

Psychological Dimensions of Madrasah Heads in Educational Leadership Decision Making: A Case Study at MA Al Washoya Ngoro Jombang

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Abstract: *The head of the madrasah plays the role of the top management responsible for making strategic decisions in the management of the institution. The decision-making process is inseparable from psychological factors, especially the mindset and how to assess the situation in responding to the dynamics of the madrasah. This study aims to examine the role of the psychological dimension of madrasah heads, including perception, attribution, and emotion management, in the decision-making process at Madrasah Aliyah Al Washoya Ngoro Jombang. A qualitative approach with a case study design is used to understand in depth the subjective meaning of leadership experience, with data collection techniques in the form of in-depth interviews, observations, and documentation. Data analysis is carried out interactively through reduction, presentation, and a conclusion drawn. The results of the study show that positive perceptions help madrasah heads build collaborative and conducive working relationships, fair attribution encourages the creation of a sense of security for teachers, and emotional stability can strengthen wise decision-making. These three psychological dimensions contribute to shaping reflective, empathetic, and Islamic values-based decision-making. Intervention in the effectiveness of madrasah leadership is not only determined by managerial competence, but also by the psychological maturity of the leader in managing the social dynamics of education.*

Keywords: Perception, Attribution, Emotional, Leader, Decision

Introduction

Leadership in education, especially in Islamic educational institutions, places the head of the madrasah as the main decision-maker in determining the direction of policy and management of the institution. These decisions are influenced by the psychological condition of the madrasah head, which is reflected in the way of thinking, assessing the situation, and responding to the dynamics that develop in the school environment.¹ This responsibility

¹ Moh Suhri Rohmansyah Dkk., "Dimensi Spiritual Dalam Kepemimpinan Pendidikan Islam Melalui Model Kepemimpinan Nabi Muhammad Saw," *Geneologi Pai: Jurnal Pendidikan Agama Islam* 11, No. 2 (2024): 126–47, <https://doi.org/10.32678/Geneologipai.V11i2.9540>.

requires the ability to understand the character of each educator, create a conducive learning atmosphere, and motivate all parties to move in line with the vision and mission of the madrasah. The ideal madrasah head is not only a manager, but also a leader who is wise, empathetic, and able to set an example based on Islamic values.

In practice, madrasah leadership and psychological conditions go hand in hand in the decision-making process. How leaders perceive situations, understand the dynamics of the work environment, and manage emotions will affect the accuracy of attitudes and policies taken.² When the leader's psychological condition is unstable or influenced by subjective judgment, the resulting decision has the potential to be less favorable to the real needs of teachers and students. This has a negative impact on leadership and disruption of the madrasah work climate.

Departing from this phenomenon, transformational leadership theory is one of the important foundations to understand. According to Bass and Avilio, in the judge, transformational leaders are characterized by their expertise or ability to inspire, motivate, and direct their subordinates to achieve common goals over personal interests.³ In the context of madrasahs, this leadership style is very relevant because it is not only oriented towards achieving academic targets but also building the spiritual and moral values of students.⁴ In addition to understanding the situation, leaders must also provide fair attribution for the progress of the institution. Understanding attribution is an important aspect in the psychological dimension of leadership, because it determines how madrasah heads assess the behavior and performance of madrasah residents objectively.

Correspondingly, Heider's perspective on attribution theory can also provide a robust framework for analysis. The head of the madrasah in dealing with the dynamics of teacher and student behavior needs to assess whether an action comes from internal or external factors.⁵ Errors in attribution can lead to inappropriate attitudes, while objective attribution helps leaders be

² Fadia Dwi Adis Setyobudi, "Analisis Gaya Kepemimpinan Guru Terhadap Motivasi Belajar Siswa Pada Siswa Kelas Iv Madrasah Ibtidaiyah," *Jurnal Ilmiah Pendidik Indonesia* 3, No. 2 (2024): 1-12, <https://doi.org/10.56916/jipi.V3i2.990>.

