



TRANSFORMATIONAL LEADERSHIP TOWARDS EXCELLENT MADRASAH

Elis Lisyawati^{1✉}, Khairunisa², Agus Mulyanto³, Aznan Che Ahmad⁴, Edi Ruslan⁵, Ade Ripai⁶

^{1,2} Universitas Nahdlatul Ulama Indonesia

³ Universitas Islam Nusantara Indonesia

⁴ Quest International University Malaysia

⁵ SMK 2 Rangkasbitung

⁶ SMK 5 kabupaten Tangerang

Email : ¹ elis@unusia.ac.id

Received: 2024-04-18; Accepted: 2024-05-13; Published: 2024-06-30

ABSTRACT

Education reform regarding school leadership in Asia can be conceptualize into three paradigms of movement towards excellent schools with effective school and school improvement models which are (1) Internal Leadership; (2) Interface Leadership and (3) Future Leadership. This article uses qualitative method as its research method and aims to obtain an overview and analyse the transformational leadership of the head of Madrasah Aliyah Negeri Insan Cendekia Serpong. Bass (1985) offers four criteria for transformational leadership, namely Idealised Influence, Inspirational Motivation, Intellectual Simulation, and Individualised Consideration. This research uses a qualitative descriptive analysis approach to collect the research data using interview, observation and analysis document. The data then was analysed through data reduction, data presentation, data verification, and conclusion. The findings shows that the head of Madrasah Aliyah Negeri Insan Cendekia Serpong is able to apply four main criteria in transformational leadership: 1) idealised influence through the vision, mission and targets of the madrasah, 2) inspirational motivation reflected in behaviour that always provides challenges to generate optimism and enthusiasm. 3) Intellectual Simulation encourages to be creative, innovative in solving problems, and 4) Individualised Consideration

Keywords: Transformational leadership, excellent Madrasahs, education reform, excellent school.

INTRODUCTION

A medieval Greek philosopher said that to conquer the world is determined by how far a nation's education can reach and how advanced the nation is in mastering knowledge which refers to education (Pupu Syaeful, 2022). This view shows that mastery of knowledge through education is crucial. Mastery of knowledge through education is also the main requirement for the excellence of a nation. In any nation, performance in education reflects the extent to which a nation values and protects its dignity in international relations.

Program For International Student Assessment (PISA) determines the best education in the world such as Finland, Singapore, Sweden, and United Kingdom emphasises on optimising leadership in realising inclusive education, quality education, improving the performance of innovative and creative teachers (Supriyanto, 2018), especially the motivation of school leaders towards teachers can improve the quality of learning (PISA, 2023). In accordance with the explanation above, Article 3 in Law No. 20 of 2003 on the National Education System in Indonesia states that national education aims to develop individual abilities and form the character and civilisation of the nation. The purpose of national education is to develop the potential of students so that they become human beings who are faithful and devoted to God Almighty, have noble character, are physically and mentally healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. However, achieving these goals is not easy. It requires a strong commitment and willingness from state officials to provide quality education in all channels and levels throughout Indonesia.

Schools or madrasahs are the best formal places to obtain education. However, there are differences between these two. Schools have high resources and capacity to educate and provide specially designed educational curriculum, making them the first choice for effective learning. Madrasah as a faith-based school is not only seen as a dynamic organisation but also a positive interactive place that is pursued by all its personnel, encouraging performance to achieve maximum educational goals and reflecting the most effective learning organisation (Komariah, 2013).

Madrasahs are formal educational institutions that focus on teaching religious content which is Islam, with specific curriculum that refers to the national education curriculum, but has more religious content than schools (Mariana & Helmi, 2022). The curriculum in madrasahs has a heavier load compared to public schools, with additional subjects of Arabic Language, Al-Qur'an Hadith, Jurisprudence, Akidah Akhlak, and Islamic Cultural History as compulsory subjects to be taken during the study. So, ideally madrasah graduates will be superior in the field of religion content and able to compete in achieving the quality of education in the fields of general subjects such as science, mathematics, technology and others (Rosyada, 2017). Therefore, the madrasah graduates are expected to have strong competitiveness to continue further studies at local, national and global levels.

