

## TRANSFORMATIONAL LEADERSHIP IMPLEMENTATION BY MADRASAH PRINCIPALS TO ENHANCE GRADUATE QUALITY IN ISLAMIC EDUCATIONAL INSTITUTIONS

Muhamad Luqman Nuryana<sup>\*1</sup> Dana Dihya' Maulal Karim<sup>2</sup>

<sup>1</sup>Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia, <sup>2</sup>University Al-Ahqof Yaman

Corresponding author: muhamadluqman96@gmail.com

### Submission Track:

Submission : 15-03-2025

Accept Submission : 02-06-2025

Available Online : 25-06-2025



© 2025 The Author(s). This open-access article is licensed under CC-BY-SA 4.0 ([creativecommons.org/licenses/by-sa/4.0/](https://creativecommons.org/licenses/by-sa/4.0/)).

### Abstract

In the era of globalization and modernization, Islamic educational institutions such as madrasahs face significant challenges in enhancing graduate quality to ensure their competitiveness. Transformational leadership, recognized for its ability to inspire and empower staff, has become an essential approach for creating a dynamic and progressive educational environment. This study aims to answer the question of how transformational leadership practices of madrasah principals can improve graduate quality. Using a descriptive qualitative research method, this study examines the four main components of transformational leadership, as proposed by Bernard M. Bass: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Findings from Madrasah Aliyah Al-Jawami reveal that the madrasah principal plays a crucial role in inspiring and motivating both teachers and students through exemplary behavior, empowerment, and inclusive communication. The impact of this transformational leadership is evident in the improved quality of graduates, both academically and in non-academic skills, preparing them for challenges beyond school. These findings suggest that implementing transformational leadership can be an effective strategy for enhancing educational quality in Islamic institutions.

**Keywords:** Leadership; Transformational; Graduate Quality

### Abstrak

Dalam era globalisasi dan modernisasi, lembaga pendidikan Islam seperti madrasah menghadapi tantangan besar dalam meningkatkan mutu lulusan agar siap bersaing secara baik. Kepemimpinan transformasional, yang dikenal mampu

menginspirasi dan memberdayakan staf, menjadi pendekatan penting untuk menciptakan lingkungan pendidikan yang dinamis dan berkembang. Penelitian ini bertujuan untuk menjawab pertanyaan bagaimana praktik kepemimpinan transformasional kepala madrasah dapat meningkatkan kualitas lulusan? Dengan metode penelitian kualitatif deskriptif, penelitian ini mengkaji empat komponen utama kepemimpinan transformasional: pengaruh ideal, motivasi inspirasional, stimulasi intelektual, dan pertimbangan individual yang dikemukakan oleh Bernard M. Bass. Hasil penelitian di Madrasah Aliyah Al-Jawami menunjukkan bahwa kepala madrasah memainkan peran penting dalam menginspirasi dan memotivasi guru serta siswa melalui keteladanan, pemberdayaan, dan komunikasi yang inklusif. Dampak kepemimpinan transformasional ini terlihat pada peningkatan mutu lulusan, baik secara akademis maupun dalam keterampilan non-akademik, yang mempersiapkan mereka menghadapi tantangan di luar sekolah. Hasil ini menunjukkan bahwa penerapan kepemimpinan transformasional dapat menjadi strategi efektif dalam meningkatkan kualitas pendidikan di lembaga pendidikan Islam.

**Kata Kunci: Kepemimpinan; Transformasional; Mulu Lulusan;**

#### **A. INTRODUCTION.**

In the era of globalization and modernization, the challenges in the field of education have become increasingly complex, requiring innovative approaches to ensure high-quality education (Al-Ababneh & Alrhaimi, 2020). One approach that is gaining increasing attention is transformational leadership, particularly in the context of educational institutions such as madrasahs (Mulyadi & Sobri, 2024). Transformational leadership, characterized by the ability to inspire and motivate staff to reach their full potential, is regarded as a key factor in creating a dynamic educational environment that is responsive to change (McCarley, Peters, & Decman, 2016).

