

Transformative Leadership of School Principals in Improving the Quality of Education from an Islamic Perspective

Muhammad Ridho Fatkhul Humam¹, Mulya Putra², Mahbub Humaidi Aziz³,
Bima Fandi Asy'arie⁴

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia,^{1,2,3,4}

Email: fatkhul.mukhrid@gmail.com¹, mulyaputra4610@gmail.com²,
mahbubhumaidi.hz@gmail.com³, bimapanay234@gmail.com⁴

Abstract: *This research aims to identify the application, components of the transformational leadership style, and analyze how this leadership style is applied in an Islamic perspective. This research is field research, where the type used is multisite using a qualitative approach. This research focuses on the Humanities Vocational School and At-Tayyibah Middle School, Kerinci Regency, Jambi Province. The findings of the discussion in this article, First. Implementation of TL in Humanities Vocational Schools to increase commitment and performance. Where, the role of the school principal is to maintain a harmonious work atmosphere and provide continuous moral support, to increase loyalty and work morale. Then, the principal also increases learning innovation and includes space for participation in decision-making. On the other hand, implementing TL at At-Tayyibah Middle School increases commitment and performance. Where the efforts made by the school principal are to have a strong sense of empathy towards the school community. Apart from that, the principal provides space for all school members to make decisions and can provide maximum performance. Second, the transformational leadership component is proven by the presence of a charismatic, firm, polite, courteous attitude, able to solve various problems, and trying to form superior students who can realize school goals under the desired achievements. Third, transformative leadership in an Islamic perspective includes providing the concept of deliberation in Islam called (shura); providing an attitude of justice and empowering equality among the school community; creating individual development and encouraging innovation under Islamic principles; and Providing moral and spiritual support to all school members.*

Keywords: *Transformative Leadership, Improving the Quality of Education, School Principals, Educational Development.*

Introduction

A phenomenon that often appears in the world of education is the low quality of education. This is reflected in the low academic results of students, teacher motivation in learning, and the leadership of the principal,

as well as the reflection of Islamic values in schools.¹Some of the main factors related to low academic achievement of students are lack of parental support, motivation to learn, and less than optimal teaching techniques of teachers. In addition, low teacher motivation in the learning process. Low teacher motivation can cause teaching methods to be uninspired, which has a negative impact on student learning outcomes.²This condition is increasingly apparent from the limited active participation of teachers, students, and parents as a form of support in improving the quality of education in schools.³In addition, the authoritarian policies of the principal can limit wider school involvement. This occurs because of the micropolitical dynamics in the decision-making process, which can be influenced by certain groups.⁴From the above problems, it is necessary to note that it does not occur in Educational Institutions led by the principal. Therefore, it is important to apply a relevant leadership style to improve the quality of education with a more participatory approach and based on Islamic values.

Style Leadership is the main key to building the quality of education in Indonesia because quality education will be the key to producing competent, competitive, and integrated human resources.^{5,6}However, improving the quality of education is a challenge for educators, which is currently an important issue in various regions, especially underdeveloped regions. One of the factors that plays an important role in improving the quality of education is the leadership style of the principal in several

¹ Mallika Vasugi Govindarajoo, Navina D. Selvarajoo, and Mohd Sofi Ali, "Factors Contributing to Poor Academic Achievement Among Low Performing Pupils: A Case Study," *Asian Journal of University Education* 18, no. 4 (October 2022): 981-97, <https://doi.org/10.24191/ajue.v18i4.20008>.

² Groop Maija, Groop Tiinamaija, and Thorn Antti, "The Use of Team Teaching Methods to Increase Student Interest and Achievement," *World Psychology* 2, no. 1 (July 2023): 1-10, <https://doi.org/10.55849/wp.v2i1.388>.

³ I Putu Ayub Darmawan et al., "Community Participation in Improving the Quality of Education During the Covid-19 Pandemic," *Devotion: Journal of Research and Community Service* 3, no. 10 (August 2022): 946-52, <https://doi.org/10.36418/dev.v3i10.205>.

⁴ Shina Olayiwola and Kingsley Alabi, "The Micropolitics of School Principals' Decision Making in Nigeria: Principals' Perspective," *International Journal of Educational Leadership and Management* 3, no. 2 (July 2015): 173-91, <https://doi.org/10.17583/ijelm.2015.1441>.

⁵ Anne Nurdiana, "The Role of Leadership in Human Resource Management to Improve the Quality of Education at STAI Siliwangi Garut," *Jurnal Ekonomi Utama* 2, no. 3 (November 2023): 278-86, <https://doi.org/10.55903/juria.v2i3.127>.

⁶ Raden Fatchul Hilal, Ika Nurul Qamari, and Siswoyo Haryono, "The Role of Education and Training Institutions in Preparing Competent Human Resources Development," *TEST Engineering & Management* 83 (May 2020): 8938-47.

educational institutions.⁷The right leadership style can move all elements of the school, including teachers, students, and education personnel, to work together to achieve better educational goals. A principal who has a clear vision is able to innovate, and supports teacher professional development can create a conducive and quality learning environment.⁸Therefore, the leadership style of the principal needs to receive more attention in efforts to improve the quality of education, especially in areas that are still lagging behind. Thus, effective and inclusive leadership strategies are the key to answering these challenges and driving educational progress throughout Indonesia.

Transformative Leadership (TL) has been recognized as one of the effective leadership approaches in managing and advancing educational institutions.⁹In this context, the Principal as a transformational leader acts as an administrator and agent of change who can inspire, motivate, and empower all school members to achieve a higher educational vision and mission. Through visionary, innovative, and inclusive leadership, the principal can create a conducive and collaborative learning environment, thus having a positive impact on the quality of education.¹⁰In addition, principals with TL can adapt to changes in the educational environment, including technological advances, curriculum changes, and the dynamics of student needs. Through a transformational approach, principals can improve teacher performance through ongoing training and professional development and encourage students to reach their maximum potential.¹¹As a result, not only is academic achievement improved, but also the formation of strong character and moral values in students. Thus, TL becomes a key element in efforts to improve the quality of education.

⁷ Fitri Syifa Nuriah et al., "Leadership of Madrasah Principals in Improving the Quality of Education at MAN 2 Pangandaran," *Cendekia Inovatif Dan Berbudaya* 1, no. 1 (August 2023): 89–96, <https://doi.org/10.59996/cendib.v1i1.219>.

⁸ Dyah Indraswati and Deni Sutisna, "Implementation of Quality Management at SDN Prambon," *JDMP (Journal of Educational Management Dynamics)* 5, no. 1 (October 2020): 10–21, <https://doi.org/10.26740/JDMP.V5N1.P10-21>.

⁹ Roni Harsoyo and Nur Alim, "Subjects and Characteristics of Transformational Leadership and Its Strategic Role in Islamic Educational Institutions," *Dirasat: Journal of Islamic Management and Education* 8, no. 2 (November 2022): 143–56, <https://doi.org/10.26594/dirasat.v8i2.3067>.

¹⁰ Tila Paulina and Siti Patimah, "The Role of Principal Leadership in Developing Quality Management at SMAN 2 Gading Rejo," *At-Tajdid: Journal of Islamic Education and Thought* 7, no. 1 (June 2023): 189–206, <https://doi.org/10.24127/ATT.V7I1.2694>.

¹¹ Uuh Buchori, Ilzamudin Ma'mur, and Ali Muhtarom, "The Important Role of Transformational Leadership in the Process of Madrasah Development," *Evaluation: Journal of Islamic Education Management* 8, no. 1 (May 2024): 124–43, <https://doi.org/10.32478/g75xeq47>.

In relation to the principal's function as an administrator, educator, and educational supervisor, it is expected to provide a leadership role by maximizing the application of a transformational style approach. In this context, the Principal as an educational leader must make optimal efforts to improve the quality and effectiveness of the educational process in schools, especially those related to student learning achievement.¹²In addition, according to Qusairi,¹³Emphasized that the Principal is also an educational supervisor who strives to improve teacher professionalism in learning and teaching. Furthermore, the Principal must be able to identify development needs for all school staff and provide appropriate training programs.¹⁴Thus, teachers can continue to update their skills and knowledge to face increasingly complex educational challenges. Thus, through a transformational approach that is well integrated with administrative, leadership, and supervisory functions, principals can lead educational institutions to higher achievements in student achievement and the overall quality of education provided.

