



## Transformational Leadership of School Principals in the Development of Islamic Education

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### ABSTRACT

The problem of this study is that Islamic educational institutions have not been optimal in forming graduates with Islamic character due to the lack of application of Islamic values and discipline. Therefore, the role of school principals with a transformational leadership style is needed, so it is necessary to further study how the transformational leadership of school principals can support the development of Islamic education. The purpose of this study is to analyze the transformational leadership role of school principals in developing Islamic education in the era of globalization and rapid scientific progress. The transformational leadership of school principals is very important in facing the challenges of Islamic education in the era of globalization. This research is a qualitative research with a descriptive approach that aims to describe and answer problems in detail at Madrasah Ibtidaiyah Ma'arif NU Karanganyar. Data was collected through observations, interviews, and documentation from teachers and students, then analyzed in depth using data reduction techniques to obtain conclusions. The results of the research show that the transformational leadership of school principals is very important in improving the quality of Islamic education by acting as a motivator, inspirer, and agent of change that shapes the character of students according to Islamic values. Through transformational leadership principles, principals can create a positive school culture, improve teacher performance, encourage innovation, and build harmonious collaboration. This leadership also helps to face the challenges of globalization without sacrificing Islamic values, with the support of facilities, human resources, and information disclosure, despite facing obstacles such as lack of training and resistance to change.

Keywords: Transformational Leadership, Madrasah Ibtidaiyah (MI), Islamic Education Development, Innovation, Local Values.

### ABSTRAK

Permasalahan dari penelitian ini yakni lembaga pendidikan Islam belum optimal dalam membentuk lulusan berkarakter Islami karena kurangnya penerapan nilai-nilai Islam dan disiplin. Oleh karena itu, diperlukan peran kepala sekolah dengan gaya kepemimpinan transformasional, sehingga perlu dikaji lebih lanjut bagaimana kepemimpinan transformasional kepala sekolah dapat mendukung pengembangan pendidikan Islam. Kepemimpinan transformasional kepala sekolah sangat penting dalam menghadapi tantangan pendidikan Islam di era globalisasi. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif yang bertujuan mendeskripsikan dan menjawab permasalahan secara rinci di Madrasah Ibtidaiyah Ma'arif NU Karanganyar. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dari guru dan siswa, kemudian dianalisis secara mendalam menggunakan teknik reduksi data untuk memperoleh kesimpulan. Hasil Penelitian menunjukkan bahwa kepemimpinan transformasional kepala sekolah sangat penting dalam meningkatkan kualitas pendidikan Islam dengan berperan sebagai motivator, inspirator, dan agen perubahan yang membentuk karakter peserta didik sesuai nilai Islam. Melalui prinsip-prinsip kepemimpinan transformasional, kepala sekolah dapat menciptakan budaya sekolah positif, meningkatkan kinerja guru, mendorong inovasi, dan membangun kolaborasi harmonis. Kepemimpinan ini juga membantu menghadapi tantangan globalisasi tanpa mengorbankan nilai keislaman, dengan dukungan sarana, sumber daya manusia, dan keterbukaan informasi, meski menghadapi kendala seperti kurangnya pelatihan dan resistensi terhadap perubahan.

*Kata Kunci: Kepemimpinan Transformasional, Madrasah Ibtidaiyah (MI), Pengembangan Pendidikan Islam, Inovasi, Nilai Lokal.*

## INTRODUCTION

Islamic education at the elementary level, particularly in Madrasah Ibtidaiyah (MI), faces various challenges concerning management quality and institutional development. A primary challenge lies in how madrasah heads can embody leadership roles that are not merely administrative but also visionary and transformative, fostering a learning environment that is conducive, innovative, and adaptive to contemporary demands.<sup>1</sup> Transformational leadership is central to this discussion because it is believed to encourage positive change, enhance collaboration among teachers, students, and parents, and cultivate motivation toward achieving a superior vision for Islamic education. However, implementing this leadership style often encounters obstacles such as limited resources, resistance to change, and a lack of innovation in management and learning.<sup>2</sup>

