



Implementation of Transformational Leadership of Madrasah Principals in State Tsanawiyah Madrasah (MTsN) 4 and State Tsanawiyah Madrasah (MTsN) 5 Tulungagung, East Java, Indonesia in Improving Performance Quality

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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Case Study

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ABSTRACT

This study aims to revisit the pattern of transformational leadership in improving the quality of performance. This is generally motivated by the existence of decentralization in the world of education, where the madrasah head is given freedom to make decisions in the madrasah

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environment. Therefore, the leadership style of the madrasah head will affect the quality of all elements in the madrasah environment. This condition is in response to the number of educators who are indifferent to increasing their competence as educators, which affects the quality of their performance. Finally, there is a sense of discomfort in the process of subordinate performance. The main purpose of transformational leadership is presented in educational institutions to improve the quality of performance by implementing its major theories, namely, Idealized Influence, Inspirational Motivation, Intellectual stimulation, Individual Consideration. In order to provide an academic framework, this study uses a qualitative approach with the type of field research through primary sources conducted through observation, interviews, and documentation steps that are then carried out through data reduction, data display, and data verification. The findings in this study indicate the following: 1) the implementation of transformational leadership of madrasah principals in building subordinate trust, 2) implementation in building motivation to subordinates is carried out by madrasah principals by providing rewards and punishments to subordinates in an effort to provide appreciation, 3) implementation in building the innovation power of subordinates is carried out by the madrasah head by analyzing the performance of subordinates, building communication with subordinates, making clear job descriptions, and actualizing subordinate thoughts about their potential so that subordinates are able to improve their quality, 4) implementation in building the individual abilities of subordinates carried out by the madrasah head, namely by creating discussion space between subordinates, building subordinate thinking, and increasing workshops in madrasah.

Keywords: Performance; madrasah; education; transformative leadership.

1. INTRODUCTION

This study was initiated by an argument that quality improvement in an educational institution is sought through renewed standardization and increased professionalism by the parties involved in the education system nationally. Changes in the policy-making system in the world of education that changed from centralization to decentralization as in Government Regulation No. 38 of 2007 concerning the Division of Government Affairs between the Government, Provincial Regional Government and Regency/City Regional Government., Decision-making with a decentralized system means that education policy in a region moves from the central government to the local government, namely the city or district government.

In the context of education, in the era of regional autonomy, it has experienced various large and complex challenges to be responded to immediately in an effort to improve the quality of education and productivity nationally [1]. Increasing added value, namely increasing the added value that exists in madrasahs as a form of consequence that must be developed in improving the quality of education in response to the development of science and technology [2]. In this context, madrasahs must be able to make quality plans based on national and international standards, so that they can meet the needs and demands of scientific development in the era of globalization [3].

Educational institutions have elements of teaching and education personnel who are required to have qualified competencies in carrying out their duties and functions in madrasahs. Today, many educators and education personnel are indifferent to the fulfillment of these competencies. With the development of an increasingly advanced era in both science and technology, an educator is primarily required to have qualified knowledge and abilities in the innovation of learning systems carried out both inside and outside the classroom [4]. Education is simply aimed at improving the quality of a nation's human resources [5]. In order to achieve this, educators and education personnel are required to always learn and innovate to improve the quality of learning and the quality of the madrasah administration system [6].

Leadership in the context of education is the ability of vision. That is, a leader must have a clear vision of his institution including how futuristic actions by considering the achievement of the desired state within a certain period of time. The strong leadership trait of a leader is one of the factors that determine the success and sustainability of an organization. The failure and success of an organization is largely determined by how a leader can achieve common goals [7]. The management of teaching and education personnel by the madrasah head

determines the success of education in madrasa, which is an educational institution that is a space to build the nation's generation, because madrasa equips students with knowledge and character. This can be built with good cooperation among all parties involved in a madrasah in coordination with the madrasah head [8].