Nowadays, although TL has been recognized as an effective approach to improving the quality of education. In fact, there are many gaps that need to be faced by school principals. One of them is the lack of understanding and adequate training for school principals in implementing TL leadership.¹⁵This can cause difficulties in implementing appropriate strategies. In addition, resistance from teachers and staff is also often an obstacle, because some individuals may feel comfortable with the existing conditions and are reluctant to participate in new changes that require more effective participation.¹⁶Other challenges include limited resources in terms of budget, facilities, and support from the government or private

¹² Lintang Ayu Patimah, Mimin Maryati, and Nida'ul Munafiah, "Principal Management in Improving Student Learning Achievement at Nihayatul Amal Purwasari Islamic Senior High School," *Indonesian Research Journal on Education* 4, no. 2 (June 2024): 132-137-132 – 137, <https://doi.org/10.31004/IRJE.V4I2.504>.

¹³ "Coaching Strategy to Improve Teacher Professionalism in Schools," *Innovative Journal of Islamic Education Management* 3, no. 2 (July 2024): 227-38, <https://doi.org/10.38073/JIMPI.V3I2.1698>.

¹⁴ Neliwati, Maulidah Hasnah Anas, and Ade Lestari, "Principal Leadership in Improving Teacher Performance Through Supervision in Elementary Madrasah," *G-Couns: Journal of Guidance and Counseling* 9, no. 1 (July 2024): 312-22, <https://doi.org/10.31316/GCOUNS.V9I1.6388>.

¹⁵ Siti Nur Afifah et al., "Principal Leadership Style in Improving Teacher Performance at State Islamic Senior High School 1, Sukabumi City," *Mutiara: Journal of Research and Scientific Work* 2, no. 4 (July 2024): 158-81, <https://doi.org/10.59059/MUTIARA.V2I4.1478>.

¹⁶ Sartini et al., "Challenges of Adaptive Leadership in the World of Education in the Millennial Generation Era," *TEACHING: Journal of Teacher Innovation and Educational Science* 4, no. 2 (July 2024): 98-110, <https://doi.org/10.51878/teaching.v4i2.3047>.

sector.¹⁷This is also a significant obstacle in implementing programs that support TL. In addition, it is also related to the professionalism of teachers who are less motivated, as well as the lack of support from the community and parents, due to low participation or indifference, it can hinder the principal's efforts to bring positive changes in advancing educational institutions.¹⁸

Furthermore, this research is certainly inseparable from previous research related to TL. One of them is a study on "Dual Effects of Transformational Leadership on Teacher Efficacy in Close and Distant Leadership Situations" Windlinger, Julia & Hostettler,¹⁹ His findings that TL is very supportive in improving teachers' professional knowledge by providing supportive training. In addition, research on "Transformational Leadership and Innovation: The Mediating Role of Knowledge Sharing amongst Higher Education Faculty" by Al-Husseini, et al.,²⁰The findings of the study are that the dimensions of TL, namely idealized influence and inspirational motivation, have a positive relationship with personal commitment to change in learning in Malaysian universities. Related research "The Transformational Leadership Role in Achieving Organizational Resilience through Adaptive Cultures: The Case of Dubai Service Sector" by Odeh, et al.,²¹The study shows that TL can improve performance by providing TL training to supervisors and managers, and can build a work environment that shapes the desired attitudes and behaviors. Thus, unlike the above studies, this article focuses on TL in improving the quality of education in terms of professionalism and teacher performance, where the principal applies several components and integrates various other leadership styles.

¹⁷ Cetra Shandilia Latunusa Ambawani et al., "Implementation of Progressive Leadership in High School," *Journal of Education Research* 5, no. 3 (2024): 2966-77.

¹⁸ Dariyanto Dariyanto, "The Effectiveness of the Principal's Leadership Style on Teacher Work Motivation in Learning During the Covid-19 Pandemic (Case Study at State Islamic Junior High School 1, Sragen)" (UIN Raden Mas Said Surakarta, 2023).

¹⁹ Regula Windlinger, Julia Warwas, and Ueli Hostettler, "Dual Effects of Transformational Leadership on Teacher Efficacy in Close and Distant Leadership Situations," *School Leadership & Management* 40, no. 1 (January 1, 2020): 64-87, <https://doi.org/10.1080/13632434.2019.1585339>.

²⁰ Sawasn Al-Husseini, Ibrahim El Beltagi, and Jonathan Moizer, "Transformational Leadership and Innovation: The Mediating Role of Knowledge Sharing among Higher Education Faculty," *International Journal of Leadership in Education* 24, no. 5 (September 3, 2021): 670-93, <https://doi.org/10.1080/13603124.2019.1588381>.

²¹ Rana BS Madi Odeh et al., "The Transformational Leadership Role in Achieving Organizational Resilience through Adaptive Cultures: The Case of Dubai Service Sector," *International Journal of Productivity and Performance Management* 72, no. 2 (January 30, 2023): 440-68, <https://doi.org/10.1108/IJPPM-02-2021-0093>.

This study aims to identify the application of the transformational leadership style and analyze the components of the transformational leadership style in improving the quality of education at SMK Humaniora and SMP At-Tayyibah. Then, the researcher conducted an analysis of how the application of the leadership style is in an Islamic perspective. Furthermore, TL is very much needed in leading an educational institution, where the leadership can influence professionalism, performance, build the desired attitudes and behaviors. In addition, the performance of teachers and education personnel who are not included in teaching results in the obstruction of the effective learning process, and teachers do not follow the curriculum when teaching. So, seeing the gap that occurs, TL is one approach to overcome these problems. Through the TL approach, this article aims to improve the quality of education at SMK Humaniora and SMP At-Tayyibah in terms of building commitment and performance of teachers and staff, as well as the formation of student character through various educational programs to create a superior generation. Thus, this study has high practical value in efforts to improve the quality of education at SMK Humaniora and SMP Attayyibah.

Method

This research is a field research, where the type used is multi-site using a qualitative approach. The main purpose of a multisite study is to identify similar patterns or develop new propositions and theories based on findings from multiple sites. The analytical method used is a modified analytical induction analysis, in which the results of the first site analysis are integrated and applied to the second site.²²The location of this research was conducted at SMP Athayyibah and SMK Humaniora Kerinci Jambi. The acquisition of primary data obtained in this study, namely from observation, interviews, and documentation. While the acquisition of secondary data is from various journal literature, books, school regulations, and discussions related to the research topic.

Then, the main data in this study were obtained through interviews conducted twice separately with the principal. This was done to explore the role of the principal's transformational leadership in improving the quality of education in the designated school. After the data was obtained, the researcher conducted data analysis using the Miles, Huberman, and Saldana approach, namely in four ways; (1) collecting data, (2) combining data, (3) condensing data, (4) and providing conclusions on the data.²³As for the data validity technique, the researcher uses triangulation techniques, four types of triangulation as examination techniques that utilize the use of sources,

²² La Ode Hasiara, *Multi-Case and Multi-Site Research* (Malang: CV. IRDH, 2018).

²³ Matthew B Miles, A Michael Huberman, and Johnny Saldaña, *"Qualitative Data Analysis: A Methods Sourcebook. 3rd"* (Thousand Oaks, CA: Sage, 2014).

methods, investigators, and theories. Triangulation is done through interviews, direct observation, and indirect observation. While the core instrument in qualitative research is human. The key instrument in this study is the researcher himself by uses auxiliary instruments to facilitate data collection and data analysis, namely, (a) interview guidelines, (b) observation guidelines, and (d) documentation.

Result

Implementation of Transformational Leadership Style

The implementation of TL has a significant influence on the commitment and performance of teachers and school staff. As seen in the following results.

Table 1. Implementation of Transformational Leadership

No	Instansi	Bentuk Penerapan	Temuan
1	SMK Humaniora	Increased commitment	Maintain a harmonious working atmosphere and provide continuous moral support to increase loyalty and work enthusiasm.
		Performance improvements	Increasing innovation in learning and providing space to participate in decision-making, so that teachers and school staff are more responsible and motivated to do their best in their work.
2	SMP At-Tayyibah	Increased commitment	The sense of empathy that exists between the principal and teachers, as well as school staff, is very close.
		Performance improvements	The principal provides space for all school members to make decisions so that they feel appreciated and able to provide maximum performance.

The Influence of TL on the Commitment of Teachers and School Staff

At SMK Humaniora, this commitment is well established between the principal and teachers, as well as school staff. This is shown in the success of the principal in maintaining a harmonious working atmosphere and providing continuous moral support, so as to increase loyalty and work enthusiasm. According to the statement of the SMK Humaniora teacher, the principal often takes the time to listen to complaints and input from teachers and staff, even outside working hours. Not only that, the principal has become a fair figure and always tries to understand the personal conditions of his members. This is quite representative of moral support when there are teachers and staff who experience personal difficulties while working.