The Ministry of Religious Affairs itself has not formulated a specific policy on excellent madrasahs and only raises the issue when discussing the standardisation of education in Indonesia. The reality is that there are madrasahs that have been able to exceed national standards and have other criteria above the criteria for national standard schools, including the category of superior madrasah, which in the language of the Ministry of Religion is referred to as "model madrasah", while in the Ministry of Education and Culture it is named "excellent school" (Rosyada, 2017).

Excellent madrasah institutions such as Madrasah Aliyah Negeri Insan Cendekia Serpong are model madrasahs under the auspices of the Ministry of Religious Affairs (Kemenag RI) that elaborate religious science, general science and technology. This madrasah has a boarding school system that requires all students to live in a dormitory to be able to maximise the learning process. Madrasah Aliyah Negeri Insan Cendekia Serpong is the best school/madrasah based on data from the top 1,000 best schools based on the 2022 computer-based written exam (UTBK) scores in the university entrance test institute (LTMPT). Madrasahs that are managed consistently on superior capabilities and are always functioned as a reference and functioned as Magnet Schools, or models and inspiration for other madrasahs around them (Taufik, 2022).

Elis Lisyawati (2021) suggested that the leadership role of the madrasah principal is dominant in improving teacher performance through creating a conducive school climate, providing job satisfaction so that teachers feel happy working at school, which will ultimately increase achievement motivation. If an open organisational climate, high job satisfaction, and achievement motivation run well in schools, it will have an impact on teachers who work happily, proudly and enthusiastically, which ultimately leads to the success of teacher work and their participation in realising superior madrasah capabilities.

Leadership styles in educational institutions are quite diverse and can be found, one of which is transformational leadership which has received a lot of attention and has been widely studied. The results of previous research studies found that transformational leadership has a positive influence on organisational performance and its presence is able to answer the challenges of an era full of changes. (Maris et al., 2016). Furthermore, transformational leadership is able to create fundamental changes based on religious values, systems, culture to create innovation and creativity of its followers in order to achieve a predetermined vision, with the characteristics of being able to influence followers to realise the importance of work results, put the interests of the organisation first, consistency and exemplary (Indarti, 2017). Abdalleh et al. (2023) in their study in Saudi Arabia stated that transformational leadership styles can increase teacher awareness through training programmes, courses to be able to provide excellent service, especially to students with disabilities. Mardizal et al. (2023) in their study also concluded that transformational leadership is able to direct and improve performance, commitment and work productivity and is significant in improving the quality of education in era 4.0. This is in line with the findings (Rahim,

2019) in Imtiaz secondary school in Malaysia that transformational leadership has a strong relationship with school culture, although learning organisation is more strongly influenced by school culture.

In the micro perspective, transformational leadership is the process of influencing individuals. Meanwhile, in the macro perspective, transformational leadership involves the process of mobilising power to change social systems and reform institutions

METHODOLOGY

This research uses a qualitative approach. According to Taylor "qualitative approach" as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviour (Hidayat, 2020). This research uses participatory observation as its data collection method. Researchers function as key instruments, active participants, and main data collectors, while other instruments only function as support (Zakariah et al., 2020).

According to Sugiyono (Sugiyono, 2008) The main data sources in qualitative research are words and actions, the rest are additional such as documents and others. To explore the data, interview, observation and documentation techniques are used

RESULT AND DISCUSSION

Madrasah Aliyah Negeri Insan Cendekia Serpong is a flagship madrasah programme of the Ministry of Religious Affairs of the Republic of Indonesia. In 2013, the Ministry of Religious Affairs opened similar madrasahs in several cities in Indonesia. Based on existing data, it is recorded that MAN IC students are from Sabang to Merauke.

