

## MADRASAH HEAD'S LEADERSHIP STYLE IN IMPROVING THE QUALITY OF EDUCATION AT MTS NEGERI 8 KEBUMEN

Nurbiyati, Imam Satibi, Atim Rinawati, Muhyidin, Agus Salim, Siti Fatimah  
*Institut Agama Islam Nahdlatul Ulama Kebumen*  
*sifudalifah@gmail.com*

### ABSTRAK

Penelitian ini bertujuan untuk menganalisis gaya kepemimpinan transformasional kepala madrasah dalam meningkatkan mutu pendidikan di MTS Negeri 8 Kebumen. Penelitian menggunakan pendekatan kualitatif jenis *field research*. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan tiga tahap yaitu kondensasi data, penyajian data, dan verifikasi data. Hasil penelitian menunjukkan bahwa kepemimpinan kepala madrasah memiliki dan melaksanakan *idealized influence*, melaksanakan *inspirational motivation*, melaksanakan *intellectual stimulation*, dan melaksanakan *individual consideration*.

**Kata kunci** : gaya kepemimpinan, transformational, mutu pendidikan

### ABSTRACT

*This research aims to analyze the transformational leadership style of madrasa heads in improving the quality of education at MTS Negeri 8 Kebumen. The research uses a qualitative field research type approach. Data collection techniques use observation, interviews and documentation. The data analysis technique uses three stages, namely data condensation, data presentation, and data verification. The research results show that the leadership of the madrasa head has and carries out idealized influence, carries out inspirational motivation, carries out intellectual stimulation, and carries out individual consideration.*

**Keywords:** *leadership style, transformational, quality of education*

### INTRODUCTION

Education is a conscious and planned effort towards the realization of a conducive learning environment and effective and efficient learning processes (Fatimah & Mahmudah, 2017; Sari, 2023). This is intended so that learners actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation, and state (Atmodjo, 2018).

The government has made various efforts to realize National Education into a system that is more relevant and suitable and can support national development programs. In achieving the aspirations to advance public welfare and to enlighten

the nation's life, it must be able to solve many problems related to the improvement of human dignity, namely issues related to education and civilization of society. Progress in improving the quality of life will not be achieved without an increase in educational efforts. Where between education and civilization, there is usually mutual influence throughout the period passed by humanity throughout time (Suhada, 2020).

Madrasah, as an Islamic educational organization designed to contribute to efforts aimed at improving the quality of human life, needs to be structured, regulated, managed, and utilized effectively. The development, supervision, management, and empowerment of madrasahs are closely related to the leadership style of the madrasah head. The educational leadership needed today is based on the authentic national identity rooted in cultural and religious values, capable of anticipating changes occurring in the field of education, particularly, and generally in advancements achieved outside the school system (Karwan et al., 2021; Komariyah & Triatna, 2010).

Leadership performance depends on the organization or management of leadership. Leadership management is an organizational skill consisting of management knowledge and leadership skills. Leadership management is the skill to organize an organization along with the ability to lead, direct, and motivate in an efficient and effective manner.

One of the factors determining the success or failure of an organization is leadership (Nurhaida & Jefri, 2023; Verawati & Hartono, 2020). To build an organization, the most important aspect is the character of its leader. Furthermore, the quality of leadership will greatly determine the success of an organization (Schuetz, 2017; Sonmez Cakir & Adiguzel, 2020). Because with the support of quality leadership, it will have a positive impact on the organization, including the ability to improve performance, enhance knowledge, and even increase skills and motivation, thereby improving the quality of the organization.

One style of madrasah head leadership is transformational leadership. A transformational leader will inspire subordinates to act based on a shared vision, so that changes originate from within themselves and are carried out voluntarily, even in the absence of rewards or punishments. By explaining such a dichotomous

difference, it is inevitable to conclude that transformational leaders are better than other types of leadership (F. Vito et al., 2014; Juhro, 2020; Susilo, 2018).

Based on the above explanation, the aim of this research is to analyze the impact of leadership styles, especially transformational leadership of madrasah heads, in improving the quality of education at MTs Negeri 8 Kebumen.

The approach used in this research is a qualitative type of case study. This study was conducted using a case study design on transformational leadership in improving the quality of education at MTs N 8 Kebumen. Data collection techniques include observation, interviews, and documentation. Triangulation technique is employed for data validity. Furthermore, data analysis is conducted using the Miles, Huberman, & Saldana model consisting of three stages: data condensation, data display, and data verification (Miles et al., 2014).