Meanwhile, at SMP At-Tayyibah, the empathy between the principal and teachers, as well as the school staff, is very close. According to a statement from one of the teachers at the school, the principal often acts

empathetically towards us, through small things such as giving additional motivation and a sense of comfort in working, so that we are encouraged to be more dedicated in carrying out the tasks and mandates given. In addition, he also embraces his subordinates in determining policies and overcoming problems both internally and externally.

The Influence of TL on the Performance of Teachers and School Staff

The implementation of TL has a significant impact on the performance of teachers and school staff. In this context, the influence of this leadership style on the performance of teachers and school staff is, that there is an increase in learning innovation and providing space to participate in decision-making so that teachers and school staff are more responsible and motivated to do their best in their work. At SMK Humaniora, the increase in the performance of teachers and staff is seen in the increase in innovation in classroom learning. The principal stated that as a leader in carrying out our duties, of course, we try to maintain the quality of learning and teaching activities by providing encouragement or enthusiasm to teachers at school. This encouragement greatly influences the performance of teachers when teaching, where we see them very enthusiastic, creative, and innovative in developing learning methods according to student needs so that students feel happy and not bored during learning.

In another case, at AT-Tayyibah Junior High School, TL also has quite an influence on the performance of teachers and school staff. This can be seen when the principal tends to give them space to make decisions so that they feel appreciated and able to give maximum performance. One of the school staff stated that they were very happy even though as subordinates, they felt appreciated and recognized by the principal. In terms of making decisions, for example, the principal gives space to express opinions during meetings, so that we are motivated to do our work. This statement is in line with the principal that teachers and staff must be appreciated and recognized whenever and wherever. They will tend to show enthusiasm in working. This can be seen in the increase in performance, both in class management, student academic achievement, and implementation of administrative tasks.

Components of Transformational Leadership Style

The implementation of TL in improving the quality of education between SMK Humaniora and SMP At-Tayyibah is quite different. This can be shown based on the following table;

Table 2.Components of Transformational Leadership

No	Agency	Forms of Leadership	Findings
1	SMK Humaniora	Transformatve Leadership	• <i>Idealized Influence (or charismatic influence);</i>1) provide space for discussion with educational staff, 2) be respectful, 3) be charismatic. • <i>Individualized consideration;</i> improve the professionalism of teachers and school staff through internal and external MGMP training.
2	SMP Humaniora	Transformatve Leadership	• <i>Idealized Influence (or charismatic influence);</i>1) be charismatic in the form of smiling a lot, not getting angry easily, being polite, often joking with teachers and students.
		Democratic Leadership	• Firm in deciding various matters, such as cases, problems, and meetings related to school progress. • Encourage teachers and administrative staff to use their reasoning and cognitive abilities to solve various problems, such as increasing the number of students at school.
		Visionary-Transformative leadership	• Providing a form of participation for teachers, students, and parents to work together to advance the school. • In realizing the vision of the future of the school, the principal strives to produce superior, skilled, polite, faithful, and intellectual students.

The leadership of the principal of SMK Humaniora applies two components of TL leadership, namely Idealized Influence (or charismatic influence) and Individualized consideration. First, the Idealized Influence (or charismatic influence) component is applied in several forms of activities including;

1. Discussion room activities with educational staff

This activity can be seen in the statement from the vice principal that even though there were pros and cons in the discussion, the principal respected the opinions of his subordinates and made the decision that was better for the progress of the school. The principal was able to make good decisions in dealing with a problem and could be accepted by teachers and staff of the Institution during school meeting activities.

In addition, this discussion space is also seen when creating school programs. This was stated by the vice principal that in creating a program the principal always involves educational staff including, the vice principal of curriculum, vice principal of student affairs, and BK. After that, coordination with teachers and conveying school programs properly and correctly. Not only that, compiling the school's vision and mission also involves the vice principal, teachers, and OSIS SMK Humaniora.

2. Demonstrate respectful behavior towards teachers and school staff.

This respectful behavior has been carried out by the principal, in the form of working together to advance the school. The vice principal emphasized that the principal always reminds us that education is a mandate that must be carried out because this is a form of struggle in the world and the hereafter. Therefore, as educators, we must always work with full dedication and sincerity. Every effort we make will not only bear fruit in the world but will also be a savings of goodness in the hereafter. This message makes us feel that this job is not just a profession, but also a form of worship that must be carried out seriously and responsibly.

3. Demonstrating Charismatic Attitude

The charismatic attitude shown by the principal is, being an example and role model in several things. As stated by the vice principal, the charismatic attitude shown by the principal of SMK Humaniora is seen in the form of; (1) giving a good example in any matter, including spiritual matters such as taking the time to pray Dhuha even though he is always busy with school or official duties. (2) always holding discussions with teachers and education personnel if there are important problems. (3) providing convenience to teachers in terms of discipline. (4) always appealing to students to be honest in doing assignments and not stealing ideas or work from other friends.

Second, the Individualized consideration component in SMK Humaniora has been implemented by the principal by improving the professionalism of teachers and education personnel. The improvement of professionalism is carried out in several forms of training activities as below;

1. Holding Internal MGMP Activities

This activity is based on the needs assessment that has been conducted by the principal in the form of seminars, training, workshops, case studies and problem-solving, and peer teaching. As expressed by the TU Staff regarding the activity, teachers and education personnel are required to work optimally so that the results are in accordance with what is expected. In addition, the principal always holds training such as seminars, training, workshops, peer teaching, and other programs that can support the success of learning objectives.

2. Holding External MGMP Activities

The activities in the external MGMP are also held by the principal, teachers, and school staff, and involve teachers of related subjects from various schools, as stated by the SMK Humaniora teacher, external MGMP activities always involve teachers and staff, as well as teachers of related subjects from several schools. This external MGMP is implemented in the form of training in Educational Seminars, Inter-School Networks (Comparative Studies), and Training in the Use of Technology in Learning, to recommend them to continue their education to a higher level.

Meanwhile, the leadership of the principal of At-Tayyibah Middle School applies one component of TL, namely Idealized Influence (or charismatic influence). In addition, the principal also applies other leadership styles, namely democratic leadership and visionary leadership.

1. Components of transformational leadership; Idealized Influence (or charismatic influence).

This component is applied by the principal in his daily life at school. As stated by one of the teachers at At-Tayyibah Middle School, the principal always shows his charismatic attitude in the school area in the form of smiling a lot to the school community, not getting angry easily, being polite in speaking, and inviting jokes in free time.

2. Democratic Leadership

In addition to TL, the principal also applies a democratic leadership style. This was expressed by the principal that this leadership style is very suitable for the background of SMP At-Tayyibah, especially in deciding various things, such as problems in increasing the number of students at the school. I entrust this task to teachers and administrative members to provide the best service in accepting or registering new students at SMP At-Tayyibah.

This is in line with the statement of the TU Staff that the democratic style of the principal of At-Tayyibah Middle School is proven by deciding various matters, cases, problems, and meetings about education. The principal is very firm in this matter so this attitude is seen in the democratic leadership style."

3. Visionary Leadership-Transformative Leadership

This leadership style has been implemented by the principal by providing a form of participation of teachers, students, and parents to work together in advancing the school. This can be seen during the researcher's observation at the school. As in the statement that the emotional ability of the principal is applied in several things, such as the form of participation involving the education system in the school starting from: students, teachers, committees, guardians, foundation administrators, and stakeholders both internally and externally. In addition, in the form of realizing the school's future vision, the principal

tries to form superior, skilled, polite, faithful, and intellectual students. As in the statement of the results of the principal's interview from several programs the school's future vision can be realized through: (1) short-term programs: improving student quality, teaching methods through DBE3 cooperation, bringing in tutors, study tours, seminars and always being active and innovative in developing education, developing facilities. While (2) long-term programs; renovating school buildings in stages, gradually fulfilling facilities and infrastructure, the future vision is to build student dormitories.

