

Transformational Leadership Interaction In Developing Personnel Quality At Ma'had An-Nahla Lhokseumawe City

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Abstract: This study aims to explain the interaction of transformational leadership in developing the quality of personnel at Ma'had An-Nahla Lhokseumawe City. This research is a type of qualitative field research with a descriptive approach. The data needed in this study are narrative and descriptive data sourced from research subjects namely Ma'had Leaders, Principals, Teachers, and Administrative Personnel with data collection techniques of interviews, observation, and documentation as well as analysis techniques consisting of data presentation, data reduction, and conclusion drawing. The results showed that the interaction of transformational leadership in developing the quality of personnel of principals, teachers and administrative staff at Ma'had An-Nahla consisted of: gaining respect from subordinates, believing in others, building challenges within the organisation, providing motivation, group spirit, showing the leader's efforts to encourage subordinates to be more innovative and creative, and all individuals get special attention.

Keywords: Interaction, Transformational Leadership, Personnel Quality

Abstract: Penelitian ini bertujuan untuk menjelaskan interaksi kepemimpinan transformasional dalam mengembangkan kualitas personalia di Ma'had An-Nahla Kota Lhokseumawe. Penelitian ini merupakan jenis field research yang bersifat kualitatif dengan pendekatan deskriptif. Data yang dibutuhkan dalam penelitian ini adalah data berbentuk narasi dan deskriptif yang bersumber dari subjek penelitian yaitu Pimpinan Ma'had, Kepala Sekolah, Guru, dan Tenaga Administrasi dengan teknik pengumpulan data wawancara, observasi, dan dokumentasi serta teknik analisa yang terdiri dari penyajian data, reduksi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa interaksi kepemimpinan transformasional dalam mengembangkan kualitas personalia kepala sekolah, guru dan tenaga administrasi di Ma'had An-Nahla terdiri dari: memperoleh rasa hormat dari bawahan, percaya kepada orang lain, membangun tujuan-tujuan yang menantang bagi pengikutnya, memberikan motivasi, semangat kelompok, memperlihatkan usaha pemimpin yang mendorong bawahannya menjadi lebih inovatif dan kreatif, dan semua individu mendapatkan perhatian secara khusus.

Kata Kunci: Interaksi, Kepemimpinan Transformasional, Kualitas Personalia

Introduction

Transformation and adaptation of educational institutions is a must in this era of technology and knowledge.¹ The concept of independent learning launched by the government is a facilitator for improving institutional capacity and teacher performance.² An organisation that continues to learn in the sense of being dynamic and responsive to developments in science and technology increasingly requires leadership that can respond to challenges, renewal and aspirations for change.³ The task of a leader is to influence people to behave in accordance with the vision, mission, core values and core beliefs of the organisation.⁴ A leader must be easy and adept at placing his leadership style according to the situation and conditions in the field, so that he can put things in place and pursue a common goal easily.⁵ A leadership style that does not involve subordinates in making decisions will result in disharmonised relationships between the leader and the led.⁶

Transformational leadership as a process in achieving the wishes of an educational institution by providing direction to increase employee confidence and even pay attention to employees in the process of directing these employees, so it can be said that when leaders are able to transform their employees well, job satisfaction will be felt by employees.⁷ Transformational leadership is when leaders can motivate the importance of performance value, expand knowledge, and can increase the needs of each organisational resource and encourage organisational change in a better direction to achieve organisational goals.⁸ Transformational leadership is demonstrated by the leader's ability to change teachers' consciousness, to inspire staff and to

¹Masduki Asbari, "Pengaruh Kepemimpinan Transformasional Dan Iklim Organisasi Terhadap Kinerja Dosen," *Jurnal JOCE IP* 13, no. 2 (2019): p. 172-86.

²Sherly et al., "Merdeka Belajar: Kajian Literatur In," *UrbanGreen Conference Proceeding Library*, 2021, p. 183-90.

³Aan Komariah and Cepi Triatna, "Visionary Leadership: Menuju Sekolah Efektif" (Jakarta: Bumi Aksara, 2006), p. 40.

⁴Fahmi Khumaini et al., "Kepemimpinan Dalam Pendidikan Islam," *Ál-Fâhim: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2019): p. 1-17.