Madrasah Aliyah Negeri Insan Cendekia Serpong was established to meet the needs in realising superior quality Human Resources (HR), namely HR who have faith and piety to Allah SWT, master and are qualified in mastering the basics of science and technology, and are able to actualise both of these in society and in everyday life. Thus, the establishment of Madrasah Aliyah Negeri Insan Cendekia Serpong was consciously built due to the encouragement of ideal needs, namely to produce graduates who are strong in the fields of Faith and Piety (IMTAK), Language, and cultural arts, to answer the challenges faced by society today and in the future.

Based on observations and document analysis done, it was found that Madrasah Aliyah Negeri Insan Cendekia Serpong has four goals:

- i. Internalization of the Ideal Influence of the head of Madrasah Aliyah Negeri Insan Cendekia Serpong Serpong in managing superior ability madrasah.
- ii. Internalization of Inspirational Motivation of the Head of MAN IC Serpong in managing a madrasah with superior capabilities
- iii. Internalization of Individual Consideration of the Head of MAN IC Serpong in managing a madrasah with superior capabilities

- iv. Internalisation of Intellectual Stimulation of the Head of Madrasah Aliyah Negeri Insan Cendekia Serpong in managing a superior madrasah

Internalization of The Ideal Influence

Madrasah with superior capabilities has a superior program that was designed to excel at the national and world level in the mastery of science and technology supported by akhlakul karimah. To achieve the above objectives, madrasahs must be managed professionally, including academic quality, leadership management, curriculum, student affairs, staffing, infrastructure, finance and madrasah relations with the community concerning the implementation of Madrasah Education.

Leadership and management at Madrasah Aliyah Negeri Insan Cendekia Serpong play a key role in ensuring the success and academic excellence of the madrasah. The charismatic head of Madrasah Aliyah Negeri Insan Cendekia Serpong is very important to inspire, motivate and lead with strong appeal. These will become a strong example, especially in improving work ethics, creating a positive and productive work environment, which leads to the overall achievement of the madrasah through these strategies:

a) Prioritizing the Public Interest for the Common Good

The head of Madrasah Aliyah Negeri Insan Cendekia Serpong Nanang Fattah holds to the philosophy that a leader must have physical and spiritual strength, enthusiasm to achieve goals, be enthusiastic, friendly and soulful, honest, fair, have technical skills, can make the right decisions, intelligent, teaching skills, full of confidence, courage, tenacious, resilient, protective, full of initiative, have attractiveness, sympathetic, confident, high intelligence, alert, passionate about work, responsible, humble, and objective.

The head of Madrasah Aliyah Negeri Insan Cendekia Serpong puts the interests of the organization ahead of personal interests, because he knows the goodness, the usefulness of efforts to achieve madrasah targets to be achieved. This will have an impact on positive construction in the relationship (communication) between superiors and subordinates.

b) Having a Big Vision

In connection with having big ideas that are outlined in a vision and transformational in managing a madrasah with superior capabilities, the head of Madrasah Aliyah Negeri Insan Cendekia Serpong internalizes through Madrasah Working Group (KKM) activities at the national, sub-district and foundation levels. The delivery of creative and innovative ideas is integrated into learning activities through the role of teachers in the classroom, so as to make the madrasah advanced and developing, achieving and making quality graduates. Ideas, which are internalized through Madrasah Working Group (KKM) activities and integrated into learning activities in the classroom, so that they can make the madrasah excel and have quality graduates. Not only that, other big ideas are internalized through the development of

creativity and innovation, building cooperation networks (networking), and producing prospective scientists with Islamic character through brilliant achievements obtained both at the national and international levels, and the development of integrity zones towards corruption-free areas (SWK) and clean and serving bureaucratic areas (WBSM).

