

## Transformational Leadership Model in Improving Accreditation

Meutia Fajrin \*

Universitas Islam Negeri Sultanah Nahrasiyah, Lhokseumawe, Indonesia

Email: [mutiafajri79@gmail.com](mailto:mutiafajri79@gmail.com)

\*Corresponding Author

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### ABSTRACT

The accreditation process is one of the important steps to improve the quality of education in educational institutions, including Madrasah Aliyah Swasta. However, many madrasahs face challenges in preparing for accreditation, mainly related to the management of the accreditation team and the quality of the documentation that must be compiled. Principal leadership is considered to have a key role in influencing the success of this process. This study aims to examine the influence of transformational leadership style on accreditation preparation at Madrasah Aliyah Swasta Al-Muslimun. The main focus of the research is the strategies applied by the principal in leading the accreditation team, as well as how these strategies affect the quality of education and teacher performance in the accreditation process. The research method used was qualitative with data collection techniques through interviews, observation and documentation. The results showed that the principal's transformational leadership plays an important role in creating a positive work culture and improving collaboration between school components. Principals are actively involved in preparing accreditation forms, providing motivation and supporting innovation in education management. In addition, the strategies implemented, such as the preparation of accreditation documents, training for teachers and improvement of facilities, contributed to achieving better accreditation. This research confirms that effective and organized leadership is critical in ensuring the success of the accreditation process in educational institutions. This research is expected to provide insights for school principals and policy makers in designing more effective leadership strategies to support successful accreditation and improved education quality in *madrasahs*.

Keywords: School Accreditation, Transformational Leadership, Leadership Style, Accreditation.

### ABSTRAK

Proses akreditasi merupakan salah satu langkah penting untuk meningkatkan kualitas pendidikan di lembaga pendidikan, termasuk Madrasah Aliyah Swasta. Namun, banyak madrasah yang menghadapi tantangan dalam mempersiapkan akreditasi, terutama terkait dengan pengelolaan tim akreditasi dan kualitas dokumentasi yang harus disusun. Kepemimpinan kepala sekolah dianggap memiliki peran kunci dalam mempengaruhi keberhasilan proses ini. Penelitian ini bertujuan untuk mengkaji pengaruh gaya kepemimpinan transformasional terhadap persiapan akreditasi di Madrasah Aliyah Swasta Al-Muslimun. Fokus utama penelitian adalah strategi yang diterapkan oleh kepala sekolah dalam memimpin tim akreditasi, serta bagaimana strategi tersebut memengaruhi kualitas pendidikan dan kinerja guru dalam proses akreditasi. Metode penelitian yang digunakan adalah kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional kepala sekolah berperan penting dalam menciptakan budaya kerja yang positif dan meningkatkan kolaborasi antar komponen sekolah. Kepala sekolah terlibat aktif dalam penyusunan borang akreditasi, memberikan motivasi, dan mendukung inovasi dalam pengelolaan pendidikan. Selain itu, strategi yang diterapkan, seperti penyusunan dokumen akreditasi, pelatihan untuk guru, dan perbaikan fasilitas, turut berkontribusi pada pencapaian akreditasi yang lebih baik. Penelitian ini mengonfirmasi bahwa kepemimpinan yang efektif dan terorganisir sangat penting dalam memastikan keberhasilan proses akreditasi di lembaga pendidikan. Penelitian ini diharapkan dapat memberikan wawasan bagi kepala sekolah dan pemangku kebijakan dalam merancang strategi kepemimpinan yang lebih efektif untuk mendukung kesuksesan akreditasi dan peningkatan kualitas pendidikan di madrasah.

