Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam
ISSN (P): 2721-7108, ISSN (E): 2715-0399
DOI: http://dx.doi.org/10.32478/leadership.v7i1.4360
Available online at: https://e-journal.staima-alhikam.ac.id/mpi

TRANSFORMATIONAL LEADERSHIP MANAGEMENT AT STATE ISLAMIC JUNIOR HIGH SCHOOL

Usamah Azzuhri[1], Zaki Ulien Nuha[2]
[1&2]Sekolah Tinggi Agama Islam Ali Bin Abi Thalib, Surabaya, Indonesia

Corresponding author: azzuhriusamah@gmail.com
Submission Track:
Submission : 05-12-2025
Accept Submission : 24-12-2025
Available Online : 27-12-2025

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

Abstract

This study aims to analyze the application of transformational leadership management by madrasah principals and its contribution to the realization of an excellent madrasah at MTs N 2 Kota Kediri. The study uses a descriptive qualitative approach to gain an in-depth understanding of transformational leadership practices in the natural context of madrasahs. The research subjects included the principal, teachers, staff, and students who were selected purposively based on their direct involvement in the leadership and educational management processes. Data were collected through in-depth interviews, observations, and documentation, then analyzed using Miles and Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing. The results of the study show that transformational leadership at MTs N 2 Kota Kediri is carried out in an integrated manner with managerial functions and is based on religious values. The madrasah principal acts as a driver of change through exemplary behavior, inspirational motivation, intellectual stimulation, and consistent individual attention. The application of this leadership has an impact on strengthening the school culture, increasing teacher motivation and commitment, creating a safe and conducive learning environment, and developing the character and achievements of students. This study concludes that transformational leadership management contributes significantly to building an excellent madrasah that not only emphasizes academic achievement but also character building, educator quality, and educational quality sustainability.

Keywords: Transformational Leadership; Leadership Management; Excellent Madrasah; Madrasah Principal; Islamic Education

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan manajemen kepemimpinan transformasional kepala madrasah serta kontribusinya terhadap terwujudnya madrasah unggul di MTs N 2 Kota Kediri. Penelitian menggunakan pendekatan kualitatif deskriptif untuk memperoleh pemahaman mendalam mengenai praktik kepemimpinan transformasional dalam konteks alamiah madrasah. Subjek penelitian meliputi kepala madrasah, guru, staf, dan murid yang dipilih secara purposive berdasarkan keterlibatan langsung dalam proses kepemimpinan dan pengelolaan pendidikan. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional di MTs N 2 Kota Kediri dijalankan secara terintegrasi dengan fungsi manajerial dan berlandaskan nilai-nilai religius. Kepala madrasah berperan sebagai penggerak perubahan melalui keteladanan, motivasi inspiratif, stimulasi intelektual, dan perhatian individual yang konsisten. Penerapan kepemimpinan tersebut berdampak pada penguatan budaya sekolah, meningkatnya motivasi dan komitmen guru, terciptanya lingkungan belajar yang aman dan kondusif, serta pengembangan karakter dan prestasi peserta didik. Penelitian ini menyimpulkan bahwa manajemen kepemimpinan transformasional berkontribusi signifikan dalam membangun madrasah unggul yang tidak hanya menekankan capaian akademik, tetapi juga pembinaan karakter, kualitas pendidik, dan keberlanjutan mutu Pendidikan.

Kata Kunci: Kepemimpinan Transformational; Manajemen Kepemimpinan; Madrasah Unggul; Kepala Madrasah; Pendidikan Islam

A. INTRODUCTION

Education as the foundation of national development requires schools to function not merely as spaces for knowledge transmission, but as strategic institutions capable of shaping high-quality, adaptive, and character-driven human resources in response to social, cultural, and global changes (Nainggolan, Rahmanto, dan Rusmardiana 2024). Within this context, schools are expected to possess organizational capacities that are responsive to the demands of the times, ensuring that educational practices remain aligned with societal needs and the dynamic development of knowledge (Northouse 2019). Consequently, educational leadership becomes a key determinant of a school's ability to grow sustainably and remain quality-oriented (Gofur dkk. 2024).