Leadership is the ability of an individual to influence others so that they behave in accordance with the leader's intentions (Manoppo, 2020). In essence, leadership is the capacity of a person (the leader) to make wise decisions and to influence others, particularly subordinates, to be willing and ready to carry out the instructions given (Locke, 1999).

The concept of transformational leadership was first introduced by James MacGregor Burns in 1978 and was subsequently refined and expanded by Bernard M. Bass (M Bass, 2006). Transformational leadership encompasses four core components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Pawar, 2016). In the educational context, transformational leaders are capable of encouraging teachers and students to develop innovative ideas, enhance engagement and commitment, and foster a collaborative school culture (Adeoye, Baharun, & Munawwaroh, 2025).

Madrasah principals who practice transformational leadership do not merely focus on routine administration and management, but also strive to inspire

and motivate all stakeholders involved in the educational process (Thoyib & Fauzan, 2021). They emphasize a clear vision for the future of the madrasah and work to empower teachers, students, and the school community to achieve that vision (Anggraeni, Muhaemin, & Sulistiani, 2025).

Quality is a benchmark used by individuals to assess whether a product, whether in the form of goods or services, including educational services, is deemed acceptable or not (Arcaro, 2024). This makes quality one of the essential elements for all stakeholders such as students, parents, the community, employers, and the government in evaluating an educational institution. (Alhaji, Sihombing, Alamsya, & Azwar, 2024). The quality of madrasah graduates is often a primary concern in educational evaluation (El Widdah, 2022). In an era of globalization and increasing competition, madrasah graduates are expected to possess relevant skills and knowledge (Rohman, Muhtamiroh, Imron, & Miyono, 2023). Therefore, madrasah principals must take strategic measures to enhance educational quality, ranging from curriculum development and teacher competency improvement to the strengthening of student character (Abidin, Hilmiyati, & Zohriah, 2024). By adopting a transformational leadership style, madrasah principals can drive continuous improvement in the learning process, enabling graduates to compete at both local and global levels (Yakob, Sahudra, & Sukirno, 2025).

Several studies have shown that the practice of transformational leadership can bring significant change to the institutions being led. For example, a study conducted by Ari Prayoga titled *The Implementation of Transformational Leadership by the Principal of Madrasah Aliyah Ma'arif Cilageni Kadungora* found that the principal had successfully implemented the four components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The implementation of transformational leadership by the principal in managing the organization had a significant impact on the institutional culture, resulting in increased followers, stronger commitment, improved performance, the formation of a solid team, the emergence of creative and innovative ideas, and more effective and efficient achievement of the madrasah's vision, mission, and goals (Prayoga, Muharomah, & Sutarti, 2019).

In light of the above background, there is a need for an in-depth examination of the implementation of transformational leadership in religious-based educational institutions. This study focuses on Madrasah Aliyah Al-Jawami and aims to provide a comprehensive analysis of how transformational leadership is applied by the principal to enhance the quality of graduates.

## **B. RESEARCH METHOD**

This research adopts a qualitative approach, which is a foundational methodology intended to describe conditions or phenomena as they occur in their natural context (Lim, 2025). The qualitative approach aims to explore and illustrate

both naturally occurring and human-constructed phenomena in depth (Sukmadinata, 2011). The method used in this study is the descriptive method. The descriptive method is based on interpretive and constructivist paradigms, viewing social reality as something dynamic, complex, and rich in meaning (Sugiyono, 2017).

The researcher employed this method to conduct an in-depth analysis of the research subject by carrying out observations at MA Al-Jawami and conducting interviews with the principal as the key informant, as well as with teachers and students using a snowball sampling technique (Mawhinney & Rinke, 2019). In this approach, the principal recommended teachers and MA Al-Jawami alumni to serve as informants. Data were also collected through documentation. The data were then analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing (Muda, 2019). To ensure data credibility, triangulation was applied. This study was conducted at Madrasah Aliyah Al-Jawami in Cileunyi, Bandung.