⁵Hoerul Ansori, "Solusi Gaya Kepemimpinan Pendidikan Islam Solusi Gaya Kepemimpinan Pendidikan Islam Di Era Modern Hoerul Ansori UIN Sunan Kalijaga Yogyakarta," *AL-FAHIM, Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2019): p. 70-89.

⁶Andrianto, "Kepemimpinan Kepala Sekolah Dalam Implementasi Manajemen Berbasis Sekolah Di SMA Al-Masthuriyah," *Ál-Fâhim: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (2020): p. 92-110.

⁷Jumiran et al., "Pengaruh Dimensi Kepemimpinan Transformasional Terhadap Kepuasan Kerja Dan Komitmen Organisasional: Studi Kasus Pada Dosen Perguruan Tinggi Swasta," *EduPsyCouns: Journal of Education, Psychology and Counseling* 2, no. 1 (2020): p. 600-21.

⁸Khalifatul Sa'adah, Ainol, and Ismatul Izzah, "Kepemimpinan Transformasional Kepala Madrasah Terhadap Implementasi Kurikulum Merdeka Di Probolinggo," *Al-Fahim : Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2023): p. 120-35.

motivate them to achieve high performance voluntarily beyond targets without being coerced by leaders.⁹

In order for the process of developing the personnel of educational institutions to run smoothly and continuously, it is necessary and required effective leadership, namely a leadership that appreciates the efforts of subordinates, who treats them according to the talents, abilities and interests of each individual, who provides encouragement and directs themselves towards achieving the goals of educational institutions.¹⁰ Suryosubroto explained that personnel is a unit of human units that are incorporated into a group that has a common task within the scope of mutually agreed rules.¹¹

Improving the quality of human resources, institutional development, and fostering networks both internally and externally, is very necessary in managing human resources in one of the Islamic Education Institutions, namely Pondok Pesantren.¹² Personnel Services has the task of creating and maintaining the conduciveness of the educational atmosphere in the Pondok Pesantren, this is done to help students to be comfortable learning.¹³ The personnel functions that leaders must carry out are attracting, developing, reviewing and motivating personnel to achieve system goals, helping members achieve positions and standards of behaviour, maximising the career development of education personnel, and aligning individual and organisational goals.¹⁴ A boarding school leader is expected to be able to realise an Islamic-based education management implementation that can maximise services to the community. Within the management framework, the boarding school leader has two major roles in achieving organisational goals, namely as a manager and leader. Both roles are inherent in a Pondok Pesantren leader.¹⁵

In the research of Fitri Wahyuni and Binti Maunah explained that the application of transformational leadership in Islamic education at MI Al-Kautsar Duri Sawoo Ponorogo, is carried out by providing idealistic influence

⁹Luthans, "Organizations Behavior" (McGraw Hill International: John E. Biernat, 2022), p. 231-34.

¹⁰ Romdloni, "Manajemen Personalita Sebagai Upaya Dalam Meningkatkan Kualitas Personalita Di Madrasah," *Evaluasi* 1, no. 1 (2017): p. 69-84.

¹¹B. Suryosubroto, "Manajemen Pendidikan Di Sekolah" (Jakarta: Rineka Cipta, 2010), p. 86.

¹² Mukhibat, "Manajemen Sumber Daya Manusia Dalam Pondok Pesantren," *Forum Tarbiyah* 10, no. 2 (2012): p. 174-85.

¹³ Fery Diantoro, "Implementasi Manajemen Personalita Pendidikan Islam Berbasis Pengabdian Di Pondok Pesantren Wali Songo Ngabar, Jawa Timur," *Manageria: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2020): p. 137-54.

¹⁴E. Mulyasa, "Manajemen Berbasis Sekolah Konsep, Strategi, Implementasi" (Bandung: Rosda Karya, 2007), p. 42.

