

TRANSFORMATIVE LEADERSHIP IN IMPROVING QUALITY IN ISLAMIC EDUCATION INSTITUTIONS

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ABSTRACT

Leadership style is something that is used by a leader in running the wheels of the organization in an institution or agency, so that the leadership pattern used by a leader has a very large influence on the success or failure of the leadership wheel he is running. The existence of transformative leadership in an educational institution will help the educational institution to be more advanced and develop, with the role of the principal who will motivate its members and carry out the leadership wheel well too. This research is a qualitative type with the collection of data used in this study using library research techniques from various sources such as books, journal articles, the internet and so on. Based on the results of the research, the principal is obliged to make continuous quality improvements and use creativity so that he is able to carry out all educational activities even though they are still within limitations. (1) Idealized influence attitude (or charismatic influence) with wise principals in making decisions (2) Inspirational Motivation attitude with (3) Intellectual Stimulation attitude with new innovations (4) Individualized Consideration in improving the quality of Education. With the application of good transformational leadership in an Islamic educational institution will improve the quality of education in the institution as well.

Keywords: *Transformative Leadership, Quality of Education, Islamic Education.*

ABSTRAK

Gaya kepemimpinan merupakan suatu hal yang digunakan oleh seorang pemimpin dalam menjalankan roda organisasi dalam suatu lembaga maupun instansi, sehingga pola kepemimpinan yang digunakan oleh seorang pemimpin memberikan pengaruh yang sangat besar terhadap sukses atau tidaknya roda kepemimpinan yang dijalankannya. Dengan adanya kepemimpinan transformative dalam suatu lembaga pendidikan akan membantu lembaga pendidikan tersebut untuk lebih maju dan berkembang, dengan peran kepala sekolah yang akan memotivasi para anggotanya dan menjalankan roda kepemimpinan dengan baik pula. Penelitian ini berjenis kualitatif dengan Pengumpulan data yang digunakan dalam penelitian ini menggunakan teknik library research dari berbagai sumber seperti buku, artikel jurnal, internet dan lain sebagainya. Berdasarkan hasil penelitian kepala sekolah berkewajiban melakukan perbaikan mutu secara terus menerus dan menggunakan kreativitas sehingga mampu menjalankan segala kegiatan pendidikan meski masih berada dalam keterbatasan. (1) sikap Idealized influence (or charismatic influence) dengan bijaksananya kepala sekolah dalam mengambil keputusan (2) sikap Inspirational Motivation dengan (3) sikap Intellectual Stimulation dengan inovasi yang baru (4) Individualized Consideration dalam meningkatkan mutu Pendidikan. Dengan adanya penerapan kepemimpinan transformatif yang baik dalam suatu lembaga pendidikan Islam akan meningkatkan mutu pendidikan dilembaga tersebut dengan baik pula.

Kata Kunci: *Kepemimpinan Transformatif, Mutu Pendidikan, Pendidikan Islam.*

INTRODUCTION

Leadership has such a big role in an organization including Islamic educational institutions. Leadership style is something that is used by a leader in running the wheels of the organization in an institution or agency, so that the leadership pattern used by a leader has a very large influence on the success or failure of the leadership wheel he is running.¹ Transformational leadership style is a leadership style that can influence attitudes, views or responses (perceptions), and also the behavior of members of an institution with the occurrence of trust in the leadership, enthusiasm for work and also job satisfaction so as to reduce and overcome all conflicts that occur.²

In this era of globalization, a leader is needed who is able to apply management knowledge in his institution effectively and efficiently. With the existence of transformative leadership in an educational institution, it will help the educational institution to be more advanced and develop, with the role of the principal who will motivate its members and carry out the wheels of leadership well as well.

With the above explanation, this paper is important and the entity is needed to explore transformative leadership in Islamic educational institutions, so that we as

¹ Burhanudin and Agus Kurniawan, *Gaya Kepemimpinan Transaksional Dan Transformasional Terhadap Kinerja Karyawan Bank BRI Purworejo*, *Coopetition* 11, no. 2 (2019): 15.

² Muhamad Fatih Rusydi Syadzili, *Polarisasi Tahapan Kepemimpinan Transformatif Pendidikan Islam*, *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (June 30, 2019): 55-81, <https://doi.org/10.33650/al-tanzim.v3i1.498>.

prospective academics know how the application of transformative leadership should play an important role in improving quality in Islamic Educational Institutions.