## **C. RESULTS AND DISCUSSION**

### **1. Implementation of Transformational Leadership at MA Al-Jawami**

Based on the results of the study using interviews, observations, and documentation techniques, data were obtained regarding the transformational leadership of the madrasah principal in improving the quality of graduates at MA Al-Jawami. This was reviewed from the aspects of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and the improvement of graduate quality. The description of the research analysis results is as follows:

#### **a. Idealized Influence**

The research findings indicate that the principal at MA Al-Jawami has successfully applied idealized influence as part of their transformational leadership style. The principal consistently demonstrates exemplary behavior through discipline and dedication in daily activities, which inspires teachers, staff, and students. Observations reveal that the principal strives to be a role model by arriving earlier than teachers, interacting positively with students, and actively participating in various madrasah activities both inside and outside the classroom. This approach strengthens the sense of responsibility and dedication among the madrasah community, creates a positive learning atmosphere, and fosters relationships that support the educational process.

Interviews with teachers and staff show that they regard the principal as a respected role model who possesses a strong commitment to the madrasah's vision. This respect stems not only from the principal's discipline and involvement but also from openness and active participation in school activities. The principal does not merely exhibit structured leadership but also fosters a collaborative spirit within the madrasah. The principal's openness to receiving input and willingness to involve teachers in decision-making processes create an inclusive and collective

work climate, encouraging all parties to contribute toward achieving the madrasah's goals.

Although there are no formal routine meetings, the principal actively holds informal meetings to discuss challenges faced by the madrasah. In these meetings, the principal responds promptly to problems, provides clear guidance, and demonstrates optimism in seeking solutions. Through this participatory approach, teachers feel involved in decision-making and are more motivated to contribute. The principal consistently provides motivation and inspiration, which not only strengthens trust between teachers and leadership but also creates a collective and supportive work environment. Thus, the idealized influence applied by the principal successfully fosters a collaborative and productive work culture, directly contributing to the advancement and development of the madrasah. This aligns with Bernard M. Bass's theory, which states that transformational leaders behave in ways that allow them to be role models for their followers, admired, respected, and trusted (Bacha & Walker, 2013).

b. Inspirational Motivation

The study shows that the principal of MA Al-Jawami effectively practices the aspect of inspirational motivation to boost enthusiasm and innovation among teachers, staff, and students. During official activities such as meetings, the principal consistently communicates the madrasah's vision and mission clearly. He encourages all parties to continuously remember the shared goals, including by placing vision and mission boards in strategic locations such as classrooms and teachers' rooms. These efforts foster a sense of ownership among teachers and staff, supported by the principal's encouragement to innovate and think creatively in teaching and classroom management.

The principal's involvement is evident through tangible support for innovative ideas from teachers, including the provision of facilities and infrastructure that support the teaching and learning process. Additionally, the principal appreciates the achievements of teachers and students, for example through praise or public recognition of their discipline and accomplishments. Such rewards strengthen work motivation and create a more conducive academic atmosphere. This positive attitude cultivates a broader culture of appreciation among the madrasah community, where achievements are acknowledged and valued.

Furthermore, the principal ensures that all parties receive adequate support to face academic challenges. Through discussion forums and evaluations, the principal provides relevant guidance and ensures that the learning process aligns with contemporary developments. This approach not only increases optimism but also strengthens the engagement of teachers, staff, and students in achieving the shared vision. With the principal's consistent motivation and direction, the educational environment at MA Al-Jawami develops into a more inclusive and spirited place, where everyone is motivated to contribute to the quality of education. This aligns with Bernard M. Bass's theory, which states that

transformational leaders behave in ways that motivate and inspire those around them to foster team spirit, enthusiasm, and optimism. Leaders articulate a compelling vision and expectations for the future, seeking followers who are engaged and committed to the shared vision and goals (Pawar, 2016).