³ Yusuf Rahman Al Hakim Dkk., "Eksplorasi Peran Kepemimpinan Transformasional Dalam Mendorong Inovasi Organisasi," *Jurnal Syntax Admiration* 5, No. 5 (2024): 1630-37, <https://doi.org/10.46799/jsa.V5i5.1147>.

⁴ Ahmad Idris Dkk., "Peran Pemimpin Pembelajar Dalam Pembelajaran Yang Berkualitas," *Academia: Jurnal Inovasi Riset Akademik* 5, No. 2 (2025): 105-16, <https://doi.org/10.51878/Academia.V5i2.4980>.

⁵ Kahfi Achmad Muharram Dkk., "Analisis Bibliometrik: Tren Penelitian Dan Publikasi Teori Atribusi," *Comdent: Communication Student Journal* 2, No. 1 (2024): 176-93, <https://doi.org/10.24198/Comdent.V2i1.55673>.

more thoughtful in making decisions.⁶ Thus, attribution theory not only serves as a conceptual foundation, but also serves as a practical guide for madrasah principals to manage social and emotional interactions in the school environment.

Reinforcing this, Goleman's perspective on emotional intelligence emphasizes that effective leaders are not only intellectually intelligent, but also able to recognize, understand, and control the emotions of themselves and others.⁷ In madrasah management, emotional intelligence is an important provision to build healthy communication and strengthen relationships between school residents. When perception, attribution, and emotional intelligence are managed properly, madrasah heads will be wiser in making decisions and creating a conducive organizational climate.⁸

Thalib's research explains that leadership influences teacher attribution, still not specifically discussing the integration of other psychological dimensions.⁹ However, in Nurhaedah's research, the motivation of the madrasah head affects the work climate.¹⁰ Meanwhile, research by Parawitha shows that emotional intelligence has a significant effect on leadership effectiveness.¹¹ Continued by Ayuningtyas' research, effective leadership creates a positive work climate.¹² Some previous studies

⁶ Reina A. Hadikusumo. Dkk., *Kepemimpinan Dan Pengambilan Keputusan* (Cendikia Mulia Mandiri, 87 - 93, 2025).

⁷ João Marcelo Pereira Ribeiro Dkk., "Green Campus Initiatives As Sustainable Development Dissemination At Higher Education Institutions: Students' Perceptions," *Journal Of Cleaner Production* 312 (Agustus 2021): 127671, <https://doi.org/10.1016/j.jclepro.2021.127671>.

⁸ Iskandar Zulkarnain Dan Salito Salito, "Membangun Kepemimpinan Organisasi Efektif Di Era Kecerdasan Emosi: Sebuah Kerangka Konseptual," *Jurnal Pendidikan, Sosial Dan Pengabdian Masyarakat* 2, No. 1 (2025): 76-80, <https://doi.org/10.5281/zenodo.15545613>.

⁹ Darmawan Thalib Dkk., "Atribusi Bawahan Terhadap Pemimpin Berkarisma," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 5, No. 02 (2019): 205-16, <https://doi.org/10.32678/tarbawi.v5i02.2088>.

¹⁰ Andi Nurhaedah Dan Surni Kadir, "Motivasi Kepala Sekolah Dalam Menciptakan Iklim Kerja Di Madrasah Aliyah Ddi Kelurahan Baru Kabupaten Tolitoli," *Journal Of Educational Management And Islamic Leadership (Jemil)* 3, No. 1 (2024): 1-15, <https://doi.org/10.56338/jemil.v4i01.5007>.

¹¹ Anak Agung Gde Agung Parawitha Dan Anak Agung Ngurah Eddy Supriyadinata Gorda, "Pengaruh Kecerdasan Spiritual, Kecerdasan Emosional, Kepemimpinan Transformasional Terhadap Kepuasan Kerja Dan Kinerja," *Jurnal Ilmiah Manajemen Dan Bisnis* 2, No. 2 (2017): 347-59, <https://journal.undiknas.ac.id/index.php/Manajemen/Article/View/2088>.