Discussion

Implementation of Transformational Leadership Style

First, the implementation of TL has a significant impact on increasing the commitment of teachers and education personnel in schools.²⁴At SMK Humaniora, the principal has succeeded in creating a harmonious working environment, which has an impact on the loyalty and work spirit of teachers and staff. This reflects the TL aspect where the principal does not only manage, but also provides moral support, and maintains motivation and dedication in the work team.²⁵According to Bass and Avolio (1994), as a transformational leader, you must be able to increase the motivation and performance of your subordinates through ideal influence, intellectual stimulus, and individual attention.²⁶Through this approach, the principal of SMK Humaniora can apply TL to improve the commitment of teachers and staff in the form of loyalty and work spirit. While at SMP At-Tayyibah, the commitment is established in the form of empathy between the principal and teachers, as well as the school staff very closely. This is in line with Peter G Northouse's opinion that empathy is part of individual attention, where leaders treat their members as individuals with unique needs and aspirations.²⁷In TL leadership according to Giulia Paganin et al., the leader shows a deep concern for the emotional well-being of teachers and staff, thus creating strong emotions.²⁸This attitude of empathy serves as the

²⁴ Ahmadi Noor Supit, Anwar Sanusi, and Bambang Supriadi, *Transformational Leadership in Public Sector Organizations*, ed. Boge Triatmanto, vol. First (Selaras Media Kreasindo, 2023).

²⁵ Jeffrey D Reyes and Raymunda L Apostol, "Transformational Leadership Of School Heads and Self-Regulation: The Mediating Role Of Teamwork Skills In Public Schools," *European Journal of Education Studies* 11, no. 5 (March 2024), <https://doi.org/10.46827/EJES.V11I5.5287>.

²⁶ Bernard M Bass and Bruce J Avolio, *Improving Organizational Effectiveness through Transformational Leadership* (Sage, 1994).

²⁷ Peter G Northouse, *Leadership: Theory and Practice* (Sage publications, 2021).

²⁸ Giulia Paganin et al., "How Emotional Contagion among Teachers Affects the Relationship between Transformational Leadership and Team Cohesion," *Behavioral Sciences* 13, no. 8 (August 2023): 685, <https://doi.org/10.3390/bs13080685>.

foundation for a sense of involvement between commitment and effective cooperation.

Second, Not only on commitment, TL also has a significant influence on the quality of performance of teachers and staff or education personnel.²⁹ At SMK Humaniora, the quality of performance is formed through stimulus from the principal in the form of providing space to participate in decision-making, so that they are more responsible and motivated to do their best in their work. This is part of TL where leaders do not only make decisions unilaterally but still involve subordinates in the process.³⁰ Vroom & Yetton support this idea that involving subordinates in decision-making can increase their commitment to the decision and improve work quality.³¹ Therefore, by being given the opportunity to make decisions, teachers and staff feel they have greater responsibility for the results achieved so that they can increase their motivation and the quality of their performance. This case also happened at At-Tayyibah Middle School, where the principal tends to give them space to make decisions so that they feel appreciated and able to provide maximum performance. In this leadership, instilling a sense of self-worth is the main motivator for them to commit to certain performance goals, so that they can increase productivity and good performance.³²

Components of Transformational Leadership

First, based on the findings, it shows that the TL components in SMK Humaniora include, Idealized Influence (or charismatic influence) and Individualized consideration. The Idealized Influence (II) component has been implemented by the principal in the form of activities, namely, providing discussion space with educational staff, being respectful, and being charismatic. This component is known as a charismatic influence in TL, where leaders who have II tend to be respected, admired and used as

²⁹ Septi Andriani, Nila Kesumawati, and Muhammad Kristiawan, "The Influence of the Transformational Leadership and Work Motivation on Teachers Performance," *International Journal of Scientific and Technology Research* 7, no. 7 (2018): 19–29.

³⁰ Fenti Farleni and Syadeli Hanafi, "The Impact of Transformational Leadership on Innovation and Organizational Health (Study in Kadubeureum Village, Padarincang District, Serang Regency)," *Entrepreneur: Journal of Business Management and Entrepreneurship* 4, no. 03 (September 2023): 213–27, <https://doi.org/10.31949/entrepreneur.v4i03.6034>.

³¹ Victor H. Vroom and Philip W. Yetton, *Leadership and Decision-Making*, *Leadership and Decision-Making* (University of Pittsburgh Press, 1973), <https://doi.org/10.2307/j.ctt6wrc8r>.

³² Samuel Kwarteng et al., "Effect of Employee Recognition, Employee Engagement on Their Productivity: The Role of Transformational Leadership Style at Ghana Health Service," *Current Psychology* 43, no. 6 (February 2024): 5502–13, <https://doi.org/10.1007/S12144-023-04708-9/METRICS>.

role models by subordinates. This action aims to create respect and trust from teachers and staff so that it can build loyalty and commitment in the organization.^{33,34} Therefore, II is one of the main components of TL leadership, where the leader acts as a positive role, so that teachers and staff are inspired to follow in his footsteps. Another component, Individualized consideration (IC) is applied by the principal in the form of improving the professionalism of teachers and school staff through internal and external MGMP training. This activity is a special attention to the development of individual careers and skills that have been applied by the principal. Thus, this form of support is a personal and professional development of staff members, so that they are able to improve the overall performance of the organization with their quality.^{35,36}

In this context, according to Bass & Riggio, TL leadership basically has four components, namely, Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC).³⁷ Meanwhile, in SMK Humaniora, only two components are applied, namely, Idealized Influence and Individualized Consideration. Although the two components are important for TL leadership, the application of these two components can limit its effectiveness. Therefore, to achieve more holistic and long-term impactful results, all TL components should be applied in a balanced manner. Without IM, teachers and staff are less motivated to achieve the vision of the future, and without IS the potential for innovation in solving problems in the organization will be hampered. Therefore, the principal needs to apply these four components in their entirety to ensure that leadership not only creates individual influence and attention but also needs to encourage their collective inspiration and intellectual

³³ Alifiulahtin Utaminingsih, *Organizational Behavior: Theoretical & Empirical Studies on Organizational Culture, Leadership Style, Trust and Commitment* (University of Brawijaya Press, 2014).

³⁴ Hermansyah et al., "The Influence of Transformational Leadership in Increasing the Effectiveness of Educational Organizations," *SISTEMA: Jurnal Pendidikan* 5, no. 1 (August 2024): 30–39, <https://doi.org/10.24903/SJP.V5I1.1811>.

³⁵ Anjas Baik Putra, Inom Nasution, and Yahfizham Yahfizham, "Principal Management in Improving the Quality of Human Resources at Madani Integrated Islamic Junior High School," *EDUCATIO Journal: Indonesian Education Journal* 10, no. 1 (July 2024): 435–48, <https://doi.org/10.29210/1202424376>.

³⁶ Sugiarto and Ahmad Farid, "Transformational Leadership in Improving the Quality of Wali Songo Asy-Syirbaany Elementary Madrasah, South Tangerang," *Didaktika: Journal of Education* 13, no. 2 (May 2024): 1767–80, <https://doi.org/10.58230/27454312.429>.

³⁷ Bernard M. Bass and Ronald E. Riggio, *Transformational Leadership* (Psychology Press, 2006), <https://doi.org/10.4324/9781410617095>.

stimulus.³⁸ According to Bass & Riggio, successful leaders are those who are able to combine these four elements effectively, so that all components work synergistically to advance the organization.³⁹

Second, The findings in terms of TL components at At-Tayyibah Middle School are quite unique, where the principal collaborates several forms of leadership including Transformative Leadership, Democratic Leadership (DL), and Visionary-Transformative Leadership (VTL). In terms of TL, the principal applies only one component, namely Idealized Influence. It is reflected in the charismatic attitude of the principal by implementing behavior that is easy to smile, not easily angry, polite, and often jokes with teachers and students. This attitude is quite representative of the form of a charismatic leader to build trust and respect from subordinates, create high loyalty, and inspire members to follow the vision and values carried by the principal.⁴⁰ By being charismatic, leaders are able to become role models who motivate and encourage subordinates to achieve higher performance, as well as foster a strong commitment to organizational goals.⁴¹ The findings from DL leadership are, (1) the principal is always firm in deciding various things, such as in solving problems, reflecting the main characteristics of this leadership style. The firm attitude of the principal in this context shows the ability to balance between providing space for participation to teachers and staff while still holding final control in the decisions taken.⁴² In addition, (2) encouragement to teachers and staff to use reasoning and cognitive power in solving problems. Leaders not only provide direction but also empower team members to think critically and creatively in finding solutions, to improve the quality of decisions taken and create an innovative and collaborative work environment.⁴³

³⁸ Milan Shrestha Milan Shrestha, "Transformational Leadership and Its Dimensions: Contributions in Organizational Change among Schools," *BSSS Journal of Management* XI, no. I (2020): 112-30, <https://doi.org/10.51767/jm1107>.

³⁹ Bass and Riggio, *Transformational Leadership*.

⁴⁰ Bernard M. Bass and Paul Steidlmeier, "Ethics, Character, and Authentic Transformational Leadership Behavior," *The Leadership Quarterly* 10, no. 2 (June 1999): 181-217, [https://doi.org/10.1016/S1048-9843\(99\)00016-8](https://doi.org/10.1016/S1048-9843(99)00016-8).