¹⁵Sergiovasi & Starrat, "Supervision a Redefinition" (New York: Mc Graw-Hill, 1993), p. 99.

to all school members, providing inspiration, as well as intellectual stimulation, providing individual consideration, emphasising the direction that the principal wants to go through a clear vision and mission statement.¹⁶ Bashori in his research explained that Kyai as a transformative leader in managing his educational institution has four dimensions; 1) Charismatic leadership, where the Kyai's position is used as a role model by his followers, 2) Inspirational motivation, where a Kyai is able to inspire and motivate his followers to achieve pesantren goals, 3) intellectual stimulation, which is able to foster ideas and ideas from others to advance pesantren education institutions, 4) Individualized consideration, where a Kyai is willing to listen to the aspirations and input of others for the development of the educational organisation he leads.¹⁷

Ma'had An-Nahla Lhokseumawe City has a relatively young leader, but is able to monitor and embrace all Ma'had affairs smoothly, both the Principal, teaching staff and administrative staff. Ma'had An-Nahla is an integrated boarding school that implements a dormitory-based education system. Under the leadership of Tgk. Taufikurrahmi, S.E from 2019-2022 many achievements, not only students but also teachers. The achievements cannot be separated from the reputation of the leadership, teachers and administrative staff.

The teaching staff and administrative staff at Ma'had An-Nahla come from alumni who have been prepared to educate the students in the next period. All teachers have a background in high school education, none of them have a bachelor's degree, so the experience they have in educating, transferring knowledge and guiding students is very limited. At the beginning of the leadership of Tgk. Taufikurrahmi, SE in 2019 the productivity of Ma'had An-Nahla teachers decreased, this was due to the incompatibility of the vision and mission of the leadership at that time. Coupled with the covid-19 pandemic for 2 years, the interaction between Ma'had leaders and teachers was reduced. Over time and the end of the co-19 pandemic, Ma'had leaders have been able to interact with personnel normally, resulting in the development and improvement of Ma'had personnel performance. The following is the number of personnel at Ma'had An-Nahla:

¹⁶Fitri Wahyuni dan Binti Maunah, "Kepemimpinan Transformasional Dalam Pendidikan Islam," *Southeast Asian Journal of Islamic Education Management* 2, no. 2 (2021): p. 141-62.

¹⁷Bashori, "Kepemimpinan Transformasional Kyai Pada Lembaga Pendidikan Islam," *Al-Tanzim : Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2019): p. 73-84.

Table 1
Personnel of Ma'had An-Nahla Lhokseumawe City

No	Personnel	Gender		Amount
		Male	Female	
1	Principal	2	-	2
2	Teacher	12	11	23
3	Administration Staff	2	3	5
4	Library Staff	-	1	1
5	Security Officer	1	-	1
6	Cleaning Officer	1	-	1
Total		18	15	33

The table above shows that Ma'had An-Nahla has a simple structure consisting of the Principal, Teachers, Administrative and library staff, security and cleaning staff. The number of personnel is almost balanced between men and women, 54.5% and 45.5%. Based on the theoretical review and previous studies as well as the phenomenon above, this research will focus on the study of transformational leadership interaction in developing the quality of personnel of principals, teachers, and administrative staff at Ma'had An-Nahla Lhokseumawe City.

Method

This research is a type of qualitative field research with a descriptive approach. Qualitative research emphasises more on the deductive and inductive inference process and on analysing the dynamics of the relationship between observed phenomena using scientific logic.¹⁸ The data needed in qualitative research is data in the form of narratives and descriptive data sourced from the research subjects, namely the Head of Ma'had An-Nahla, to find out how the concepts, behaviours and traits of transformational leadership are applied, the principal as the person in charge of the SMP and SMA units, teachers as implementers of teaching and learning activities and administrative staff as administrators in Ma'had An-Nahla.

The data collection techniques used by researchers to complete the necessary data are: 1) Interviews, conducted with leaders, principals, teachers, and administrative staff at Ma'had An-Nahla, 2) Observation, observing the interaction activities of Ma'had leaders with personnel in formal and non-formal situations, 3) Documentation, consisting of profiles, photos, videos, archives, and records of daily activities of the Leader in interaction with personnel in Ma'had. The data analysis technique used is in accordance with the steps or stages of analysing qualitative data according to Miles and

¹⁸Raihan, "Metodologi Penelitian" (Jakarta: Universitas Islam Jakarta, 2017), p. 32.

Huberman¹⁹, namely data display or data presentation, data reduction, and conclusion drawing.