c. Intellectual Stimulation

The results of this study indicate that the principal of MA Al-Jawami plays a crucial role in encouraging creativity and innovation by adopting an approach that allows teachers to develop new teaching methods. In this regard, the principal actively supports these efforts both through tangible means such as providing adequate extracurricular equipment and through routine guidance and supervision of classroom teaching activities. The principal also organizes informal forums that provide opportunities for teachers to discuss and express creative ideas, which are then facilitated for instructional development. This study suggests that the principal consistently motivates teachers to think critically and grants them the freedom to innovate without fear of excessive intervention, thus creating a conducive atmosphere that allows experimentation in teaching methods.

Furthermore, the principal's involvement goes beyond coaching and supervision to include building open and collaborative communication within the madrasah environment. The study shows that the principal routinely initiates informal discussions in the teachers' lounge and interacts directly with staff to foster a healthy dialogue atmosphere. This approach strengthens cooperative relationships among all parties and opens space for teachers to be involved in seeking innovative solutions to problems faced. The study also reveals that the principal has a strong commitment to involving all madrasah elements—teachers, staff, and students—in active participation in deliberations based on a familial approach. This enables every individual to feel involved in decision-making, thereby creating an inclusive work environment that supports sustainable innovation.

The combination of these approaches forms a productive collaborative climate where teachers can grow professionally and are fully engaged in achieving the madrasah's vision and mission. In this way, the principal is able to develop an inclusive and participatory leadership style that not only strengthens teacher commitment but also enhances their ability to deliver creative and relevant teaching to students. This aligns with Bernard M. Bass's theory, which posits that transformational leaders strive to stimulate their followers to become innovative and creative by reframing problems and approaching them in new ways (Bass & Avolio, 1994). There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from followers. Followers are encouraged to try new approaches, and their ideas are not criticized publicly simply because they differ from those of the leader. In other words, the leader helps others see problems from multiple perspectives.

d. Individualized Consideration

The findings of this study regarding the practice of individualized consideration by the principal of MA Al-Jawami indicate that the principal plays an active role in supporting the individual development of both teachers and students. Based on observations, the principal not only manages the general evaluation of the teaching and learning process but also pays special attention to the specific needs of teachers and students. The principal conducts direct monitoring to ensure that each teacher and student receives support tailored to their individual needs. This is evident in how the principal organizes class schedules systematically and provides supporting facilities, including extracurricular activity resources that enrich the learning process. The conducive and responsive school environment reflects the principal's commitment to creating a holistic educational experience that adapts to the needs of every individual.

This study shows that the principal acts as a caring manager who actively interacts with all components of the madrasah to understand their needs. The principal regularly conducts classroom supervision and directly listens to teachers' needs to support their instructional efforts. Additionally, the principal encourages teacher development through professional programs, such as participation in Subject Teacher Consultative Meetings (MGMP), aimed at enhancing teachers' instructional competence. Through this approach, the principal fosters a work culture that promotes innovation, self-development, and improved teaching quality, while ensuring that the school environment supports both personal and professional growth for all involved parties.

Further observations reveal that the principal also provides opportunities for teachers to attend training and mentoring programs. For example, during classroom supervision in Grade IX, the principal not only observes but also engages in small discussions and provides direct guidance to help teachers improve their teaching skills. Similar attention is given to administrative staff, where the principal offers administrative coaching, showing comprehensive care for the school's operations. The study also shows that the principal regularly holds discussions to evaluate teachers' professional development and supports their participation in training programs organized by the Ministry of Religious Affairs (Kemenag), utilizing external resources to further optimize educator development.

