

A study on the transformational leadership of madrasah principals from the perspective of educators and educational staff

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Abstract: This study aims to understand the perceptions of teachers and educational staff regarding the transformational leadership style of Madrasah Principals in Bengkulu Province, Indonesia. The study uses a descriptive research design with several variables: Madrasah level, position within the Madrasah, teacher expertise, educational qualifications, work experience, and gender. To achieve this goal, the researcher designed a questionnaire consisting of 6 indicators and 17 question items, distributed electronically at random from 03-02-2024 to 18-08-2024, with a total of 615 respondents. The results of the study indicate that the transformational leadership of Madrasah Principals in Bengkulu Province can be concluded as a leadership style that motivates teachers and educational staff, enabling them to grow and achieve optimal performance. The transformational leadership in these madrasahs is also characterized as charismatic, where subordinates place trust in their leaders. Additionally, the principals have successfully directed the staff to act in alignment with the shared goals. Furthermore, the principals have stimulated enthusiasm among subordinates for individual and group tasks, as well as addressing issues at hand. The madrasahs in Bengkulu Province have developed rapidly and have become a source of pride for the community. Madrasahs with transformational leadership are expected to maintain the quality of the institution, the vision and mission, and its flagship programs, thereby strengthening the quality of religious education for the younger generation.

Keywords: Educational staff, Madrasah, Teachers, Transformational Leadership.

1. Introduction

Leadership is crucial in achieving the objectives of an institution or organization (Halim et al., 2021; Idris et al., 2023). Leadership that is trustworthy and responsible can propel the institution or organization to further growth and development (Fitriani, 2017; Alinsunurin, 2020). In educational institutions, the highest leadership positions are held by the school principal and vice principal. Such positions require several key qualifications that influence, guide, and lead the institution or organization toward its established goals (Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, 2003).

Indonesia has two educational subsystems: general education, overseen by the Ministry of Education and Culture, and madrasah education, under the Ministry of Religious Affairs (Abdullah, 2019). As part of the national education system, madrasahs focus on Islamic education, sometimes integrated with general knowledge. Madrasahs are recognized as equivalent to general schools, and as such, they are required to follow the national curriculum established by the Indonesian government (Law No. 20 of 2003 on the National Education System).

The progress of madrasahs is greatly influenced by their leaders, as they play a key role in motivating subordinates and developing the institution (Nursaid, 2020; Fitriani, 2017). The continuity of education in madrasahs is inseparable from the role of the madrasah principal. As a leader, the

madrasah principal is responsible for realizing the madrasah's goals (Parlar et al., 2024; Sunaengsih et al., 2019). The principal fulfills their leadership function based on the Quran and Hadith to achieve the madrasah's objectives (He et al., 2024).

One of the leadership styles in managing Islamic educational institutions is transformational leadership (Granville-Chapman et al., 2024; Harsoyo, 2022). Transformational leadership is characterized by having a mission and vision to advance the organization, focusing on the institution's future, and emphasizing charisma in leadership (Mincu, 2022; Bass, 1985). This leadership style also seeks to transform the values held by subordinates to support the organization's vision and goals (Granville-Chapman et al., 2024; Leithwood & Jantzi, 2006). Through this value transformation, it is hoped that a positive relationship among members can be fostered, creating a climate of mutual trust within the organization (Bass, 1985; *Tewal*, 2017, n.d.; Senge, 2006).

The dynamics of transformational leadership are also reflected in the way leaders engage in interactive communication through community outreach. Using simple, practical, and tactical communication, accentuated by personal intent, is one reason why transformational leadership often garners significant public support (Yammarino & Dubinsky, 1994). Madrasahs in Bengkulu Province have gained considerable interest from the public, ranging from Madrasah Ibtidaiyah (Elementary School), Madrasah Tsanawiyah (Junior High School), to Madrasah Aliyah (Senior High School), both public and private. Data from the Ministry of Religious Affairs of the Republic of Indonesia and Statistics Indonesia noted an increase in 2023 compared to 2021, with 146 Madrasah Ibtidaiyah, 104 Madrasah Tsanawiyah, and 63 Madrasah Aliyah, both public and private. The total number of students in Madrasah Ibtidaiyah was 24,354, Madrasah Tsanawiyah 18,880, and Madrasah Aliyah 63,801 (Kemenag, 2023; BPS, 2023). The growing public trust in madrasahs is an outstanding achievement, especially since the community had previously doubted the quality of madrasahs, particularly private ones.