RESEARCH METHODS

This research uses the type of qualitative research. According to Cresswell, the existence of qualitative research methods is influenced by the naturalistic-interpretative paradigm.³ This type of qualitative research is defined as research that does not involve statistics and numbers, the purpose of which is to explore an object of the research..⁴ The data collection used in this study uses library research techniques from various sources such as books, journal articles, the internet and so on. Then for the first step the researcher did data reduction by collecting as much data as possible about the role of the teacher and the collaborative learning process, then the researcher displayed the data by sorting and selecting the data that had been collected, and the last stage the researcher concluded which was the stage of drawing conclusions and from the data. which researchers have group researchers and select researchers.

TRANSFORMATIVE LEADERSHIP IN IMPROVING QUALITY IN ISLAMIC EDUCATION INSTITUTIONS

Transformative Leadership

Transformation comes from the word to trans which means to change something into a different form.⁵ Transformational leadership can be interpreted as a process carried out by a leader to provide an overview related to the vision of the organization where the key to its success is in the hands of the leadership in convincing its members to realize these goals.⁶

Meanwhile, according to the opinion of Games and Ogbonna, it is stated that transformational leadership is a series of processes in which a leader stimulates and also continues to motivate all members to realize the goals that have been determined, of course this is done by paying attention and paying attention to the needs of the members of the organization and complement the developmental needs of members by guiding them to solve old problems with the latest innovations.⁷

In transformational leadership, a principal/leader will give more encouragement to his members so that they will do a job that is more than what has

³ Gumilar Rusliwa Somantri, Memahami Metode Kualitatif, *Makara Human Behavior Studies in Asia* 9, no. 2 (December 1, 2005): 57, <https://doi.org/10.7454/mssh.v9i2.122>.

⁴ Imam Gunawan, *Metode Penelitian Kualitatif*, n.d., 27.

⁵ Bakhtiar, Kategori Kepemimpinan Transformational,” *Sekolah Tinggi Agama Islam Negeri Teungku Dirundeng Meulaboh*, n.d., 10.

⁶ Dewiana Novitasari et al., “Pengaruh Dimensi Kepemimpinan Transformasional terhadap Kepuasan Kerja dan Komitmen Organisasional: Studi Kasus pada Dosen Perguruan Tinggi Swasta,” *Edu Psy Cons* 2, no. 1 (2020): 22.

⁷ Henry Haryono and Jl Siwalankerto, “Pengaruh Kepemimpinan Transformasional Terhadap Kepuasan Kerja Pada Divisi Marketing dan Pengembangan Produk di CV. Kawitan,” *Agora* 4, no. 2 (2016): 7.

been set.⁸ According to Podsakoff, transformational leadership can have an impact on the behavior and performance of its members because they feel trusted and respected for their decisions so that they are moved to provide more performance than what has been set..⁹

Characteristics of Transformational Leadership

According to Kreitner and Kinicki, the characteristics of transformational leadership include:

- 1). Leaders build visions of the future that are more unique and interesting
- 2). Leaders show their members an optimistic/confident attitude
- 3). Leaders give members high enthusiasm and enthusiasm in achieving goals
- 4). Leaders are able to sacrifice for the common good and the goals of the organization/educational institution
- 5). Leaders are able to be someone who is used as a roll model or role model for their members in various ways.
- 6). Leaders are able to show high standards of behavior towards their members
- 7). Pemimpin memberikan dukungan yang besar terhadap para anggotanya
- 8). Leaders provide encouragement in the form of enthusiasm to their members
- 9). Leaders provide training and coaching to their members to improve their performance in the organization.
- 10). Leaders empower their members according to their respective duties and functions.
- 11). Leaders provide encouragement to their members to innovate with the aim of developing a better organization/educational institution in the future.
- 12). Leaders encourage their members to be more creative in solving various problems that occur in an educational institution/organization faced by its members.¹⁰

The characteristics of transformational leadership according to Avolio and et al are as follows:¹¹

1). *Idealized influence (or charismatic influence)*

According to Sadeghi and Pihie Idealized influence (or charismatic influence) is defined as the behavior of a leader that makes him someone who is admired, respected, and given the trust of his members, so that the leader is always followed by his members.¹² Transformational leaders act and behave in ways that will

⁸ Euis Soliha and Hersugondo, *Kepemimpinan Yang Efektif Dan Perubahan Organisasi*, *Fokus Ekonomi (FE)* 7, no. 2 (2008): 11.