⁴¹ Bernard M. Bass, "Does the Transactional-Transformational Leadership Paradigm Transcend Organizational and National Boundaries?," *American Psychologist* 52, no. 2 (1997): 130-39, <https://doi.org/10.1037/0003-066X.52.2.130>.

⁴² Desi Riyannie, Ahmad Suriansyah, and Wahyu Wahyu, "Principal Leadership in Excellent Senior High Schools (Multi-Case Study at State Senior High School 1 Kuala Kapuas and State Senior High School 1 Basarang, Kapuas Regency)," *Indonesian Journal of Education* 5, no. 7 (July 2024): 392-406, <https://doi.org/10.59141/JAPENDI.V5I7.3104>.

⁴³ Hesty Duhita Permata and Nunung Nurhayati, "Agile Leadership and the Decision-Making Process of an Organization," *Educational Leadership: Journal of Educational Management* 4, no. 1 (July 2024): 59-76, <https://doi.org/10.24252/EDU.V4I1.48783>.

Meanwhile, the implementation of VTL leadership at At-Tayyibah Middle School stands out through two main aspects. First, the school principal provides a form of participation for teachers, students, and parents to work together to improve the school. This approach reflects the essential participatory element in VTL, where the leader not only acts as a guide but also as a facilitator who empowers all members of the school community to participate in achieving collective goals.⁴⁴By empowering community members, leaders can build a sense of ownership and responsibility for a common goal.⁴⁵This helps create an atmosphere where each individual feels valued and has an important role in achieving the school's vision. Second, the principal seeks to realize the school's future mission by focusing on the formation of superior, skilled, polite, faithful, and intellectual student characters. This is in line with the visionary nature of VTL, which emphasizes the importance of formulating a clear vision for the future and inspiring and motivating members of the organization to work toward that vision.^{46,47}The principal actively develops programs that support this vision, involving various activities that focus on building student character. For example, through extracurricular activities, seminars, and training designed to improve students' social and emotional skills. By implementing these programs, students are not only taught about academics, but also character values such as cooperation, empathy, and leadership.⁴⁸

Transformative Leadership in Islamic Perspective

The application of leadership transformation components such as idealized influence (ideal or charismatic influence) and individualized consideration (individual consideration) from an Islamic perspective can be seen from several aspects including: First, Idealized Influence where in the context of Islam, leaders who have ideal influence must be role models in

⁴⁴ Aurelia Valentin Edward and Aldri Frinaldi, "The Influence of Organizational Culture on the Creation of Innovative Behavior in Improving the Performance of Public Organizations," *Polyscopia* 1, no. 3 (June 2024): 62–68, <https://doi.org/10.57251/POLYSCOPIA.V1I3.1336>.

⁴⁵ Imaduddin Imaduddin, "Kyai Visionary Leadership Model in Developing Islamic Boarding School Education," *Innovative Journal of Islamic Education Management* 3, no. 2 (July 2024): 212–26, <https://doi.org/10.38073/JIMPI.V3I2.1699>.

⁴⁶ St. Hayatunnisa et al., "The Role of Visionary Leaders in MI Mutaalimin Cigudang Educational Institution," *Indonesian Research Journal on Education* 4, no. 2 (June 2024): 337–44, <https://doi.org/10.31004/IRJE.V4I2.579>.

⁴⁷ Muhammad Subni et al., "Implementation of Visionary Leadership in Improving the Quality of Education," *SISTEMA: Jurnal Pendidikan* 5, no. 1 (August 2024), <https://doi.org/10.24903/SJP.V5I1.1808>.

⁴⁸ Histi Maryani, "The Principal's Efforts in Instilling Character Values in Students of SMP Negeri 6, Kaur Regency, Bengkulu Province," *Educational Manager: Scientific Journal of Educational Management Postgraduate Program* 18, no. 1 (April 2024), <https://doi.org/10.33369/MAPEN.V18I1.35261>.

good behavior and values.⁴⁹As taught by the Prophet Muhammad SAW. That the Messenger of Allah is considered as *uswatun hasanah* (a good example). Leaders in Islam are expected to emulate his qualities, such as honesty, integrity, and commitment to religious values.⁵⁰In addition, a leader must also have good morals and ethics. In the context of school and madrasah leadership, a leader must be able to inspire and motivate his followers to apply moral and ethical values in everyday life, so that all citizens in the school can follow the example that has been taught.⁵¹This is also in line with Islamic principles that prioritize noble morals. On the other hand, leaders must consider the objectives of a clear vision and mission. Through policies formulated by leaders must be able to convey objectives that can raise the spirit of education personnel, students, and community members to build the progress of the established program.⁵²So, this goal must be in line with religious teachings and bring goodness to the people.

Second, Individualized Consideration, where in the aspect of individual consideration an Islamic leader includes attention to the needs, desires, and potential of each individual.⁵³In this case, the principal or madrasah leader must be able to give appreciation for the appreciation of the diversity that exists. Because each individual certainly has different characteristics and needs. Then, a good leader in Islam must be able to recognize and appreciate these differences, and provide appropriate attention and support.⁵⁴In addition, leaders must also be able to foster and empower all school and madrasa residents. In Islam, it is important to empower individuals through education and coaching. Leaders must encourage their followers to develop and reach their maximum potential. It is necessary for a leader to establish effective communication. Where school principals must listen and respond to individual needs is an important part

⁴⁹ Nining Khurrotul Aini, *Transformational Leadership Model of Islamic Boarding Schools* (Surabaya: CV. Jakad Media Publishing, 2021).

⁵⁰ Indah Kusuma Dewi & Ali Mashar, *Prophetic Values in Modern Leadership in Performance Management* (Metro: Gre Publishing, 2019).

⁵¹ Rachmad Arif Ma'ruf et al., "Islamic Boarding Schools and Technology: Efforts to Overcome Social Changes in Santri Misuse of Gadgets," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (June 20, 2024): 2472-84, <https://doi.org/10.35445/alishlah.v16i2.5338>.

⁵² Umi Nurkhasanah et al., "Madrasa Principal's Strategy in Improving the Quality of the Pandemic Era Learning Process at Madrasah Aliyah," *Dirasah International Journal of Islamic Studies* 1, no. 1 (June 18, 2023): 48-56, <https://doi.org/10.59373/drs.v1i1.7>.

⁵³ GT Freeman and D. Fields, "School Leadership in an Urban Context: Complicating Notions of Effective Principal Leadership, Organizational Setting, and Teacher Commitment to Students," *International Journal of Leadership in Education* 26, no. 2 (March 4, 2023): 318-38, <https://doi.org/10.1080/13603124.2020.1818133>.

⁵⁴ Juri Wahananto, *Leadership of Madrasah Principals in Developing a Quality Culture* (Adab Publisher, 2022).

of individual consideration.⁵⁵ Thus, leaders must be open to communicating and understanding the problems that must be faced in order to find solutions.

Furthermore, implementing democratic leadership from an Islamic perspective can be done through several principles and practices that are in accordance with religious teachings. Some of them are: First, providing the concept of deliberation in Islam called (shura). Leaders are expected to invite their members in decision-making, listen to opinions, and involve them in the planning process. As in the Koran, Surah QS Ali Imran: 159, which encourages deliberation. Meaning: "...So it is because of Allah's grace that you are gentle towards them. If you act tough and have a rude heart, they will certainly distance themselves from those around you. Therefore, forgive them, ask for forgiveness for them, and consult with them in this matter. Then when you have made up your mind, then put your trust in Allah. Indeed, Allah loves those who put their trust in Him."⁵⁶ In addition, leaders must also encourage active participation from all members in every aspect, both in planning, implementing, and evaluating policies. This creates a sense of ownership and responsibility among members.

Second, provide an attitude of justice and empower equality of school citizens. Leadership in schools and madrasas plays an important role in creating a fair and equal environment for all school citizens. Where, good leaders must be able to apply the principle of justice in every aspect of policy and decision-making, including in terms of resource distribution, learning opportunities, and support for all students, teachers, and staff.⁵⁷ By ensuring that every individual is treated fairly without discrimination, they can feel the respect and protection they deserve.⁵⁸ In addition, leaders must empower equality by creating space for all parties to participate actively, regardless of background, gender, or social status.⁵⁹ This empowerment can be done through programs that encourage inclusivity and cooperation so that every school member feels they have the same opportunity to develop and

⁵⁵ Abdul Rahmat, *School and Community Relations: Managing Community Participation in Improving School Quality* (Sleman: Zahir Publishing, 2021).