School leadership plays a central role as a catalyst for change by mobilizing the full potential of human resources and organizational systems toward achieving higher educational visions and missions (Imadoeddin 2024). Principals or madrasah heads are no longer positioned solely as administrators, but as strategic leaders who determine the direction, culture, and quality of educational institutions (Northouse 2019). Schools led effectively tend to demonstrate

productive work cultures, high levels of teacher motivation, and more optimal student learning outcomes (Waedoloh, Purwanta, dan Ediyono 2021).

One leadership model considered highly relevant to the demands of modern education is transformational leadership (M.Bass dan E. Riggio 2011). Transformational leadership emphasizes a leader's ability to inspire, motivate, stimulate creativity, and provide individualized consideration to members of the organization (Faeni 2020). This leadership model is viewed as capable of fostering fundamental changes in the values, attitudes, and behaviors of school communities, thereby encouraging improvements in performance and overall institutional quality (Suriagiri 2020). Bass and Riggio emphasize that transformational leadership operates through four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (M.Bass dan E. Riggio 2011).

In the educational context, numerous studies indicate that transformational leadership positively influences teacher motivation, instructional innovation, and the development of collaborative and inspiring school cultures (Sasan, Escultor, dan Larsari 2023). Haryanengsi and Usman Radiana argue that transformational leadership contributes significantly to improving school performance in the 21st-century education era, particularly in addressing curriculum changes and increasing demands for teacher professionalism (Haryanengsi dan Usman Radiana 2024). These findings are reinforced by Kosasih, who highlights that transformational leadership enhances job satisfaction and individual performance through a humanistic and visionary approach (Kosasih 2020).

Several national empirical studies also reveal a significant relationship between transformational leadership exercised by school principals and improvements in school quality. Maris, Komariah, and colleagues demonstrate that the implementation of transformational leadership at the elementary school level has a tangible impact on teacher performance and overall school quality (Maris, Komariah, dan Indonesia 2016). These findings indicate that transformational leadership functions as a key element in shaping and strengthening school culture, encouraging active teacher participation, and creating a conducive work environment for constructive change (Kuswaeri 2016).

At the international level, Sasan report that transformational leadership strongly influences school culture formation and teacher motivation (Sasan dkk. 2023). Principals' transformational leadership styles are positively correlated with school effectiveness, particularly in instructional leadership and learning management (Mbua 2023). However, most of these studies focus on general relationships between variables and have not examined in depth how managerial practices and transformational leadership dimensions are contextually implemented within madrasah settings. (Nuha 2022:2)

This research gap indicates that empirical studies directly linking the implementation of transformational leadership management in specific

madrasahs with holistic indicators of school excellence remain limited (Imadoeddin 2024). These indicators encompass not only academic achievement, but also teacher motivation and performance, madrasah culture, religious character, and student accomplishments (Gofur dkk. 2024). Moreover, previous studies tend to adopt normative or descriptive quantitative approaches, which are insufficient to explain leadership transformation processes comprehensively (Northouse 2019).

In the Indonesian context, particularly within madrasahs, transformational leadership possesses unique characteristics, as it must integrate professional educational demands with religious values and local cultural traditions. Akbar emphasizes that transformational leadership grounded in a cultural approach is highly relevant in value-based educational institutions, as it bridges tradition and innovation harmoniously (Akbar 2024). This perspective aligns with Komsiyah's view that the implementation of transformational leadership in educational institutions must consider social, cultural, and student characteristics(Komsiyah 2016).

Based on these considerations, this study focuses on an in-depth examination of madrasah leadership management at MTs N 2 Kota Kediri through the lens of transformational leadership integrated with managerial functions (Northouse 2019). The madrasah head is positioned as a driving force for change who not only implements administrative policies but also formulates a clear vision, manages systems in a structured manner, and internalizes religious values within everyday leadership practices (Gofur dkk. 2024).