Transformational leadership is here to answer the challenges of an increasingly complex era. Humans in this era of globalization are humans who have the desire to actualize themselves, which has implications for the form of service and respect for humans themselves [9]. Transformational leadership is not only based on the need for self-esteem, but raises the awareness of leaders to do their best in accordance with the study of management and leadership developments that view people, performance, and organizational growth as mutually influential sides [10]. In transformational leadership, a leader must have the ability to always involve his subordinates in the realm of decision making for the institution and inspire his subordinates [11]. The leader, in this case the madrasah head, is committed to realizing the vision, mission, and goals of the madrasah. The madrasah principal must always encourage educators and education personnel in the madrasah to innovate to solve problems that occur in the madrasah. The madrasah principal must actively participate in training and mentoring for teaching and education personnel.

Research on transformational leadership is usually conducted in a company and banking institutions, but researchers try to conduct research in educational institutions because at the end of this decade many researchers have brought this theory to the realm of education so that researchers chose Islamic/Tsanawiyah Madrasah as a challenge for madrasah heads in building subordinates who are competent in their fields. As a result, this research is critical to debate in order to realize an educational institution with subordinates who can commit to their individual tasks [12]. Of course in this case it cannot be forgotten that the value of a highly effective leader greatly affects the pattern of responsibility of an employee at work [13]. Leadership in educational institutions by adopting Bass and Avolio's transformational leadership theory is about three major findings in controlling subordinates, namely idealized influence, intellectual stimulation, and individual consideration that are now four major theories by

adding inspirational motivation. This research is influenced by Bass's theory that leaders in several educational sectors should learn about transformational leadership to provide inspiration and intellectual stimulation to every individual in education [14]. In his book, Urip Triyono, states that transformational leadership is more effective than other leadership as it reduces employee turnover and increases productivity [15]. According to Zainal Berlian's research, transformational leadership plays a role in approaching subordinates, and it has a very positive influence if leaders in education have transformational understanding to increase the performance of their subordinates [16].

Based on several things that researchers observed from observations at related institutions, MTsN 4 Tulungagung and MTsN 5 Tulungagung, East Java Province are educational institutions that are very appropriate to study because they have criteria that are close to the theme that researchers will study about transformational leadership. Although also in the field, researchers will find some conditions that are not suitable or new things related to some structured and unstructured efforts made by a madrasa head to create quality performance among their respective subordinates in the first area of building trust in subordinates, building motivation, building innovation power, and building ability power.

MTsN 4 Tulungagung itself is an educational institution that is the pride of all students and parents in Bandung Tulungagung, East Java Province. The community sees MTsN 4 Tulungagung through the achievements that MTsN 4 Tulungagung has from time to time increasingly experiencing an increase in achievement, both academic and non-academic achievements. Behind the success of MTsN 4 Tulungagung that can be seen today, there is something interesting in terms of the leadership process because it has a leader who is very inspirational to subordinates. Meanwhile, MTsN 5 Tulungagung itself has a competent madrasah head who provides insight and performance foundation to his subordinates making this institution one that can also be said to be leveling up in the field of performance. This is evidenced by the many academic and non-academic achievements during the leadership of the madrasah head.

Meanwhile, the quality of performance in educational institutions MTsN 4 Tulungagung

and MTsN 5 Tulungagung, which is the plan of the researcher's discussion, is about the quality of the performance of educators seen from the achievements of the madrasa during the head of the madrasa as a consideration for the right research place, that the educational institutions MTsN 4 and MTsN 5 Tulungagung are institutions that have madrasa heads who can be quite proud of most of the education community and society. Researchers have conducted interviews with several educational practitioners to explore data about the figure of the madrasa head, that the madrasa head does have several achievements related to the managerial process. In particular, this research departs from the shortcomings and advantages in the field in general. Madrasah achievements, academic and non-academic achievements are increasing in both institutions, and the number of new students is increasing day by day, so it is necessary to know the process of implementing madrasah leadership in building subordinate performance.

2. LITERATURE REVIEW

According to Bernard M. Bass and E Ronald Regio [17], leadership is a process of interaction between two or more people in an organization that resets the situation, perceptions and expectations of the members. On a scientific level, leadership is based on intuition experience, and practical skills. Leadership is seen as a gift from God. It is therefore a search for someone who has special traits that are seen as a requirement for success as a leader. The main function of a leader is to help the group learn to decide and work more efficiently in their role as coach. In Burns' view, a leader is clearly transformational when the leader's support and encouragement increases the subordinate's level of morale, motivation, trust, perceptions, and connection to organizational goals [18].