⁵⁶ QS Ali Imran: 159.

⁵⁷ Wahananto, *Leadership of Madrasah Principals in Developing Quality Culture*.

⁵⁸ Agung Kurniawan, Bima Fandi Asy'arie, Mahbub Humaidi Aziz, "Strategy for Developing Independent Character of Students of Hidayatul Qur'an Islamic Boarding School, Batanghari, East Lampung," *Journal of Religious Research* 24, no. 2 (October 27, 2023): 153-72, <https://doi.org/10.24090/JPA.V24I2.2023.PP153-172>.

⁵⁹ Brian Vassallo, "The Role of the School Leader in the Inclusion of Migrant Families and Students," *Educational Management Administration & Leadership* 52, no. 1 (January 8, 2024): 171-88, <https://doi.org/10.1177/17411432211038010>.

contribute. Fair and equal leadership will create a harmonious and quality school culture.⁶⁰

Third, creating individual development and encouraging innovation in accordance with Islamic principles. School leadership has an important role in developing the individual potential of all school residents, students, teachers, and staff.⁶¹ Leaders must encourage the development of skills and knowledge through learning programs, strengthening religious values, training, and ongoing coaching.⁶² Through the contribution of leaders who play an active role in providing education that is in accordance with Islamic values, as well as facilitating the development of student morals, this can certainly create a generation that is knowledgeable, ethical, and useful for society.⁶³ In addition, school leadership is essential in fostering innovation and creativity in the educational environment. Visionary leaders must create a culture that supports the exploration of new ideas, provides space for teachers and students to be creative, and develops more effective and engaging learning methods.⁶⁴ By encouraging innovation, schools and madrasahs can improve the quality of education and prepare students for future challenges. A leader also needs to support the development of technology, creative programs, and dynamic learning approaches, so that schools become centers of adaptive learning and positive change for the progress of the school as a whole.⁶⁵

Fourth, Providing moral and spiritual support. Leaders must not only be able to manage administration and learning processes, but they must also be role models in implementing Islamic values such as honesty, justice, and

⁶⁰ Nurul Swandari and Abdurahman Jemani, "Development of Students' Soft Skills Through Social Inclusion-Based Libraries (Study at State Junior High School 3 Jombang)," *LITERASI: Indonesian Teacher Education Journal* 2, no. 2 (June 29, 2023): 127-47, <https://doi.org/10.58218/literasi.v2i2.632>.

⁶¹ HE Mulyasa, *Management and Leadership of School Principals* (Jakarta: Bumi Aksara, 2022).

⁶² Rahmat, *School and Community Relations: Managing Community Participation in Improving School Quality*.

⁶³ Bima Fandi Asy'arie, "Strategy For Islamic Religious Education Teachers in Growing Aqidah Towards Students in Batanghari, East Lampung," *Jurnal Diskursus Islam* 11, no. 3 (December 31, 2023): 267-84, <https://doi.org/10.24252/JDI.V11I3.40885>.

⁶⁴ Tri Yulianto et al., "Analysis of Principal Management in Improving Teacher Competence in Educational Institutions," *Reslaj: Religion Education Social Laa Roiba Journal* 6, no. 3 (September 21, 2023): 1349-58, <https://doi.org/10.47467/reslaj.v6i3.5136>.

⁶⁵ Septiani Selly Susanti et al., "Innovative Digital Media in Islamic Religious Education Learning," *Journal of Islamic Religious Education* 21, no. 1 (June 30, 2024): 40-59, <https://doi.org/10.14421/jpai.v21i1.7553>.

compassion.⁶⁶With strong moral support, students, educators, and employees will become individuals who are moral and brave in facing challenges. School leaders must also ensure that religious activities, such as congregational prayers, discussions about religion, and other activities become part of school and madrasah life.⁶⁷Through contributing to creating an environment that supports spiritual development, leaders help all students develop a deeper spiritual awareness, enabling them to apply Islamic values in their lives.⁶⁸Thus, the leadership of the principal or madrasah and the cooperation of all parties in the school community can certainly develop students into a generation that is not only intelligent but also has good morals and is responsible with this moral and spiritual assistance.

Conclusion

The implementation of the Transformational leadership style at SMK Humaniora and SMP At-Tayyibah has a significant impact on the commitment and quality of all educational staff at the school. The findings of the discussion in this article underline that first, the implementation of TL in SMK Humaniora improves commitment and performance. The role of the principal is to maintain a harmonious working atmosphere and provide continuous moral support, to increase loyalty and work enthusiasm. Then, the principal also increases learning innovation and provides space to participate in decision-making. On the other hand, the implementation of TL in SMP At-Tayyibah improves commitment and performance. It means that the principal's efforts are to have a sense of empathy that is established for all school residents. In addition, the principal provides space for all school residents to make decisions and is able to provide maximum performance. Second, the components of transformational leadership are evidenced by the existence of a charismatic attitude, firm, polite, courteous, able to solve various problems, and trying to form superior students who can realize school goals according to the desired achievements. Third, transformative leadership from an Islamic perspective includes providing the concept of deliberation in Islam called (*syura*); providing an attitude of justice and empowering equality of school residents; creating individual development and encouraging innovation in accordance with Islamic principles; and providing moral and spiritual support to all school residents. Overall, this

⁶⁶ Wahananto, Leadership of Madrasah Principals in Developing Quality Culture.

⁶⁷ Rahmat, School and Community Relations: Managing Community Participation in Improving School Quality.

⁶⁸ Dewi Shara Dalimunthe, "Transformation of Islamic Religious Education: Strengthening Spiritual Values, Ethics, and Islamic Understanding in a Modern Context," *Al-Murabbi: Journal of Islamic Education* 1, no. 1 (June 2023): 75-96, <https://doi.org/10.62086/al-murabbi.v1i1.426>.

study emphasizes the importance of implementing TL components in their entirety to achieve more holistic outcomes. By integrating various leadership styles, principals can create an environment that is innovative and responsive to the needs of all school members.

Bibliography

- Afifah, Siti Nur, Siti Qomariyah, Neneng Neneng, Rima Erviana, and Najrul Jimatul Rizki. "Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Madrasah Aliyah Negeri 1 Kota Sukabumi." *Mutiara: Jurnal Penelitian Dan Karya Ilmiah* 2, no. 4 (July 2024): 158–81. <https://doi.org/10.59059/MUTIARA.V2I4.1478>.
- Aini, Nining Khurrotul. *Model Kepemimpinan Transformasional Pondok Pesantren*. Surabaya: CV. Jakad Media Publishing, 2021.
- Al-Husseini, Sawasn, Ibrahim El Beltagi, and Jonathan Moizer. "Transformational Leadership and Innovation: The Mediating Role of Knowledge Sharing amongst Higher Education Faculty." *International Journal of Leadership in Education* 24, no. 5 (September 3, 2021): 670–93. <https://doi.org/10.1080/13603124.2019.1588381>.
- Ambawani, Cetra Shandilia Latunusa, Giri Sayekto, Harun Joko Prayitno, and Indri Chairunnissa. "Implementasi Kepemimpinan Progresif Di SMA." *Journal of Education Research* 5, no. 3 (2024): 2966–77. <https://doi.org/10.37985/jer.v5i3.1326>
- Andriani, Septi, Nila Kesumawati, and Muhammad Kristiawan. "The Influence of the Transformational Leadership and Work Motivation on Teachers Performance." *International Journal of Scientific and Technology Research* 7, no. 7 (2018): 19–29.
- Asy'arie, Bima Fandi. "Strategy For Islamic Religious Education Teachers in Growing Aqidah Towards Students in Batanghari, Lampung Timur." *Jurnal Diskursus Islam* 11, no. 3 (December 31, 2023): 267–84. <https://doi.org/10.24252/JDI.V11I3.40885>.
- Bass, Bernard M. "Does the Transactional-Transformational Leadership Paradigm Transcend Organizational and National Boundaries?" *American Psychologist* 52, no. 2 (1997): 130–39. <https://doi.org/10.1037/0003-066X.52.2.130>.
- Bass, Bernard M., and Ronald E. Riggio. *Transformational Leadership*. Psychology Press, 2006. <https://doi.org/10.4324/9781410617095>.
- Bass, Bernard M., and Paul Steidlmeier. "Ethics, Character, and Authentic Transformational Leadership Behavior." *The Leadership Quarterly* 10, no. 2 (June 1999): 181–217. [https://doi.org/10.1016/S1048-9843\(99\)00016-8](https://doi.org/10.1016/S1048-9843(99)00016-8).
- Bass, Bernard M, and Bruce J Avolio. *Improving Organizational Effectiveness through Transformational Leadership*. sage, 1994.
- Bima Fandi Asy'arie, Mahbub Humaidi Aziz, Agung Kurniawan. "Strategi Pengembangan Karakter Mandiri Santri Pondok Pesantren Hidayatul

