

APPLICATION OF STYLE LEADERSHIP TRANSFORMATIONAL IN ISLAMIC EDUCATION INSTITUTIONS

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Abstract. This research aims to analyze the application of transformational leadership style in Islamic educational institutions. In the context of Islamic educational institutions, the application of this leadership style is expected to improve the quality of education, build a positive work culture, and encourage the holistic development of the potential of students and staff. This research aims to explore the importance of the role of transformational leadership in Islamic educational institutions and its impact on various aspects of operations and learning. The research uses a qualitative approach with this type of literature study research using data collection techniques using several literature studies such as books, scientific journals, and supporting documentation. The results of this research show that transformational leadership is critical in facing contemporary challenges and ensuring that Islamic educational institutions do not only focus on academic achievement but also on developing student character through Islamic values. There are many phenomena that researchers have found in several Islamic educational institutions, for example: many teachers resign every year, they lack motivation and awareness of their duties as teachers or carry out their duties only because of rewards or punishments, and a lack of trust and loyalty towards school institutions. By implementing this transformational leadership style, it provides several positive impacts, the role of the principal is a model, encouraging subordinate performance, harmonizing the work environment, empowering employees, acting based on a value system, continuously improving their abilities, and having the ability to overcome complex situations. So with this research, it is hoped that the results of this research will be that this transformational leadership style can be applied to Islamic educational institutions, that have not yet used this leadership style, especially institutions that have a large number of students, both private and state because the results show that the transformational leadership style is very effectively applied to educational institutions today.

Keywords. Transformational Leadership Style, Islamic educational institutions

Abstrak. Penelitian ini bertujuan untuk menganalisis penerapan gaya kepemimpinan transformasional dalam lembaga pendidikan Islam. Dalam konteks lembaga pendidikan Islam, penerapan gaya kepemimpinan ini diharapkan dapat meningkatkan kualitas pendidikan, membangun budaya kerja yang positif, dan mendorong pengembangan potensi siswa dan staf secara holistik. Penelitian ini bertujuan untuk mengeksplorasi pentingnya peran kepemimpinan transformasional di lembaga pendidikan Islam dan dampaknya terhadap berbagai aspek operasional dan pembelajaran. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian studi pustaka ini menggunakan teknik pengumpulan data menggunakan beberapa kajian literature seperti buku, Jurnal ilmiah dan dokumentasi yang mendukung. Hasil penelitian ini menunjukkan bahwa kepemimpinan transformasional sangat penting dalam menghadapi tantangan kontemporer dan memastikan bahwa lembaga pendidikan Islam tidak hanya fokus pada pencapaian akademik tetapi juga pada pengembangan karakter siswa sesuai dengan nilai-nilai Islam. Banyak fenomena yang peneliti temukan di beberapa lembaga pendidikan islam contohnya banyak guru yang mengundurkan diri setiap tahun, mereka kurang motivasi dan kesadaran akan tugasnya sebagai guru atau melakukan tugas hanya karena penghargaan atau hukuman, dan kurangnya kepercayaan dan loyalitas terhadap institusi sekolah. Dengan penerapan ini gaya kepemimpinan transformasional, memberikan beberapa dampak positif, peran kepala sekolah model, mendorong kinerja bawahan, menyetarakan lingkungan kerja, memberdayakan karyawan, bertindak berdasarkan sistem nilai,

terus meningkatkan kemampuan mereka, dan memiliki kemampuan untuk mengatasi situasi yang kompleks. Maka dengan penelitian ini, Hasil penelitian ini diharapkan, gaya kepemimpinan transformasional ini dapat diterapkan pada lembaga pendidikan islam, yang belum menggunakan gaya kepemimpinan ini, terutama lembaga-lembaga yang memiliki jumlah murid banyak, baik swasta maupun negeri karena hasil menunjukkan bahwa gaya kepemimpinan transformasional sangat efektif diterapkan pada lembaga pendidikan saat ini.

Kata kunci. *Gaya Kepemimpinan Transformasional, lembaga pendidikan islam*

A. INTRODUCTION

An institution can be said to be successful if the quality of leadership can enable the goals of the institution to be achieved. The determinants of the progress and decline and life and death of an institution depend on the methods applied by a leader in that institution. (Asmani, 2012) Leadership relates to the art and ability to influence a person or group of people to act. Meanwhile, management is the art and science of arranging people to act (Prawirosentono, 2022) . Both management and leadership encourage people to act. Management prioritizes art that enables people to act, while leadership prioritizes influence that motivates people to act (Isra Adawiyah Siregar, 2020) .

