willingness to help colleagues selflessly (Leithwood et al., 2020).

With a diverse and richly experienced composition of participants, this study was able to produce findings that are not only profound but also contextual—reflecting the social and spiritual realities of collaborative leadership at SDS Mentari Ar-Ridho Islamic School. This approach aligns with the latest methodological recommendations in Islamic education research, which emphasize the importance of a multi-perspective informant design to understand value-based and collaborative leadership (Karim et al., 2025).

Data were collected through in-depth interviews, participatory observation, and documentation studies, then analyzed using (Miles et al., 2014) through the stages of data reduction, data presentation, and conclusion drawing.

III. RESULTS AND DISCUSSIONS

A. RESULTS

The results of the study show that the collaborative leadership of the principal at SDS Mentari Ar-Ridho Islamic School plays a strategic role in building a positive work culture and enhancing the teachers' Organizational Citizenship Behavior. The principal demonstrates participative, open, and value-based leadership grounded in Islamic principles such as trustworthiness, consultation, brotherhood and exemplary conduct.

Strategic planning begins with establishing a shared vision and involving others in decision-making. The principal not only provides direction but also invites collaboration in every process of decision-making, program development, and school evaluation. The vice principals are involved in operational preparation. They translate strategic policies into more technical and measurable activity plans. Work meetings are held regularly at the beginning of each academic year.

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The next step is the formation of an organizational team structure with clearly defined roles, responsibilities, and performance targets. This collaborative leadership style fosters a sense of collective ownership, strengthens commitment, and cultivates teachers' voluntary behavior in supporting school activities beyond their formal duties. The following is the organizational structure of SDS Mentari Ar-Ridho Islamic School.

Based on the organizational structure, there are still overlapping duties among several teams, for example, between the Curriculum Development Team and the Literacy Team. The person in charge of these teams is one of the vice principals. The principal issues a decree to ensure that the entrusted responsibilities can be carried out professionally in accordance with the duties and obligations stated in the decree. The following is documentation of the teachers' meeting activities:



Figure 1: Teacher Coordination Meeting Activities

The documentation is one form of teachers' OCB activity, namely participation (civic virtue), which involves attending meetings. Although not all teachers were present, the event was still carried out with a strong sense of camaraderie. This spiritual value strengthens the emotional and moral bonds among team members, making collaboration not only structural but also meaningful in terms of values.

The next research finding shows that the principal carried out monitoring and evaluation stages. The principal shared tasks with the vice principals. The vice principals monitored the implementation of activities and reported the results to the principal during leadership meetings. Supervision was conducted through coordinator meetings led by one of the vice principals. The minutes of the meetings produced were then followed up accordingly.

In an interview session, the principal explained that the formation process of the teachers' Organizational Citizenship Behavior (OCB) at SDS Mentari Ar-Ridho did not occur in a short time but was influenced by school culture, leadership, and positive social relationships in the work environment. The researcher presented this process in the form of a table:

Table 1: The Process of Forming Organizational Citizenship Behavior

Stage	The Process of Forming OCB	Explanation
1	Creating a Collaborative Climate	The principal and vice principal collaborate in planning and take a personal or team approach to foster mutual collaboration.
2	Role Modelling	The principal and vice principal are accustomed to serving and helping the team.
3	Habituation	All components practice collaboration habits in all areas.
4	Support and Supervision	Personal and team coaching, appreciation for achievements
5	Joint Evaluation and Reflection	intensifying reflection and regular collaboration programs, where each teacher is invited to evaluate their role and contribution within the team
6	Strengthening Islamic Values and the Work Ethic of Worship	all based on the values of brotherhood, trustworthiness, and sincerity — such as beginning meetings with reflections on Islamic values, connecting every policy with the intention of worship, and prioritizing deliberation.

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The following are examples of voluntary behaviors carried out by teachers at Mentari Ar-Ridho Islamic Elementary School. The researcher found these through documentation studies and direct observation during the research process. First, the duty teachers arrive 30 minutes earlier than the official working hours. Second, the extracurricular mentoring activities. One of the activities observed by the researcher was the taekwondo extracurricular mentoring. This activity is routinely held every Tuesday morning. Teachers accompany the taekwondo session from the moment the students arrive until they change their clothes after the activity. The following is documentation of the teachers' mentoring activities during the taekwondo extracurricular program:



Figure 2: Implementation of Taekwondo Extracurricular Activity

Third, activities that accompany character building at school. SDS Mentari Ar Ridho has a program called SMART. This program is one of the school's flagship initiatives for shaping students' character. One of the agenda activities involves students spending the night at school. Teachers will accompany this activity and receive an assignment letter as reinforcement and evidence for teacher performance assessment.