Previous research has extensively explored aspects of transformational leadership within various educational contexts. Syukriya (2022) highlighted the significant influence of female principals' transformational leadership on learning quality at SD Muhammadiyah 4 Malang City, emphasizing characteristics like role modeling and inspirational motivation.<sup>3</sup> Devi and Subiyantoro (2021) detailed how implementation of democratic leadership style and transformational head of madrasah in improving the quality.<sup>4</sup> Kefi & Rosnelli (2024) demonstrated the crucial role of principals in inspiring staff and fostering a collaborative environment for curriculum implementation at SMA Deli Murni Bandar Baru.<sup>5</sup> In the madrasah context, Puspasari (2023) showed how transformational leadership in modern madrasahs built inclusive environments and encouraged innovation,<sup>6</sup> while Tholkhah (2016) identified leadership and innovation as key factors in improving madrasah competitiveness at MIN Madiun.<sup>7</sup>

<sup>1</sup> Hamdhan Djainudin Hamdan and Feri Riski Dinata, "Transformasi Digital Dalam Pengelolaan Pendidikan Islam Di SMP Al Hikmah Pisang Baru," *Islamic Management : Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2025): 2, <https://doi.org/10.63097/8xpr2f82>.

<sup>2</sup> Aminah Aminah et al., "Kepemimpinan Transformasional Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di SMPN 1 Mataram," *Reflection Journal* 5, no. 1 (2025): 304–16, <https://doi.org/10.36312/rj.v5i1.2805>.

<sup>3</sup> Anny Syukriya, "Kepemimpinan Transformasional Kepala Sekolah Perempuan dalam meningkatkan mutu pembelajaran: Studi kasus di SD Muhammadiyah 4 Kota Malang" (Masters Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2022), <http://etheses.uin-malang.ac.id/45761/>.

<sup>4</sup> Aulia Diana Devi and Subiyantoro Subiyantoro, "Implementation of Democratic Leadership Style and Transformational Head of Madrasah in Improving The Quality," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021): 1, <https://doi.org/10.31538/ndh.v6i1.1162>.

<sup>5</sup> Yohanes Kefi and Rosnelli Rosnelli, "Kepemimpinan Transformasional Kepala Sekolah Dalam Implementasi Kurikulum Merdeka Di SMA Deli Murni Bandar Baru," *Jurnal Ilmu Manajemen Dan Pendidikan* 4, no. 1 (2024): 27–34, <https://doi.org/10.30872/jimpian.v4i1.2919>.

<sup>6</sup> Maria Dwi Puspasari, "Penerapan Kepemimpinan Transformasional dalam Pengelolaan Madrasah Modern," *Refresh: Manajemen Pendidikan Islam* 1, no. 2 (2023): 2, <https://doi.org/10.59064/rmpi.v1i2.32>.

<sup>7</sup> Imam Tholkhah, "Strategi Peningkatan Daya Saing Madrasah; Studi Kasus Madrasah Ibtidaiyah Negeri Madiun," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, ahead of print, 2016, <https://doi.org/10.32729/edukasi.v14i2.20>.

Despite these valuable insights, this study offers distinct differences and novel contributions. It specifically focuses on Madrasah Ibtidaiyah Ma'arif NU Karanganyar, a private madrasah with unique socio-religious characteristics and local organizational affiliations, providing a perspective often underexplored in previous studies which largely focused on public madrasahs or schools. This research employs an in-depth case study approach to holistically explore managerial practices, challenges, and strategies, including curriculum development, character building, technology integration, and learning innovation. A significant novelty lies in its focus on how local Islamic values, such as NU traditions and Karanganyar's local wisdom, are integrated into madrasah leadership and development—an aspect rarely examined elsewhere. Furthermore, this study delves into organizational cultural change and transformation analysis, examining resistance and adaptive strategies in facing the digital era and modern societal demands. Finally, it emphasizes the impact of transformational leadership on the interaction of teachers, students, and the surrounding community, providing a more comprehensive understanding of its influence on the entire educational ecosystem. This research is highly urgent as it contributes to enriching the understanding of Islamic education leadership rooted in local and contextual characteristics, offering a practical model replicable in other madrasahs, and providing critical insights into effective, sustainable, and relevant leadership strategies for Islamic education amidst contemporary challenges. It serves as a vital reference for policymakers, education practitioners, and academics in designing value- and innovation-based school development policies and programs.