One of the factors contributing to the public's trust in sending their children to madrasahs is the leadership style of the madrasah principals, who adopt a transformational leadership style. This leadership style carries a mission and vision to develop madrasahs, foster motivation, encourage consultation, and serve as a role model for the surrounding community. Therefore, this study aims to explore teachers' and educational staff's perceptions of the transformational leadership style of madrasah principals in Bengkulu Province's madrasah environment.

2. Theoretical Review

2.1. Transformational Leadership

Leadership encompasses any actions taken by an individual to coordinate, direct, and influence others in selecting and achieving predetermined goals (Brown et al., 2019; Hay, 2006; *Tewal*, 2017, n.d.). Transformational leadership, which involves transforming or changing something into a different form, such as turning a vision into reality or transforming potential into actual achievement (Bass, 1985; Meidelina et al., 2023). Bass defines it as:

"Transformational leaders transform the personal values of followers to support the vision and goals of the organization by fostering an environment where relationships can be formed and by establishing a climate of trust in which visions can be shared."

Transformational leadership is an approach that challenges traditional leadership styles, moving beyond the old mindset that views the relationship between leaders and employees as merely based on rewards (Yammarino & Dubinsky, 1994).

Transformational leadership delegates authority to employees or subordinates, trusts them, and provides opportunities for subordinates to engage in creative and dynamic work (Asbari, 2020; Yammarino & Dubinsky, 1994; Leithwood & Jantzi, 2006). The characteristics of a transformational leader can be observed in how they identify themselves as agents of change, encourage courage and risk-taking, trust their people, embrace lifelong learning, possess the ability to navigate complexity, ambiguity, and uncertainty, and are visionary leaders (Yammarino & Dubinsky, 1994; Brown et al.,

2019; Bass, 1985). Transformational leadership is derived from the term "to transform," meaning to change something into a different form (Bass, 1985; Yammarino & Dubinsky, 1994; Bush, 2018). According to Bush (2018),

"Transformational leadership tends to be made up of (a) idealized influence: leaders share risks with followers and are consistent in their dealings with them, (b) inspirational motivation: providing meaning and challenge to followers; being enthusiastic; arousing commitment to future states, (c) intellectual stimulation: stimulating innovation and creativity; encouraging new ways of dealing with work, (d) individualized consideration: close attention paid to followers' needs; potential is encouraged; personal differences are recognized."

Thus, employees are not only motivated to work but are also oriented towards what is best for the school or organization, in line with their talents.

2.2. Behavioral Patterns of Transformational Leadership

Bush (2018) explains that transformational leaders change and motivate their followers by 1) making them more aware of the importance of task outcomes, 2) persuading followers to prioritize team interests, and 3) activating higher-level needs in their followers. The following are transformational leadership approaches: a) Making decisions transparently and consistently, fostering respect and trust. b) Demonstrating and encouraging enthusiasm and optimism, which boosts employees' confidence and inspires them to perform better. c) Encouraging employees to view work-related issues with a clear perspective, fostering their participation in decision-making. d) Taking time to show appreciation to employees, for example, by recognizing their achievements in internal meetings (such as small celebrations for annual profit increases) or by sending congratulatory cards for their accomplishments (Reza, n.d.; Rolfe, 2011; Hansbrough & Schyns, 2018). The dynamics of transformational leadership are also reflected in interactive communication through community engagement. Using simple, practical, and tactical communication, accentuated by personal intent, often results in strong public support for transformational leadership (Beverborg et al., 2015).