The researcher found several forms of Organizational Citizenship Behavior during interviews and observations conducted at SDS Mentari Ar-Ridho Islamic School. The researcher felt a friendly work environment climate during the observation. Based on the interviews, one of the classroom teachers shared the impact of collaborative leadership on teachers.

“Collaborative leadership greatly influences the emergence of voluntary behavior (OCB) within the school environment. When leaders are open, listen to teachers' opinions, and provide space for participation, the work atmosphere becomes more comfortable and full of trust. Leaders often emphasize that our work is not merely about carrying out tasks, but also part of worship. A leader's attitude that values every contribution and is not hesitant to assist with technical tasks serves as an example that fosters a spirit of volunteerism among teachers.” (G6_KR)

The following is a SWOT analysis based on observations, interviews, and document studies.

Table 2: SWOT Analysis

External/Internal Factors	Strength	Weakness
	-The school leaders demonstrate moral examples that align with Islamic values such as trustworthiness, justice, and consultation. -These values serve as the foundation for building a culture of cooperation. -A strong internal coordination system. The vice principal is actively involved in translating policies into operational levels and ensuring that the cooperation programs continue.	-The principal has limited time to address all aspects of collaboration directly -Numerous administrative tasks and strategic responsibilities -Differences in teachers' readiness levels and mindsets -Not all teachers are immediately open to the idea of collaboration -Some teachers are still accustomed to working individually and waiting for directions -The task distribution process is not yet fully ideal
Opportunities	Strengths-Opportunities	Weaknesses-Opportunities
foundation support active participation of parents teachers' commitment to Islamic principles	-Strengthen Islamic values and a collaborative culture through joint reflective activities (teacher forums, knowledge gatherings, deliberation forums).	-Optimize time management training -Enhance reward mechanisms for teachers who demonstrate high OCB behavior as positive motivation.

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a conducive environment for cooperation and the creation of OCB character training, teacher professional development programs (PPG) Merdeka Mengajar Platform (PMM) teacher learning community	-Integrate the vision of noble character in every school program as the foundation of OCB behavior. -Utilize the support of the school committee and the community to expand teachers' social and professional collaboration. -Develop professional development programs based on Professional Learning Community	-Strengthen the understanding of collaboration concepts through workshops and mentoring by the principal and vice principal. -Utilize teacher learning community forums to improve communication and teamwork skills.
Threats	Strength-Threat	Weaknesses-Threats
-high workload pressure -variation in commitment -teachers' readiness to actively participate -constantly changing national education policies	-Enhance school policy adaptation through open communication between the principal, vice principals, and teachers. -Develop a layered leadership system to ensure the continuity of collaboration even during leadership rotations. -Foster a reflective and adaptive culture in response to changes in national education policies.	-Develop a flexible and realistic collaborative schedule to avoid conflicts with administrative and teaching duties. -Establish a reflection-based monitoring system to detect obstacles in OCB implementation early on. -Provide regular dialogue spaces between work units to align perceptions and prevent communication gaps.

B. DISCUSSION

The findings of this study indicate that the principal's collaborative leadership strategy in efforts to enhance Organizational Citizenship Behavior at SDS Mentari Ar-Ridho Islamic School is implemented through three main stages: collaborative planning, collaborative implementation, and participatory reflection-evaluation.

The collaborative planning applied by the principal of SDS Mentari Ar-Ridho demonstrates the integration between leadership vision and teacher participation. The principal, together with vice principals and teacher representatives, conducts regular deliberation forums (*syura*) to design learning programs, Islamic activities, and teacher professional development initiatives. This process is not merely administrative but serves as a platform to build a sense of ownership and collective responsibility toward school policies (Patrick, 2022). The principal must cultivate a collaborative culture to support the alignment of various school units in order to enhance the school's planning capacity (Cheng, 2021).

The vice principal plays an important role in aligning various programs and bridging communication among different departments within the school (Selano, 2023). They serve as a link between the principal's vision and its implementation in the field by teachers, including organizing work schedules and collaborative learning platforms (Goldring et al., 2021).

This distributed leadership pattern enables decision-making that involves all parties and accelerates responses to emerging issues. Research shows that a collaborative leadership style can enhance teachers' professionalism and overall school performance (Tran et al., 2022). At SDS Mentari Ar-Ridho, this collaboration is further strengthened by Islamic values such as trustworthiness and mutual cooperation making the planning process more spiritually and emotionally meaningful for teachers.