## METHOD

This study uses qualitative research, where the approach used is qualitative descriptive or explanation of phenomena in the field. The purpose of this research is to explain, describe, explain, and answer more detailed problems related to the problems being researched.<sup>8</sup> The sources used are books and related journals. This research was conducted at Madrasah Ibtidaiyah Ma'arif NU Karanganyar and was carried out for approximately one week. The subjects of this research are teachers and students. Interviews with the principal named Wahyu Cahyono, M.Pd, then also interviews with the teacher council such as Mrs. Hernita Amelia, S.Pd, Mr. Agus Mutrianto, S.Pd and Mr. Apriansyah, S.Ag. The interviews with students of Ananda Putri Oktavia grade 5, Dimas Anggara grade 6 and Anggun Amelia grade 6. Meanwhile, the data collection technique uses observation, interviews and documentation, while the data analysis technique uses data reduction where the data is analyzed in depth and then conclusions are drawn.<sup>9</sup>

## RESULTS AND DISCUSSION

### Concepts and Characteristics of Transformational Leadership in Islamic Education

Transformational leadership is a leadership style that emphasizes the leader's ability to inspire, motivate, and move his followers towards positive change and the achievement

<sup>8</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif Dan R&D* (Alfabet, 2015).p.76

<sup>9</sup> Muhammad Rijal Fadhli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>.

of a shared vision on a sustainable basis.<sup>10</sup> Transformational leaders don't just manage the organization, but also build culture, generate work enthusiasm, and develop the potential of each member of the organization to be able to contribute optimally. In the context of education, especially Islamic education, transformational leadership is very important because it can create a positive, adaptive, and innovative learning environment.<sup>11</sup> This leadership style allows Islamic educational institutions to transform dynamically and progressively, so that they can face the challenges of the times and improve the quality of education as a whole.

**Key Characteristics and Principles of Transformational Leadership.** According to Bass and other experts, transformational leadership consists of four main characteristics:<sup>12</sup> Ideal Influence. Leaders demonstrate strong self-confidence, high commitment, clear vision, and exemplary behavior. This leader is respected, trusted, and able to transmit noble values and positive emotions to his followers to achieve a common goal.<sup>13</sup> Inspirational Motivation. Leaders communicate high visions and expectations in a way that inspires and motivates members of the organization to be passionate, enthusiastic, and committed to achieving common goals. Intellectual Stimulation. Leaders encourage creativity and innovation by inviting members of the organization to think critically, be open to change, and learn from existing experiences and challenges.<sup>14</sup> Individual Attention. Leaders pay special attention to the needs and development of each member, provide personal support, and develop individual potential optimally.<sup>15</sup>

These four principles complement each other and form a leadership style that is able to create positive and sustainable change in educational organizations. Alignment of transformational leadership with Islamic leadership values.<sup>16</sup> Transformational leadership is very much in accordance with the values of leadership in Islam, including: First, Amanah (Trust and Responsibility). Islamic leaders must hold the mandate responsibly, honestly, and trustworthily. Transformational leadership that emphasizes integrity and high commitment is in line with this principle. Second, *Shura* (Deliberation). Islamic leadership prioritizes the

<sup>10</sup> Nurul Indana et al., "History of Transformational Leadership," *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 7, no. 2 (2023): 2, <https://doi.org/10.54437/alidaroh.v7i2.1242>; Nondumiso Mdletshe and Thokozeni I. Nzimakwe, "An Analysis of the Influence of Transformational Leadership in a Taxation Organisation in the KwaZulu-Natal Region," *Journal of Contemporary Management* 20, no. 1 (2023): 350–75, <https://doi.org/10.35683/jcm21070.200>.

<sup>11</sup> Puspasari, "Penerapan Kepemimpinan Transformasional dalam Pengelolaan Madrasah Modern."

<sup>12</sup> Zamahsari Abdul Azis et al., "Karakteristik Kepemimpinan Transformasional," *JIPSKI: Jurnal Ilmu Pendidikan dan Studi Keislaman* 2, no. 1 (2024): 71–84; Ahmad Hadi Pranoto et al., "Characteristics Of Transformational Educational Leadership In The Era Of Society 5.0 The Perspective Of The Quran," *Jurnal Multidisiplin Dehasen (MUDE)* 4, no. 2 (2025): 2, <https://doi.org/10.37676/mude.v4i2.8175>.