In addition, the big ideas of the madrasah head are internalized through curriculum development which is realized by the academic field (Study field club (KBS), intensive guidance for AKM UTBK, learning assistance, clinics and responsiveness), public relations field (collaborative study), student affairs field (research madrasah, success camp), dormitory field (Tahfidzul Qur'an, Qiroatul kutub, foster teacher, foreign language development, home stay and madin) and the sarpras field (digital madrasah and madrasah adiwiyah). The integrated curriculum structure (integrated curriculum) of Madrasah Aliyah Negeri Insan Cendekia Serpong combines religious curriculum with science and technology which is expected to produce leaders with these characters.

c) Having Good Self-Confidence

The Head of Madrasah Aliyah Negeri Insan Cendekia Serpong internalizes his belief in developing an educational institution with superior capabilities through KKG activities. At that moment he convinced the teachers and the entire community that the ideas initiated could be implemented and successful, if the entire academic community provided maximum support. Every once a week.

d) Having Integrity

As a Muslim who is entrusted with managing a faith-based school, he relies on a religious belief that Allah SWT. The place depends on the prejudice of His servants. With the intention of advancing education, there must be a way out from Allah SWT. This is what he makes doctrine to teachers to foster his belief. The actions and policies of the head of Madrasah Aliyah Negeri Insan Cendekia Serpong focuses on supporting the development of the madrasah. Through transformational integrity leadership, the head of Madrasah Aliyah Negeri Insan Cendekia Serpong will be transparent in making decisions by involving various stakeholders, including teachers and school committees.

e) Optimistic about achieving the organization's vision and mission

Optimism in achieving the vision, mission and targets of the organization can be seen from the actions and policies it undertakes, such as formulating a clear and directed vision and mission, developing academic and non-academic programs, improving teaching quality, establishing cooperation with other institutions, utilizing technology in learning, and the spirit of organizing / carrying out competitions such as science Olympiads, debate competitions and other competitions, as clear evidence of the optimism of the head of Madrasah Aliyah Negeri Insan Cendekia Serpong in encouraging the entire school community to achieve high / excellent standards.

f) Has a High Commitment

The head of Madrasah Aliyah Negeri Insan Cendekia Serpong shows high commitment in developing Islamic educational institutions, which is realized through the implementation and development of a good education unit system. When the education system is running well, commitment will naturally arise. If educators and education personnel do not show commitment, of course the institution has regulations in the form of verbal warnings and warning letters (SP).

g) Has Consistency

The consistency of the transformational leadership of the head of Madrasah Aliyah Negeri Insan Cendekia Serpong is programmed to foster student habits that will become part of their daily lives. This consistency also supports the careers and achievements of teachers and students in learning and competing in (fastabiqul khoirat). This program is carried out on an ongoing basis with continuous supervision, from the supervisor's findings there will be evaluation and improvement.

h) Innovative

Innovative internalization is developed through various strategies and practices that involve all components of the school, such as supporting staff and teachers to apply and utilize technology in learning (E-learning and digital platforms, providing modern laboratories), engaging in the development of interdisciplinary programs, namely STEAM-based projects (Science, Technology, Engineering, Arts, and Mathematics), implementing inclusive, collaborative transformational leadership oriented towards continuous quality improvement.

i) Having an All Out Attitude

The transformational leadership of the head of Madrasah Aliyah Negeri Insan Cendekia Serpong not only inspires and motivates the entire school community, but also encourages sustainable positive changes towards a madrasah with superior capabilities and achievements. This "all out" attitude reflects full commitment or "kaffah" (comprehensive), working with totality to achieve maximum results in developing a superior madrasah model.

Internalization of Inspirational Motivation

Inspirational motivation is an attitude that always fosters challenges, is able to achieve high expectations, generate enthusiasm and motivation in others, and encourage intuition and goodness in themselves. These attitudes and behaviors are reflected in the transformational leadership of the head of Madrasah Aliyah Negeri Insan Cendekia Serpong when managing a superior madrasah.

The capacity of inspirational motivation leaders is able to show or demonstrate commitment to organizational goals through behavior that can be observed by staff. Such as the ability to apply high standards but at the same time able to encourage

subordinates to achieve these standards. This kind of character is able to generate high enthusiasm and optimism, such as:

- i. making himself a role model (Uswah Hasanah)
- ii. able to build good and convincing communication
- iii. always inspire and invite to change and improvement
- iv. his presence always gives meaning and work by providing motivation and ensuring that every task carried out will definitely bring benefits to all, and nothing is in vain
- v. mobilizing subordinates for the spirit of the step, in order to achieve the targets of the vision, mission that has been set, developing a relevant curriculum, where several programs designed in the curriculum will also be campaigned by students
- vi. understand opportunities and handling them intelligently. The experience that the head of Madrasah Aliyah Negeri Insan Cendekia Serpong currently has is good at reading the opportunities that exist. Currently the head of the madrasah is given the mandate as chairman of the KKM, coupled with the provision of a sufficient budget, and a strategic location (located in the heart of South Tangerang), it will certainly produce a lot of work, and graduate the best students in Indonesia.