¹² Dian Ayuningtyas, "Peranan Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 23 Juni 2017, 1-29, <https://ejournal.staindirundeng.ac.id/index.php/Tadib/Article/View/31>.

still leave a gap for researchers to analyze more deeply related to the integration of the philosophical dimensions of leadership such as perception, attribution and emotional in decision-making.

MA Al Washoya Ngoro Jombang was selected as the research site because it represents a madrasah leadership context that emphasizes harmonious and sustainable relationships through reflective and empathetic approaches in engaging teachers, students, and parents. This leadership orientation differs from leadership practices commonly found in public schools, which tend to focus more on managerial and administrative aspects with relatively limited attention to psychological dimensions such as perception, attribution, and emotional intelligence. Examining this context is important because studies on educational leadership often prioritize managerial competence, while the psychological aspects of leaders in decision-making remain less explored, particularly in Islamic educational institutions. Therefore, this study is expected to provide valuable insights into how psychological dimensions shape leadership practices and decision-making processes within the madrasah environment.

Based on this background description, this research not only enriches the academic literature on the psychological factors of Islamic educational leadership, but also has a practical contribution to the development of madrasahs. This research is focused on analyzing how leaders integrate the psychological dimension in decision-making, the contribution is expected to provide a more complete picture of how leaders respond to real challenges in the field.

Methods

This research applies a qualitative approach with a case study design because it aims to explore in depth the leadership process of madrasah heads and the accompanying psychological dynamics in a natural context.¹³ This approach was chosen so that researchers can fully understand the meanings, considerations, and subjective experiences that influence leadership decision-making at MA Al Washoya Ngoro Jombang. Research informants are determined purposively, including the head of the madrasah as the main decision-maker, the curriculum waka, and the teacher council who are directly involved in the leadership process and policy implementation.

Data collection was carried out through in-depth interviews to explore the perceptions, ways of thinking, and psychological considerations of madrasah heads in making decisions, participatory observation to see firsthand interactions, emotion management, and work relationship patterns in the madrasah environment, as well as documentation studies as support

¹³ Asep Mulyana Dkk., *Metode Penelitian Kualitatif* (Penerbit Widina, 2024).

for policies and leadership activities.¹⁴ Data analysis was carried out interactively with the stages of data reduction through the sorting of relevant information. With the psychological aspect of leadership, the presentation of data in the form of thematic narratives so that the relationship between findings is easy to understand, and conclusions are drawn by interpreting patterns of perception, attribution, and emotional management that affect the effectiveness of decision-making of madrasah heads in a contextual manner.

Result

Based on the results of observations and interviews conducted with a number of key informants, a preliminary picture of the psychological factors that affect leadership practices in the educational institutions studied was obtained. Findings in the field show that leaders' perceptions, attributions, and emotional aspects are closely related to the decision-making process and management of the institution. Respondents' perceptions of the integrity and exemplary leaders form trust and a conducive work climate, while attribution to performance is reflected in the ability to identify problems and determine solutions in a disciplined manner. On the other hand, the leader's emotional management is seen through positive expressions and responses in dealing with various situations, which also affect the teacher's attitude and the effectiveness of the decisions taken.

The results of these observations are then presented in the form of a table as material for research analysis.

No.	Psychological Factors	Description
1.	Perception of the Head of the Madrasah	The efforts of the head of the madrasah in interpreting his leadership which is service-oriented and exemplary in fostering madrasah residents.
2.	Contribution of the Head of Madrasah	The way the head of the madrasah assesses the success of the program is by placing discipline as the main factor in performance achievement.
3.	Emotional Madrasah Head	The ability of madrasah heads to manage emotions positively and objectively in institutional decision-making.

Table 1. Interview Observation Results

¹⁴ Nur Afifatul Sakiah Dan Kiki Nia Sania Effendi, "Analisis Kebutuhan Multimedia Interaktif Berbasis Powerpoint Materi Aljabar Pada Pembelajaran Matematika Smp," *Jp3m (Jurnal Penelitian Pendidikan Dan Pengajaran Matematika)* 7, No. 1 (2021): 39–48, <https://doi.org/10.37058/jp3m.v7i1.2623>.