⁹ Irra Chrisyanti Dewi and Nuri Herachwati, *Analisis Dampak Kepemimpinan Transaksional Dan Transformasional Terhadap Pembelajaran Organisasi Pada Pt Bangun Satya Wacana Surabaya*, *Jurnal Manajemen Teori dan Terapan | Journal of Theory and Applied Management* 3, no. 3 (December 22, 2010), <https://doi.org/10.20473/jmtt.v3i3.2405>.

¹⁰ Burhanudin and Kurniawan, *Gaya Kepemimpinan Transaksional Dan Transformasional Terhadap Kinerja Karyawan Bank BRI Purworejo*.

¹¹ Shalahuddin, "Karakteristik Kepemimpinan Transformasional," n.d.

¹² Haryono and Siwalankerto, "Pengaruh Kepemimpinan Transformasional Terhadap Kepuasan Kerja Pada Divisi Marketing dan Pengembangan Produk di CV. Kawitan."

motivate and inspire their members, besides that a transformational leader also poses a challenge to work so that team spirit can be stimulated with high willingness and also the optimism given by members is able to attract attention. more than members and the members will be more actively involved in achieving common goals.¹³

2). *Inspirational Motivation*

According to Ahmad et al. Inspirational Motivation, activities to motivate members carried out by a leader aim to realize the goals that have been designed in the organization.¹⁴ Leaders who have an inspirational nature can set common goals and can actualize things that are considered important and needed in an Islamic educational institution, thus a leader can increase expectations that have positive values based on everything that is done in the institution..¹⁵

3). *Intellectual Stimulation*

According to Metway and El-bishbishy Intellectual Stimulation is defined as the behavior of a leader who challenges through creativity and innovation to provide encouragement to its members by holding various innovations and solving difficult problems to solve.

4). *Individualized Consideration*

According to James and Ogbonna Individualized Consideration, it is stated that the behavior of a leader by paying attention to the things that become the needs of each member of the organization and also acts as a mentor. In other words, it can be interpreted as a leader who pays more attention to his members in order to achieve organizational goals.¹⁶

Other characteristics of transformational leadership are that the leaders in the educational institution/organization try to develop a leadership spirit in the souls of their members, show self-sacrifice, and act as role models. The transformational leadership style also tends to develop internal motivation, member trust, commitment and also the loyalty of its members to the goals of educational institutions to be achieved.

Transformational in Islamic Education Institutions

In the context of educational institutions, the leadership style that is often used by school principals is the transformational leadership style, followed by the

¹³ Bakhtiar, "Kategori Kepemimpinan Transformational."

¹⁴ Haryono and Siwalankerto, "Pengaruh Kepemimpinan Transformasional Terhadap Kepuasan Kerja Pada Divisi Marketing dan Pengembangan Produk di CV. Kawitan."

¹⁵ Soliha and Hersugondo, "Kepemimpinan Yang Efektif Dan Perubahan Organisasi."

¹⁶ Agung Sedayu, Ririh Dian Pratiwi, and Desy Herma Fauza, "Kontribusi Gaya Kepemimpinan Transformasional pada Komitmen Organisasi (Studi Pada BPR Di Kota Semarang)," *Jurnal Manajemen* 8, no. 2 (2018): 13.

transactional leadership style.¹⁷ Efforts to advance an Islamic educational institution are the main tasks and responsibilities of the principal who has a role as the head of the madrasa/school, with complex tasks, namely acting as educators, managers, administrators, supervisors, leaders, innovators and motivators.¹⁸ According to Achua and Lussier, there are actually many types of leadership that can be used, but the one that has the most influence is a type, one of which is charismatic leadership.¹⁹

A school principal can be said to have been able to carry out transformational leadership if he is able to provide energy to the teacher council from previously potential to actual. Transformational leadership explores the potential from within to the school and its environment such as teachers, employees and committees. In transformational leadership, school principals need to pay attention to several things including: being a good example, motivating teacher councils to trigger innovation and creation from teacher councils, being a good coach and advisor, so that they can trigger teacher councils and other education personnel. to have a high commitment to the school.²⁰

According to Setiawan et al stated that in educational institutions there are things that a leader must do in carrying out transformational leaders to motivate their members including:²¹ a). Helping its members to raise awareness of the importance of the results of a business; b). Encouraging members to prioritize group interests over individual interests; c). Increasing the needs of its members by increasing self-actualization and self-esteem.