Internalization of Individual Consideration

The findings shows that the Head of Madrasah internalizes the behavior and attitude of individual consideration in developing Islamic educational institutions at Madrasah Aliyah Negeri Insan Cendekia Serpong through:

- i) Full of concern for others through each educator/teacher.

In doing this the head of Madrasah encourages all his teachers to improve their academic qualifications and helps those who are interested. Other than that, the head of Madrasah is open door to students who need help or advice. In order to provide more conducive study environment, the head of Madrasah is renovating the facilities for more conducive teaching and learning process environment..

- ii) Rewards

The head of Madrasah Aliyah Negeri Insan Cendekia Serpong almost never gives punishment to his subordinates, instead more often he gives rewards as a form of support and motivation to improve their performance. The head of Madrasah believes that by giving rewards and developing competencies at Madrasah Aliyah Negeri Insan Cendekia Serpong, he will manage to increase the organizational commitment, which affect the job satisfaction of madrasah residents. employee job satisfaction has a positive impact on their commitment to the organization.

- iii) Providing support, enthusiasm, and effort for the achievement, career and growth needs of members for the achievement and growth needs of their members, by fully supporting all needs. Almost all teachers at Madrasah Aliyah Negeri Insan Cendekia Serpong are certified, which shows a high standard of

professionalism. The achievements achieved by Insan cendekia students are also evidence of the work of the transformational leadership of the madrasah head and the role of the teacher.

- iv) Paying attention to the needs of educators, education personnel, and students by fully supporting through the budget in the Madrasah Activity and Budget Plan (RKM).

Internalisation of Intellectual Stimulation

In the aspect of internalisation of intellectual stimulation, the findings of this study shows that the head of Madrasah practices these:

- a) Good Knowledge, building Productive Performance, and Imagining in achieving goals that begin with a dream which is then poured into a target beyond his ability, but it becomes a challenge and motivation for him.
- b) Having good attitude against mainstream in developing Islamic educational institutions, such as encouraging all its members to move forward despite facing many obstacles. He brings all his teachers out of their comfort zone through development programmes. Challenging this status quo has turned the institution into an outstanding Islamic education institution with various advantages.
- c) Inviting to a new perspective by emphasising the importance of maintaining madrasah with superior ability, quality, and achievement through regular monitoring, supervision, and evaluation. This has a positive impact on the welfare of educators and the achievements of creative and innovative institutions.

Transformational Leadership of The Head Of Madrasah Aliyah Negeri Insan Cendekia Serpong in Managing A Madrasah

The results of this study shows that the head of Madrasah Aliyah Negeri Insan Cendekis Sergong uses theses transformational leadership in managing his madrasah:

1. Curriculum and Learning Management

The head of Madrasah Aliyah Negeri Insan Cendekia Serpong adopts the Diknas curriculum (SMA) and the Ministry of Religion curriculum (MA) which are enriched in accordance with the vision and mission of the madrasah. This means that the structure of the curriculum programme is enriched with mastery of basic science and technology "base Insan Cendekia knowledge of science and technology" (Science and Technology strengthening programme) as well as improving the quality of Imtak.