Perception of Madrasah Heads and Decision Making

The demand for madrasah heads to be more responsive to perceptions is one of the important aspects in influencing the dynamics of work relations in the educational environment.¹⁵ As the leader of the institution, the head of the madrasah has a central role in assessing and understanding.¹⁶ Positive perceptions in decision-making can build a conducive work climate so as to encourage the creation of a productive work culture.

In the context of Islamic education management, the perception of madrasah heads towards decision-making when conflicts occur is reviewed from the aspect of professionalism and also the support of the spiritual dimension. The head of the madrasah is expected to be able to interpret the situation of the educational environment based on Islamic values.¹⁷ Thus, the way of viewing the head of the madrasah in making decisions and appreciating the teacher will greatly determine the quality of interpersonal relationships and the success of the madrasah in forming students.

Based on the results of the interview, the head of the madrasah views the decision-making process as part of a strategic effort in realizing the vision of the madrasah. Every policy taken does not solely rely on the authority of the leadership, but is based on the understanding that the success of the institution is built through synergy and involvement of all elements of education. This perception encourages madrasah heads to avoid one-sided leadership patterns and prioritize a participatory approach in determining the direction and steps of the institution.

The interpretation of the interview results shows that the head of the madrasah interprets decision-making as a process that considers the psychological condition and diversity of the background of the madrasah residents. These differences are not seen as obstacles, but as potentials that need to be managed wisely so that every decision taken is able to strengthen a sense of belonging and support the achievement of educational goals in a sustainable manner.

¹⁵ Imelia Sahda Salsabilla Dkk., "Persepsi Guru Dan Siswa Terhadap Manajemen Akreditasi Di Sekolah Menengah Atas," *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 10, No. 2 (2024): 227-46, <https://doi.org/10.26594/Dirasat.V10i2.5332>.

¹⁶ Nurhaedah Dan Kadir, "Motivasi Kepala Sekolah Dalam Menciptakan Iklim Kerja Di Madrasah Aliyah Ddi Kelurahan Baru Kabupaten Tolitoli." " *Journal Of Educational Management And Islamic Leadership* (Jemil) <https://doi.org/10.56338/Jemil.V4i01.5007>.

¹⁷ Nada Shofa Lubis, "Pembentukan Akhlak Siswa Di Madrasah: Kontribusi Lingkungan Sekolah, Kompetensi Guru, Dan Mutu Pendidikan," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, No. 1 (2022): 137-56, [https://doi.org/10.25299/Al-Thariqah.2022.Vol7\(1\).8847](https://doi.org/10.25299/Al-Thariqah.2022.Vol7(1).8847).

The perception of madrasah heads towards phenomena in the institution is based on Islamic values, such as the principles of *ukhuwah*, and *syawir* (deliberation). With the right perception, leaders are able to interpret potentials and constraints accurately, so that the decisions taken are more humane and relevant to the socio-religious context in overseeing the madrasah comprehensively.¹⁸

Overall, the findings of the interview illustrate that the efforts of the madrasah head to view every situation within the institution cannot be separated from the background of experience and the hold of Islamic values. By making the principles of *ukhuwah*, and deliberation as a foothold, the head of the madrasah is able to read opportunities and challenges more accurately. In the end, this perception pattern provides a strong basis for the birth of more humane decisions, according to the socio-religious context, and supports the management of madrasahs.

Attribution of Madrasah Heads in Assessing Teacher Performance

Teacher performance appraisal is an important part of the managerial process that determines how a leader understands the causes of their members' behaviors and work outcomes. In the world of education, the head of the madrasah is not just supervising, but as an assessor in analyzing various factors that affect teacher performance. Assessment is carried out fundamentally based on the final learning results, it also has consideration of various aspects such as personal, situational, and contextual where these factors are very likely to affect the way teachers carry out their duties in the classroom and outside the classroom.¹⁹

Through the process of directed attribution, the head of the madrasah MA Al Washoya can understand whether the teacher's performance is influenced by personal ability, motivation level, work environment conditions, or other external factors. This understanding is very important so that the head of the madrasah is not trapped in subjective or emotional assessments. When the assessment is carried out by considering various points of view, the decision making of the madrasah head will be fairer, objective, and able to provide constructive feedback for the improvement of teacher professionalism.