## **DISCUSSION**

Transformational leadership of madrasah heads is divided into four components: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

### **1. Idealized influence of the Madrasah Head in improving the quality of education at MTs Negeri 8 Kebumen.**

Idealized Influence entails sharing risks through prioritizing the needs of staff above personal needs and ethically moral behavior. The results of interviews with the madrasah head and teachers indicate that communication among madrasah members is very good. Communication flows harmoniously among teachers, staff, and the madrasah head. Similarly, communication between teachers, staff, the madrasah head, and students' parents or guardians is effective. This is evidenced by the operation of the guardianship association with clear programs. This harmonious communication occurs because the madrasah head consistently sets an example, employs approaches, and provides guidance to ensure that all school responsibilities and activities run smoothly.

The interview results with teachers regarding the attitude of the madrasah head are expressed as follows:

"In the daily demeanor, the school principal always provides support to teachers and all staff in the form of motivation or giving spirited support and encouragement to subordinates so that they can earnestly carry out activities to achieve the goals of those activities. The attitude of our madrasah head in daily life is always joyful and creates a positive atmosphere in the madrasah."

This statement is also reinforced in the interview results with other teachers recorded as follows:

"If there are teachers who have difficulty understanding a task, the madrasah head always provides intensive guidance, clearly explaining the process from start to finish. Often, the madrasah head even provides direct examples to teachers who are less knowledgeable."

In another interview result, the madrasah head is known to have an attitude that prioritizes subordinates over themselves. The madrasah head possesses high confidence, honesty, and impartiality towards their subordinates, as well as discipline and adherence to rules. The madrasah head has a high commitment in every step of their leadership. They always manage to instill pride in their followers. Their actions always have definite goals. The madrasah head is diligent, providing vision and mission, instilling pride, inspiration, and trust in their followers, and their actions prioritize the organization's interests and the interests of others over their own interests.

In this way, teachers and staff who have inadequate abilities will greatly benefit in completing their tasks. The madrasah head will always accompany and provide guidance if they encounter difficulties. Therefore, the relationship between the leader and the subordinates is always maintained well; subordinates with low abilities will feel assisted, cared for, and motivated to learn and complete their tasks well. These findings are consistent with research conducted by other researchers, indicating that guidance, motivation, and direction from the school principal to subordinates with issues impact the performance of teachers in carrying out their duties (Al-Baidhani احمد البيضانبي & Alsaqqaf, 2022, 2023; Khan et al., 2020).

2. Inspirational motivation of the Madrasah Head in improving the quality of education at MTs Negeri 8 Kebumen.

This aspect of transformational leadership is reflected in behavior that consistently provides challenges for the tasks performed by staff and pays attention to the meaning of work for the staff. Based on the analysis of interviews with one of the teachers as recorded below:

"The madrasah head is a very democratic person; he is always willing to listen to others' opinions. When there is an issue or decision to be made, he calls upon the teachers who understand the problem so that the decision made is the best among the good."

The results of interviews with other teachers also reinforce that the madrasah head often seeks personal opinions from each teacher and staff member, not only during meetings. The motivation channeled by the madrasah head to educators, staff, and students has a positive impact. This can be seen in the improvement of attitudes and performance towards better outcomes. The Madrasah Head consistently demonstrates commitment to organizational goals through behavior observed by staff. They always provide enthusiastic motivation to continue fostering enthusiasm and optimism among their subordinates. They encourage teachers to see new perspectives. These findings are relevant to research conducted by other researchers, indicating that motivation from the school principal has a positive impact, namely, it can improve the performance of teachers and staff. (Eka Mahmud et al., 2022; Siahaan et al., 2020).

3. Intellectual Stimulation, the Madrasah Head in improving the quality of education at MTs Negeri 8 Kebumen

The Madrasah Head consistently practices innovations. Their leadership attitude and behavior are based on evolving knowledge, and intellectually, they are able to translate it into productive performance. As an intellectual, the leader continuously explores new ideas and creative solutions from the staff and always encourages staff to learn and implement new approaches in their work. This aligns with the interview results with the madrasah head as follows:

"For the progress of the madrasah, I always seek input, ideas, thoughts, and opinions from the teachers. If someone has a good

idea, we will definitely accommodate it. When implementing new policies, I always involve all teachers and madrasah members and invite them to the madrasah meetings. We always ask all teachers to express their opinions. Likewise, if any issues arise, we will always seek the best solution."