2.3. Characteristics of Transformational Leadership of Madrasah Principals

The desired leadership in Islamic education is one that is based on the Quran and Hadith (Harsoyo, 2022). The leadership style that aligns most closely with Islamic education includes democratic, consultative, egalitarian, and transformational approaches (Amin 1984, n.d.). Transformational leadership of Madrasah Principals has distinctive characteristics that set it apart from other leadership models (Nursaid, 2020; Meidelina et al., 2023). A transformational Madrasah Principal is a leader oriented toward positive change and innovation to improve the quality of education and the madrasah environment (Natir, 2021; Guru et al., 2021). Below are some key characteristics of transformational leadership in madrasahs (Mutiarra et al., n.d.; Farid, 2024; Al Jufri et al., n.d.; Bass, 1985; Leithwood & Jantzi, 2006; Senge, 2006):

1. **Inspirational Vision:** A transformational Madrasah Principal has a clear and inspirational vision for the future of the madrasah. This vision encompasses not only long-term goals but also inspires and motivates all members of the madrasah to work towards collective achievements.
2. **Ability to Inspire and Motivate:** This leader has the ability to inspire and motivate teachers, staff, and students through effective communication and personal charisma. They are able to foster a strong spirit of commitment to the madrasah's vision and goals.
3. **Inclusive and Collaborative Approach:** Transformational leadership involves an inclusive approach, where the Madrasah Principal encourages active participation from all stakeholders in decision-making. The leader listens to input and ideas from teachers, staff, and students, and values their contributions in the process of change.
4. **Focus on Individual and Professional Development:** A transformational Madrasah Principal is committed to the professional and personal development of every member. They provide

opportunities for training, skill development, and career advancement, aiming to enhance both individual and team capacity and performance.

5. **Ability to Implement Change Effectively:** This leader not only comes up with new ideas but also has the skills to implement change effectively. They manage the change process well, overcome challenges, and ensure that innovations are smoothly integrated into existing systems.
6. **Concern for Well-being and Motivation:** A transformational Madrasah Principal demonstrates deep concern for the well-being and motivation of their members. They create a supportive environment, provide positive feedback, and celebrate collective achievements to maintain enthusiasm and unity.
7. **Ability to Manage and Resolve Conflict:** This leader has the skills to manage and resolve conflicts that may arise during the change process. They strive to find fair and constructive solutions while maintaining good relationships among madrasah members.

Through these characteristics, a transformational Madrasah Principal is able to create a dynamic learning environment that focuses on progress and addresses challenges with a positive and proactive attitude.

3. Research Methodology

3.1. Research Design

This study uses a descriptive research design aimed at understanding variables. Data collection was conducted through questionnaires to determine the perceptions of educational staff and teachers regarding the transformational leadership of Madrasah Principals in Bengkulu Province. The research was conducted at public and private Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah. The subjects of this study were educational staff and teachers in madrasahs in Bengkulu Province. Questionnaires were randomly distributed electronically from February 3, 2024, to August 18, 2024. The research approach used is quantitative, describing various indicators as percentages through percentage analysis. The population in this study consists of 615 madrasah teachers and educational staff in Bengkulu Province (Hammad et al., 2023).

The indicators of transformational leadership in this study are:

- (a) **Vision and Mission of the Madrasah:** The behavior of the Madrasah Principal in clearly communicating the madrasah's vision and mission to subordinates, fostering pride and trust in them.
- (b) **Leadership and Motivation:** The leader's behavior in clearly and engagingly communicating high expectations, boosting work spirit, and inspiring subordinates to remain enthusiastic and optimistic in achieving the organization's goals.
- (c) **Innovation and Change:** The leader's behavior in stimulating subordinates' creativity and innovation, valuing their ideas, and guiding them in solving problems carefully.
- (d) **Interpersonal Relationships and Communication:** The leader's behavior in giving attention to subordinates' needs, respecting individual differences, and providing training and direction.
- (e) **Achievement and Results:** The leader's ability to inspire subordinates' enthusiasm for group tasks and instill confidence in their ability to complete tasks and achieve group goals.
- (f) **General Satisfaction:** The success of the Madrasah Principal in building trust with teachers and educational staff, leading to a positive impact on the work environment, madrasah culture, and the surrounding community (Bass, 1985; Leithwood & Jantzi, 2006; Senge, 2006; Harsoyo, 2022),

Data collection for this study used a closed-ended questionnaire with five answer options on a Likert scale from 1 to 5:

1. Strongly disagree
2. Disagree
3. Neutral

4. Agree
5. Strongly agree.

4. Research Results

4.1. Respondent Background

Data was collected using a closed-ended questionnaire from 615 teachers and educational staff in madrasahs in Bengkulu Province. Below are some background details of the respondents:

Table 1.
Percentage of respondents based on madrasah level.