Result and discussion

Based on the results of research on transformational leadership interaction in developing the quality of personnel of principals, teachers and administrative staff at Ma'had An-Nahla, there are several parts of the characteristics of transformational leadership interaction contained in the self and activities of Ma'had leaders, among others:

Gaining Respect from Subordinates

The existence of an educational institution leader is needed as a role model and symbol of an organisation. The leader can move his institution towards forward and backward all depends on the methods and systems adopted by the leader. This concerns the ability of the leaders of educational institutions who are able to make ideas or ideas to their subordinates in order to achieve common goals. There are several indicators included in this characteristic, one of which is gaining respect from subordinates. Regarding the interaction of Ma'had transformational leadership characterised by the indicator of gaining respect from subordinates, the following are the results of the interview:

Table 2
Indicators of Gaining Respect from Subordinates

No	Subject	Conclusion
1	SMA Principal	Guide, Organise, Respect the leader, Submit to the leader's direction
2	SMP Principal	Empathy, Friendly, Respect for leadership
3	SMA Administration Staff	Humble, Role model, Encourage
4	SMP Administration Staff	Humble, Role model, Respect for leadership
5	Ma'had Administration Staff	Sympathy, Role model, Respect for leadership
6	Teacher 1	High potential, Role model, Comfortable
7	Teacher 2	Kinship, role modelling, respect for leaders

The results of observations by observing the implementation of the process of recitation and coaching of subordinates, seen when the leader of

¹⁹Sandu Siyoto, "Dasar-Dasar Metodologi Penelitian" (Yogyakarta: Literasi Media Publishing, 2015), p. 90.

Ma'had An-Nahla speaks, gives direction and advice, all subordinates listen well. It can be seen that teachers, administrative staff, principals also respect the leader by not talking when the leader is guiding.

Based on the results of interviews from leaders, principals of SMA and SMP, administrative staff of SMA, SMP and Ma'had An-Nahla and teachers, followed by observations and documents, the researcher concluded that the Ma'had leader is a leader who guides, empathises, is friendly and sympathetic to all his subordinates. The leader also has a broad-minded personality, a family nature and a good role model so that his subordinates all respect him.

Transformational leadership has different dimensions or characteristics from several other leadership styles. One of the characteristics of transformational leadership is Idealised influence-charisma, concerning the ability of leaders who are able to make ideas or ideas to their subordinates in order to achieve common goals. There are several indicators included in this characteristic, one of which is gaining respect from subordinates. As stated by Komariah and Triatna that one of the characteristics of a transformational leader is that the leader must have foresight in order to fix future problems.²⁰

Trusting Others

This trust in others is part of the characteristics of Idealised influence-charisma. A transformational leader must be able to give trust to his subordinates. The results of interviews about indicators of trust in others in Ma'had An-Nahla transformational leadership interactions:

Table 3
Indicators Of Trust In Others

No	Subject	Conclusion
1	SMA Principal	Earning trust, Supporting subordinates' actions, Positive thinking
2	SMP Principal	Earning trust, Supporting subordinates' actions, Positive thinking
3	SMA Administration Staff	Earning trust, Supporting subordinates' actions, Positive thinking
4	SMP Administration Staff	Earning trust, Supporting subordinates' actions, Positive thinking
5	Ma'had Administration Staff	Earning trust, Supporting subordinates' actions, Positive thinking
6	Teacher 1	Earning trust, Supporting subordinates' actions, Positive thinking
7	Teacher 2	Earning trust, Supporting subordinates' actions, Positive thinking

²⁰Aan Komariah and Cepi Triatna, "Visionary Leadership: Menuju Sekolah Efektif." p. 78.

The results of field observations by observing the implementation of the recitation process and meetings, in this situation it was seen that the Ma'had An-Nahla leader was giving instructions to his subordinates that the leader would have business outside the area. The leader gave several mandates to several people with certain tasks that must be completed. The leader of Ma'had An-Nahla has a busy schedule, he must organise and supervise Ma'had administratively and build relationships with various parties, so that Ma'had continues to be recognised and develop in a better direction. When the Ma'had Leader is on duty outside the area, so that the administrative process in Ma'had runs as usual, the leader gives trust to his subordinates to oversee all Ma'had activities, both in terms of learning and administration.