According to Rivai, leadership style is a set of characteristics that leaders use to influence subordinates so that organizational goals are achieved. It can also be said that leadership style is a pattern of behavior and strategies that a leader likes and often applies. (Rivai, 2014, p. 42) . There are two types of leadership styles, namely transactional leadership style and transformational leadership style. Transactional leadership style is a leadership style that uses rewards or punishments to motivate and measure the work performance of its members. Meanwhile, transformational leadership style is a leadership style in which there is motivation from the leader to its members. The ideal leadership style is a leadership style that emphasizes a clear vision and mission statements, effective use of communication, providing intellectual stimulation, and personal attention to the individual problems of its members. All of these things are found in the transformational leadership style. A transformational leadership style needs to be applied because nowadays there is a variety of information that should be able to be transformed for teachers, administrative staff, students, and parents (Wahyuningsih, 2021) .

Until now, leadership is still an interesting discussion to study and research, but still few people understand it. The problems that are often encountered in Islamic educational institutions are a lack of communication and trust between leaders and teachers who work at the school, a lack of understanding that each individual has different needs, desires, and skills, and a lack of cooperation due to the feeling that the leader has the right to give orders to his subordinates.

Several Islamic educational institutions still use a transactional leadership style. This is proven by various studies from various sources, namely that leaders have a hard-hearted nature (sales) in giving tasks, which causes subordinates to be unable to be creative and develop the potential that exists within them. This problem causes a decrease in admiration, respect, loyalty, and performance for teachers. For example, many teachers resign every year, they work based on an agreement, not with their heart, therefore the results are less than optimal because they do their job as is. Jung and Avolio also stated that transformational leadership is not just an agreement but is based more on trust and commitment, but it also includes the development of a closer relationship between the leader and his followers. The principle of transformational leadership is to motivate subordinates to do better than what is usually done to increase trust and self-confidence which affects improving work (Bass, B. M & Avolio, 2013).

Fauzi et al. researched the Effect of Job Satisfaction and Job Stress on Employee Turnover Intention. The results of this study support the hypothesis that leadership has a significant influence on creating work motivation, including job satisfaction, stress, and work atmosphere. Apart from this, leadership can create inspiration to have a sense of admiration, pride, and loyalty to employees, thereby creating motivation to do more tasks than expected (Fauzi et al., 2022).

In general, good leadership qualities include the ability to communicate clearly and effectively, provide an inspiring vision, and foster trust and commitment among team members. Good leaders understand the importance of collaboration, and they create a supportive and collaborative work environment. They are also able to recognize and address individual differences in needs, desires, and skills, allowing each team member to contribute to their full potential.

In the world of education, especially Islamic educational institutions, the application of transformational leadership is very important. This not only improves teacher and staff performance but also has a positive impact on the student learning experience. Leaders who can communicate a clear educational vision and support teacher professional development will create a dynamic and productive learning environment.

Overall, the success of an institution depends greatly on the quality of leadership. Effective leaders can create a strong vision, motivate team members, and build a supportive and collaborative work environment. They play a key role in determining the progress and decline of the organization and ensuring that the goals of the institution can be achieved successfully.

B. RESEARCH METHODS

The method used by the author is a qualitative approach, with a library study research type (Lexy J. Moloeng, 2012; Sugiyono, 2016; Wahyudin, A., Rizki, A., Nasirudin, H., & Prayogi, 2023). According to Sugiyono, the qualitative research method is a research method based on the philosophy of *postpositivism*, used to research the conditions of natural objects, the researcher is the key instrument, sampling of data sources is carried out *purposively* and *snowballing*, the collection technique is triangulation, data analysis is inductive, and research results emphasize meaning rather than generalization (Nana Syaodih Sukmadinata, 2010; S. Nasution, 2003; Sugiyono, 2013). This research aims to provide a detailed description of the application of the transformational leadership style in Islamic educational institutions.

According to Robbins, the indicators of a transformational leadership style are: charisma, inspirational motivation, intellectual stimulation, and individual attention (Stephen P. Robbins, 2013, p. 263). Apart from this theory, the literature used by researchers is Johnson's opinion in the book *Management and Transformational Leadership of School Principals* by Sudarwan Danim and Suparno (Sudarwan Danim, 2012; Sudarwo & Suparno, 2009).