*Kata Kunci: Akreditasi Sekolah, Kepemimpinan Transformasional, Gaya Kepemimpinan, Akreditasi.*

## INTRODUCTION

In educational institutions, leadership style is a crucial indicator of the quality and standards of education provided. In Indonesia, particularly in Aceh, *Madrasahs* serve as Islamic educational institutions that play a vital role in nurturing future generations. These generations are expected to not only possess profound religious knowledge but also to be competitive in the modern world. For *Madrasahs*, accreditation is more than just a formal assessment; it's an effort to build a positive image within the community, demonstrate the institution's capability to deliver quality education, and produce competent graduates in both academic and Islamic values.<sup>1</sup> However, achieving optimal accreditation requires a strong management strategy, one of which is the implementation of transformational leadership.<sup>2</sup>

According to Imam Suprayogo, transformational leadership can successfully bring about change within an organization by practicing appropriate behaviors at each stage of the transformation process. Broadly speaking, the application of transformational leadership can lead to improved performance as a result of changes at both macro and micro levels, both of which are interconnected and essential for creating significant organizational changes.<sup>3</sup> The transformational leadership theory developed by Bernard Bass emphasizes a leader's ability to inspire, motivate, and drive positive change within an organization. Transformational leaders possess four main dimensions that can be applied in the context of accreditation: charisma, inspiration, intellectual stimulation, and individualized consideration.<sup>4</sup> Therefore, transformational leadership style can create significant changes in education management and enhance organizational performance, which is crucial for achieving high accreditation standards.<sup>5</sup>

According to Blanchard and Peale, in the context of school accreditation, collaboration among teachers, administrative staff, students, parents, and the community is essential to support the success of the accreditation process. *Madrasah* principals who adopt a transformational leadership style will encourage the involvement of all parties in the planning, implementation, and evaluation processes to meet accreditation standards. By

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<sup>1</sup> Syahrani Syahrani, "Pendampingan Akreditasi Madrasah Aliyah Anwarul Hasaniyyah (Anwaha) Kabupaten Tabalong," *Community Development Journal: Jurnal Pengabdian Masyarakat* 4, no. 5 (2023): 10329–35, <https://doi.org/10.31004/cdj.v4i5.20670>.

<sup>2</sup> Basri Basri et al., "Dayah On The Move: Social Engineering Through Islamic Education Reformation in Post-Conflict Aceh, Indonesia," *Jurnal Ilmiah Islam Futura* 23, no. 1 (2023): 60, <https://doi.org/10.22373/jiif.v23i1.15695>.

<sup>3</sup> Muhammad Rusydi, "Paradigma Pembelajaran Bahasa Arab Dalam Integrasi Ilmu: Komparasi Pemikiran Imam Suprayogo Dan Azhar Arsyad," *Lughawiyah: Journal of Arabic Education and Linguistics* 2, no. 2 (2020), <https://doi.org/10.31958/lughawiyah.v2i2.2258>.

<sup>4</sup> Roni Harsoyo, "Teori Kepemimpinan Transformasional Bernard M. Bass Dan Aplikasinya Dalam Peningkatan Mutu Lembaga Pendidikan Islam," *Southeast Asian Journal of Islamic Education Management* 3, no. 2 (2022): 247–62, <https://doi.org/10.21154/sajiem.v3i2.112>.

<sup>5</sup> Basri Basri, "Penyelenggaraan Dayah Dalam Kebijakan Pemerintah Di Aceh Tahun 1966-1998," *At-Tafkir* 12, no. 2 (2019): 118–30, <https://doi.org/10.32505/at.v12i2.1353>.

involving the entire *madrasah* community, accreditation achievement can be more assured due to strong support from various stakeholders.<sup>6</sup>

Several relevant theories examining the relationship between transformational leadership style and improved school accreditation indicate that transformational leadership can create an environment that supports continuous improvement in educational quality. By applying elements from these theories, *madrasah* principals can optimize the potential of existing human resources and create an efficient and effective management system to achieve high accreditation goals.<sup>7</sup> Previous research by Farid is also relevant, demonstrating that strategic management and transformational leadership play an important role in enhancing the quality of *madrasah* educational institutions. Here, transformational leadership style motivates educators to innovate and improve teaching quality, which in turn contributes to a better accreditation process.<sup>8</sup>

Additionally, research by Puspasari et al. discusses the application of transformational leadership in the management of modern *madrasahs*. This research highlights how *madrasah* principals motivate and lead staff and students with an approach focused on change and innovation in improving educational quality. In the context of accreditation, this research emphasizes the importance of *madrasah* principals who can inspire and encourage creative thinking to meet the standards set by the accreditation body.<sup>9</sup>