Transformational leadership refers to leaders who move followers beyond immediate self-interest through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration [19]. Transformational leadership occurs when a leader inspires followers to share a vision, empowers them to achieve the vision, and provides the resources necessary to increase their personal potential [20]. Transformative leaders serve as supportive icons of positive leadership and transformational leadership focuses on increasing employee motivation and

tries to connect employees' sense of self with the values in an organization [21].

Furthermore, transformational leadership is a leadership style in which one can motivate and use thinking skills. Transformational leadership strongly influences the fundamental attitudes and assumptions of organizational members, creating a shared mentality to achieve organizational goals [22]. This leadership style usually results in higher performance than transactional leadership [23]. Bass also suggested that the education community should use this concept as a tool to create the desired education [18].

Transformational leadership of madrasah principals is a modern leadership theory where madrasah principals have a type of leadership that has the ambition to make changes to educational institutions specifically to the quality of subordinates or individuals through the leadership behavior of madrasah principals in influencing their subordinates by building trust in subordinates, building motivation that inspires subordinates, innovation or intellectual subordinates, and building the quality of subordinates so that the spirit of leadership remains awakened when in any condition [24].

In addition, the leadership of the transformative madrasah head is expected to be able to communicate well with subordinates. Communication is synonymous with how to make subordinates move to perform their duties without a sense of compulsion that is so high or the demands of an excessive leader so that the performance results can exceed the desired target supported by a sense of belief that the leader is able to change himself, and the educational institution he oversees for the better. The result of this leadership is to have subordinates who are aware to take part in the realization of the vision and mission of the madrasah. The main foundation of this research is about transformational leadership that produces four research questions based on Bass and Avolio's theory in which there are four criteria as a transformational leader, namely, Idealized Influence, inspirational motivation, intellectual stimulation and individualized consideration that aim to conduct research to prove the extent to which transformational leadership is able to improve the quality of subordinate performance in madrasah institutions.

3. METHODS

This research uses a qualitative approach with a type of field research through case studies [25]. The selection of locations is done intentionally (purposive) with consideration and reasons for its uniqueness, as well as the suitability of conditions with the research title. The research locations used are MTsN 4 Tulungagung and MTsN 5 Tulungagung, East Java province. In this study, the data collected are related to research questions, namely data related to transformational leadership in improving performance quality. In this study, primary data were obtained from participant observation and in-depth interviews with key informants who had been selected through snowball sampling techniques as well as data from documentation at the research location [26]. Meanwhile, data analysis uses data reduction, data display and data verification while checking the validity of the data using triangulation techniques [27].

4. RESULTS AND DISCUSSION

4.1 Implementation of Transformational Leadership in Building Subordinates' Trust

Based on the data obtained, the communication process carried out by the madrasah heads of MTsN 4 Tulungagung and MTsN 5 Tulungagung is carried out by discussion activities between the madrasah heads and several parties from the madrasah elements. In the process of educational leadership, communication has a very important role in the success of a madrasa to achieve educational goals. Concretely, this is done by the madrasa principal to solve problems in the madrasa. This communication pattern is considered effective and efficient by the madrasah principal in solving problems because in addition to the madrasah principal providing direction on various activities to be carried out by the madrasah, the madrasah principal will also get feedback in the form of ideas owned by his subordinates, namely the teaching staff. In line with what Gary Yukl stated that the ideal influence that leaders have on their subordinates in communicating is to pay attention to the urgency of values and assumptions, commitments, and beliefs in making policies and through careful consideration of ethical and moral aspects [28].

Basically, the leadership style built by the madrasah head is to create an atmosphere of

free discussion with his subordinates. This atmosphere is created to fully explore the opinions and ideas of subordinates. The madrasah principal considers those who are invited to communicate in discussions as people who have the ability and competence to analyze potential and are also able to plan madrasah activities in applying the madrasah's vision and mission. The madrasah principal in practice influences idealized behavior (idealized influenced) by conducting good and directed interactions with all elements of the madrasah, one of which is by showing a communicative attitude to all elements of the madrasah by instilling an ideology to prioritize the interests of the madrasah. Transformational leadership in this context focuses on the influence of the madrasah principal, namely how and how much the madrasah principal can influence subordinates to implement the vision, mission and goals of the madrasah [29].