In addition to support for teachers and staff, the principal places strong emphasis on student development by encouraging their involvement in extracurricular activities that align with their individual interests and talents. These programs are organized with the support of guidance counselors (BK) to nurture students' non-academic skills, providing them with opportunities for more holistic development and better preparation for future challenges. This aligns with Bernard M. Bass's theory of transformational leadership, which explains that transformational leaders act as coaches or mentors to support the growth and achievement of their followers' potential. Leaders offer new learning

opportunities in a supportive environment (Shaw, McBride, Casemore, & Martin Ginis, 2018). Their behavior reflects acceptance of individual differences by enhancing personal interactions and recognizing individuals as whole persons, not just employees. Leaders delegate tasks as a means for followers to grow their potential, while monitoring delegated tasks to assess whether additional guidance or support is needed and to evaluate progress (Aithal, Bharath, & Ramanathan, 2024). In doing so, followers do not feel they are being scrutinized or overly supervised.

## **2. Quality of Graduates**

The findings of the study on the improvement of graduate quality at Madrasah Aliyah (MA) Al-Jawami indicate that the school principal plays a central role in designing programs that develop students' non-academic skills, aiming to strengthen their soft skills. For instance, under the principal's direction, teachers are encouraged to involve students in extracurricular activities such as scouting and sports, which serve as important platforms for character building and the development of social skills. The principal also promotes open communication with teachers to ensure they understand the vision of holistic student development beyond academics, helping to create a balanced learning experience between academic achievement and personal growth.

In addition, the principal takes strategic steps to prepare students for higher education. Observations reveal initiatives such as the formation of dedicated teams focused on career guidance and post-graduation preparation, including career counseling (BK) programs. These efforts demonstrate the principal's commitment to supporting students in navigating the college admissions process while also preparing them for the challenges of the job market. Extracurricular programs aligned with workforce needs are also employed to provide students with practical skills and insights that support their transition to higher education or professional careers.

This study shows that the principal's transformational leadership contributes significantly to increasing student motivation and engagement in post-graduation preparation programs. The principal not only focuses on improving academic quality but also actively promotes life skills training essential for students to compete beyond formal education. This is reflected in ongoing discussions and mentoring between the principal and teachers aimed at enhancing instructional quality and ensuring adequate administration and teaching materials. These efforts help create an optimal learning environment that supports the madrasah's goal of producing competitive graduates who are well-prepared for future challenges.

The rising number of students successfully continuing to higher education each year serves as tangible evidence of how the principal's transformational leadership has shaped students who excel not only academically but also in the essential non-academic skills needed in the outside world. Through these



initiatives, the principal plays a crucial role in shaping graduates who are competent, of strong character, and capable of adapting to diverse situations they may encounter in the future.

#### **D. CONCLUSION**

This study indicates that the transformational leadership of the principal at MA Al-Jawami has had a significant impact on improving the quality of graduates. The principal has successfully implemented the components of Bernard M. Bass's transformational leadership model, which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In terms of idealized influence, the principal serves as a role model who inspires both teachers and students through exemplary conduct, positive communication, and an inclusive approach to decision-making. Inspirational motivation is demonstrated through the articulation of a clear vision and the recognition of achievements, creating a conducive academic atmosphere. Intellectual stimulation is realized by providing space for teachers to innovate and collaborate, while individualized consideration allows for the personal and professional development of both teachers and students.

The improvement in graduate quality is evidenced by the increasing number of students who continue on to higher education, reflecting the principal's success in preparing students to face future challenges. By offering non-academic skill development programs and supporting teachers in the instructional process, the principal has established a learning environment that is supportive and responsive to student needs.

#### **REFERENCES**

- Abidin, J., Hilmiyati, F., & Zohriah, A. (2024). Unravelling the Dynamics of Madrasah Principal Performance and Teacher Quality: A Literature Review. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 10(01), 89–102.
- Adeoye, M. A., Baharun, H., & Munawwaroh, I. (2025). Transformational Leadership in Education: Harmonising Accountability, Innovation and Global Citizenship. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(1), 14–30.
- Aithal, P. S., Bharath, V., & Ramanathan, S. (2024). Instances of Delegation and Empowerment by Leaders Observed in Indian Epics and Puranas that Inspires New Generation Researchers. *Poornaprajna International Journal of Management, Education & Social Science (PIJMESS)*, 1(1), 51–90.
- Al-Ababneh, H. A., & Alrhaimi, S. A. S. (2020). Modern approaches to education management to ensure the quality of educational services. *TEM Journal*, 9(2), 770.