Furthermore, this research aims to analyze the role of the madrasah's vision and curriculum evaluation processes in fostering change and development at MTs N 2 Kota Kediri toward becoming a leading madrasah (Faeni 2020). This process includes efforts by the madrasah head to build collective participation, cultivate a collaborative work culture, and integrate tradition with innovation as the foundation for strategic decision-making (M.Bass dan E. Riggio 2011). Within this framework, transformational leadership is understood as a reflective practice that involves all madrasah elements in a process of continuous change (Suriagiri 2020).

This study also emphasizes the application of transformational leadership dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Specifically, it explores how the madrasah head's role modeling shapes madrasah culture, how inspirational motivation is manifested through policies that strengthen teacher commitment, how intellectual stimulation is developed through supervision and managerial innovation, and how individualized consideration is applied through humanistic relationships between leaders and madrasah members (Kosasih 2020).

Thus, this research seeks to explain the implications of transformational leadership for strengthening madrasah culture, improving educational quality, and realizing comprehensive madrasah excellence (Haryanengsi dan Usman Radiana

2024). The formulation of research problems integrated within this background is expected to bridge the gap between theoretical studies and practical leadership implementation in the context of madrasah education (Nuha dan Afandi 2022:6).

B. RESEARCH METHOD

A descriptive qualitative approach was employed in this study to gain an in-depth understanding of the phenomenon of transformational leadership management at MTs N 2 Kota Kediri from the perspectives of educational stakeholders directly involved in its implementation. This approach was selected because the study was not intended to test hypotheses or measure statistical relationships among variables, but rather to explore meanings, processes, interaction patterns, and lived experiences of research participants holistically within their natural context. Descriptive qualitative research enables researchers to capture social realities as they occur in the field and to interpret phenomena based on the viewpoints of the informants. This perspective aligns with Sugiyono's view that qualitative research aims to examine objects in their natural settings, positions the researcher as the primary research instrument, and prioritizes depth of meaning over generalization of findings (Sugiyono 2022). A Similarly, Abdussamad emphasizes that qualitative research focuses on achieving a comprehensive understanding of social phenomena through direct involvement and interaction between the researcher and the research subjects (Abdussamad 2021).

The study was conducted at MTs N 2 Kota Kediri, East Java, in December. At the time of the research, the madrasah was actively developing change-oriented leadership practices aimed at improving institutional quality. The research subjects consisted of the madrasah head, madrasah staff, and students who were directly involved in the dynamics of leadership and educational management. Informants were selected using purposive sampling, a technique in which participants are deliberately chosen based on their level of knowledge, experience, and involvement in relation to the research focus (Anisah dkk. 2021). This sampling method is commonly used in qualitative research because it prioritizes the depth and relevance of data rather than the number of respondents. Anisah et al. explain that purposive sampling is effective when researchers require informants who are capable of providing rich and contextual information aligned with the objectives of the study (Anisah dkk. 2021).

The research procedure was carried out through systematic and continuous stages. The initial stage involved research planning, the development of interview guidelines based on transformational leadership theory, obtaining research permits, and identifying key informants. The subsequent stage focused on data collection, which was conducted through in-depth interviews, observation, and documentation. Semi-structured interviews were used to provide a clear framework while allowing flexibility to explore participants' responses in greater depth. Observation was conducted to directly examine

leadership practices, organizational culture, and social interactions within the madrasah environment. Documentation served as supporting data, including work programs, organizational structures, and records of madrasah activities. The use of multiple data collection techniques aimed to generate rich, comprehensive, and complementary data.