Other research by Azizah found that the participatory leadership style of *madrasah* principals helps create a collaborative work environment, positively impacting accreditation preparation and achievement. Furthermore, Nugroho indicates that the effective implementation of school-based management, including strategic planning and continuous evaluation, significantly contributes to increasing the accreditation value of educational institutions.<sup>10</sup> Irawati also affirms a positive correlation between the managerial competence of school principals and accreditation results, where principals with good management skills can optimally organize all aspects of the school.<sup>11</sup> Lastly, Muslimin states that continuous leadership training strengthens the role of *madrasah* principals in formulating strategic policies that support accreditation success.<sup>12</sup>

<sup>6</sup> Gina Wara Wulan Sari et al., "Madrasah Principal Leadership Management in Instilling Religious Moderation Values," *Nidhomiyah: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2025): 2, <https://doi.org/10.38073/nidhomiyah.v6i2.2448>.

<sup>7</sup> Basri Basri et al., "Inovasi Lembaga Pendidikan Islam Aceh Dalam Mempersiapkan Generasi Qur'ani Di Era Digital," *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, June 14, 2024, 32–50, <https://doi.org/10.47498/tadib.v16i1.3055>; Dahri Dahri et al., "Jejaring Pendidikan Islam; Proses Pembentukan Relasi Guru Dan Murid Pesantren Di Kabupaten Aceh Singkil," *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, December 30, 2023, 220–36, <https://doi.org/10.47498/tadib.v15i2.2532>.

<sup>8</sup> Ahmad Farid, "Kepemimpinan Transformasional Dalam Meningkatkan Mutu Madrasah Ibtidaiyah," in *Jurnal Kependidikan*, vol. 13, no. 2 (2024).

<sup>9</sup> Manajemen Pendidikan et al., *Penerapan Kepemimpinan Transformasional Dalam Pengelolaan Madrasah Modern*, n.d.

<sup>10</sup> Lailatul Azizah and Silvia Witri, "Peningkatan Mutu Pendidikan Melalui Penerapan Total Quality Management Dalam Program Akreditasi Sekolah," *Danub Guru: Jurnal Pendidikan MI/SD* 1, no. 1 (2021): 69–78, <https://doi.org/10.35878/guru.v1i1.263>.

<sup>11</sup> Erna Irawati and Yogi Suwarno, "Efektifkah Pelaksanaan Penjaminan Mutu Melalui Akreditasi Lembaga Pelatihan Pemerintah Di Indonesia?," *Jurnal Borneo Administrator* 16, no. 3 (2020): 291–312, <https://doi.org/10.24258/jba.v16i3.713>.

<sup>12</sup> Imam Muslimin, "Studi Kepemimpinan Prof. Imam Suprayogo Dalam Mengimplementasikan Perubahan Kelembagaan Uin Maulana Malik Ibrahim Malang," *ELQUDWAH*, 2011, 0, <https://ejournal.uin->

Although this theory has been widely applied in various educational institutions, there are still significant gaps between theory and practice on the ground. Many schools, especially *madrasahs*, have not fully adopted the principles of transformational leadership in their management. This could be due to external factors such as limited resources or a lack of understanding regarding the importance of this leadership style. Based on empirical data obtained from an initial survey, it was found that *madrasah* principals who apply a transformational leadership style tend to be more successful in meeting accreditation standards, but there are also challenges in consistently applying these principles. This research aims to analyze the role of leadership in the accreditation process, where the assessor team requests physical evidence from various parties as a manifestation of effective leadership style. Leadership that can motivate all members of the organization can be achieved through optimizing each individual's roles and responsibilities, so that everyone makes a significant contribution to achieving the established accreditation standards. This optimization of roles is believed to improve performance and strengthen shared commitment in achieving accreditation goals.