<sup>13</sup> Sharon Da Fonseca et al., "The Influence of Self-Awareness on Effective Leadership Outcomes in South Africa," *South African Journal of Business Management* 53, no. 1 (2022): 1, <https://doi.org/10.4102/sajbm.v53i1.2720>.

<sup>14</sup> Baira Faulks et al., "Impact of Empowering Leadership, Innovative Work, and Organizational Learning Readiness on Sustainable Economic Performance: An Empirical Study of Companies in Russia during the COVID-19 Pandemic," *Sustainability* 13, no. 22 (2021): 22, <https://doi.org/10.3390/su132212465>.

<sup>15</sup> Ayfer Veli Korkmaz et al., "About and beyond Leading Uniqueness and Belongingness: A Systematic Review of Inclusive Leadership Research," *Human Resource Management Review* 32, no. 4 (2022): 100894, <https://doi.org/10.1016/j.hrmr.2022.100894>.

<sup>16</sup> Nifasri Nifasri, "Adapting Transformative Leadership in Islamic Education: Insights from Madrasah," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 9, no. 1 (2025): 1, <https://doi.org/10.33650/al-tanzim.v9i1.10803>.

principle of deliberation in decision-making. Transformational leaders also appreciate diversity of opinion and involve members in the decision-making process to achieve a common goal. Third, *sincerity*. Islamic leaders must act sincerely, selflessly, for the good of the ummah and the progress of the organization. Transformational leadership that prioritizes genuine motivation and individual attention reflects these sincere values. These values strengthen the application of transformational leadership in the Islamic educational environment, making the leader not only an administrative manager, but also a spiritual and moral example for all school residents.<sup>17</sup>

So, transformational leadership in Islamic education is a very relevant and effective leadership model to advance Islamic educational institutions. By integrating the principles of ideal influence, inspirational motivation, intellectual stimulation, and individual attention, and based on the values of trust, shura and sincerity, Islamic education leaders can create a positive, innovative, and characterful learning environment. Transformational leaders are able to build a shared vision, motivate all school residents to play an active role, and direct change towards the continuous progress of Islamic education and in accordance with the noble Islamic values.

### **The Role of the Principal as a Transformational Leader in Madrasah**

The head of the transformational madrasah is the main example in the application of Islamic character, such as honesty, discipline, responsibility, and social concern. These values are not only taught, but also manifested in the daily behavior of the head of the madrasah, so that all madrasah residents emulate and apply them in their lives. The head of the madrasah plays an active role in building a spiritual culture in the madrasah environment, such as getting used to congregational worship, dhikr together, and other religious activities.<sup>18</sup> Thus, madrasahs become a conducive environment for the spiritual growth of students and all school residents. Building a work ethic based on Islamic values. Transformational madrasah heads instill Islamic work ethic, such as hard work, sincerity, professionalism, and a spirit of achievement. The head of the madrasah motivates teachers and staff to work optimally, innovatively, and collaboratively for the progress of the madrasah and the achievement of the vision of Islamic education. The head of the madrasah builds a harmonious, trusting, and respectful working atmosphere. He encouraged the active participation of all madrasah residents in decision-making and program implementation, so as to create a sense of ownership and shared responsibility for the progress of the madrasah.

The impact of transformational leadership of madrasah heads can increase the motivation, performance, and professionalism of madrasah teachers and staff, realize a positive, inclusive, and exemplary school culture and Islamic work ethic and improve the

<sup>17</sup> Devi Fitriah Islamiyah et al., "Transformative Leadership in Islamic Religious Education at Raudhatul Athfal: Advancing Competitive Islamic Management in Probolinggo, Indonesia," *Journal of Islamic Education Research* 5, no. 3 (2024): 3, <https://doi.org/10.35719/jier.v5i3.438>; Sella Fadia Septariani, "Principal's Transformational Leadership for Strengthening Religious Values at SD Negeri Banyuraden Yogyakarta," *Journal of Islamic Education and Ethics* 2, no. 1 (2024): 1, <https://doi.org/10.18196/jiee.v2i1.30>.