"In the interview, the vice president of curriculum and the teacher council explained that the head of the madrasah before assessing the performance of the teacher always tries to understand in advance what is the

¹⁸ Irma Rosita, "Gaya Kepemimpinan, Komunikasi, Dan Pengambilan Keputusan Dalam Meningkatkan Efektivitas Manajemen Pada Lembaga Pendidikan Islam," *Jurnal Tarbiyah Almuslim* 2, No. 2 (2024): 137-51, <https://doi.org/10.71025/X3n19229>.

¹⁹ Stephen Klassen, "Contextual Assessment In Science Education: Background, Issues, And Policy," *Science Education* 90, No. 5 (2006): 820-51, <https://doi.org/10.1002/Sce.20150>.

cause behind the behavior or work results." The teachers' council often takes a personal approach, either through light conversations or daily observations with the head of the madrasah. This is to find out whether the problems that arise come from individual abilities, motivations or external factors that cannot be controlled by the teacher.

Through these efforts, leaders try to avoid making hasty judgments or decisions influenced by emotions. They attempt to understand the real situation by considering the various factors that influence teachers' behavior and performance. As a result, decision-making becomes fairer and more objective, while the attribution approach provides constructive feedback and encourages teachers to develop their potential without feeling blamed or judged.

In practice, the attribution of the head of the madrasah is also closely related to the leadership style applied. The figure of a wise madrasah head will use an empathetic and reflective approach in understanding each personal situation.²⁰ A leader plays the role of analyzing the factors that cause low performance and trying to explore the root of the problem with open communication to find solutions with members. With this flow, the teacher performance assessment process can be an effective means of coaching in forming strategic steps in developing the quality of education.

Objective and fair attribution of madrasah heads is able to create a sense of psychological security, increase motivation, and build trust in their subordinates.²¹ Therefore, the ability of madrasah heads to examine various factors that affect teachers' behavior and performance through a careful attribution process is an important foundation for the creation of more proportionate and objective decisions. His unhurried perspective in assessing the situation makes the coaching process more humane and in accordance with the needs of each individual, so that teachers feel safer to convey their obstacles and expectations.

In this regard, the approach makes a considerable contribution to forming a supportive organizational climate, where teachers feel valued and encouraged to continue to grow, both professionally and spiritually. According to Edgar H. Schein, a positive organizational climate can strengthen professional commitment and foster a collaborative culture within educational institutions.²² Therefore, such a work environment can strengthen the relationship between leaders and teachers and encourage collaboration,

²⁰ Ismail Anas, "Peran Dan Fungsi Kepala Madrasah Dalam Meningkatkan Profesionalisme Guru," *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 5, No. 4 (2024): 401-9, <https://doi.org/10.58401/Salimiya.V5i4.1891>.

²¹ Muhammad Al-Azan Dkk., "Persepsi Dan Teori Atribusi Kelley," *Jurnal Manajemen Dakwah Dan Ilmu Komunikasi* 1, No. 2 (2025): 115-24, <https://journal.imdikpublisher.com/imdik/article/view/12>.

²² Edgar H. Schein, *Organizational Culture and Leadership* (John Wiley & Sons, 2010).

which is an important capital for improving the overall quality of the madrasah.

Emotional Management of Madrasah Head Leadership

The ability to manage emotions is one of the main skills that a madrasah head must possess in carrying out his leadership duties. In a complex educational environment, madrasah heads are often faced with various situations that demand calmness, wisdom, and the ability to control themselves. The pressure of administrative work, differences in teacher character, and demands from parents and society can cause a high emotional burden.²³ Therefore, the ability of madrasah heads to recognize, understand, and manage their emotions is key in making decisions and creating a harmonious work climate.