## METHOD

This research will be conducted at Madrasah Aliyah Swasta (MAS) Al-Muslimun in Lhoksukon City from September to November 2024. The selection of Madrasah Aliyah Al-Muslimun as the research site is based on several scientific reasons relevant to the theme of optimizing transformational leadership style in enhancing educational institution accreditation. MAS Al-Muslimun possesses diverse characteristics, both in terms of educational management, human resource quality, and available facilities. Furthermore, this *madrasah's* commitment to developing educational quality, in both academic and non-academic aspects, makes it an ideal place to analyze the application of transformational leadership. Finally, this research aims to provide a leadership application model that can be adopted by other Islamic educational institutions, thus making Madrasah Aliyah Al-Muslimun, with its representative conditions, a highly suitable location for this research.

In this study, identification will be carried out at MAS Al-Muslimun using qualitative methods, such as in-depth interviews with the principal, teachers, and administrative staff to explore the school's experiences and understand how school leaders communicate the accreditation vision, empower their team, and implement changes. In addition, direct observation of daily practices at the school will be conducted to see how transformational leadership is applied in various aspects of management. Furthermore, the data obtained will be analyzed to find patterns and relationships between transformational leadership and accreditation achievements. This analysis aims to see if there is an increase in performance, motivation, and job satisfaction among staff, as well as how this contributes to improving accreditation indicators. Subsequently, data triangulation will be performed through surveys to validate findings obtained from interviews and observations.

## RESULTS AND DISCUSSION

Accreditation of educational institutions is an external evaluation process conducted by an accrediting body to assess the quality and performance of an educational institution, including Madrasah Aliyahs. The primary goal of accreditation is to ensure that the educational institution has met certain established standards, such as teaching quality, management, and facilities. This accreditation process also serves as a tool to encourage continuous improvement and enhancement of educational quality. According to Hanifah, accreditation aims to ensure that educational institutions can guarantee the quality of teaching and provide adequate facilities to support the teaching and learning process.<sup>13</sup> This process begins with a self-assessment by the educational institution itself, followed by an on-site visit by the accrediting body to verify information and assess quality based on the physical evidence submitted.<sup>14</sup> Factors influencing success in the accreditation process include effective leadership, the competence of teachers and staff, and the availability of facilities that support the learning process.

In Indonesia, particularly in *madrasahs*, accreditation also includes an assessment of the character aspects and Islamic values applied in teaching. Accreditation significantly influences the improvement of educational quality because it encourages educational institutions to objectively assess their strengths and weaknesses and to formulate development policies based on better standards.<sup>15</sup> Therefore, accreditation in *madrasah* schools is not just a formal assessment but also an effort to build a positive image in the eyes of the community, proving the institution's ability to provide quality education and produce competent graduates, both in academic and Islamic values. However, to achieve an optimal level of accreditation, a strong management strategy is required, one of which is through the application of transformational leadership style.<sup>16</sup>

Transformational leadership is a leadership approach that focuses on leaders who can inspire, motivate, and stimulate their followers to achieve higher goals than mere personal achievements or short-term objectives. This concept was first introduced by James MacGregor Burns and further developed by Bernard Bass, who stated that transformational leaders can motivate their followers through four main components: inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence.<sup>17</sup>

<sup>13</sup> Hanifah Noviandari and Kharis Syuhud Muihada, "Manajemen Tenaga Kependidikan Di Sekolah Dasar Islam Terpadu," *Al-Fahim: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2023): 239–51, <https://doi.org/10.54396/alfahim.v5i1.567>.

<sup>14</sup> Revi Safitri et al., "Model Kebijakan Pengembangan Dayah Berbasis Digital Di Al-Muslimun Islamic Boarding School," *Jurnal Manajemen Pendidikan Islam Darussalam* 6, no. 2 (2024): 157–73, <https://doi.org/10.30739/jmpid.v6i2.3132>.

<sup>15</sup> Azizah and Witri, "Peningkatan Mutu Pendidikan Melalui Penerapan Total Quality Management Dalam Program Akreditasi Sekolah."