Furthermore, efforts that can be made in providing and receiving information can be done through improving the ability to read the situation and the wishes of madrasah residents, as well as the meaning of education laws and regulations. Reading the situation is to understand a person's behavior, the reasons a person behaves, and the purpose of certain behavior. Understanding these three things makes the madrasah head will be able to dive deeper into a person's behavior. Therefore, the madrasah head should master psychology or applied science in order to communicate persuasively to his subordinates, namely teaching staff [30].

The madrasah head builds intensive communication with subordinates, namely teaching staff. This is done by accommodating various opinions from subordinates that will be used as material in making plans for implementing the madrasah's vision and mission. The application of good communication by the madrasah head improves the ability of educators to interact and communicate with peers. Intensive communication activities enhance the ability of effective and efficient interaction between educators who impact the fulfillment of madrasah goals in a directed manner [31].

The leadership applied in both madrasahs, namely MTsN 4 Tulungagung and MTsN 5 Tulungagung, has basically instilled an understanding that all elements of the madrasah are able to carry out maximum performance to achieve good performance quality. The process

is achieved by always instilling confidence in subordinates who are able to carry out their duties and functions optimally. The madrasah principal always instills that this madrasah has a lot of potential that must be packaged, processed and published.

This is in line with Bass' opinion in his book that a leader must instill high trust in subordinates to achieve the goals of an organization [32]. The madrasah principal demonstrates the ability to lead. At this level, the madrasah head shares his experiences and achievements during his time as an educator to serve as a reference for educators in his madrasah. In addition, this step also serves to foster educators' trust in the quality of competent madrasah heads. These experiences and abilities will be applied in formulating various madrasah policies and programs.

The ideal influence of a madrasah head is also given to subordinates by instilling a pride in subordinates by giving confidence that the madrasah head is a figure capable of leading subordinates and providing a comfortable atmosphere in carrying out activities in the madrasah. This is also confirmed by Bass and Avolio that a transformative leader is a figure who fosters self-confidence in his subordinates for the self-development needs of a subordinate. A transformative leader also always makes it clear to his subordinates that the organisation must see both the good and the bad sides of the outcomes of an activity, because positive thinking causes subordinates to think positively about a case or problem.

Implementation in these two institutions is to provide evidence of the loyalty of a madrasah head to all elements in the institution and instill a sense of belonging to the madrasah to realize the vision and mission of the madrasah. The madrasah head also instills in subordinates that this madrasah already has potential that other madrasahs do not have so that subordinates feel proud to serve in the madrasah. Robbin also wrote about how the head of an organization maintains the dignity of an organization he oversees. This kind of thing has an impact on the higher trust of subordinates to the loyalty of subordinates, so as to increase the spirit of performance to become a quality madrasah [29].

Madrasah principals who are consistent in implementing leadership qualities certainly, have a strong commitment in themselves to carry out the vision and mission of the madrasah to the

fullest. Research by Huen Yu, Kenneth Leithwood [33], places commitment as a major influence on teacher change. According to Bruce J. Avolio & Bernard M. Bass the commitment of transformative leaders is able to influence and generate strong feelings in all elements of the organization to move towards achieving the specified goals [34]. This is evidenced by the fact that both madrasah principals have a consistent attitude and are also committed to creating a comfortable atmosphere for educators in madrasah. The madrasah principals make an effort to communicate with educators by providing feedback, and they always allow educators to be creative with ideas through the fulfillment of their tasks and functions in madrasah.

Furthermore, it is very important for a madrasah to achieve and maintain the value of a healthy madrasah, which means that the madrasah is conducive, stable, and comfortable with the surrounding environment. The group in the madrasah will be able to survive because some of the advantages it has in supporting the education process. The madrasah principal implements his leadership through values and norms that can develop the potential of teachers, students and education personnel. The madrasah principal can assist teachers in developing their abilities to the fullest in creating a healthy, cheerful living atmosphere and encouraging teachers, students and parents to build a cohesive cooperation for the achievement of educational goals in the madrasah [35].