In general, the Madrasah Aliyah Negeri Insan Cendekia Serpong curriculum refers to the 2013 curriculum and is now collaborated with the independent curriculum from the government (Ministry of Education and Culture and Ministry of Religion). As a madrasah that has excellence in the academic field, the curriculum structure of Madrasah Aliyah Negeri Insan Cendekia Serpong refers to the Decree of the Minister of Religion Number 184 of 2019 and KMA No. 347 of 2022 concerning curriculum

implementation guidelines in madrasah. And learning at Madrasah Aliyah Negeri Insan Cendekia Serpong is carried out by implementing a Student active learning system, the learning methods used vary according to the type of subject and the characteristics of the basic competencies to be taught by the teacher. The learning process can take place in the classroom, in the library (resource centre), in the field, in the mosque, in various locations around the education building, as well as in other possible places or learning resources, such as canteens, research laboratories, science and technology demonstration centres, and others.

2) Staff Management

In addition to large funding thanks to full subsidies from the Ministry of Religious Affairs of the Republic of Indonesia, one of the factors that make Madrasah Aliyah Negeri Insan Cendekia Serpong a benchmark for other schools is its human resources who have above-standard academic competence, more than 90% of teachers who teach at Madrasah Aliyah Negeri Insan Cendekia Serpong are postgraduate graduates according to their field of expertise (linear).

To adapt to the development of science that continues to grow, Madrasah Aliyah Negeri Insan Cendekia Serpong has several human resource development activities, as stated in the 2019 academic learning guidebook, namely 1) Consolidation of Employees 2) Cultural and spiritual development of employees 3) Development of the quality of teaching and education personnel. The human resources of the teaching staff totalled 53 people while the education staff totalled 62 people.

3) Student Management

The student development system of Madrasah Aliyah Negeri Insan Cendekia Serpong is a model of student development that is formally organised and institutionally designed so that all forms of policies both in the planning, implementation, supervision, and evaluation stages are always formulated institutionally and officially under accountability to the madrasah.

The student development path is a coaching field that is used as a medium for organising student development activities which include: 1) Enforcement of discipline, 2) Leadership and organisational training, 3) Coaching through extracurricular activities.

The new student admission system of Madrasah Aliyah Negeri Insan Cendekia Serpong provides a classification of prospective students, namely prospective students from junior high school graduates and MTs, preferably from MTs boarding schools. Indicators of graduation of new students are more emphasised on scholastic aptitude tests and academic tests. Thus it is hoped that the quality of input will be better and more equitable, so that the learning process and graduates will be of higher quality.

4) Management of Facilities and Infrastructure

The infrastructure at Madrasah Aliyah Negeri Insan Cendekia Serpong includes various educational facilities consisting of 19 units of permanent buildings on a land area of 56,712 m² hectares which include: A two-storey mosque with a capacity of 500 worshippers, a two-storey administration building, 15 air-conditioned classrooms, each with a capacity of 24 students, Physics, Biology, Chemistry, ICT laboratories (two rooms each), Language Lab, Visual Lab, and Computer Lab for students and teachers. A two-storey ICT laboratory with 50 internet-connected computers, a library room with an "automated system" and a digital library system equipped with internet and subscription TV, a multipurpose building with a capacity of 500 people, two male dormitory units with a capacity of 185 people. Each room consists of 4 bedrooms, 4 cabinets, 4 study tables, 2 bathrooms, two girls dormitories, with a capacity of 185 people. each consisting of 4 beds, 4 cabinets, 4 study tables, and 2 bathrooms, 2 units of 2-storey teacher dormitories, and a 2-storey training building. Madrasah Aliyah Negeri Insan Cendekia Serpong also received government assistance through SBSN to build the Olympic Building, Student Activity Centre Building, Integrated Learning Centre Building, and Teachers' Office House.

5) Financing Management

Financing management at Madrasah Aliyah Negeri Insan Cendekia Serpong includes investment, operational, and personal costs. To provide fair education services at MAN Insan Cendekia, participants are charged personal fees in the form of food and drink costs, uniforms, and other supporting activities that are not covered by the Madrasah Aliyah Negeri Insan Cendekia Serpong's budget. However, for students from economically disadvantaged families, as evidenced by the Indonesia Smart Card (KIP) and/or relevant supporting documents, the fee is not charged. The source of financing for Madrasah Aliyah Negeri Insan Cendekia Serpong comes from: 1. government; 2. local government; 3. community/parents of students, and/or 4. other legal and non-binding sources. The management of madrasah finances must be in accordance with applicable laws and regulations.