Leaders who manage their emotions well will find it easier to build positive interpersonal relationships in the madrasah environment. A calm, empathetic, and thoughtful attitude in dealing with problems will foster trust and respect from teachers and education staff. In line with that, effective emotional management helps madrasah heads in making rational decisions, not in a hurry. It is important that every policy taken is truly based on objective considerations and oriented towards the benefit of the institution.

In interviews, the curriculum and teacher staff said that the head of the madrasah often showed the ability to manage emotions stably, especially when sensitive problems arose. The teachers' council revealed that the head of the madrasah is never in a hurry to respond to a conflict, both between teachers and when dealing with complaints from students' parents. The principal prefers to calm the atmosphere first and open a dialogue room so that both parties can express their views honestly. The teacher added that the approach of the madrasah head is usually accompanied by an empathetic and patient attitude, even occasionally closed with spiritual advice or short prayers together. According to him, such a way often makes tense situations more conducive and helps the parties involved feel appreciated.

In line with that, in the context of Islamic education leadership, emotional control is also closely related to spiritual values that are the moral foundation of madrasah heads. A leader who is able to hold back anger, be patient, and be open reflects a mature personality and exemplary spirit. This ability does not only affect the effectiveness of leadership, but also becomes an inspiration for all madrasah residents in building a work culture full of sincerity and responsibility. Thus, emotional management is not only a psychological aspect, but also an integral part of leadership with character and morals.

²³ Rachmat Satria Dkk., "Analisis Faktor-Faktor Penyebab Stres Kerja Terhadap Kinerja Guru: Studi Literatur Komprehensif" *Jurnal Riset Dan Inovasi Pembelajaran* 5, No. 1 (2025): 249–63, <https://doi.org/10.51574/jrip.V5i1.2889>.

The ability of madrasah heads to manage emotions has significant implications for the formation of reflective and harmonious leadership, where decisions are not only rational but also consider various angles, such as social and emotional aspects for teachers and students.

Implications of the Psychological Dimension on Decision Making

The integration of accurate perception, fair attribution, and careful management of emotions resulted in humanist leadership at MA Al Washoya. The head of the madrasah plays a role not only as a manager who regulates its administration and management but also as a *murobbi* who guides the moral and emotional life of all school residents. This leadership balances formal authority with spiritual example, as well as fostering a collaborative, empathetic, and value-based culture of Islam.

Theoretical implications suggest that there is a significant influence of the psychological dimensions of leadership such as perception, attribution, and emotions interacting with each other in strengthening decision-making effectiveness and interpersonal relationships. In practice, leadership that considers these three dimensions produces a sports school climate so as to support the professional development of teachers as well as the formation of students' character with Islamic values.

The consistency of the madrasah head in implementing humanist leadership is also reflected in his ability to read the psychological dynamics of teachers and students proportionally. The head of the madrasah carries out *a sense-making* process of the situation that occurs, then translates it into an adaptive policy without ignoring Islamic values.²⁴ Thus, accurate perception does not stop at the ability to understand reality, but also becomes a wise decision that accommodates individual needs and institutional interests. This also strengthens the position of the head of the madrasah as a central figure who is able to maintain a balance between administrative, pedagogical, and spiritual aspects.

In addition, fair attribution helps the head of the madrasah not to rush to conclude the mistakes or weaknesses of the other party, but first to weigh the causative factors behind it. This approach creates an atmosphere of mutual trust while reducing the tendency of interpersonal conflict to build stronger solidarity in the madrasah environment.²⁵ Stable emotional management complements the process, as the presence of a calm, open, and communicative leader becomes an emotional role model for teachers and

²⁴ Atie Rachmiate, "Profil Jurnalis Di Era Reformasi: Studi Kualitatif Dengan Pendekatan Sense Making Tentang Profil Sumber Daya Manusia Di Media Cetak, Radio, Dan Televisi," *Mediator: Jurnal Komunikasi* 2, No. 1 (2001): 101-14, <https://doi.org/10.29313/Mediator.V2i1.722>.