No.	Madrasah level	Frequency	Percentage (%)
1	Ibtidaiyah	217	35.2
2	Tsanawiyah	179	29.1
3	Aliyah	220	35.7
Total		616	100

4.2. Madrasah Levels

The data shows that respondents consist of 35.2% from Madrasah Ibtidaiyah (Elementary School), 29.1% from Madrasah Tsanawiyah (Junior High School), and 35.7% from Madrasah Aliyah (Senior High School). The distribution of respondents across all madrasah levels is relatively balanced.

Table 2.
Percentage of respondents based on position in madrasah.

No.	Position	Frequency	Percentage (%)
1	Teacher	569	92.4
2	Educational staff	47	7.6
Total		616	100

4.3. Position in Madrasah

The data indicates that 92.4% of respondents are teachers, while 7.6% are educational staff.

Table 3.
Percentage of respondents based on teachers' areas of expertise.

No.	Area of expertise	Frequency	Percentage (%)
1	Religious studies teacher	200	32
2	General teacher	108	17.5
3	Mathematics teacher	40	6.6
4	Science teacher (IPA)	34	5.6
5	Social studies teacher (IPS)	23	3.8
6	English teacher	23	3.8
7	Indonesian language teacher	10	1.6
8	Arabic language teacher	23	3.8
9	Physical education teacher	8	1.2
10	Counseling teacher (BK)	12	1.9
11	Chemistry teacher	1	0.17
12	Biology teacher	4	0.65
13	Physics teacher	1	0.17
14	Civic education teacher	11	1.8
15	Economics teacher	1	0.17
16	Others	117	19.2
Total		616	100

4.4. Teachers' Areas of Expertise

The respondents are dominated by religious studies teachers (32%), general subject teachers (17.5%), and mathematics teachers (6.6%). Other respondents include science teachers (5.6%), social studies teachers (3.8%), and physical education teachers (1.2%). Teachers of physics and economics make up only 0.17%, with only one respondent for each.

Table 4.
Percentage of respondents based on educational qualifications.

No.	Educational qualification	Frequency	Percentage (%)
1	High School/Equivalent (SMA/SMK/MA)	14	2.2
2	Diploma 1 (D1)Diploma 3 (D3)	1	0.2
3	Bachelor's Degree (S1)	3	0.5
4	Master's degree (S2)	497	80.7
5	Doctorate (S3)	93	15.1
6	High School/Equivalent (SMA/SMK/MA)	8	1.3
Total		616	100

4.5. Educational Qualifications

In terms of educational qualifications, most respondents hold a Bachelor's degree (S1) at 80.7%, followed by Master's degree (S2) holders at 15.1%, and Doctorate degree (S3) holders at 1.3%. The remaining respondents are high school graduates or equivalent.

Table 5.
Percentage of respondents based on work experience.

No.	Years of service	Frequency	Percentage (%)
1	1-5 years	247	39.6
2	6-10 years	60	10
3	11-20 years	160	27.4
4	21-30 years	46	6.8
5	Over 30 years	103	16.2
Total		616	100

4.6. Work Experience

The data shows that 39.6% of respondents are teachers and educational staff with relatively short tenure (1-5 years). More than 50% of respondents have served at the madrasah for an extended period (6-30 years or more). This indicates that the respondents are truly dedicated to their madrasahs and feel comfortable in their current positions.

Table 6.
Percentage of respondents by gender.

No.	Gender	Frequency	Percentage (%)
1	Male	203	33
2	Female	413	67
Total		616	100

4.7. Gender

The data shows that more than half (67%) of the respondents are female, while 33% are male.

Table 7.
Percentage of respondents' answers on transformational leadership of Madrasah principals.