The value of the process that needs to be considered by the madrasah head is to be a role model, namely the target of change starting from himself to do good things so that it becomes an example for others. When the madrasah head cannot show good behavior and performance, then he cannot be used as a role model. If the madrasah head cannot show this exemplary behavior, there is no need to maintain his position. The role of a wide-reaching madrasah head is that the madrasah head must provide examples of how to dress neatly, be polite, get along well and maintain good manners, prevent arrogance and avoid arrogance through a family atmosphere. If all of these things are well fostered, the overall morale and performance of the madrasah will be maintained and even improved [36].

The implementation of transformational leadership in building subordinate trust can be

concluded that providing examples of attitudes that competent educators must do is part of the leadership behavior of the madrasa principal. The madrasah head, as a role model in an institution provides examples of attitudes carried out in daily activities, for example, a trustworthy attitude in carrying out tasks by always giving structured directions to educators in carrying out their duties because he realizes that each educator must have different abilities to help in solve his problems so that educators do not feel burdened with their duties. In addition, the madrasah head also shows an attitude of discipline in carrying out his duties so that the teaching staff is able to imitate and apply it in carrying out their duties. The head of madrasah, with all the competence and experience he has provides an example both in attitude and in the desire to always actualize himself in accordance with the times and technology. This will impact the confidence of the teaching staff as subordinates and they will understand that attitudes and self-actualization need to be done continuously which will improve their pedagogical abilities in planning, organizing and managing learning in the classroom and activities outside the classroom.

4.2 Implementation of Transformational Leadership in Building Subordinate Motivation

As an effort to build motivation towards subordinates, both madrasah heads of MTsN 4 and 5 Tulungagung provide rewards and punishments to subordinates. The award given by the madrasah head in appreciating employee performance is by encouraging them to carry out their duties. In addition, the award here is also in the form of a word of appreciation by the madrasah head. This will be very meaningful for educators as they will feel appreciated in carrying out their work. In addition, the head of the madrasa always shows a friendly attitude to the teaching staff both from the look on his face and from the words spoken. If the teaching staff makes a mistake, the madrasah head will reprimand them politely and provide direction as a way to solve the problem or problem.

Rewards are responses to behavior that increase the likelihood of the behavior being repeated [37]. Meanwhile, punishment is presenting an unpleasant situation or a situation that you want to avoid to reduce behavior that has an effect on changing one's behavior [38]. The head of the

madrasa gives awards to the results of the performance of teaching staff. This award is given to educators who work optimally or less optimally. This is done to give appreciation to the performance of subordinates. Small appreciation in the form of gratitude and encouragement will arouse the motivation of educators in carrying out their duties and functions in madrasah. In addition, the madrasah head always monitors the performance of teaching staff regularly. If the teaching staff makes mistakes in their performance, the head of the madrasa will give a warning with a polite selection of words to subordinates so that it is easily understood by the teaching staff. This attitude will improve the personality competence of teaching staff in having an attitude and being responsible in carrying out their duties which will have an impact on improving the quality of madrasah effectively and efficiently.

In line with this, as stated by Bass in Raymond that transformative leadership is a person's leadership style that can motivate and use thinking skills. Meanwhile, according to Garcia, transformative leadership strongly influences the fundamental attitudes and assumptions of organizational members and creates a shared mentality to achieve organizational goals. This leadership style usually results in higher performance than transactional leadership [23]. Motivation by giving rewards and punishments is something that is effective in increasing the enthusiasm of teaching staff in carrying out their duties in madrasah. This is one of the programs enacted by the head of the madrasa to maintain the stability of the quality of the performance of subordinates, namely teaching staff.

Based on the results of the second study, the madrasah head gave directions to subordinates. The madrasah principal provides direction on the basic concepts of how to implement the madrasah program so that the program can be implemented properly in order to achieve the goals of the madrasah's vision and mission. In addition, the madrasah head also provides direction on the attitude that must be possessed by an educator by providing concrete examples of attitudes or providing examples from the story of the Prophet Muhammad, which will provide knowledge about social attitudes and good personality.