Northouse in Danim said that there are several tips for implementing transformational leadership in a madrasa / Islamic educational institution including:

- a. Motivate and place all school members such as educators and education staff to do everything that has a good impact on the school.
- b. Trying to be a good example in carrying out leadership based on high values
- c. Trying to be a good listener for educators and education staff to develop cooperation
- d. Creating a vision that can be believed by everyone in the school
- e. Act as a good example in bringing about change for the school Building cooperation with other parties to make more contributions to the school.²²

¹⁷ Garvin Garvin and Willy Budiman Winata, "Peran Gaya Kepemimpinan Transformasional Dan Transaksional Terhadap Keterikatan Kerja (Studi Pada Karyawan Universitas)," *Psibernetika* 9, no. 1 (June 14, 2017): 17, <https://doi.org/10.30813/psibernetika.v9i1.476>.

¹⁸ Cut Zahri Harun and Nasir Usman, "Kepemimpinan Kepala Sekolah Sebagai Edukator Dalam Meningkatkan Kreativitas Guru Pada SMP Negeri 1 Banda Aceh," *Jurnal Magister Administrasi Pendidikan* 6, no. 4 (2018): 5.

¹⁹ Ria Marginingsih, Kepemimpinan Karismatik Sebagai Employer Branding, *Jurnal Bisnis Darmajaya* 2, no. 2 (2016): 20.

²⁰ Chaerul Rofiq, Kepemimpinan Transformasional Dalam Lembaga Pendidikan Madrasah, *Jurnal Penelitian Agama* 20, no. 2 (November 7, 2019): 203-226, <https://doi.org/10.24090/jpa.v20i2.2019.pp203-226>.

²¹ Bakhtiar, Kategori Kepemimpinan Transformational.

²² Rofiq, Kepemimpinan Transformasional Dalam Lembaga Pendidikan Madrasah.

Quality of Education Based on Article 57 of 2021

Education quality standards refer to Article 57 of 2021 which states that:²³ National Education Standards cover: Graduate competence standard, Content standard, Process Standard, Educational assessment standards, Education personnel standards, Standard of facilities and infrastructure, Management standards and, Financing standards.

National Education Standards are used as a reference for curriculum development and education administration to realize the goals of National Education. National Education Standards are refined in a planned, directed, and sustainable way to improve the quality of education in accordance with the demands of changing local, national, and global life.

Experts also strengthen the setting of educational standards including:²⁴

- a. Standardization has a function to be a guide for teachers in implementing global change.
- b. Standardization contains a moral obligation to provide equal opportunities for all students to acquire knowledge
- c. National standardization will avoid the personal desires of teachers, so that it can be given equal distribution to students.
- d. The existence of nationally established standards can prevent local controls from dominating the learning process.
- e. Standardization of education is always being changed and adapted to the times so that it can adapt to the current developments that change very quickly as well.
- f. Education standardization will provide full accountability/responsibility for education

Description of Education Quality Standardization

Content standards are a scope of material and also the level of material listed in the characteristics of graduate competence, material competence, subject competence and also the learning syllabus that must be met by students at certain levels and types of education. The content standards consist of: the basic framework and curriculum structure, learning load, and also the education calendar/academic calendar.

Process Standards are one part of the national education standards that are related to the implementation of learning in an educational institution to achieve the desired graduate competency standards. Process Standards include:

- a). The standard objectives of the learning process include implementation guidelines, a description of the minimum standards, and there are also guidelines for developing them.
- b). The scope of the learning process must be interactive, fun, inspiring, creative, and innovative by using a student centered learning approach.
- c). Planning the learning process which includes the syllabus and lesson plans.

²³ "Pasal 57 Tahun 2021," n.d.

²⁴ H.A.R. Tillaar, *Standarisasi Nasional Suatu Tinjauan Krisis*, 2006th ed. (Jakarta: Rineka Cipta, n.d.).

- d). The implementation of the learning process which includes the requirements for the implementation of the learning process, the implementation of learning, and also the closing activities.
- e). Assessment of the learning process that is consistent, systematic, programmed with tests or non-tests, and verbally and in writing.
- f). Supervision of the learning process which is the monitoring, evaluation, and follow-up.²⁵

The standard process according to Permenristekdikti No. 44 of 2015 article 10 paragraph (2) which states that the standard of the learning process includes several things including having the following characters:²⁶

a). Saintifik

Scientific process learning is learning that requires students to think systematically and critically to solve problems whose solutions are not easy to see. Which is based on a scientific approach although in a simple context.²⁷ Activities that exist in scientific learning can be carried out through several activities such as social, knowledge and skills of students which are intended to provoke students' learning enthusiasm, in scientific learning it can also help teachers to provide learning facilities to students in an effort to optimize the learning development of students. This scientific learning is carried out to meet process standards that will improve the quality of learning carried out in an educational institution.²⁸