C. RESULTS AND DISCUSSION

Transformational Leadership Style

Burn in Yukl describes transformational leadership as a process where leaders and subordinates develop in each other a high level of morality and motivation (Gary Yulk, 2010). In general, transformational leadership has several positive impacts on employee performance. This is because leaders with a transformational style change and motivate their members by (1) making their members more aware of the importance of the results of a job, (2) encouraging their members to prioritize the interests of the organization or team rather than their interests, and (3) activating their needs. - the needs of its members are higher (Bass, B. M & Avolio, 2013; Rahayu, 2018).

Four elements underlie transformational leadership, namely as follows: (1) *Idealized Influence*, namely providing insight and awareness of the mission, arousing pride, and fostering respect and trust in subordinates. (2) *Inspirational Motivation*, namely fostering high expectations through the use of symbols to focus efforts and simply communicate important goals. (3) *Intellectual Stimulation*, namely increasing intelligence, rationality, and careful problem-solving. (4) *Individualized Consideration*, namely providing attention, developing, guiding, and training each person specifically and personally (Basman, Tentama, & Situmorang, 2022).

According to Burn, transformational leadership has the following characteristics: (a) leaders and members have the same goals which describe their values, motivations, desires, needs, aspirations, and hopes. The leader acts on his behalf and behalf of his members; (b) The motivation and potential between leaders and members to achieve these goals are different even though they have the same goals; (c) Putting forward a vision that connects and unites members and leaders by encouraging the development of a new society is found in transformational leadership which is moral leadership to improve human behavior. In transformational leadership, members and leaders create morale that increases over time; (d) with transformational leadership, teaching members how to become leaders who implement ultimate values which include freedom, independence, and equality in society by carrying out an active role in the company (Gary Yulk, 2010).

The following are several indicators of transformational leadership style according to Robbins (Stephen P. Robbins, 2013):

- a. Charisma: Charismatic leaders are leaders who create a motivational atmosphere based on emotional commitment and identity to their vision, philosophy, and style in their subordinates. Charisma is a combination of personal charm and attractiveness that plays a role in getting others to support the vision.
- b. Inspirational Motivation: Inspirational motivation here is meant by a leader who is passionate about communicating the idealistic future of the organization to foster team spirit, not just individual enthusiasm. The motivation given by leaders to their members here is the importance of the same vision and mission. Because having the same vision makes members work together to achieve long-term goals with optimism.
- c. Intellectual Stimulation: Intellectual stimulation is a leader who can shape employees to solve old problems with their innovation. Leaders try to encourage members' attention and awareness of the problems they face with new approaches or perspectives.
- d. Individual Attention: Individual attention here means that the leader always pays attention to and treats his employees individually, as well as training and advising. Leaders invite members to realize the abilities of others and develop the potential that exists within each member.

There are seven principles for creating synergistic transformational leadership (Yufita, 2020), namely

- a. Simplification
The ability and skills of a leader to express the vision clearly and practically are the first important things to implement.
- b. Motivation
The ability to get commitment from everyone involved to the vision that has been explained is the second thing that a leader needs to do.
- c. Facilitation

Able to effectively facilitate "learning" that occurs within the organization institutionally, in groups, or individually. This will have an impact on increasing the intellectual capital of everyone involved in it.

d. Innovation

The ability to courageously and responsibly make changes if necessary becomes a requirement with the changes that occur. Transformational leaders must be ready to respond to changes without sacrificing the sense of trust and work team that has been built. In an effective and efficient organization, everyone involved needs to anticipate change and not be afraid of it.

e. Mobility

Mobilization of all available resources to equip and strengthen followers who are full of responsibility, in achieving the vision and goals.

f. Alert

The ability to always be ready to learn about themselves and welcome change with a positive new paradigm.

g. Determination

Determination to always get to the end and finish things well and completely. For this reason, support from followers is needed in the form of developing spiritual, emotional, and physical discipline as well as commitment.