No,	Indicator	Frequency					Percentage (%)				
		1	2	3	4	5	1	2	3	4	5
1	Vision and mission I believe the Madrasah principal has a clear and inspirational vision for the development of the madrasah.	16	11	26	228	335	2.6	1.8	4.2	37	54.4
2	I believe the Madrasah principal actively involves staff in the formulation of the madrasah's vision.	11	15	36	264	290	1.8	2.4	5.8	42.9	47.1
3	I believe the Madrasah principal communicates the madrasah's mission in a way that motivates all members.	13	10	39	257	297	2.1	1.6	6.3	41.7	48.2
4	Leadership and motivation I believe the Madrasah Principal encourages professional development and skill improvement among staff.	11	11	45	247	302	1.8	1.8	7.3	40.1	49
5	I believe the Madrasah principal provides constructive support and feedback to help staff achieve their goals.	10	13	48	270	275	1.6	2.1	7.8	43.8	44.6
6	I believe the Madrasah principal sets an exemplary standard in work ethic and commitment to the madrasah.	14	7	37	226	332	2.3	1.1	6	36.7	53.9
7	Innovation and change I believe the Madrasah Principal is open to new ideas and innovations in the teaching and learning process.	13	12	39	246	306	2.1	1.9	6.3	39.9	49.7
8	I believe the Madrasah Principal supports and facilitates positive change initiatives within the madrasah.	10	13	42	236	315	1.6	2.1	6.8	38.3	51.1
9	I believe the Madrasah principal helps staff overcome challenges and resistance to change.	9	6	56	296	249	1.5	1	9.1	48.1	40.4
10	I believe the Madrasah	12	10	54	253	287	1.9	1.6	8.8	41.1	46.6

	principal maintains open and transparent communication with all members of the madrasah.										
11	Interpersonal relationships and communication I believe the Madrasah Principal listens to and considers the opinions and input of staff and students.	9	13	49	257	288	1.5	2.1	8	41.7	46.8
12	I believe the Madrasah principal creates an inclusive environment that values differing opinions.	12	5	43	265	291	1.9	0.8	7	43	47.2
13	Achievement and results I believe the Madrasah principal sets clear and measurable goals for the progress of the madrasah.	10	14	38	243	311	1.6	2.3	6.2	39.4	50.5
14	I believe the Madrasah principal regularly monitors and evaluates the madrasah's achievements.	12	9	40	268	287	1.9	1.5	6.5	43.5	46.6
15	I believe the Madrasah principal celebrates successes and achievements as a result of team collaboration.	12	13	69	258	264	1.9	2.1	11.2	41.9	42.9
16	Overall satisfaction Overall, I am satisfied with the leadership of the Madrasah principal.	9	20	65	271	251	1.5	3.2	10.6	44	40.7
17	I believe the Madrasah principal has had a positive impact on the work environment and madrasah culture.	10	14	46	278	268	1.6	2.3	7.5	45.1	43.5

4.8. Respondents' Knowledge

A. Vision and Mission of the Madrasah

The data shows that the teachers and educational staff at madrasahs, whether at the Ibtidaiyah (Elementary School), Tsanawiyah (Junior High School), or Aliyah (Senior High School) levels, are aware of the madrasah's vision. This is evident from the survey data, where 37% of respondents agreed, and 54.4% strongly agreed that the Madrasah Principal has a clear and inspirational vision for the development of the madrasah. The Principal also actively involves staff in formulating the vision and mission of the madrasah, as evidenced by 47.1% of respondents strongly agreeing and 42.9% agreeing. However, not all teachers and educational staff fully agree with this; some remain neutral, disagree, or even strongly disagree with the Principal's vision. This is understandable, as some respondents have not been in their positions for very long, while more than 60.4% of respondents have served for 6-30 years or more.

The ability to communicate expectations to subordinates is a hallmark of transformational leadership (Nursaid, 2020). The Madrasah Principal has been proven to play an active role in communicating the madrasah's mission in a way that motivates all members. This is supported by data showing that 42.8% of teachers and educational staff strongly agree and 41.7% agree with this statement. As an Islamic educational institution, one of the madrasah's core missions is to instill Islamic values in students. Data shows that 32% of respondents are religious studies teachers, which aligns with the madrasah's mission. As a supervisor, the Madrasah Principal has successfully fostered trust and comfort among teachers and educational staff regarding their assigned duties, regardless of their educational background, as 2.2% of respondents only hold high school (SMA/SMK/MA) qualifications.