<sup>18</sup> N. Dewi Hasanah et al., "Development of Transformative Leadership for Head of State Madrasah Aliyah," *Al-Hayat: Journal of Islamic Education* 7, no. 2 (2023): 2, <https://doi.org/10.35723/ajie.v7i2.437>.

quality of education and competitiveness of madrasas through the active participation of all school residents and the community.<sup>19</sup>

So, the head of the madrasah as a transformational leader not only plays the role of a structural leader, but also becomes an example of Islamic character, a driver of spirituality, and a builder of a work ethic that supports the realization of a vision of Islamic education that is superior and characterful.<sup>20</sup>

### **The Impact of Transformational Leadership on Madrasah Management**

Transformational leadership is a leadership style that emphasizes inspiration, motivation, innovation, and attention to the needs of individuals in the organization. In the context of madrasas, this leadership has proven to be able to improve the quality of management and create a better educational environment

#### **1. Creating an Inclusive, Participatory, and Collaborative Environment**

Madrasah heads with a transformational style build an inclusive organizational culture, where all parties (teachers, students, and parents) feel valued and involved in the decision-making process. Through the formation of a work team, open communication, and collaboration with various external parties, the head of the madrasah is able to create a participatory and collaborative atmosphere. This leadership also encourages the creation of harmonious relationships between schools and the community, including students' parents, so as to support the achievement of madrasah education goals

#### **2. Improving Teacher and Student Motivation and Performance**

Madrasah heads who implement transformational leadership are able to provide high motivation to teachers through inspiration, emotional support, and attention to individual needs. Motivated teachers will be more creative, innovative, and enthusiastic in carrying out their duties, which has a direct impact on improving the quality of learning and student performance. Students also feel a positive impact in the form of increased motivation to learn, because the atmosphere of the madrasah is conducive and inspiring.

#### **3. Effectiveness of Madrasah Operational Management**

**Human Resource Management:** Transformational madrasah heads are effective in managing teachers and staff through coaching, empowerment, and appreciation for individual achievements, resulting in a solid and professional work team. **Financial Management:** Transformational leadership emphasizes transparency and accountability in madrasah financial management. The head of the madrasah involves various parties in

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<sup>19</sup> Akhmaliyah Siti Nailan and Mulyawan Safwandy Nugraha, "The Impact of Transformational Leadership on Teacher Performance: An Organizational Psychology Perspective in Educational Institutions," *Al-Afkar, Journal For Islamic Studies* 8, no. 1 (2025): 1, <https://doi.org/10.31943/afkarjournal.v8i1.1693>; Miftahuddin and Muhammad Nuruddin, "Comparative Study of the Sorogan Method and Deliberation Method to Improve Kitab Kuning Reading Ability," *Nidhomiyah: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2024): 1, <https://doi.org/10.38073/nidhomiyah.v5i1.1205>.

<sup>20</sup> Nurbiyati Nurbiyati et al., "Madrasah Head's Leadership Style In Improving The Quality Of Education At Mts Negeri 8 Kebumen," *Proceeding International Conference on Islam and Education (ICONIE)* 3, no. 1 (2024): 1; Abdullah Ataman et al., "Exploring Complementary Leadership Styles in Madrasahs by Aiming at Their Impact on Integrity and Character Development," *Business and Applied Management Journal* 1, no. 2 (2024): 2, <https://doi.org/10.61987/bamj.v1i2.487>; Ach Saifullah et al., "Dimensions of Transformational Leadership in Improving the Competitiveness of Islamic Education Institutions," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 21, no. 2 (2023): 2, <https://doi.org/10.21154/cendekia.v21i2.6702>.

budget planning and evaluation, so that the use of funds becomes more effective and on target. Management Innovation: The head of the madrasah encourages innovation in the management of programs and curriculum, as well as establishes cooperation with various external agencies to strengthen resources and improve the quality of education.

#### 4. Long-Term Impact on Madrasah Quality

Transformational leadership has been proven to improve the quality of madrasahs as a whole, both in terms of academic, managerial, and social relations. An inclusive and collaborative environment strengthens the commitment of all madrasah residents to achieve a common vision, so that madrasahs become an adaptive, innovative, and competitive educational institution.<sup>21</sup>

Transformational leadership in madrasahs has a significant impact on creating an inclusive, participatory, and collaborative educational environment. In addition, this leadership style increases the effectiveness of operational management, both in terms of human resource management and finance, as well as encouraging innovation and continuous improvement of the quality of education.