The madrasah principal not only knows how to foster motivation in general, but is also able to invite teaching staff to understand how to foster

this motivation so that they can apply it. Commitment to the mission, love of work, dedication to maintaining high standards of work, persistence in achieving madrasah goals and implementing long-term plans that have been prepared are important motivational factors. Furthermore, the madrasah head provides direction to subordinates in carrying out their duties. This will motivate the teaching staff so that they can carry out their duties with high dedication. The madrasah head directs the teaching staff by considering the ability of the teaching staff, the madrasah head in addition to giving orders will also provide clear direction on the duties of the teaching staff while trying to provide direction on improving the quality of teaching staff resources.

Transformative leaders motivate and inspire a neighborhood group by giving meaning and challenge to work [17]. Raising followers' awareness about the organization's mission and vision, encouraging them in every way and getting them to commit to the organization are key aspects of inspirational motivational leadership transformation [39]. Motivating subordinates is one of the main tasks of the leader. The madrasah head as the highest leader in the madrasah directs his subordinates in carrying out their duties, this is in line with what is stated in the theory of transformational leadership that direction and challenge to subordinates is one thing that can be done to increase subordinate awareness in educational institutions. This condition motivates educators to continue to be creative in conducting the best learning in madrasah. Then, it also improves the personal competence of educators in mastering learning materials in the classroom in depth, both how to teach and how to organize students in madrasah.

4.3 Implementation of Transformational Leadership in Building Subordinate Innovation Power

The research findings show that both madrasah heads conduct subordinate performance analysis. In maximizing the performance of the teaching staff, the madrasah principal analyzes the ability of subordinates by inviting subordinates to discuss about learning in the classroom and about activity programs outside the classroom. With the discussion, madrasah principals and teaching staff can exchange opinions and ideas for the progress of madrasah. The madrasah head will map the division of tasks

of teaching staff effectively by considering the various competencies possessed by teaching staff. This will have an impact on the accuracy of handling problems structurally, both in the classroom and outside the classroom.

One approach to improving the quality of education in schools is fostering teacher professionalism through supervision. The existence of supervision by the madrasah head of the teaching staff is expected not to be limited only to coaching, but also to complement each other to improve to a higher level in terms of quality improvement in madrasah. Madrasah principals and teachers give each other the best, namely madrasah principals provide services to develop teacher professionalism in teaching and other needs related to the main duties of teachers. Meanwhile, teachers in receiving teaching supervision services can convey several things directly to the madrasah head [35].

In line with Bass' statement that transformative leaders stimulate teachers, administration, sarpras, deputy heads, librarians and several other employees to stimulate them all to be more creative and innovative towards new things to come. No public criticism of members' mistakes for individuals [17]. The madrasah head analyzes the performance of subordinates to respond to the performance of educators who are less than optimal in carrying out their duties. It will also have a positive impact on other educators so that they remain maximized in carrying out their duties. In addition, performance analysis is carried out so that the madrasah head is able to identify the characteristics of his teaching staff, so that he can overcome various problems that occur in the madrasah, both problems in learning and outside. This improves the quality of pedagogical competence and professional competence of teaching staff.

Teacher professionalism is not just present in madrasahs, teacher professionalism is present through continuous self-development. This self-development is carried out through various supervision programs, evaluations, training, and follow-up education on these evaluations. Educators who are assigned to a madrasah even though they already have qualified abilities still need an evaluation of the tasks they do in the madrasah. Professional development of educators comes as an effort to provide services about the education system through inputs provided by supervisors to educators.

Furthermore, both madrasah principals build communication with subordinates, madrasah principals in making madrasah activity programs understand the concept of each activity. Communication is a process because it is an activity that is carried out continuously, which has no beginning and is always changing [40]. Communication carried out by the madrasah head and also educators is carried out continuously because the communication process is very important to determine the various activities that will be carried out in a madrasah. The communication carried out runs dynamically because of changes in information owned by various parties in the madrasah that continues to run and change, it must continue to be communicated so that all activities in the madrasah run in harmony.