The formation process of Organizational Citizenship Behavior (OCB) at SDS Mentari Ar-Ridho emerges through a psychosocial pathway triggered by the collaborative planning of the principal together with the vice principals and teachers: first, joint planning strengthens inter-staff trust and a sense of ownership over school decisions; this trust then enhances teachers' self-efficacy and collective efficacy, making them more willing to engage in extra-role behaviors such as helping colleagues, taking initiative, and participating in school activities (Choong & Ng, 2024). Second, the practice of distributed leadership—in which the vice principals serve as technical coordinators—facilitates the transfer of knowledge and operational support that makes collaboration sustainable and effective, a mechanism proven to strengthen teacher professionalism and innovation (Hsieh et al., 2025). Third, a supportive organizational climate and formal mechanisms (PLC schedules, lesson study, discussion forums) reinforce collegial norms that encourage prosocial behavior, while the integration of Islamic values provides moral legitimacy that transforms instrumental motivation into intrinsic motivation grounded in moral obligation—all of these factors simultaneously drive an increase in OCB (Sun et al., 2024). Systematic evidence also shows that the effects of leadership on OCB are often mediated by these psychological variables, suggesting that interventions targeting trust, efficacy, and collaborative structures are likely the most effective for fostering OCB in Islamic elementary schools (Ahmed, 2025).

The success factors of the principal's collaborative leadership in enhancing teachers' Organizational Citizenship Behavior (OCB) at SDS Mentari Ar-Ridho Islamic School lie in the principal's ability to build trust, foster open communication, and integrate

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Islamic values into every collaborative process (Kavgacı, 2024). The principal acts as a facilitator and role model in instilling the values of consultation), responsibility), and striving for excellence, which strengthen a positive work culture and enhance teachers' emotional engagement with the organization (Shie & Chang, 2022). These results align with studies affirming that collaboration grounded in moral values and open communication creates a work climate that encourages voluntary behavior and social responsibility within educational organizations (Barth & Tsemach, 2023). Furthermore, it explains that collaborative leadership prioritizing teachers' participation and professional autonomy directly contributes to the improvement of OCB, as teachers feel valued and play an important role in school decision-making. These findings are reinforced by Malla et al. (2023) who found that value-based spiritual leadership in Islamic schools fosters a sense of belonging and collective work spirit. Thus, the success of collaborative leadership at SDS Mentari Ar-Ridho is not merely the result of managerial strategies but also the outcome of Islamic value-based leadership that integrates moral, spiritual, and professional dimensions in a holistic manner.

Barriers to the implementation of collaborative leadership by school principals in improving teachers' Organizational Citizenship Behavior (OCB) at SDS Mentari Ar-Ridho Islamic School arise from limited collaboration time, high administrative burdens on teachers, and differences in commitment and motivation levels among individuals. School principals face challenges in maintaining consistent teacher participation and managing group dynamics to maintain harmony amid a busy academic agenda. These findings are in line with the results of research by Imbang et al., (2025) which states that a lack of training, limited resources, and inadequate facilities are the main factors hindering effective collaboration in schools. In addition Kasmawati, (2021) emphasizes that traditional workloads and hierarchical organizational structures can weaken the spirit of collaboration and slow down the achievement of the school's vision. In the context of SDS Mentari Ar-Ridho, the principal overcomes these obstacles through collaborative time management, reflective training based on Islamic values, and strengthening open communication that fosters a sense of shared responsibility and cooperation. This strategy is consistent with the findings of Leithwood et al., (2020), which show that empowering teachers through autonomy, moral recognition, and leadership sharing can transform structural obstacles into opportunities to strengthen OCB culture in Islamic elementary schools.

IV. CONCLUSIONS

The conclusion of this study found that the collaborative leadership of the principal improved the organizational citizenship behavior (OCB) of teachers at SDS Mentari Ar-Ridho Islamic School. This is because the application of Islamic values inspires interpersonal interactions and the entire management process. It has been proven that leadership that prioritizes the principles of deliberation, responsibility and cooperation creates a positive work environment, increases a sense of belonging, and fosters a spirit of cooperation among teachers. The principal's ability to build trust, give people the opportunity to participate, and resolve differences constructively is the key to the school's success. Principals can overcome challenges such as varying levels of individual commitment and limited time for collaboration. They can do this through open communication, teacher empowerment, and reflective training based on Islamic values.

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