### **The Influence of Transformational Leadership on Improving the Quality of Islamic Education**

Transformational leadership is a leadership style that emphasizes inspiration, motivation, empowerment, and innovation in managing organizations, including Islamic educational institutions. Transformational leaders act as agents of change that encourage adaptation, continuous improvement, and the achievement of a shared vision, thereby improving the quality of education as a whole.<sup>22</sup> The Contribution of Transformational Leadership in the Development of Islamic Education

#### 1. Curriculum Development

Transformational leaders encourage innovation in curriculum development to remain relevant to the times, without abandoning Islamic values. Through collaboration between teachers, students, and parents, the curriculum is structured to balance intellectual intelligence and character building based on religious values. This adaptive and participatory curriculum helps madrasahs answer the challenges of globalization and technological development.

#### 2. Teaching Methods

Transformational leadership creates an inclusive and participatory learning environment, so teachers are encouraged to develop creative and innovative teaching methods. Teachers are encouraged to use active, collaborative, and contextual learning approaches that not only enhance academic understanding, but also shape students'

<sup>21</sup> Hasmirati Hasmirati, "Towards Madrasah Excellence: Shaping a Competitive Culture through Transformational Leadership," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 9, no. 1 (2025): 1, <https://doi.org/10.33650/al-tanzim.v9i1.10420>.

<sup>22</sup> Hira Khan et al., "Impact of Transformational Leadership on Work Performance, Burnout and Social Loafing: A Mediation Model," *Future Business Journal* 6, no. 1 (2020): 40, <https://doi.org/10.1186/s43093-020-00043-8>; Aldijana Bunjak et al., "Context Is Key: The Joint Roles of Transformational and Shared Leadership and Management Innovation in Predicting Employee IT Innovation Adoption," *International Journal of Information Management* 66 (October 2022): 102516, <https://doi.org/10.1016/j.ijinfomgt.2022.102516>.

Islamic character Innovation in Teaching reinforces the relevance of materials and methods to the needs of students in the modern era.

### 3. Improving Teachers' Professional Competencies

Transformational leaders play an important role in motivating teachers to continuously improve their professional competencies through training, workshops, and self-development. Teachers feel more valued, motivated, and involved in the educational process, thus having an impact on improving the quality of learning. Support and inspiration from leaders also increase teacher job satisfaction, which contributes to the creation of an innovative and productive organizational culture.

### 4. Student Learning Outcomes: Intellectual Balance and Character

Transformational leadership not only targets academic achievement, but also emphasizes the formation of students' moral and spiritual character according to Islamic values. A positive and conducive learning environment makes students more active, creative, critical, and highly motivated to learn. The learning outcomes achieved include intellectual intelligence and strengthening Islamic character, so that madrasah graduates are able to adapt to the challenges of the times without losing their Islamic identity.<sup>23</sup>

Transformational leadership has proven to be effective in improving the quality of Islamic education through the development of relevant curriculum, innovative teaching methods, improving teacher competence, and balanced student learning outcomes between intellectual intelligence and character formation based on religious values. The success of its implementation depends heavily on the commitment of leaders, organizational support, and the active participation of all members of educational institutions

## **Challenges and Supporting Factors in the Implementation of Transformational Leadership at Madrasah Ibtidaiyah Ma'arif NU Karanganyar**

Some of the main challenges faced in the implementation of transformational leadership in madrasahs include: First, Resistance to Change. Many madrasah teachers and staff are so accustomed to authoritarian or traditional leadership systems that they tend to resist changes towards a more participatory and empowering leadership style. Uncertainty and worry about change are also often triggers for resistance. This is in accordance with the results of the interview with the principal of Mr. Wahyu:

*"Yes, that's right, so in my school there are still many teachers who are senior, which means teachers who are advanced but have not yet retired, so we make a program or something related to technology, they feel objectionable because they still have very minimal experience. So I as a dreamer am more careful in making policies."*