<sup>16</sup> Muhammad Azhari and Jailani Jailani, "Kontribusi Dinas Pendidikan Dayah Aceh Dalam Pengembangan Kurikulum Dayah Salafiyah Terpadu," *Fitrah: Journal of Islamic Education* 4, no. 1 (2023): 26–42, <https://doi.org/10.53802/fitrah.v4i1.131>; Muhammad Ridha and Yuswardi Yuswardi, "Sistem Pendukung Keputusan Penentuan Akreditasi Dayah Di Kabupaten Pidie Menggunakan Metode Analytic Network Process (ANP) Berbasis Web," *Jurnal Real Riset* 5, no. 2 (2023): 347–52, <https://doi.org/10.47647/jrr.v5i2.1175>.

<sup>17</sup> Indra Kurnia and Muhammad Anggung Manumanoso Prasetyo, "Pengaruh Kepemimpinan Kharismatik Dan Budaya Organisasi Terhadap Sistem Pendidikan Pesantren Ulumuddin Kota Lhokseumawe," *Al-Fahim: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2024): 294–312, <https://doi.org/10.54396/alfahim.v6i1.924>.

In the context of education, transformational leadership plays a crucial role in creating an environment that supports academic and social development for students, teachers, and educational staff. Transformational leaders in schools are able to build a shared vision, inspire followers to achieve higher educational goals, and encourage innovation through creative approaches and professional development support.<sup>18</sup> Research by Leithwood & Jantzi shows that transformational leaders can shape a school culture that supports learning and improves educational quality.<sup>19</sup> Furthermore, transformational leadership significantly impacts organizational performance, including within the school context, where effective leaders can increase organizational commitment, job satisfaction, and follower performance, as reflected in student academic achievement and teacher teaching quality. Transformational leaders also play an important role in achieving accreditation by inspiring all school members to collaborate and innovate to meet the required standards.<sup>20</sup> Thus, the application of transformational leadership style can accelerate the achievement of educational goals and enhance the quality and accreditation of educational institutions.<sup>21</sup>

In literature research, the description of research data is analytically descriptive, referring to the collection and analysis of information from various secondary sources such as published journals, books, and articles. Researchers identify key sources relevant to the research topic; for example, in a study on “transformational leadership,” the researcher will gather literature discussing leadership theories, leadership models in education, and the application of transformational leadership in educational institutions. Subsequently, data obtained from these literature sources are organized and categorized based on relevant themes or concepts, such as leadership theory or the influence of leadership on educational quality. Analysis is conducted conceptually to find relationships between theories and previous findings, thereby identifying strengths and weaknesses in existing theories. The researcher then performs a synthesis by integrating various existing findings and theories, building a more comprehensive framework, and drawing conclusions about how these concepts can be applied or further developed in the specific research context. Thus, the description of research data in this literature review not only presents information from existing sources but also provides a deeper understanding of the topic researched and enriches the theory underlying further research. Educational accreditation is the process of evaluating and assessing the quality of educational institutions based on standards set by an accrediting body, covering aspects such as teaching, management, and facilities.<sup>22</sup>

<sup>18</sup> Sitti Rohmi Djalilah et al., “Unveiling Success: Exploring the Impact of Training and Commitment on Madrasah Tsanawiyah Principal Performance,” *Nazhruna: Jurnal Pendidikan Islam* 7, no. 2 (2024): 458–74, <https://doi.org/10.31538/nzh.v7i2.4907>.

<sup>19</sup> Mudatsir Mudatsir, “Kepemimpinan Transformasional Kepala Sekolah Dalam Meningkatkan Mutu Lulusan,” *Educational Journal of Islamic Management* 1, no. 2 (2021): 2, <https://doi.org/10.47709/ejim.v1i2.1192>.

<sup>20</sup> Alfian Tri Kuntoro, “Manajemen Mutu Pendidikan Islam,” *Jurnal Kependidikan* 7, no. 1 (2019): 84–97, <https://doi.org/10.24090/jk.v7i1.2928>.

<sup>21</sup> Gail T Fairhurst and Stacey L Connaughton, “Leadership: A Communicative Perspective,” *Leadership* 10, no. 1 (2014): 7–35, <https://doi.org/10.1177/1742715013509396>.