²⁵ Ficky Dewi Ixfina, "Dinamika Interaksi Sosial Di Lingkungan Madrasah Ibtidaiyah Nurul Yaqin Surabaya," *Tarsib: Jurnal Program Studi Pgsd* 1, No. 2 (2024): 1-9, <https://doi.org/10.61181/Tarsib.V1i2.381>.

students. The combination of these three aspects ultimately strengthens a healthy organizational culture and is oriented towards the sustainability of the quality of education.

Overall, the integration of perception, attribution, and mature management of emotions forms an important foundation for the presence of humanist leadership at MA Al Washoya in decision-making. This leadership model is relevant in the context of Islamic education management, giving rise to a theoretical contribution to the development of the study of psychology-based leadership and moral values. Thus, the head of the madrasah is able to carry out his role more comprehensively as a leader as well as a character builder, which ultimately supports the creation of a quality educational environment, and is oriented towards the formation of a generation with noble character.

Discussion

The psychological dimension in the form of perception, attribution, and emotion has an important role in determining the effectiveness of a leader in organizational decision-making. Leadership depends not only on managerial skills and technical mastery, but also on the leader's reflective ability to understand situations, assess previous experiences, and consider the impact of decisions on all members of the organization. This reflective attitude is the basis for leaders to act more wisely and not hastily, so that the decisions made are contextual and oriented towards the common interest.

The empathic approach further strengthens the psychological dimension of leadership, particularly in building a harmonious relationship between leaders and subordinates. Empathy allows leaders to understand the emotional conditions, needs, and expectations of members of the organization, so that the interactions that are established are not only structural, but also human. In the context of decision-making, empathy helps leaders respond to problems proportionately, manage conflicts wisely, and maintain a conducive and sustainable work climate.

From the perspective of Islamic values, reflective and empathetic leadership is in line with the principles of *trust*, *'adl* (justice), and *rahmah* (compassion). These values place the leader as a figure who is morally and spiritually responsible for every decision taken. Leadership is not understood as a tool of power, but as a form of devotion and example (*uswah hasanah*) that demands sensitivity to the psychological and social conditions of the organization's members.

The relationship between the psychological dimension and Islamic values can be explained through transformational leadership theory. In this framework, the leader's ability to maintain a conducive work climate reflects the dimension of *idealized influence*, where the leader is perceived as a figure who can be trusted and respected. The positive perception of subordinates towards the reflective and empathetic attitude of the leader forms an

attribution that the policies taken are based on common interests and moral values, thus fostering high commitment and loyalty.

Furthermore, the emotional aspect in transformational leadership plays an important role in the decision-making process through the dimensions of *inspirational motivation* and *individualized consideration*. Leaders who have emotional intelligence are able to manage their emotions and understand the feelings of their subordinates, so that the resulting decisions are not only administratively rational, but also psychologically and ethically acceptable. The integration of perception, attribution, emotion management, and internalization of Islamic values makes transformational leadership more relevant in creating decisions that are equitable and oriented towards organizational sustainability.

Conclusion

Based on the results of the research, it can be concluded that the leadership of the head of the madrasah at MA Al Washoya Ngoro Jombang is greatly influenced by the quality of the psychological dimension he has, especially in terms of perception, attribution, and emotion management. Proper perception supports the madrasah head in making decisions, objective attribution helps assess performance fairly, and mature emotional management supports rational and empathetic decision-making. These three aspects contribute to creating a harmonious work climate, as well as strengthening interpersonal relationships in the madrasah environment.

The integration of the psychological dimension forms structurally effective and spiritually nuanced leadership. The head of the madrasah is able to balance administrative, social, and Islamic values considerations in every policy taken. Thus, madrasah leadership is oriented towards achieving institutional targets, thereby encouraging character development and strengthening a work culture based on empathy and justice. This leadership model is an important foundation for the development of sustainable quality in the world of Islamic education. Further research is suggested to expand the object and approach of the research in order to gain a deeper understanding of the role of the psychological dimension of leadership in diverse educational contexts.

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