- Alhaji, I. Q. A., Sihombing, S. W., Alamsya, G., & Azwar, B. (2024). Implementasi Sistem Penjaminan Mutu Pendidikan Dalam Meningkatkan Kualitas Di Man 2 Lebong. *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam*, 5(2), 92–105.
- Anggraeni, A., Muhaemin, M., & Sulistiani, I. (2025). Prophetic Leadership in Islamic Schools: Transforming Teacher Performance and Student Achievement. *International Journal of Asian Education*, 6(1), 17–28.
- Arcaro, J. (2024). *Quality in education: An implementation handbook*. Taylor & Francis.
- Bacha, E., & Walker, S. (2013). The relationship between transformational leadership and followers' perceptions of fairness. *Journal of Business Ethics*, 116(3), 667–680.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. sage.
- El Widdah, M. (2022). Madrasah Management Strategy as the Education Base for Religious Cadre. *International Journal of Learning, Teaching and Educational Research*, 21(11), 227–242.
- Lim, W. M. (2025). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 33(2), 199–229.
- Locke, E. A. (1999). *The essence of leadership: The four keys to leading successfully*. Lexington Books.
- M Bass, B. (2006). *Transformational LEadership*. Lawerence.
- Manoppo, V. P. (2020). Transformational leadership as a factor that decreases turnover intention: a mediation of work stress and organizational citizenship behavior. *The TQM Journal*, 32(6), 1395–1412.
- Mawhinney, L., & Rinke, C. R. (2019). The balance and imbalance of sampling former teachers hidden-by-choice: A snowball in summer. *International Journal of Research & Method in Education*, 42(5), 502–512.
- McCarley, T. A., Peters, M. L., & Decman, J. M. (2016). Transformational leadership related to school climate: A multi-level analysis. *Educational Management Administration & Leadership*, 44(2), 322–342.
- Muda, I. (2019). Educational institution performance measurement based on Miles and Huberman models using balanced scorecard approach. *Calitatea*, 20(170), 32–41.
- Mulyadi, M., & Sobri, M. (2024). A study on the transformational leadership of madrasah principals from the perspective of educators and educational staff. *Edelweiss Applied Science and Technology*, 8(5), 1200–1212.
- Pawar, A. (2016). Transformational leadership: inspirational, intellectual and motivational stimulation in business. *International Journal of Enhanced Research in Management & Computer Applications*, 5(5), 14–21.

- Prayoga, A., Muharomah, R., & Sutarti, S. (2019). Implementasi Kepemimpinan Transformatif Kepala Madrasah Aliyah Ma'Arif Cilageni Kadungora. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 15(1), 33–44.
- Rohman, A., Muhtamiroh, S., Imron, A., & Miyono, N. (2023). Integrating traditional-modern education in madrasa to promote competitive graduates in the globalization era. *Cogent Education*, 10(2), 2268456.
- Shaw, R. B., McBride, C. B., Casemore, S., & Martin Ginis, K. A. (2018). Transformational mentoring: Leadership behaviors of spinal cord injury peer mentors. *Rehabilitation Psychology*, 63(1), 131.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sukmadinata, N. S. (2011). *Metode penelitian pendidikan*. Bandung: PT Remaja Rosdakarya Bandung.
- Thoyib, M., & Fauzan, A. (2021). Pesantren-Based Transformational Leadership: Strategies toward International Superior Madrasah in Indonesia. *Technology*.
- Yakob, M., Sahudra, T. M., & Sukirno, S. (2025). Transformational Leadership of Principals: Driving Excellence in Education Quality. *AL-ISHLAH: Jurnal Pendidikan*, 17(1), 1658–1667.