The characteristics of a transformational leader according to Bass are: (a) Creating a vision and mission strength, (b) Instilling pride in subordinates, (c) Gaining and giving respect, (d) Growing trust among subordinates, (e) Communicating the highest expectations, (f) Using symbols to emphasize high effort, (g) Expressing important goals in a simple way (h) Cultivating and improving intelligence, rationality and careful problem-solving in subordinates, (i) Providing personal attention, (j) Guiding and serving each subordinate individually, (k) Training and providing suggestions, (l) Using dialogue and discussion to develop the potential and performance of subordinates (E. Mulyasa, 2011; Gary Yulk, 2010).

Transformational leadership is considered very effective in improving job performance and satisfaction because it can build strong and trusting relationships between leaders and followers. Transformational leaders focus not only on achieving short-term goals but also on the long-term development and well-being of team members. In the educational context, transformational leaders play an important role in creating positive change, strengthening an inclusive and innovative organizational culture, and ensuring that all team members feel involved and contribute optimally to achieving the institution's vision and mission.

Application of Transformational Leadership Style in Islamic Education Institutions

The application of various school principal leadership styles in Islamic educational institutions, one of which is the transformational leadership style. The results of the pingping research quoted from Joa-Nan Cheng (2011) *The Effect Of Kindergarten Principals' Leadership Behaviors On Teacher Work Performance* say that there is an influence between the leadership behavior of school principals on teacher performance. Regression and structural equation modeling analysis shows that the use of empathetic concern by school principals has a positive influence on teacher performance, and emotion-based leadership shows that the form of empathetic concern can be used to improve teacher performance. In this study, 732 teachers completed a questionnaire about their performance and how it was influenced by the principal's leadership behavior. The

results showed that the use of empathetic attention by kindergarten principals had a positive effect on teacher performance. Although assertive commands were found to have a positive influence, the correlation with job performance was lower than with empathic concern. Rewards and punishments (found in the transactional leadership style) do not have a significant effect on increasing teacher performance. Emotion-based leadership in the form of showing empathetic concern can be used to improve teacher performance (P. Wang, Deng, Li, Dong, & Jiao, 2019). The findings of this research are slightly different from Kusumawati who stated that educational facilities are a means of supporting the teaching and learning process. (Erna Kusumawati, 2023) Victor Wang also said that one of the goals of teacher certification is to improve the process and quality of educational outcomes. This proves that improving the quality of education, apart from leadership style, can also be done through the management of infrastructure (V. Wang & Torrisi-Steele, 2022).

Transformational leadership requires two main things, namely, *first*, the existence of a vision that allows teachers to have a feeling of calling or intrinsic motives as educators. What is meant by intrinsic motive is encouragement from within a person. If someone has a motive for doing a job, then the resulting influence on their work will be very large. However, if the motive is not strong, it will make someone less enthusiastic about doing a job. If a teacher has intrinsic motives, then in educating students the results will be maximum, because the teacher knows what his obligations and responsibilities are as a teacher (Bass, B. M & Avolio, 2013; Dewi, 2017). The *second* is social culture or organizational culture, where the principal and all employee staff pay attention to each other, understand each other, and appreciate and care sincerely. Apart from this essence, in transformational leadership, there is also renewal. Reform in the world of education is very necessary. Because, if the teaching and learning activities given to children are always monotonous, then the children will become bored and the expected results will not be achieved (Rohmah, 2020; Sihotang, 2020; Sudarwo & Suparno, 2009). Like the psychoanalytic theory put forward by Freud in Zamathoriq, namely, a person feels happy and satisfied doing a job because it is influenced by his past. If a person's childhood is full of motivating experiences, it will encourage that person to do a job happily or without coercion (Zamathoriq, 2022).

In the researcher's observations, the transformational leadership style is ideal to be applied in schools, especially Islamic educational institutions, because in the transformational leadership style, there are indicators that are very necessary to become a reference for school principals in guiding teachers to continuously improve their abilities and develop existing potential. in every teacher, and maintain good relations between teachers and all school members. Some indicators of this transformational leadership style are individual attention, open attitude, and intellectual stimulation. A transformational leader pays attention to his employees individually both in terms of their abilities as well as emotional attention and empathy, an open attitude is also found in transformational leadership which makes employees more creative and intellectually stimulated.