4.9. Leadership and Motivation

The Madrasah Principal plays a crucial role in promoting the professional development and skill enhancement of staff to achieve higher educational standards. By consistently providing support, such as regular training, workshops, and opportunities to attend seminars, the Principal ensures that educators possess the latest knowledge and skills in teaching methods and classroom management (Meidelina et al., 2023). Additionally, the Principal fosters a culture of continuous learning by facilitating discussions and collaboration among staff, which, in turn, improves the quality of teaching and the learning experience for students. Through this approach, the Principal not only enhances individual competencies but also strengthens the overall team, creating a dynamic and innovative educational environment. The data shows that 49% of respondents agree, and 40.1% strongly agree with this approach.

By conducting regular meetings and performance evaluations, the Madrasah Principal can identify strengths and areas for improvement for each staff member. The constructive and positive feedback helps staff understand their progress and establish concrete steps for improvement. Additionally, the Madrasah Principal provides the necessary resources and support, such as additional training and personal guidance, ensuring that staff can overcome challenges and reach their full potential. Through this approach, the Principal not only motivates and empowers staff but also contributes to creating a productive and harmonious work environment. Data shows that more than 80% of respondents (43% agree and 44.6% strongly agree) believe the Madrasah Principal provides constructive feedback and support.

The Madrasah Principal sets an exemplary standard in work ethics and commitment to the madrasah by demonstrating high dedication to daily tasks and responsibilities. Through consistent attendance, punctuality, and quality of work, the Principal inspires staff and students to emulate such professional behavior. Moreover, the Madrasah Principal is often directly involved in various school activities, from curriculum design to attending school events, showing a deep commitment to the institution's progress. The courage to face challenges and policies implemented with integrity strengthens the trust and respect of the entire madrasah community. Data shows that 53% of respondents strongly agree, and 38.3% agree with this statement.

4.10. Innovation and Change

The Madrasah Principal is always open to new ideas and innovations in the teaching and learning process and is a visionary leader who can adapt to changing times. With this open attitude, the Principal encourages teachers and students to explore more effective learning methods that are better suited to modern needs. Not only does the Principal accept innovations, but they also actively seek and implement improvements that can enhance the quality of education. Through this approach, the Principal creates a dynamic, creative, and inspiring learning environment, ultimately equipping students with better skills and knowledge to face future challenges. The Madrasah Principal understands that change often comes with challenges and resistance from various parties. Therefore, they play an active role in helping staff overcome difficulties that arise during the change process. Through an empathetic and communicative approach, the Principal listens to the concerns of educators, provides necessary

guidance, and offers practical solutions to reduce obstacles. This also helps build a shared understanding of the importance of change, turning resistance into support. Through their support, the Madrasah Principal ensures that staff feel valued and supported, making them more prepared and confident in facing the changes necessary for the Madrasah's growth. Data shows that more than 80% of respondents agree that the Madrasah Principal is an innovative leader with a vision for positive change in the future.

4.11. Interpersonal Relationships and Communication

A Madrasah Principal who communicates openly with the entire madrasah community is a leader who understands the importance of participation and trust within the academic community. By communicating clearly and honestly, they ensure that all teachers, staff, students, and parents have access to information about guidelines, decisions, or changes that occur. The Principal strives to listen to the ideas and concerns of all parties and provides constructive and open responses to questions and issues that arise. This attitude not only fosters a sense of unity and mutual trust but also creates a conducive environment for collaboration and creativity, where all members of the madrasah feel empowered and involved in decision-making. Based on the data, 46.8% of respondents strongly agree, and 41.7% agree with this statement.

A Madrasah Principal who creates an inclusive environment and values differing opinions demonstrates wise and democratic leadership. They understand that diversity of perspectives is a strength that can enrich the teaching and decision-making process. By implementing policies and practices that support inclusion, the Madrasah Principal ensures that every individual—whether teachers, staff, or students—feels valued and heard, regardless of their background, views, or opinions. The Principal encourages open dialogue and constructive discussions, where differing opinions are seen as opportunities to learn and grow together. This attitude not only strengthens the sense of unity but also fosters a madrasah culture that is tolerant, collaborative, and adaptive to change, allowing all members of the madrasah community to feel accepted and motivated to contribute fully. Data shows that 47.2% of respondents strongly agree, and 43% agree with this statement.