This is in line with Yuliany's statement that the model is indispensable in an Islamic Education Institution, but the model cannot be permanently used because in one event the model is considered good, but in other cases the model is not in accordance with what is expected in achieving educational goals. In an Islamic educational institution, it is very necessary to understand that educators know the purpose of using this model to form a person who is always obedient to Allah SWT²⁹. As the word of Allah SWT in Surah Al-Ankabut verse 45:

أَتْلُ مَا أُوحِيَ إِلَيْكَ مِنَ الْكِتَابِ وَأَقِمِ الصَّلَاةَ إِنَّ الصَّلَاةَ تَنْهَىٰ عَنِ
الْفَحْشَاءِ وَالْمُنْكَرِ وَلَذِكْرُ اللَّهِ أَكْبَرُ وَاللَّهُ يَعْلَمُ مَا تَصْنَعُونَ ﴿٤٥﴾

²⁵ Moh Sholeh, Kajian Kritis Tentang Standar Nasional Pendidikan (Snp), *Al-Tanzim : Jurnal Manajemen Pendidikan Islam* 1, no. 1 (n.d.): 20.

²⁶ Badan Penjamin Mutu Standar Proses Pembelajaran, *Universitas Gunadarma*, 2017, 13.

²⁷ Agus Pahrudin and Dona Dina Pratiwi, "Pendekatan Saintifik Dalam Implementasi Kurikulum 2013 Dan Dampaknya Terhadap Kualitas Proses Dan Hasil Pembelajaran Pada MAN Di Provinsi Lampung, (Lampung: Pustaka Ali Imron, 2019), 103.," n.d.

²⁸ Rudi Susilana, "Pendekatan Saintifik Dalam Implementasi Kurikulum 2013 Berdasarkan Kajian Teori Psikologi Belajar," *EDUTECH* 13, no. 2 (August 12, 2014): 183, <https://doi.org/10.17509/edutech.v13i2.3095>.

²⁹ Yuliany, "Pendekatan Dan Metode Pembelajaran Pendidikan Agama Islam," *Al-Afkar, Journal For Islamic Studies* 5, no. 1 (January 21, 2022): 137-53, <https://doi.org/10.31943/afkarjournal.v5i1.240>.

“Recite, [O Muhammad], what has been revealed to you of the Book and establish prayer. Indeed, prayer prohibits immorality and wrongdoing, and the remembrance of Allah is greater. And Allah knows that which you do.”

b). Kontekstual

The contextual model is one of the learning models that argues that children will learn better if the environment is created scientifically, meaning that learning will be more meaningful if children "work" and "experience" for themselves what they learn, not just "knowing it".³⁰ In contextual learning there are several components contained in it, such as the implementation of constructive activities (meant so that students can get a clear relationship between ideas that are still abstract and events that occur in everyday life), Implementation of Inquiry activities (which means that learning is It is hoped that not only the memory of facts, but students are also able to find findings about the incident), the implementation of Questioning activities (which is intended from new discoveries obtained by students will raise questions that will increase their thinking power), implementation of Learning Community activities (participants students are able to place themselves in the learning community), implementation of Modeling activities (students observe directly and can apply to be good examples in learning and in daily activities), implementation of Reflection activities (students remember return what has been learned previously), the implementation of Authentic Assessment activities and the implementation of the Quality of Science Learning Outcomes activities.³¹

c). Tematik

In thematic learning, it is necessary to integrate with the environment and also forms of learning that are designed in such a way that students are able to understand effectively and efficiently.³²

d). Afektif

According to L.W. Andersen in Lorenzo et al, Affective domain is a domain related to emotional aspects such as feelings, interests, attitudes, adherence to morals. It includes acceptance, welcome, values, organization, and characterization.³³

e). Kolaboratif

³⁰ Abdul Kadir, "Abdul Kadir, Konsep Pembelajaran Kontekstual Di Sekolah, *Dinamika Ilmu* 13, No. 3, 2013, 22.," *Dinamika Ilmu* 13, no. 3 (2013): 22.

³¹ Ajat Rukajat, "Pembelajaran Contextual Teaching And Learning Untuk Meningkatkan Mutu Hasil Pembelajaran," *Al-Afkar, Journal For Islamic Studies* 1, no. 2 (July 14, 2018): 55-72, https://doi.org/10.31943/afkar_journal.v2i1.24.