Second, limited resources. Madrasahs often face limited budgets, infrastructure, and other supporting facilities needed to support teacher innovation and professional development. This also includes limitations in the procurement of learning technologies and training facilities. This is in line with the results of the interview with the principal, Mr. Wahyu:

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<sup>23</sup> Abdul Wahab Podungge, "Pengaruh Kepemimpinan Transformasional terhadap Peningkatan Kualitas Kinerja Pegawai di Dinas Pendidikan Kabupaten Bone Bolango," *Gorontalo Journal of Public Administration Studies* 1, no. 1 (2018): 56–68, <https://doi.org/10.32662/gjpad.v1i1.179>.



*"For the human resource problem in the school that I lead, we are still lacking both in terms of human resources and sapras mas, for example we still don't have a prayer room, then a computer lab and many more mas, so our school is still lacking."*

Third, lack of teacher training and leadership capacity development. The lack of leadership training and development programs causes madrasah principals and teachers to lack adequate change management and leadership skills. This has an impact on the effectiveness of the implementation of transformational leadership. This is in line with the results of the interview with Mr. Apriansyah:

*"Related to training, it is true that there is a deck, we have training here but it is lacking. It means that they do not routinely participate in activities such as teacher training and other activities."*

Lastly, the reluctance to keep up with the times. Some teachers and education staff are less open to the use of technology and innovation in learning, making it difficult to adapt to the demands of the times and the development of modern education. This is in accordance with the results of the interview with Mr. Agus:

*"As a teacher who is quite young in this school, I also feel that here there are some teachers who are still the same as authoritarian or chucky, so sometimes activities related to digitalization are still very difficult to do."*

The supporting factors for the implementation of transformational leadership at Madrasah Ibtidaiyah Ma'arif NU Karanganyar are based on the results of interviews and observations. First, the support of the government and stakeholders. Policy support, funding for training, and professional development programs are essential to creating an ecosystem conducive to transformational leadership. Collaboration between madrasahs, the government, and other educational institutions can also strengthen the implementation of change. As the result of the interview with the principal of Mr. Wahyu:

*"Alhamdulillah, mas for the problem of cooperation with the government parties here, I have tried my best to make good relations, so that the cooperation that is built can continue for the good of the future of this school."*

Second, Information Disclosure and Technology Access. Easy access to information and technology allows madrasahs to continue to innovate and keep up with global educational developments. Information disclosure also encourages transparency and collaboration among all elements of the madrasah. As the result of the interview with the principal of Mr. Wahyu:

*"Actually, there are still some teacher councils that still do not accept technological developments, but I as a policy maker continue to carry out digital innovation activities which in my opinion are still easy for senior teachers to do. So that when the use can still be guided in its implementation."*

Third, an innovative and participatory organizational culture. A madrasah environment that supports participation, collaboration, and innovation will accelerate adaptation to change and strengthen the joint commitment to achieve the vision and mission

of the madrasah. Finally, the Training and Sustainable Development Program. Investment in teacher leadership training and professional development is essential to ensure all staff have relevant skills and knowledge in applying transformational leadership principles.

So that the application of transformational leadership in madrasah Ibtidaiyah Ma'arif NU Karanganyar has great potential to improve the quality of education, but it cannot be separated from various challenges such as resistance to change, limited resources, and lack of training. Government support, information disclosure, and strengthening innovative culture are key factors in overcoming these barriers and ensuring successful transformation in the madrasah environment.

## CONCLUSION

The transformational leadership of school principals has a central and strategic role in improving the quality of Islamic education. The principal not only functions as a structural leader, but also as a motivator, inspirer, and agent of change who is able to shape the character of students in accordance with Islamic values. By applying transformational leadership principles, such as ideal influence, inspirational motivation, intellectual stimulation, and individual attention, principals can create a positive school culture, improve teacher performance, encourage learning innovation, and build harmonious collaboration in the school environment. In addition, transformational leadership in Islamic education plays an important role in facing the challenges of globalization and the development of the times without sacrificing Islamic values. Supporting factors for the successful implementation of this leadership include information disclosure, adequate infrastructure, and quality human resources. However, there are also inhibiting factors such as lack of training for teachers and resistance to modern change.

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