<sup>22</sup> Bahdin Nur Tanjung, “Education Supervision in Increasing Competence Teachers in Curriculum 2013 (Study of Education Management Analysis),” *Britain International of Linguistics Arts and Education (BIoLAE) Journal* 2, no. 2 (2020): 560–66, <https://doi.org/10.33258/biolae.v2i2.267>.

Transformational leadership, consisting of four main components—inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence—can be manifested as improved teacher performance, the creation of a collaborative culture among staff, and higher student achievement. Therefore, understanding these concepts is crucial to comprehending how these two elements mutually support each other in enhancing educational quality and institutional accreditation. The accreditation process at Madrasah Aliyah Swasta Al-Muslimun begins with the formation of an accreditation team composed of various key elements within the institution. This accreditation team typically includes the vice principal for curriculum, the operator, and a number of senior teachers who have sufficient experience and understanding of accreditation standards and criteria. This team works together to prepare all necessary documents and physical evidence to meet the standards set by the accrediting body.

In addition to team formation, MAS Al-Muslimun also has a special strategy to enhance the cohesiveness and effectiveness of the accreditation team. One of the main strategies is to build a positive and collaborative work culture. From the interview results, the principal stated that:

*“The main strategies implemented by Madrasah Aliyah Swasta Al-Muslimun to improve accreditation include preparing complete documents, enhancing teaching quality through teacher training, and improving school facilities and infrastructure. Each strategy is adapted to the specific needs and challenges faced by the school, such as limited resources and time. The principal plays an active role in providing support and direction, while internal evaluations are conducted periodically to monitor progress. This organized and collaborative approach allows the school to face challenges and maximize efforts to achieve better accreditation.”*

The principal plays a crucial role in this. They strive to create an environment that supports cooperation among all team members, ensuring that each individual feels involved and responsible for the success of the accreditation process. The principal also prioritizes open communication and transparency, allowing each team member to contribute maximally to the planning and implementation of accreditation-related tasks. The principal demonstrates a transformational leadership character, as they are charismatic in a familial and rational manner when making decisions, leading subordinates to feel respected and honored, while maintaining good emotional closeness. The principal’s support for the accreditation team is not limited to providing direction but is also evident in their direct participation in the preparation of the accreditation form. The principal is involved in every stage of form preparation, ensuring that every document prepared reflects the quality and integrity of the institution. With the principal’s presence in every process, the team feels more motivated and encouraged to work better, as they know that their leader is actively involved in achieving common goals. This, in turn, boosts team morale and accelerates the accreditation preparation process.

Moreover, the principal also frequently holds evaluation meetings to monitor the progress of accreditation preparations and provide constructive feedback to the team, as stated in the interview with the principal:

*“The accreditation preparation process at Madrasah Aliyah Swasta Al-Muslimun is carried out systematically and structured, starting with the collection of data and documents according to accreditation criteria. I conduct internal meetings to map the strengths and weaknesses of the institution, and to plan strategic steps with teachers, staff, and students. The most effective and efficient stages we undertake are the compilation of documents and physical evidence that meet accreditation standards, involving all staff to ensure data completeness and suitability. We also implement regular internal evaluations to monitor progress and ensure the process runs on schedule.”*

The accreditation team at Madrasah Aliyah Al-Muslimun is able to work optimally due to the active participation of the principal, who not only provides direction but also participates in every stage of accreditation preparation. The principal's presence as a leader in this process highly motivates all team members to work with greater focus and commitment. Furthermore, the principal also plays a vital role in building a positive work culture, which serves as a foundation for the team to work collaboratively and efficiently. Accreditation of educational institutions at MAS Al-Muslimun does not only involve administrative preparation and document provision but also requires a profound change in the work culture across all school elements. This is closely related to the transformational leadership applied by the principal. The principal plays an important role in creating a clear vision and inspiring all staff to work towards common goals. This leadership style has proven effective in encouraging all parties to work with more enthusiasm and coordination, which is crucial in meeting accreditation standards.