³² Sungkono, "Pembelajaran Tematik Dan Implementasinya Di Sekolah Dasar, *Majalah Ilmiah Pembelajaran* 2, No.1, 2006, 8.," *Majalah Pembelajaran Ilmiah* 2, no. 1 (2006): 8.

³³ Lorenzo M. Kasenda, Steven R. Sentinuwo, and Tulenan Virginia, "Sistem Monitoring Kognitif, Afektif Dan Psikomotorik Siswa Berbasis Android," *E-Journal Teknik Informatika* 9, no. 1 (2019): 9.

This process explains the importance of collaborative work that emphasizes mutual understanding, respect, responsibility, and tolerance.³⁴

Graduate Competency Standards consist of: qualifications of graduate abilities include; a) attitude, b) knowledge and c) skills. While the standards of educators and education personnel are the criteria for pre-service education and physical and mental feasibility, as well as in-service education. Law Number 20 of 2003 Article 45 paragraph (1) states; "Each education unit is in accordance with the growth and development of the physical, intellectual, intellectual, social, emotional, and psychological potential of students and the standard of facilities and infrastructure is a national education standard relating to minimum criteria regarding study rooms, sports themes, places of worship, libraries, laboratories, workshops, playgrounds, places for creativity and expression, as well as other learning resources needed to support the learning process, including the use of information and communication technology.³⁵

Standards are national education standards relating to the planning, implementation, and supervision of educational activities at the education unit, district/city, provincial or national level in order to achieve efficiency and effectiveness in the administration of education. In the 1945 Constitution Chapter XIII, Article 31 that "The state prioritizes the education budget at least twenty percent of the state revenue and expenditure budget as well as from the regional revenue and expenditure budget to meet the needs of national education administration."³⁶ Cohn argues that there are two types of financing, namely:³⁷ a). Direct costs consist of costs incurred for the purpose of implementing teaching and student learning activities in the form of purchasing learning tools, learning facilities, transportation costs, teacher salaries, both those issued by the government, parents and students themselves. b). Meanwhile, indirect costs are in the form of lost profits (earnings forgone) in the form of lost opportunity costs (opportunity costs) that are sacrificed by students during learning. And the educational assessment standard, according to Warsito, evaluation or assessment in education is one component of the curriculum so that this evaluation or assessment is very important and cannot be separated from other curriculum components.³⁸

CONCLUSION

The transformational leadership of a principal/leader will give more encouragement to its members so that they will do a job that is more than what has been set. In transformative leadership the leader stimulates and also continues to motivate all its members to realize the goals that have been determined, of course this

³⁴ Djoko Apriono, "Djoko Apriono, Pembelajaran Kolaboratif," n.d.

³⁵ Moh Sholeh, "Kajian Kritis Tentang Standar Nasional Pendidikan (SNP)," *Al-Tanzim* 1, no. 1 (2017): 20.

³⁶ UUD 1945 Bab XIII, Pasal 31

³⁷ RM. Teguh Eko Atmaja, Cut Zahri Harun, and Sakdiah Ibrahim, "Analisis Penetapan Standar Biaya Pendidikan Pada SMA Negeri 2 Kuala Kabupaten Nagan Raya, Jurnal Administrasi Pendidikan," *Jurnal Administrasi Pendidikan* 4, no. 1 (2016): 10.

³⁸ Ahmad Mustopa et al., "Analisis Standar Penilaian Pendidikan," *Jurnal Manajemen Pendidikan* 9, no. 1 (29): 2021.

is done by paying attention and also paying attention to the needs of the members of the organization and complementing the development needs of members by guiding them to solve old problems with various latest innovation. This transformational and transactional leadership style is related to one another with the attitudes of members and their behavior and represents the various attitudes of a good leader. The transformational leadership style significantly energizes and complements the transactional leadership style, thereby resulting in higher levels of individual work, group work, as well as organization. Transformational leadership in Islamic educational institutions seen from the principal needs to pay attention to several things including: being a good example, motivating the teacher councils to trigger innovation and creation from the teacher councils, being a good coach and advisor, so that it can trigger the councils teachers and other education personnel to have a high commitment to the school. Efforts to advance an Islamic educational institution are the main tasks and responsibilities of the principal who has a role as the head of the madrasa / school, with complex tasks, namely acting as educators, managers, administrators, supervisors, leaders, innovators and motivators..

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