This is reinforced by the results of interviews with other teachers, as recorded below:

"The Madrasah Head always implements innovations to improve the quality of the madrasah. Their attitude and behavior in leadership are based on evolving knowledge, always translating their attitude and behavior into productive work, exploring creative ideas and solutions from the teachers, and always encouraging learning and implementing new approaches in work."

From the above interview results, it is evident that the madrasah head involves all parties in the Madrasah in making important decisions. This greatly helps the madrasah head in increasing the participation of madrasah members to ensure the success of every decision made. Everyone involved is given the opportunity to express their opinions on the strengths and weaknesses of decisions or policies and program activities in the madrasah. Therefore, this encourages teachers and staff to have creative ideas in collectively improving the quality of education. These findings are relevant to research conducted by other researchers, indicating that with creative ideas and innovations from the school principal, it impacts the development of the organization they lead (Huang et al., 2022; Jyoti & Dev, 2015).

#### 4. Individualized Consideration of the Madrasah Head in improving the quality of education at MTs Negeri 8 Kebumen

The Madrasah Head reflects themselves as someone who is attentive in listening to and following up on complaints, ideas, hopes, and all inputs provided by the staff. As a leader, they contemplate, think, and often identify the needs of their employees. They make every effort to recognize the abilities of their employees. They inspire a spirit of learning among their employees, and not only that, they also provide ample learning opportunities.

For subordinates who understand their tasks, the madrasah head does not need to accompany them; instead, they only monitor the implementation and

control the results. This is applied to subordinates who already have experience, high abilities, and willingness. In terms of supervision, it is also unnecessary to be too strict because subordinates are capable of carrying it out.

"If the madrasah head knows that we can carry out the tasks, usually they don't accompany us; they only accompany teachers and staff who may not understand the tasks given."

Based on the observations made, the relationship between the leadership and subordinates in this madrasah is very good and close, it could even be said to be without barriers, but still within the bounds of propriety, so that the leader can directly admonish and remind their subordinates if mistakes occur. Likewise, subordinates will not hesitate or fear to ask the leader if they encounter a problem. These findings are consistent with research conducted by other researchers, indicating that a school principal who is attentive to their subordinates and always provides solutions to existing problems impacts the improvement of performance and the quality of the organization (Sarkowi, 2023; Wahyudi et al., 2018).

## CONCLUSION

The research results show that the leadership of the madrasa head has and carries out idealized influence, carries out inspirational motivation, carries out intellectual stimulation, and carries out individual consideration. Viewed from the perspective of idealized influence, the Madrasah Head always behaves with respect and confidence from the teachers, sharing risks by prioritizing the needs of the staff above personal needs and ethically moral behavior. In terms of inspirational motivation, the Madrasah Head demonstrates commitment to organizational goals through observable behavior by staff. They are an enthusiastic, diligent, and highly dedicated motivator who continually fosters enthusiasm and optimism among the staff. In terms of intellectual stimulation, the Madrasah Head has perspectives and behaviors based on evolving knowledge, which they can translate into productive performance. As an intellectual, the madrasah head always encourages their subordinates to discover new ideas and solutions. Meanwhile, in individual consideration, the Madrasah Head can reflect themselves as someone who is

attentive in listening to and following up on complaints, ideas, hopes, and all inputs provided by the staff. They can provide emotional support and new innovations to stakeholders, proving that the transformational leadership style of the school principal can enhance the quality of education. Recommendations in this research could include further in-depth research on other styles of school principal leadership to improve the quality of education and organizational performance.

## REFERENCES

- Al-Baidhani أحمد البيضاني أ. د., Prof. Dr. A., & Alsaqqaf, A. (2022). The Impact of Leadership on Employees' Productivity and the Mediation Role of Motivation. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4275791>
- Al-Baidhani أحمد البيضاني أ. د., Prof. Dr. A., & Alsaqqaf, A. (2023). The Effect of Leadership on Employees' Motivation. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4329264>
- Atmodjo, Y. E. (2018). *Kepemimpinan Transformasional Kepala Sekolah*. Griya Media.
- Eka Mahmud, M., Muali, C., & Ali Sulton, M. (2022). Transformative Leadership and Work Commitment in Improving the Quality of Madrasah Education. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 3527–3536. <https://doi.org/10.35445/alishlah.v14i3.1507>
- F. Vito, G., E. Higgins, G., & S. Denney, A. (2014). Transactional and transformational leadership: An examination of the leadership challenge model. *Policing: An International Journal of Police Strategies & Management*, 37(4), 809–822. <https://doi.org/10.1108/PIJPSM-01-2014-0008>
- Fatimah, S., & Mahmudah, U. (2017). Pengukuran Efisiensi Kinerja Sekolah Dasar lewat Model Data Envelopment Analysis. *Jurnal Cakrawala Pendidikan*, 36(2). <https://doi.org/10.21831/cp.v36i2.11511>
- Huang, Z., Sindakis, S., Aggarwal, S., & Thomas, L. (2022). The role of leadership in collective creativity and innovation: Examining academic research and development environments. *Frontiers in Psychology*, 13, 1060412. <https://doi.org/10.3389/fpsyg.2022.1060412>