The clear interrelation between these two themes shows that accreditation success is significantly influenced by the quality of leadership in the school. Transformational leaders not only direct but also inspire and empower team members to give their best, which ultimately leads to an improvement in educational quality that directly impacts accreditation results. Therefore, an effective leadership approach and a positive work culture are key to achieving higher accreditation and improving educational quality at MAS Al-Muslimun. Research findings indicate that accreditation preparation at MAS Al-Muslimun has been systematically and structured, involving all school components from the principal to teaching staff. The accreditation team works by collecting data and documents according to established criteria and conducting internal evaluations to compare progress. The strategies implemented include compiling accreditation documents, improving teaching quality through teacher training, and enhancing facilities and infrastructure that support learning.

The research findings also reveal that the success of accreditation preparation is highly influenced by the transformational leadership applied by the principal. The principal actively participates in building a positive work culture, providing support and motivation to the team, and directly involved in compiling the accreditation forms. With a collaborative and organized approach, MAS Al-Muslimun successfully reached a more effective and efficient stage of accreditation preparation. Continuous evaluation through classroom observations, student feedback, and regular evaluation meetings ensures that the steps taken can be measured and adjusted to the needs and challenges faced by the school. Thus, this research shows that accreditation success is influenced by effective leadership and solid cooperation from all school elements.



The results of this study indicate that transformational leadership style significantly influences the accreditation preparation process at Madrasah Aliyah Swasta (MAS) Al-Muslimun, with an emphasis on the principal's strategies affecting educational quality and teacher performance in the context of accreditation. This research also delves into the concrete steps taken by the principal in managing accreditation preparation, and how the challenges and successes faced impact the accreditation results. In line with these findings, Puspita revealed that the transformational leadership style of *madrasah* principals in motivating staff and students to undertake changes and innovations is crucial in meeting accreditation standards. Puspita emphasizes the importance of creativity and inspiration provided by the *madrasah* principal to create an environment that effectively supports the fulfillment of accreditation criteria. Additionally, research conducted by Farid is also relevant, showing that strategic management and transformational leadership play a significant role in improving the quality of *madrasah* educational institutions. In this regard, transformational leadership style not only motivates educators to innovate but also enhances teaching quality, which in turn contributes to success in the accreditation process.<sup>23</sup>

Transformational leadership influences the success of accreditation preparation because the principal actively participates in building a positive work culture, providing support and motivation to the team, and directly involved in compiling the accreditation forms. This aligns with the theory stating that transformational leaders are able to inspire and motivate team members to achieve better performance through clear communication, encouragement of innovation, and attention to individual development.<sup>24</sup> In this context, a principal with the ability to foster collaboration and share a common vision can enhance the team's effectiveness in carrying out accreditation preparations. Similar research, such as that conducted by Puspasari, encourages changes and innovations that support the achievement of accreditation goals. With organized strategies and a collaborative approach, Madrasah Aliyah Swasta Ulumuddin was able to achieve a more efficient and effective stage of accreditation preparation, which ultimately contributed to improving educational quality and accreditation results.

## CONCLUSION

Accreditation preparation at Madrasah Aliyah Swasta Al-Muslimun is proceeding effectively and efficiently thanks to the implementation of a systematic and structured approach. The accreditation process involves all school components, from the principal to the teaching staff, with key strategies that include data and document collection according to established criteria, teacher training, and facility improvements.

The transformational leadership of the principal plays a crucial role in ensuring the success of the accreditation process. Through the application of this leadership style, the principal can build a positive work culture, motivate the team to innovate, and directly

<sup>23</sup> Emilia Kurniawati et al., "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Melalui Manajemen Berbasis Sekolah," *Journal of Education Research* 1, no. 2 (2020): 134–37, <https://doi.org/10.37985/joe.v1i2.12>.

<sup>24</sup> Roni Harsoyo, "Teori Kepemimpinan Transformasional Bernard M. Bass Dan Aplikasinya Dalam Peningkatan Mutu Lembaga Pendidikan Islam."

participate in compiling the accreditation forms. This indicates that accreditation success not only depends on meeting technical standards but also on the support and inspiration provided by the principal in creating an environment that fosters the achievement of better educational quality. Thus, a collaborative approach and effective leadership can accelerate and facilitate the achievement of desired accreditation results.

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