From the results of the data above, it can be concluded that from the figure of the Ma'had leader has full trust in subordinates, but does not fully trust because the capacity to lead is not owned by all staff, but only a few teachers. Meanwhile, from all staff towards the leadership they feel, that all staff get trust, the leader supports actions and always thinks positively about the results obtained and is fully responsible for his subordinates.

Ma'had leaders prepare leadership regeneration by giving trust to become the Chairperson in an activity or represent the leadership in certain activities both internal and external. Administrative personnel have full trust in their positions and duties and receive support from every activity that has a positive impact on Ma'had. Leaders always guide and encourage all personnel in case of mistakes and poor results from their performance.

The belief system instilled in Ma'had An-Nahla is in accordance with what Ismawati stated, that the things that can cause someone to trust others are the development of a belief system through life experiences, rules and norms that exist in institutions or society.²¹ In another section, Luthan argues that one of the transformational leaders must have the trait of entrusting something to others.²²

Building Challenges Within The Organisation

Every individual has a goal in life, as well as in organisations must also have goals that must be achieved. These goals are usually related to the vision and mission of an organisation. Building challenging goals is one of the indicators of transformational leadership characteristics. A leader must be able to generate and build the enthusiasm of subordinates so that each position has a goal that must be achieved. Results from interviews with Ma'had personnel about indicators of building challenges within the organisation in Ma'had An-Nahla transformational leadership interactions:

²¹Ismawati, "Budaya Dan Kepercayaan Jawa" (Yogyakarta: Gama Media, 2002), p. 17.

²²Luthans, "Perilaku Organisasi" (Yogyakarta: Penerbit Andi, 2006), p. 653.

Table 4
Indicators of building challenges within the organisation

No	Subject	Conclusion
1	SMA Principal	Setting targets, freedom to take action
2	SMP Principal	Setting targets, freedom to take action
3	SMA Administration Staff	Setting targets, Guiding, Tasks according to ability
4	SMP Administration Staff	Setting targets, guiding
5	Ma'had Administration Staff	Setting targets, guiding
6	Teacher 1	Setting targets, Guiding, Optimal results
7	Teacher 2	Setting targets, guiding, encouraging

To strengthen the results of interviews with the informants above, the researcher conducted a field visit by observing the implementation of the recitation and coaching process. In this situation, the leader was seen talking about the vision and mission of Ma'had as well as the responsibilities that each member must achieve towards the vision and mission.

From the results of the data above, it can be concluded that the figure of the Ma'had leader in building a challenging one for his followers is first seen from the vision and mission, secondly, in terms of working to embrace not suppress subordinates, work optimally and without excessive intimidation. Therefore, this will make followers comfortable in achieving agreed goals. Furthermore, leaders treat their subordinates by providing targets, freedom of action, giving tasks according to their abilities, guiding, providing solutions if there are obstacles to the goals to be achieved and encouraging.

Ma'had An-Nahla leaders also give certain tasks to their members outside of their duties and functions, the aim is that members are not bored with their current positions and can further hone their thinking skills in dealing with problems. When given challenging tasks or outside their duties and giving special targets, the nature of the leader does not press but embraces. Ask about obstacles so that solutions are immediately found so that subordinates can work without intimidation or heavy pressure so that they can work optimally to achieve the targets given.

Based on the existing theory and juxtaposed with the research findings, Ma'had An-Nahla leaders have carried out one of the characteristics of transformational leadership well. This characteristic is Idealised influence-charisma or the ability of a leader to generate productive ideas through bringing the awareness of his subordinates to a certain direction and purpose. According to Setiawan, transformational leadership has four characteristics,

namely Idealised influence-charisma, Inspirational motivation, Intellectual simulation and Individualised consideration.²³

Providing Motivation

Motivation is an absolute must-have for a leader because if a leader does not have motivation within himself how can he move and generate motivation within his members in carrying out the vision of the organisation. The delivery of motivation can be done in various ways. Transformational leadership requires leaders to be good at providing motivation as a source of inspiration for their members. The results of interviews on indicators of providing motivation in Ma'had An-Nahla transformational leadership interactions:

Table 5
Indicators Of Providing Motivation

No	Subject	Conclusion
1	SMA Principal	Foresight, Feedback and motivation, Discussion
2	SMP Principal	Giving input and motivation, Discussion, In the recitation forum
3	SMA Administration Staff	Encouragement, Reward, Discussion
4	SMP Administration Staff	Encouragement, Support, Calm without emotion
5	Ma'had Administration Staff	Encouragement, Support, Calm without emotion
6	Teacher 1	Encouragement, Support, Calm without emotion
7	Teacher 2	Encouragement, Support, Calm without emotion

The results of field observations by observing the implementation of the supervision and coaching process, in this situation the leader was seen providing motivation to Ma'had teachers and other staff. The staff and teachers were very enthusiastic in listening to the instructions from the leader.

From the results of the data above, it can be concluded that the Ma'had leader in providing motivation during the recitation process, giving advice and asking about all the conditions of teachers and other staff, enthusiasm. The Ma'had leader is also someone who cares, sees things far ahead, he provides motivation also from life experience and the language used is very soft, not harsh and full of anger.

²³Muhith Setiawan, Bahar, "Transformational Leadership Ilustrasi Di Bidang Organisasi Pendidikan" (Jakarta: Raja Grafindo, 2013), p. 170.

Leadership from Ma'had An-Nahla leaders in providing motivation in the form of advice, appreciation, life experience and foresight. Motivation is conveyed during the recitation process. During the recitation, what the leader said was in the form of giving advice and giving appreciation and asking about all the conditions of his teachers. The leader of Ma'had An-Nahla is also someone who cares and is sensitive. Another form of motivation is also given by the leader of Ma'had An-Nahla in the form of life experiences so far lived. In delivering motivation using language is very soft, not rude and calm without emotion.

Danim and Suparno suggested that the dominant characteristic of a transformational leader is able to generate inspirational motivation.²⁴ Sahgal and Pathak explained that transformational leadership can increase the motivation of subordinates so as to place organisational responsibilities above self-interest.²⁵ Leadership is the activity of a person in influencing others around him to achieve certain goals.²⁶

Transformational leadership relates to a leader who seeks to be able to transform values so as to increase awareness, motivation and performance for the achievement of common goals even beyond personal interests. Motivation is a change in energy within a person characterised by a drive that comes from a person to achieve goals. Encouragement and effort reactions caused by the need to achieve in life.²⁷

Group Spirit

Leaders must build group spirit to be compact, share and cover all the shortcomings of other members, so that the administration and learning process in an educational institution continues to run. The results of interviews on indicators of group spirit in Ma'had An-Nahla's transformational leadership interactions:

²⁴Danim dan Suparno, "Manajemen Dan Kepemimpinan Transformasional Kepala Sekolah" (Jakarta: Rineka Cipta, 2009), p. 53.

²⁵Sahgal et al., "Transformational Leaders: Their Socialization, Self Concept, and Shaping Experiences," *International Journal of Leadership Studies* 2, no. 3 (2007): p. 263-79.

²⁶Marsey and Blanchard, "Management of Organizational Behaviour" (New Jersey: Englewood Cliffs, 1988), p. 100.

²⁷Maryam Muhammad, "Pengaruh Motivasi Dalam Pembelajaran," *Lantanida Journal* 4, no. 2 (2016): p. 87-97.

Table 6
Indicators Of Group Spirit

No	Subject	Conclusion
1	SMA Principal	Family system, Deliberation, Group cohesiveness
2	SMP Principal	Family system, Deliberation, Group cohesiveness
3	SMA Administration Staff	Family system, Deliberation, Group cohesiveness
4	SMP Administration Staff	Family system, Deliberation, Group cohesiveness
5	Ma'had Administration Staff	Family system, Deliberation, Group cohesiveness
6	Teacher 1	Family system, Deliberation, Group cohesiveness
7	Teacher 2	Family system, Deliberation, Group cohesiveness

The results of field observations by observing the implementation of the meeting and recitation process, in this situation it can be seen that the leaders in the meeting and after the recitation are deliberating on the agenda of admitting new students. The leaders listened to all opinions and input from the participants and the process went smoothly without any major commotion on the agenda.