- Juhro, S. (2020). *Transformasional Leadership: Konsep, Pendekatan, dan Implikasi pada Pembangunan*. Bank Indonesia INstitute.
- Jyoti, J., & Dev, M. (2015). The impact of transformational leadership on employee creativity: The role of learning orientation. *Journal of Asia Business Studies*, 9(1), 78–98. <https://doi.org/10.1108/JABS-03-2014-0022>
- Karwan, D., Hariri, H., & Ridwan, R. (2021). Visionary Leadership: What, Why, and How. *Proceedings of the 2nd International Conference on Progressive Education, ICOPE 2020, 16-17 October 2020, Universitas Lampung, Bandar Lampung, Indonesia*. Proceedings of the 2nd International Conference on Progressive Education, ICOPE 2020, 16-17 October 2020, Universitas Lampung, Bandar Lampung, Indonesia, Bandar Lampung, Indonesia. <https://doi.org/10.4108/eai.16-10-2020.2305217>
- Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, J. (2020). Impact of transformational leadership on work performance, burnout and social loafing: A mediation model. *Future Business Journal*, 6(1), 40. <https://doi.org/10.1186/s43093-020-00043-8>
- Komariyah, A., & Triatna, C. (2010). *Visionary Leadership Menuju Sekolah efektif*. Bumi Aksara.
- Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. Sage Publication.
- Nurhaida, N., & Jefri, R. (2023). THE ROLE OF LEADERSHIP IN IDENTIFYING THE OBSTACLES OF THE EMPLOYEE TO IMPROVE WORK MOTIVATION AT GOWA SOCIAL SERVICE OFFICE. *International Journal of Business English and Communication*, 1(4).
- Sari, M. M. (2023). Education Financing as an Effort to Improve The Quality of Education. *International Conference on Science, Education, and Technology*, 9, 1.
- Sarkowi. (2023). MODEL OF TRANSFORMATIONAL LEADERSHIP IN CAMPUS BASED ON SALAF ISLAMIC BOARDING SCHOOL. *PROCEEDING OF INTERNATIONAL CONFERENCE ON EDUCATION, SOCIETY AND HUMANITY*, 1, 1.

- Schuetz, A. (2017). Effective Leadership and its Impact on an Organisation's Success. *Journal of Corporate Responsibility and Leadership*, 3(3), 73. <https://doi.org/10.12775/JCRL.2016.017>
- Siahaan, A., Rafida, T., & Batubara, K. (2020). Influence of Madrasah Head Leadership, Motivation and Madrasah Culture on Teacher Performance in Madrasah Aliyah Model 2 Medan. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 2174–2182. <https://doi.org/10.33258/birci.v3i3.1150>
- Sonmez Cakir, F., & Adiguzel, Z. (2020). Analysis of Leader Effectiveness in Organization and Knowledge Sharing Behavior on Employees and Organization. *SAGE Open*, 10(1), 215824402091463. <https://doi.org/10.1177/2158244020914634>
- Suhada, M. (2020). *Kepemimpinan Transformasional Kepala Madrasah dalam Meningkatkan Mutu Pendidikan*. IAINU Kebumen.
- Susilo, D. (2018). TRANSFORMATIONAL LEADERSHIP: A STYLE OF MOTIVATING EMPLOYEES. *Management and Economics Journal (MEC-J)*, 1, 124. <https://doi.org/10.18860/mec-j.v0i1.5222>
- Verawati, D. M., & Hartono, B. (2020). Effective Leadership: From The Perspective of Trait Theory and Behavior Theory. *Jurnal Riset Ekonomi Manajemen (REKOMEN)*, 4(1), 13–23. <https://doi.org/10.31002/rn.v4i1.2147>
- Wahyudi, W., Sugiharto, D., Masrukhi, M., & Rifai Rc, A. (2018). The Leadership of the Head Madrasah Based Quality. *Nadwa: Jurnal Pendidikan Islam*, 12(1), 15–26. <https://doi.org/10.21580/nw.2018.12.1.2450>