Every talk of the madrasah head contains elements of persuasion, namely talks aimed at strengthening or changing the attitudes and beliefs of listeners and talks aimed at moving or motivating listeners to take an action. The tools used to do this persuasive talk are: (1) reasoning and evidence, (2) attraction of motivators, (3) attraction of credibility [30]. When the madrasah principal gives instructions to the teaching staff, basically the madrasah principal provides inspiration, encouragement, and motivation to the teaching staff. If the principal is able to carry out this well and maximally, then the communication that occurs in the madrasa will run both up and down, will run smoothly, meaningfully, and will produce more positive impacts for both the educators and the madrasa institution itself.

The madrasah head always prioritizes good communication in the leadership process. With good managerial skills, it will improve the quality of teacher performance effectively [41]. This is done to maximize the potential abilities of educators in order to achieve institutional progress. The personality competence possessed by the madrasah head will greatly impact the communication patterns he has towards the teaching staff. Educators will be able to issue ideas and be able to carry out their duties optimally which has implications for improving the quality of the performance of these educators.

Furthermore, the madrasah head makes a job description to the teaching staff in his madrasah clearly through a meeting used by the madrasah head to explain the duties and obligations of the

teaching staff. Usually if the madrasah will carry out major activities, the madrasah head will schedule a meeting several times to ensure that all parties involved in the event understand their respective duties so that the activity is able to run well [42]. Then the madrasah head directs the teaching staff to actualize their potential. The madrasah principal tries to maximize the various potentials in the madrasah, both the potential of the institution itself and the potential possessed by the teaching staff. Because each position in an institution has its own duties and functions that must be able to maximize the potential that exists in itself and must continue to hone this potential in order to improve its competence as a teaching staff, both pedagogical, professional, social and personality competencies that have an impact on the quality of the performance of teaching staff.

There is a definition and process that transcends the self in self-actualization characterized by such terms as selfless, devoted, working at a calling and being a value [43]. Furthermore, stimulating the thinking of subordinates is the heavy task of a leader, this is what makes the special characteristics of transformational leadership to carry out new opportunities in completing their duties in order to be creative towards completing work. This can be realized if there is a sharp stimulus from a leader [44]. The head of madrasah as a driving force in madrasah provides confidence to educators about their potential and the potential of institutions that can be developed and supported to be able to realize various self-development activities in madrasah. In order to discover and analyze the potential of educators and establish strategies to enhance their performance in carrying out various madrasah activities, the madrasah principal offers bait in communication with educators. In order to support their roles and responsibilities in the madrasah and be able to appropriately, effectively, and efficiently manage learning and student activities, educators must always strive to improve themselves. This will enable them to fulfil students' growing needs for knowledge and technology.

4.4 Implementation of Transformational Leadership in Building Subordinates' Individual Capabilities

Based on the results of research at MTsN 4 and 5 Tulungagung, it was found that both madrasah heads created a discussion space between educators to stimulate the insights and abilities of

educators. This is done because of the different abilities possessed by educators. Especially during the pandemic, educators must adjust to conducting online learning, while these skills are not yet owned by all educators, so the madrasah head divides the teaching staff into several discussion groups so that educators can learn from each other. This is useful to improve the ability of educators in their interactions to implement a technology-based learning system.

Discussions carried out by teaching staff in madrasahs encouraged teaching staff to carry out self-development to increase their competencies. The head of the madrasah creates a space for discussion between teaching staff in the madrasah. This is in accordance with Bass' opinion that leaders must be able to provide space, time, facilities that can be used by their employees to empower and develop their abilities and skills for better organizational performance [17]. However, in order to carry out this task, the madrasah head still controls the performance of the teaching staff. This activity is able to stimulate educators to be able to communicate well with each other, and helps improve and hone the potential of educators [39].

The madrasah principals of the two madrasahs then build subordinate thoughts about the progress of the madrasah. The madrasah head often provokes educators to think more innovatively about various activities in the madrasah, the madrasah head will provide tasks and several questions about madrasah activities that will be given to educators randomly and then this can be used as material for analysis to make policies in the madrasah. In addition, it can be a medium for educators to continue to hone their competence.