From the results of the data above, it can be concluded that Ma'had leaders in building group spirit are carried out in meetings and recitation activities. There together express the problems faced while in Ma'had and immediately find solutions in a family system, deliberation so that cohesiveness in the group is built.

Grouping within the Ma'had needs to be consciously built. Ma'had An-Nahla leaders always deliberate and immediately resolve problems in a family manner. Activities made by Ma'had An-Nahla leaders in building group spirit in meetings and recitations. After completing the meeting and recitation agenda, the leader asks what the obstacles have been. No one does not speak, all are obliged to speak even though what is conveyed is only limited to all tasks running smoothly. Leaders want to see problems that arise and are deliberately resolved immediately on the agenda.

Usually there are not many problems from daily activities in Ma'had because the recitation is held for 5 nights during the week, so problems or obstacles are not held back for a week. From these activities, the cohesiveness between fellow administrative staff, Ma'had teachers is well established and harmonious. Leaders in building group spirit are carried out at meetings and recitation activities. There together express the problems faced while in Ma'had and immediately find solutions in a family system, deliberation so that cohesiveness in the group is built.

Based on the theory that has been put forward juxtaposed with the findings in the field, the researcher draws the conclusion that the leader of Ma'had An-Nahla provides motivation in the form of advice and life experiences and rewards, so that subordinates become calm and can carry out their respective functions of their duties. Ma'had An-Nahla leaders are able to create cohesiveness among fellow staff and become a source of inspiration for all their followers. So what the leader does is in accordance with the second characteristic of transformational leadership, namely Inspirational motivation. This statement is also in accordance with what was stated by Setiawan and Muhit that the special character of the leader of this cottage includes transformational leadership because it is able to be a source of inspiration and strong motivation for its members.²⁸

Demonstrating the Leader's Efforts to Encourage Subordinates to Be More Innovative and Creative

As a leader of an educational institution, he should encourage his subordinates to be more sensitive to changing times and innovative. Leaders of educational institutions must have broad insights, different mindsets and high creativity. The creativity of leaders in responding to different opinions from their subordinates is also an important part of transformational leadership. Transformational leadership is able to encourage its members to dare to argue, not just shut up and accept decisions. The results of interviews about indicators of leaders' efforts to encourage subordinates to be more innovative and creative in Ma'had An-Nahla's transformational leadership interactions:

Table 7
Indicators of Leader's Efforts to Encourage Subordinates to Be More Innovative and Creative

No	Subject	Conclusion
1	SMA Principal	Broad insight, Innovative, Following unconsciously, In accordance with the times
2	SMP Principal	Reward, Innovative towards profession, Training
3	SMA Administration Staff	Training, sensitive to changing times
4	SMP Administration Staff	Training, Seminars, Fully support members
5	Ma'had Administration Staff	Training, Seminars, Fully support members
6	Teacher 1	Training, Seminars, Fully support members
7	Teacher 2	Training, Seminars, Fully support members

²⁸Setiawan, Bahar, "Transformational Leadership Ilustrasi Di Bidang Organisasi Pendidikan." p. 155.

The results of the field visit by observing recitation and coaching activities held at night. The activities that take place, the leader deliberately conveys an idea that is wrong or contrary to custom and logic, with the aim that all members who listen can issue their arguments about it. conducted field visits by observing coaching activities and training letters issued by leaders to members who take part in training and seminars outside Ma'had.

From the results of the data above, it can be concluded that the Ma'had leader's efforts in encouraging members to be more innovative are carried out by involving members in training, seminars, carrying out coaching and encouraging teachers based on their respective hobbies and fully supporting their members whatever they do as long as they do not get out of the applicable provisions.

The creativity of a Ma'had leader in encouraging followers to be more courageous in arguing is done by learning the rhetoric of da'wah. In da'wah rhetoric lessons, all staff are taught to dare to speak and argue. Furthermore, in meetings or recitation forums, leaders give statements that are in accordance with Islamic teachings and sometimes deliberately issue wrong statements, the aim is that all teachers dare to speak and express their opinions.