From the explanation above, it can be concluded that school principals in educational institutions should apply a transformational leadership style in their schools. Because the transformational leadership style in carrying out its duties has the following characteristics:

- a. Leaders maintain good relationships with staff and teachers at school, the relationship between teachers and leaders is like family.
- b. Leaders provide clear information to staff and teachers and look at teachers' abilities and backgrounds in delegating tasks.
- c. Leaders are very open to reforms in the world of education and always accept ideas given by subordinates as long as they do not deviate from the school's vision and mission.

- d. Leaders always motivate their subordinates to improve their interpersonal skills, intelligence, and self-confidence by giving tasks or involving subordinates in training, training, or competitions.
- e. In making a decision when there is a problem, the first thing a leader does is look at the problem first, if the problem is serious, the leader needs time to think, but the problem is not allowed to drag on, it is immediately handled firmly, patiently and consults with subordinates if possible.
- f. Leaders become role models for subordinates (Apandi, Nuryani, & Rahmat, 2023; Basman et al., 2022; Sukayana, I. W, Yudana, M & Divana, 2019).

From the explanation above and several Islamic educational institutions that apply a transformational leadership style, it can be concluded that there are divisions into 4 categories, namely the first, the principal as a motivator, for example facilitating subordinates to further develop their potential. Second, the principal as an educator, for example, the principal carries out a role in guiding students, and the principal's teaching and educational staff facilitate subordinates to improve their interpersonal skills. Third, as an innovator, for example, being able to work together and build relationships with everyone, and being able to solve problems that occur through the abilities and strategies he has. Fourth, as a manager, namely the school principal, he can manage the curriculum, students, finances, school facilities, administration, as well as relations within and outside the school. The above is by Mulyasa's theory (E. Mulyasa, 2011).

From several categories above, a major conclusion can be drawn that school principals who apply a transformational leadership style can receive innovations in the world of education which will be used for teaching and learning activities, the principal becomes a role model, encourages subordinate performance, harmonizes the work environment, empowers employees, acts on a value system, continuously improve their abilities, have warm relationships with all school members and the surrounding environment and can deal with complex situations. All of this can be achieved by the school principal if he can communicate persuasively, has the motivation to achieve, and has sufficient managerial knowledge, as said by Danim and Suparno (Samsu, 2014; Sudarwan Danim, 2012; Sudarwo & Suparno, 2009).

By implementing a transformational leadership style, members will carry out their duties optimally because giving tasks to the leader is not a heavy burden. This is because leaders can influence their members so that when given a task, the members will accept it happily. In this transformational leadership style, the leader does not only use power and strength to achieve goals (Bass, B. M & Avolio, 2013; Gary Yulk, 2010; shopia azhar, 2016). Apart from that, Luthans also explained several advantages contained in the transformational leadership style, including: a) Having an understanding that oneself is a tool of change, b) Having courage, c) Having trust in other people, d) As a driving force for positive values, e) Have the ability to learn without knowing time, f) Can encounter complex, ambiguous and uncertain problems, g) Have a clear vision and mission (Apandi et al., 2023; Sudarwo & Suparno, 2009).

On the other hand, with a transactional leadership style, members will do their work just to get paid. This means that members' commitment to their institution will not last long. The tasks carried out by members are limited to negotiations and put aside solutions and common goals (Bass, B. M & Avolio, 2013).

Transformational leadership plays an important role in Islamic educational institutions because it can overcome various challenges and bring positive changes that support the achievement of higher educational goals. Transformational leadership in Islamic educational institutions is very important to create an environment that supports effective learning, sustainable

professional development, and building an educational community based on strong Islamic values. In addition, transformational leadership not only increases the operational effectiveness and efficiency of Islamic educational institutions but also plays a key role in shaping the character and morals of the younger generation through Islamic values. This is a very important foundation for creating a community that is harmonious, productive, and oriented towards larger, long-term goals.

D. CONCLUSION

Based on the explanation above, regarding the application of style leadership transformational in Islamic educational institutions, so can concluded that style leadership transformational is Already applied in Islamic educational institutions and runs very well and effectively. This is proven by several existing school principals This institution always provides inspirational motivation and stimulation intellectual to its subordinates, as well as gives attention to individuals Optimizing the strengths of each subordinate so that the tasks assigned can achieved in a way maximum. Researchers see several results from application style transformational leadership in Islamic educational institutions, namely: *output* better results (for example, teachers carry out their profession with full responsibility And calling from the heart), connection all over inhabitant school intertwined with warm And kinship, vision mission And objective school can be achieved And institution school can develop).

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