Furthermore, every program in the madrasah is made into a decision. Formally and collectively, it is then adhered to and implemented. Madrasah decision-making is a shared responsibility. Even though, for example, the madrasah head's decision is urgent or important. However, the decision must be conveyed to the teachers in the madrasah. In making decisions in the madrasah, each teacher is given a wide space and can convey their ideas [35]. In line with Bass' theory that transformative leaders understand individual differences, have effective communication, are attentive, delegate tasks as a means of developing members, but are still monitored to assess progress. However, all of that is done in an appropriate way so that subordinates do not

feel forced. Transformative leaders are leaders who spend their time educating and training their members [17]. Building subordinate thinking carried out by the madrasah principal either by giving assignments or asking questions about the curriculum and student activities in madrasah will make educators issue their ideas. These ideas will certainly be taken into consideration for the madrasah head to make decisions about various student activities and the application of the latest curriculum so that they can be accepted by students by considering the madrasah culture and the background of students. The ability of the teaching staff impacts the improvement of the quality of the madrasah and meets the needs of students in the madrasah as well as the ability of the teaching staff itself will develop.

Additionally, the two madrasah heads carry out workshops or training activities regularly in their madrasah. This is done after evaluating the performance of the teaching staff in their institution. After the analysis is completed, the madrasah head will know what needs to be improved in the teaching staff and then arrange workshops or training activities for them. Usually, the workshop is related to activities that improve the quality of learning. The presence of transformative leaders pays special attention to the needs of each individual to achieve and develop by acting as a coach [45]. With the rapid development of technology, the ability of educators must also always be improved, namely by routinely holding workshop activities. The workshop activities carried out are tailored to the needs of the madrasah and the needs of the teaching staff. These competencies will be useful in improving the quality of learning management in the classroom, which is crucial in enhancing the pedagogical and professional competencies of educators.

5. CONCLUSION

The implementation of transformational leadership of madrasah heads in building subordinate trust to improve the quality of performance at MTsN 4 Tulungagung and MTsN 5 Tulungagung has been carried out consistently to achieve change, namely by paying attention to the following aspects: (a) building intensive communication with subordinates, namely educators by communicating directly or through a third person, (b) showing the ability to lead both by providing direction in tasks as well as showing achievements and sharing experiences with subordinates, namely educators, (c) creating

a comfortable work environment by leading democratically accompanied by a friendly and polite attitude to subordinates, namely educators, (d) providing good examples of attitudes in carrying out tasks and attitudes in everyday life.

The implementation of transformational leadership of the madrasah head in building subordinate motivation to improve the quality of performance at MTsN 4 Tulungagung and MTsN 5 Tulungagung is carried out in various ways, namely: (a) providing rewards and punishments to subordinates, namely educators by giving words of encouragement, smiles, and if the educators make mistakes then the madrasah head will politely reprimand, (b) providing direction to subordinates about their duties and functions in the madrasah to increase motivation to carry out tasks properly, effectively and efficiently for the progress of the madrasah.

The implementation of transformational leadership of madrasah principals in building subordinate innovation power to improve performance quality is carried out in various ways, namely: (a) analyzing the performance of subordinates by supervising learning and evaluating madrasah activities, (b) establishing communication with subordinates, the madrasah head communicates all forms of activity concepts in the madrasah both learning activities in the classroom and outside the classroom, (c) making clear task descriptions so that subordinates understand their respective duties and are able to carry out activities and learning effectively and efficiently, (d) actualizing the potential of subordinates, the madrasah head tries to maximize the various potentials that exist in the madrasah, both the potential of the institution itself and the potential possessed by educators.

The implementation of transformational leadership of madrasah principals in building the individual abilities of subordinates to improve the quality of performance is carried out in various ways, namely: (a) creating a discussion space between subordinates to exchange ideas in completing tasks and solving problems in the madrasah, (b) building subordinate thinking is carried out by the madrasah head by always providing feedback to educators either by giving assignments or questions that can stimulate educators' thinking, (c) increasing workshop and training activities for subordinates, namely educators to improve their competence.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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