The efforts of Ma'had An-Nahla leaders to make all subordinates more creative and innovative are carried out by involving their members in training, seminars, and competitions. Training and seminars that are included are in accordance with their respective fields and positions. The purpose of attending training and seminars is so that they can develop themselves about new knowledge according to their fields. All the knowledge and knowledge that the leaders get from outside activities is shared in these coaching activities. Ma'had An-Nahla teachers are also encouraged to be innovative based on their respective hobbies and preferences.

Ma'had An-Nahla leaders try to raise awareness for themselves and the organisation by making their subordinates more innovative and daring to argue in the forum. This statement is in accordance with what Suharsaputra stated that transformational leadership is a leader who is centred on innovation to every member of the organisation to make maximum efforts for the realisation of the vision that has been set.²⁹

The leader's efforts in encouraging members to be more innovative are carried out by involving members in training, seminars, conducting coaching and encouraging teachers based on their respective hobbies and fully supporting their members whatever they do as long as they do not get out of the applicable provisions. According to Priansa, everyone in an organisation

²⁹Suharsaputra, "Administrasi Pendidikan" (Bandung: Refika Aditama, 2013), p. 59.

must be ready for change and make changes in order to anticipate bad things in their organisation.³⁰

All Individuals Receive Personalised Attention

One of the characteristics of transformational leadership that must be possessed by the leaders of educational institutions is willing to listen to the opinions of their subordinates and treat their members specifically for what has been achieved. This special attention is a form of appreciation to subordinates who have worked optimally and professionally for educational institutions. The results of interviews about all individuals get special attention in Ma'had An-Nahla's transformational leadership interactions:

Table 8
Indicators of Individuals Receive Personalised Attention

No	Subject	Conclusion
1	SMA Principal	Familiarity, Treating teachers as friends, Giving special attention, Teachers directly come to the leader
2	SMP Principal	Familiarity, Regarding the teacher as a friend, Giving special attention
3	SMA Administration Staff	Appreciate, Pay special attention, Be fair
4	SMP Administration Staff	Appreciate, Pay special attention, Be fair
5	Ma'had Administration Staff	Appreciate, Pay special attention
6	Teacher 1	Appreciate, Pay special attention
7	Teacher 2	Appreciate, Pay special attention

The results of field observations by observing activities in Ma'had and interactions between staff leaders, it was seen that there were teachers who were not enthusiastic, immediately called to the office to discuss related problems faced and it was also seen that the leaders invited teachers to drink together as a reward for the implementation of Ramadan activities smoothly.

From the results of the data above, it can be concluded that the leadership of a Ma'had leader prioritises a family system, is very familiar with teachers and staff, considers subordinates as his best friends. The leader also gives special attention to members who work more so that all staff can directly if there is a problem directly expressed to the leader. In addition, the leader also has a high sense of sensitivity and fairness.

³⁰Priansa, "Menjadi Kepala Sekolah Dan Guru Profesional" (Bandung: Pustaka Setia, 2017), p. 124.

The leader considers subordinates as his best friends so that when there is a problem the leader immediately becomes a place to complain to his staff. Leaders also give special attention to members who work more than their tasks and functions. Ma'had An-Nahla leaders have a high sense of sensitivity and justice, always reprimanding and speaking in a soft tone and this action makes all members feel valued by their leaders.

The characteristic of Ma'had An-Nahla transformational leadership is to be a good listener and to give special attention and appreciation for the achievements obtained by subordinates. Although this is not something important in transformational leadership, but if ignored it will be fatal to the organising system in Ma'had An Nahla. Danim and Suparno explained that a leader must increase his sensitivity to organisational development because this is one of the dominant characteristics of transformational leadership.³¹

Conclusion

Transformational leadership interaction in developing the quality of personnel of principals, teachers and administrative staff at Ma'had An-Nahla is an interaction pattern of inspirational motivation and intellectual stimulation. Inspirational motivation, Ma'had leaders have been able to encourage their subordinates both in the form of intrinsic and extrinsic motivation to jointly achieve the vision and mission of Ma'had, while intellectual stimulation, Ma'had leaders encourage all personnel to think with out of the box patterns and dare to take risks and be able to create an environment full of innovation and creativity.

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³¹Danim dan Suparno, "Manajemen Dan Kepemimpinan Transformasional Kepala Sekolah." p. 53.

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