- Qur'an Batanghari, Lampung Timur." *Jurnal Penelitian Agama* 24, no. 2 (October 27, 2023): 153-72. <https://doi.org/10.24090/JPA.V24I2.2023.PP153-172>.
- Buchori, Uuh, Ilzamudin Ma'mur, and Ali Muhtarom. "Peran Penting Kepemimpinan Transformasional Dalam Proses Pengembangan Madrasah." *Evaluasi: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (May 2024): 124-43. <https://doi.org/10.32478/g75xeq47>.
- Dalimunthe, Dewi Shara. "Transformasi Pendidikan Agama Islam: Memperkuat Nilai-Nilai Spiritual, Etika, Dan Pemahaman Keislaman Dalam Konteks Modern." *Al-Murabbi: Jurnal Pendidikan Islam* 1, no. 1 (June 2023): 75-96. <https://doi.org/10.62086/al-murabbi.v1i1.426>.
- Dariyanto, Dariyanto. "Efektifitas Gaya Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Dalam Pembelajaran Pada Masa Pandemi Covid-19 (Studi Kasus Di Madrasah Tsanawiyah Negeri 1 Sragen)." UIN Raden Mas Said Surakarta, 2023.
- Darmawan, I Putu Ayub, Maria Maria, John Mardin, and Timoteus Muda Pana. "Community Participation in Improving The Quality of Education During The Covid-19 Pandemic." *Devotion: Journal of Research and Community Service* 3, no. 10 (August 2022): 946-52. <https://doi.org/10.36418/dev.v3i10.205>.
- Edward, Aurelia Valentin, and Aldri Frinaldi. "Pengaruh Budaya Organisasi Terhadap Penciptaan Perilaku Inovatif Dalam Meningkatkan Kinerja Organisasi Publik." *Polyscopia* 1, no. 3 (June 2024): 62-68. <https://doi.org/10.57251/POLYSCOPIA.V1I3.1336>.
- Farleni, Fenti, and Syadeli Hanafi. "Dampak Kepemimpinan Transformasional Terhadap Inovasi Dan Sehatnya Organisasi (Studi Di Desa Kadubeureum Kecamatan Padarincang Kabupaten Serang)." *Entrepreneur: Jurnal Bisnis Manajemen Dan Kewirausahaan* 4, no. 03 (September 2023): 213-27. <https://doi.org/10.31949/entrepreneur.v4i03.6034>.
- Fatchul Hilal, Raden, Ika Nurul Qamari, and Siswoyo Haryono. "The Role of Education and Training Institutions in Preparing Competent Human Resources Development." *TEST Engineering & Management* 83 (May 2020): 8938-47.
- Freeman, G. T., and D. Fields. "School Leadership in an Urban Context: Complicating Notions of Effective Principal Leadership, Organizational Setting, and Teacher Commitment to Students." *International Journal of Leadership in Education* 26, no. 2 (March 4, 2023): 318-38. <https://doi.org/10.1080/13603124.2020.1818133>.
- Govindarajoo, Mallika Vasugi, Navina D. Selvarajoo, and Mohd Sofi Ali. "Factors Contributing to Poor Academic Achievement Among Low Performing Pupils: A Case Study." *Asian Journal of University Education* 18, no. 4 (October 2022): 981-97. <https://doi.org/10.24191/ajue.v18i4.20008>.

- Harsoyo, Roni, and Nur Alim. "Subjek Dan Karakteristik Kepemimpinan Transformasional Dan Peran Strategisnya Di Lembaga Pendidikan Islam." *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 8, no. 2 (November 2022): 143–56. <https://doi.org/10.26594/dirasat.v8i2.3067>.
- Hasiara, La Ode. *Penelitian Multi Kasus Dan Multi Situs*. Malang: CV. IRDH, 2018.
- Hayatunnisa, St., Fitri Khoriroh, Anis Fauzi, and Anis Zohriyah. "Peran Pemimpin Visioner Pada Lembaga Pendidikan MI Mutaalimin Cigudang." *Indonesian Research Journal on Education* 4, no. 2 (June 2024): 337–44. <https://doi.org/10.31004/IRJE.V4I2.579>.
- Hermansyah, Lailan Sawiyah Siagian, Noryani Noryani, Mulyati, and Yudo Dwiyo. "Pengaruh Kepemimpinan Transformasional Dalam Peningkatan Efektivitas Organisasi Pendidikan." *SISTEMA: Jurnal Pendidikan* 5, no. 1 (August 2024): 30–39. <https://doi.org/10.24903/SJP.V5I1.1811>.
- Imaduddin, Imaduddin. "Model Kepemimpinan Visioner Kyai Dalam Mengembangkan Pendidikan Pesantren." *Jurnal Inovatif Manajemen Pendidikan Islam* 3, no. 2 (July 2024): 212–26. <https://doi.org/10.38073/JIMPI.V3I2.1699>.
- Indraswati, Dyah, and Deni Sutisna. "Implementasi Manajemen Mutu Di SDN Prambon." *JDMP (Jurnal Dinamika Manajemen Pendidikan)* 5, no. 1 (October 2020): 10–21. <https://doi.org/10.26740/JDMP.V5N1.P10-21>.
- Kwarteng, Samuel, Samuel Oti Frimpong, Richard Asare, and Twumasi Jacob Nana Wiredu. "Effect of Employee Recognition, Employee Engagement on Their Productivity: The Role of Transformational Leadership Style at Ghana Health Service." *Current Psychology* 43, no. 6 (February 2024): 5502–13. <https://doi.org/10.1007/S12144-023-04708-9/METRICS>.
- Ma'ruf, Rachmad Arif, Darmanto Darmanto, Mohamad Haditia, Fatimatul Asroriah, Bima Fandi Asy'arie, and Zuhairi Zuhairi. "Islamic Boarding Schools and Technology: Efforts to Overcome Social Changes in Santri Misuse of Gadgets." *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (June 20, 2024): 2472–84. <https://doi.org/10.35445/alishlah.v16i2.5338>.
- Madi Odeh, Rana B.S., Bader Yousef Obeidat, Mais Osama Jaradat, Ra'ed Masa'deh, and Muhammad Turki Alshurideh. "The Transformational Leadership Role in Achieving Organizational Resilience through Adaptive Cultures: The Case of Dubai Service Sector." *International Journal of Productivity and Performance Management* 72, no. 2 (January 30, 2023): 440–68. <https://doi.org/10.1108/IJPPM-02-2021-0093>.
- Maija, Groop, Groop Tiinamaija, and Thorn Antti. "The Use of Team Teaching Methods to Increase Student Interest and Achievement." *World Psychology* 2, no. 1 (July 2023): 1–10. <https://doi.org/10.55849/wp.v2i1.388>.
- Maryani, Histi. "Upaya Kepala Sekolah Dalam Menanamkan Nilai-Nilai