The research stages encompassed research design, data collection, data processing and analysis, and the formulation of conclusions. The role of the researcher was central throughout the qualitative research process, as the researcher was responsible for capturing meanings, interpreting data, and understanding the social context surrounding the studied phenomenon. To support this role, research instruments such as interview guidelines and observation sheets were developed based on theoretical frameworks and research objectives. Hanurawan highlights that the researcher's direct involvement is a key strength of qualitative research, as it enables a deeper understanding of the psychosocial realities experienced by research subjects (Hanurawan 2019).

Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. The analysis process was carried out continuously from the data collection phase until the completion of the study. Collected data were selected and simplified to sharpen information relevant to the research focus, then organized and presented in the form of thematic narrative descriptions. Conclusions were subsequently drawn to reflect the empirical conditions found in the field. This process was conducted iteratively until data saturation was achieved, ensuring a high level of accuracy and credibility of the research findings (Hanurawan 2019).

Data validity was ensured through the application of source triangulation by comparing and integrating interview data obtained from various informants—such as the madrasah head, staff, and students—with findings from observations and documentation. Triangulation was applied to ensure data consistency, coherence, and reliability, thereby strengthening the scientific accountability of the research findings. This approach aligns with the principles of validity in qualitative research, which emphasize the accuracy of meaning and the alignment of data with empirical realities in the field (Abdussamad 2021).

C. RESULTS AND DISCUSSION

1. Impelementation of Transformational Leadership Managment By the Madrasah Head in Managing the Educational Institution.

The findings indicate that the implementation of leadership management at MTs N 2 Kota Kediri is carried out in a planned and systematic manner, guided by the principles of transformational leadership. The madrasah head positions himself not merely as an administrative executor, but as a strategic leader responsible for directing and optimizing all institutional resources.

In managing the institution, the madrasah head integrates managerial functions like planning, organizing, implementing, and supervising into collective and participatory policies. Each program is formulated based on the actual needs of the madrasah and is systematically communicated to all members of the school community to ensure shared understanding and consistent implementation. This pattern reflects the application of transformational leadership through a clear and structured work system.

The emphasis on policies developed as an integrated system has a positive impact on aligning perceptions and work directions among madrasah members. Teachers and staff operate under the same guidelines, reducing overlapping roles and minimizing differences in policy interpretation. This condition strengthens organizational stability and supports the effectiveness of institutional management.

These findings confirm that transformational leadership at MTs N 2 Kota Kediri is inseparable from a strong managerial framework. Instead, the integration of transformational leadership with institutional management serves as a key factor in achieving sustainable and effective madrasah governance.

2. Role of Transformational Leadership in Building Vision, School Culture, and Madrasah Development Direction

The results show that the madrasah head plays a central role in formulating and internalizing the institutional vision as a shared direction for madrasah development. The vision is not merely articulated in formal documents, but is continuously communicated to teachers, staff, and students through various madrasah activities.

To maintain the relevance of the vision in response to contemporary challenges, the madrasah head conducts regular evaluations of the curriculum and educational programs at the end of each academic year. These evaluations function as reflective mechanisms to assess learning effectiveness and the alignment of programs with students' characteristics and social-environmental demands.

Madrasah development is pursued through participatory processes involving curriculum development teams and teachers. This involvement reflects transformational leadership practices that foster a sense of ownership and collective responsibility for institutional progress. As a result, a collaborative work culture emerges as an integral part of organizational life.

Thus, transformational leadership contributes significantly to shaping a school culture that is adaptive, visionary, and oriented toward continuous improvement. The madrasah's vision and culture serve as a solid foundation for determining strategic directions in institutional development.

3. Role Modeling, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration in Enhancing Teacher Performance and Student Engagement

The findings reveal that the madrasah head's role modeling serves as a fundamental pillar of transformational leadership practice. Exemplary behavior is demonstrated through discipline, consistency in attitude, and direct involvement in academic and religious activities, thereby fostering trust among teachers and students.

Inspirational motivation is manifested not only through verbal communication of vision and direction, but also through policies that provide opportunities for teacher professional development. The provision of appreciation, trust, and recognition for teachers' performance enhances work motivation and strengthens professional commitment.