4.12. Achievement and Results

A Madrasah Principal who sets clear and measurable goals for the advancement of the madrasah demonstrates focused and strategic leadership. With a strong vision, the Principal formulates specific and achievable objectives, whether in terms of improving educational quality, promoting teachers' professional development, or shaping students' character. These goals are designed with the madrasah's needs and potential in mind and are structured within a realistic and measurable timeline. The Principal also ensures that every madrasah member understands and is committed to these goals, providing the necessary support and resources to achieve them. Through this approach, the Principal guides the madrasah towards higher achievements, with measurable and directed steps, so that every progress can be identified and celebrated together. Data shows that more than 50.5% of respondents strongly agree.

A Madrasah Principal who regularly monitors and evaluates the madrasah's achievements demonstrates leadership that is results-oriented and focused on quality. By continuously monitoring progress, the Principal can identify both the achievements made and the challenges that need to be addressed in the pursuit of established goals. Regular evaluations allow the Principal to assess the effectiveness of the programs and strategies implemented, as well as make necessary adjustments to improve the madrasah's performance. Data shows that 46.6% of respondents strongly agree, and 43.5% agree.

A Madrasah Principal who celebrates achievements as a result of team collaboration demonstrates leadership that values solidarity and cooperation. The Principal recognizes that every progress made by the madrasah is the result of the hard work and contributions of all parties, from teachers and staff to students. By celebrating achievements together, the Principal not only gives deserved recognition to

those involved but also strengthens the sense of unity and motivation within the madrasah community. Data shows that 42.9% of respondents strongly agree, and 41.9% agree with this statement.

4.13. Overall Satisfaction

The satisfaction of teachers and educational staff with the Madrasah Principal's leadership reflects the effectiveness and trust built within the work environment. A Principal who is able to create a harmonious and professional relationship with the team, and who supports their growth and well-being, fosters a sense of satisfaction and loyalty. This satisfaction not only boosts motivation and performance but also contributes to the stability and continuity of educational quality in the madrasah, as satisfied teachers and educational staff tend to be more committed and productive in their tasks. Data shows that 40.7% of respondents are very satisfied, and 45.1% are satisfied with the leadership of the madrasah.

The Madrasah Principal actively promotes a culture of collaboration and innovation, ensuring that positive values such as mutual respect and team support are embedded in every aspect of madrasah life. This positive impact is evident in the high work spirit, strong relationships among members, and the overall improvement in educational quality. By creating a conducive environment and fostering a healthy culture, the Madrasah Principal has laid a solid foundation for the madrasah's long-term progress and success. Data shows that 43.5% of respondents strongly agree, and 45.1% agree with this statement.

5. Discussion

According to Bass (1985), transformational leadership can serve as a role model for subordinates, inspiring and motivating them, while encouraging creativity and focusing on individual team development. The leadership of madrasah principals in Bengkulu Province, as a reflection of transformational leadership, has proven how this leadership greatly influences life within the madrasah and the surrounding community. The leadership of the Madrasah Principal strongly affects the operation of the madrasah organization, its continuity, and its development. Transformational leadership in madrasahs has brought forth new paradigms and reflections on how to face the future, as reflected in the vision, mission, and goals of madrasahs in Bengkulu Province. Therefore, in the future, transformational madrasah principals can become a key advantage in making madrasahs excellent, capable of competing with other schools, and producing graduates who bring about change in society.

6. Conclusion

The transformational leadership of Madrasah Principals in Bengkulu Province can be concluded as leadership that effectively motivates teachers and staff, allowing them to develop and achieve optimal performance. The transformational leadership in Bengkulu's madrasahs is also categorized as charismatic, where subordinates place trust in their leaders. In this leadership model, the Principal successfully guides the team to act in alignment with shared objectives.

Additionally, the Madrasah Principals have been able to stimulate enthusiasm among their subordinates for individual and group tasks, as well as for addressing the challenges they face. Madrasahs in Bengkulu Province have grown rapidly and become a source of pride for the community. With transformational leadership, these madrasahs are expected to maintain the quality of their institutions, uphold their vision and mission, and continue their flagship programs, thereby strengthening the religious education of the younger generation.

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