- Karakter Peserta Didik SMP Negeri 6 Kabupaten Kaur Provinsi Bengkulu." *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana* 18, no. 1 (April 2024). <https://doi.org/10.33369/MAPEN.V18I1.35261>.
- Mashar, Indah Kusuma Dewi & Ali. *Nilai-Nilai Profetik Dalam Kepemimpinan Modern Pada Manajemen Kinerja*. Metro: Gre Publishing, 2019.
- Milan Shrestha, Milan Shrestha. "Transformational Leadership and Its Dimensions: Contributions in Organizational Change among Schools." *BSSS Journal of Management* XI, no. I (2020): 112-30. <https://doi.org/10.51767/jm1107>.
- Miles, Matthew B, A Michael Huberman, and Johnny Saldaña. "Qualitative Data Analysis: A Methods Sourcebook. 3rd." Thousand Oaks, CA: Sage, 2014.
- Mulyasa, H.E. *Manajemen Dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara, 2022.
- Neliwati, Maulidah Hasnah Anas, and Ade Lestari. "Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Melalui Supervisi Di Madrasah Ibtidaiyah." *G-Couns: Jurnal Bimbingan Dan Konseling* 9, no. 1 (July 2024): 312-22. <https://doi.org/10.31316/GCOUNS.V9I1.6388>.
- Northouse, Peter G. *Leadership: Theory and Practice*. Sage publications, 2021.
- Nurdiana, Anne. "Peran Kepemimpinan Dalam Pengelolaan Sumber Daya Manusia Untuk Meningkatkan Kualitas Pendidikan Di STAI Siliwangi Garut." *Jurnal Ekonomi Utama* 2, no. 3 (November 2023): 278-86. <https://doi.org/10.55903/juria.v2i3.127>.
- Nuriah, Fitri Syifa, Gunawan Gunawan, Irsyad Khoerul Imam, and Burhanudin Burhanudin. "Kepemimpinan Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Di MAN 2 Pangandaran." *Cendekia Inovatif Dan Berbudaya* 1, no. 1 (August 2023): 89-96. <https://doi.org/10.59996/cendib.v1i1.219>.
- Nurkhasanah, Umi, Barnoto Barnoto, Moch. Sya'roni Hasan, and Ashari Ashari. "Madrasa Principal's Strategy in Improving the Quality of the Pandemic Era Learning Process at Madrasah Aliyah." *Dirasah International Journal of Islamic Studies* 1, no. 1 (June 18, 2023): 48-56. <https://doi.org/10.59373/drs.v1i1.7>.
- Nurul Swandari, and Abdurahman Jemani. "Pengembangan Soft Skill Peserta Didik Melalui Perpustakaan Berbasis Inklusi Sosial (Studi Di Madrasah Tsanawiyah Negeri 3 Jombang)." *LITERASI: Jurnal Pendidikan Guru Indonesia* 2, no. 2 (June 29, 2023): 127-47. <https://doi.org/10.58218/literasi.v2i2.632>.
- Olayiwola, Shina, and Kingsley Alabi. "The Micropolitics of School Principals' Decision Making in Nigeria: Principals' Perspective." *International Journal of Educational Leadership and Management* 3, no. 2 (July 2015): 173-91. <https://doi.org/10.17583/ijelm.2015.1441>.
- Paganin, Giulia, Lorenzo Avanzi, Dina Guglielmi, Carlos-María Alcover,

- and Greta Mazzetti. "How Emotional Contagion among Teachers Affects the Relationship between Transformational Leadership and Team Cohesion." *Behavioral Sciences* 13, no. 8 (August 2023): 685. <https://doi.org/10.3390/bs13080685>.
- Patimah, Lintang Ayu, Mimin Maryati, and Nida'ul Munafiah. "Manajemen Kepala Sekolah Dalam Meningkatkan Prestasi Belajar Peserta Didik Di Madrasah Aliyah Nihayatul Amal Purwasari." *Indonesian Research Journal on Education* 4, no. 2 (June 2024): 132-137-132 - 137. <https://doi.org/10.31004/IRJE.V4I2.504>.
- Paulina, Tila, and Siti Patimah. "Peran Kepemimpinan Kepala Sekolah Dalam Pengembangan Manajemen Mutu Di SMAN 2 Gading Rejo." *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam* 7, no. 1 (June 2023): 189-206. <https://doi.org/10.24127/ATT.V7I1.2694>.
- Permata, Hesty Duhita, and Nunung Nurhayati. "Kepemimpinan Agile (Agile Leadership) Dan Proses Pengambilan Keputusan Suatu Organisasi." *Educational Leadership: Jurnal Manajemen Pendidikan* 4, no. 1 (July 2024): 59-76. <https://doi.org/10.24252/EDU.V4I1.48783>.
- Putra, Anjas Baik, Inom Nasution, and Yahfizham Yahfizham. "Manajemen Kepala Sekolah Dalam Meningkatkan Kualitas Sumber Daya Manusia Di Sekolah Menengah Pertama Islam Terpadu Madani." *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 10, no. 1 (July 2024): 435-48. <https://doi.org/10.29210/1202424376>.
- Qusairi, Ahmad. "Strategi Pembinaan Untuk Meningkatkan Profesionalisme Guru Di Sekolah." *Jurnal Inovatif Manajemen Pendidikan Islam* 3, no. 2 (July 2024): 227-38. <https://doi.org/10.38073/JIMPI.V3I2.1698>.
- Rahmat, Abdul. *Hubungan Sekolah Dan Masyarakat: Mengelola Partisipasi Masyarakat Dalam Peningkatan Mutu Sekolah*. Sleman: Zahir Publishing, 2021.
- Reyes, Jeffrey D, and Raymunda L Apostol. "Transformational Leadership Of School Heads and Self-Regulation: The Mediating Role Of Teamwork Skills In Public Schools." *European Journal of Education Studies* 11, no. 5 (March 2024). <https://doi.org/10.46827/EJES.V11I5.5287>.
- Riyannie, Desi, Ahmad Suriansyah, and Wahyu Wahyu. "Kepemimpinan Kepala Sekolah Pada SMA Unggul (Studi Multi Kasus Pada SMA Negeri 1 Kuala Kapuas Dan SMA Negeri 1 Basarang Kabupaten Kapuas)." *Jurnal Pendidikan Indonesia* 5, no. 7 (July 2024): 392-406. <https://doi.org/10.59141/JAPENDI.V5I7.3104>.
- Sartini, Andriani Chondro, Harun Joko Prayitno, and Indri Chairunissa. "Tantangan Kepemimpinan Adaptif Dalam Dunia Pendidikan Di Era Generasi Milenial." *TEACHING: Jurnal Inovasi Keguruan Dan Ilmu Pendidikan* 4, no. 2 (July 2024): 98-110. <https://doi.org/10.51878/teaching.v4i2.3047>.
- Septiani Selly Susanti, Laila Nursafitri, Iri Hamzah, Rita Zunarti, Darmanto,

- Fitriyah, Bima Fandi Asy'arie, and Muhammad Syihab As'ad. "Innovative Digital Media in Islamic Religious Education Learning." *Jurnal Pendidikan Agama Islam* 21, no. 1 (June 30, 2024): 40-59. <https://doi.org/10.14421/jpai.v21i1.7553>.
- Subni, Muhammad, Aldila Prillia, Putri Yanti, Restiawati Nancy, C O M Pelealu, and Yudo Dwiyo. "Implementasi Kepemimpinan Visioner Dalam Meningkatkan Mutu Pendidikan." *SISTEMA: Jurnal Pendidikan* 5, no. 1 (August 2024). <https://doi.org/10.24903/SJP.V5I1.1808>.
- Sugiarto, and Ahmad Farid. "Kepemimpinan Transformasional Dalam Meningkatkan Mutu Madrasah Ibtidaiyah Wali Songo Asy-Syirbaany Tangerang Selatan." *Didaktika: Jurnal Kependidikan* 13, no. 2 (May 2024): 1767-80. <https://doi.org/10.58230/27454312.429>.
- Supit, Ahmadi Noor, Anwar Sanusi, and Bambang Supriadi. *Kepemimpinan Transformasional Pada Organisasi Sektor Publik*. Edited by Boge Triatmanto. Vol. Pertama. Selaras Media Kreasindo, 2023.
- Utaminingsih, Alifiulahtin. *Perilaku Organisasi: Kajian Teoritik & Empirik Terhadap Budaya Organisasi, Gaya Kepemimpinan, Kepercayaan Dan Komitmen*. Universitas Brawijaya Press, 2014.
- Vassallo, Brian. "The Role of the School Leader in the Inclusion of Migrant Families and Students." *Educational Management Administration & Leadership* 52, no. 1 (January 8, 2024): 171-88. <https://doi.org/10.1177/17411432211038010>.
- Vroom, Victor H., and Philip W. Yetton. *Leadership and Decision-Making*. *Leadership and Decision-Making*. University of Pittsburgh Press, 1973. <https://doi.org/10.2307/j.ctt6wrc8r>.
- Wahananto, Juri. *Kepemimpinan Kepala Madrasah Dalam Mengembangkan Budaya Mutu*. Penerbit Adab, 2022.
- Windlinger, Regula, Julia Warwas, and Ueli Hostettler. "Dual Effects of Transformational Leadership on Teacher Efficacy in Close and Distant Leadership Situations." *School Leadership & Management* 40, no. 1 (January 1, 2020): 64-87. <https://doi.org/10.1080/13632434.2019.1585339>.
- Yulianto, Tri, Nopri Dwi Siswanto, Hasbi Indra, and Abdul Hayyie Al-Kattani. "Analisis Manajemen Kepala Sekolah Dalam Meningkatkan Kompetensi Guru Pada Lembaga Pendidikan." *Reslaj: Religion Education Social Laa Roiba Journal* 6, no. 3 (September 21, 2023): 1349-58. <https://doi.org/10.47467/reslaj.v6i3.5136>.