Intellectual stimulation is evident in the madrasah head's encouragement of instructional innovation, teacher participation in curriculum evaluation, and the development of entrepreneurship and achievement-oriented programs. Teachers are motivated to think critically, creatively, and openly toward change as part of ongoing quality improvement.

Additionally, individualized consideration is applied through personal approaches and humanistic supervision. The madrasah head demonstrates genuine concern for individual needs and conditions, fostering harmonious relationships and increasing the engagement of both teachers and students in the educational process.

4. Contribution of Transformational Leadership to the Realization of an Excellent and Character-Based Madrasah

The findings indicate that transformational leadership significantly contributes to the realization of MTs N 2 Kota Kediri as an excellent madrasah. This excellence is developed through institutional management that emphasizes educational quality alongside the strengthening of religious character.

A key strategy focuses on enhancing the quality of educators as primary role models for students. The madrasah head believes that educators who demonstrate integrity, professionalism, and moral character will produce students who excel both academically and ethically.

Madrasah excellence is not solely measured by academic achievement, but also by discipline culture, a conducive learning environment, and comprehensive character development among students. This approach illustrates how transformational leadership effectively integrates academic objectives with Islamic values in a harmonious manner.

Therefore, transformational leadership functions as a driving force in building a madrasah that is excellent, character-based, and sustainably competitive amid the evolving dynamics of education.

5. Supporting and Inhibiting Factors in the Implementation of Transformational Leadership

The findings reveal that the primary supporting factor for implementing transformational leadership at MTs N 2 Kota Kediri is the existence of institutionalized policies embedded within a structured work system. Clear systems facilitate the understanding of roles and responsibilities among madrasah members.

Furthermore, the firmness of the madrasah head in enforcing regulations and consistency in decision-making strengthens leadership effectiveness. The established collaborative work culture also plays a crucial role in supporting the institutional transformation process.

Conversely, inhibiting factors include limitations in facilities and infrastructure, as well as differences in character and readiness among human resources. These challenges may affect the pace and effectiveness of policy implementation if not managed appropriately.

Nevertheless, the madrasah head addresses these obstacles through dialogical, analytical, and solution-oriented approaches. This perspective demonstrates that challenges are not viewed merely as constraints, but as integral components of organizational learning and institutional strengthening.
pendidikan.

D. CONCLUSION

This study concludes that transformational leadership management at MTs N 2 Kota Kediri plays a meaningful role in shaping a madrasah that is excellent, character-oriented, and sustainable. The leadership of the madrasah head is reflected not only in the management of systems and adherence to regulations, but also in everyday practices such as role modeling, inspirational encouragement, intellectual stimulation, and personal attention. These elements are integrated naturally into daily interactions and institutional activities.

The findings show that consistently practiced transformational leadership helps create a positive school culture, strengthens the commitment of teachers and staff, and fosters a sense of safety, trust, and learning motivation among students. Its impact can be seen in improved institutional management, a balanced integration of innovation and tradition, and the development of an educational environment that places religious character formation at the core of madrasah excellence. This study emphasizes that the quality of an educational institution is not determined solely by academic achievement or formal performance indicators, but also by the quality of educators as role models and key agents in the educational process. In this regard, transformational leadership grounded in Islamic values and humanistic principles remains relevant in responding to the challenges of madrasah management in times of change.

As a closing note, this study recommends that future research explore transformational leadership through comparative studies across different madrasahs or combine qualitative and quantitative approaches to better measure its impact on teacher performance and student learning outcomes. The author expresses sincere appreciation to the madrasah head, teachers, staff, and students of MTs N 2 Kota Kediri for their support, openness, and cooperation throughout the research process, which contributed to the advancement of studies in Islamic educational leadership.

REFERENCES

Abdussamad, Zuchri. 2021. *Metode Penelitian Kualitatif*. Makassar: Syakir Media Press.

Akbar, Abdi. 2024. *Kepemimpinan Transformasional (dengan pendekatan kultural)*. Bandung: Widina Media Utama.

Anisah, Hastin Umi, Albert Lodewyk, Sentosa Siahaan, Siti Hadiyanti, Dini Islamiati, Kadek Ayu Astiti, Nurul Hikmah, dan Muhammad Iqbal Fasa. 2021. *Metode Penelitian Kualitatif*. Yogyakarta: Zahir Publishing.

Faeni, Dewi Puspaningtyas. 2020. *Kepemimpinan Transformasional*. Bogor: PT Jawa Mediasindo Lestari.

Gofur, Abdul, Fauzie Senoaji, Hanuna Shafariah, dan Samsudin. 2024. *Buku Referensi Pemimpin dan Kepemimpinan*. Solok: PT Mafy Media Literasi Indonesia.

Hanurawan, Fattah. 2019. *Metode Penelitian Kualitatif Untuk Ilmu Psikilogi*. Depok: PT Grafindo Persada.

Haryanengsi, dan Usman Radiana. 2024. "Transformational Leadership and Its Impact on School Performance in the 21st Century." *Jurnal Manajemen Pendidikan* 15(1):10–18.

Imadoeddin. 2024. *Teori dan Praktik Kepemimpinan*. Purbalingga: Eureka Media Aksara.

Komsiyah, Indah. 2016. "Kepemimpinan transformatif perkembangan dan implementasinya pada lembaga pendidikan." *Ta'allum* 04(02):293–316.

Kosasih, Achmad. 2020. *Kepemimpinan Transformasional Membangun Kepuasan Kerja dan Kinerja Individu*. Tangerang: Pustaka Indigo.

Kuswaeri, Iwa. 2016. "Kepemimpinan transformasional kepala sekolah." *Tarbawi* 2:1–13.

Maris, Intan Silvana, Aan Komariah, dan Universitas Pendidikan Indonesia. 2016. "Kepemimpinan transformasional kepala sekolah, kinerja guru dan mutu sekolah." (2).

M.Bass, Bernard, dan Ronald E. Riggio. 2011. *Transformational Leadership*. London: Lawrence Erlbaum Associates Pyblishers.

Mbua, Emile Monono. 2023. "School Leader's Transformational and Instructional Leadership Styles and School Effectiveness." 2(1):1–2.

Nainggolan, Hermin, Basuki Toto Rahmanto, dan Ana Rusmardiana. 2024. *Buku Ajara Kepemimpinan*. Purbalingga: Eureka Media Aksara.

Northouse, Peter G. 2019. *Leadership Northouse*. Singapore: Sage Publishing.

Nuha, Zaki Ulien. 2022. "Implementasi manajemen mutu terpadu dalam mewujudkan sekolah unggul di MTSN 1 Kota Malang." masters, Universitas Islam Negeri Maulana Malik Ibrahim.

Nuha, Zaki Ulien, dan Ahmad Afandi. 2022. "Islamic Boarding Schools As A Basis For Character Education In The Industrial Revolution Era 4.0." *WARAQAT : Jurnal Ilmu-Ilmu Keislaman* 7(1):65–74. doi:10.51590/waraqat.v7i1.265.

Sasan, John Michael V, Gemma R. Escultor, dan Vahid Norouzi Larsari. 2023. "The Impact of Transformational Leadership on School Culture." 03(8):1899–1907.

Sugiyono. 2022. *Metode Penelitian Kuantitatif, kulalitatif, R&D*. Bandung: Alfabeta.

Suriagiri. 2020. *Kepemimpinan Transformasional*. Lhokseumawe: CV Radja Publika.

Waedoloh, Husen, Hieronymus Purwanta, dan Suryo Ediyono. 2021. "Gaya Kepemimpinan dan Karakteristik Pemimpin yang Efektif." *Conferences Series* 5(1):144–52.