6) Management of Madrasah Relations with the Community

The school culture developed at Madrasah Aliyah Negeri Insan Cendekia Serpong includes: Strong Aqidah, maintaining the manners of the association of boys and girls (not shaking and touching with non-mahram, not being alone let alone 'kholwat'), spreading greetings to anyone, being polite, respectful to elders, affectionate to the young and accustoming a smile to anyone. Honesty in all aspects is taught and practised, including not cheating and not cheating in any activity. Obedience in worship is shown by praying in congregation at the mosque five times and practising sunnah. Discipline in utilising time and task discipline, independence and responsibility reflected in speech and behaviour. Achievement by accustoming the spirit of healthy competition in madrasa and in competitions outside the madrasa. Maintain ukhuwah

islamiyah both while still active at Madrasah Aliyah Negeri Insan Cendekia Serpong and have become alumni, orderly but still critical, love learning and work, creative, innovative, and appreciate and appreciate the values of art. With regard to organisational culture at Madrasah Aliyah Negeri Insan Cendekia Serpong, habits are applied in a work culture where everyone serves each other

CONCLUSION

The transformational leadership of the head of Madrasah Aliyah Negeri Insan Cendekia Serpong in managing superior madrasah has been empirically well implemented. Transformational leadership with the criteria of individualised influence, inspirational motivation, simultaneous intellectual, and individualised consideration is able to manage madrasahs through a series of planning, organising, implementing, and monitoring and supervision activities to be able to maintain superior madrasah.

ACKNOWLEDGEMENT

Recommendations resulting from this research, especially for prospective madrasah heads, equip themselves with madrasah-based technical and managerial skills, recruitment of educators and employees, curriculum design with marketplace benchmarking

REFERENCE

- Abdalleh et al. (2023). Attitude, Leadership Style, Awareness, and Readiness of Academic Staff Towards Deaf Student Acceptance in Saudi Arabia. *Information Sciences Letters*, 12(11), 2347–2360. <https://doi.org/10.18576/isl/121140>
- Amir, F., & Suja'i, A. (2023). ANALISIS PROBLEMATIKA DAN TANTANGAN MADRASAH MENJADI LEMBAGA PENDIDIKAN ISLAM UNGGUL DI MASA NEO MODERN. *Tarbawi: Jurnal Pendidikan Dan Pemikiran Islam*, 6(2), Article 2. <https://doi.org/10.51476/tarbawi.v6i2.527>
- Candra, M. A., Madhakomala, M., & Santosa, H. (2017). MANAJEMEN PESERTA DIDIK DALAM MANAJEMEN BERBASIS SEKOLAH DI SMA ANGKASA I JAKARTA. *Improvement: Jurnal Ilmiah Untuk Peningkatan Mutu Manajemen Pendidikan*, 4(2), Article 2. <https://doi.org/10.21009/improvement.v4i2.10545>
- Elis Lisyawati. (2021). *INCRE 2020: Proceedings of the 2nd International Conference on Religion and Education, INCRE 2020, 11-12 November 2020, Jakarta, Indonesia*. European Alliance for Innovation.
- Harsoyo, R. (2022). Teori Kepemimpinan Transformasional Bernard M. Bass dan Aplikasinya Dalam Peningkatan Mutu Lembaga Pendidikan Islam. *Southeast Asian Journal of Islamic Education Management*, 3(2), Article 2. <https://doi.org/10.21154/sajiem.v3i2.112>
- Hidayat, I. (2020). Kompetensi Guru dalam Pembelajaran PAI berbasis Higher Order Thinking Skills (HOTS) di Sekolah Menengah Pertama. *Khazanah Pendidikan*

- Islam*, 2(2), Article 2. <https://doi.org/10.15575/kp.v2i2.9030>
- Holmes, G. (2021). From the archives: Effective leadership in changing times. *Australian Educational Leader*, 42(3), 66–68. <https://doi.org/10.3316/informit.602143117806443>
- Indarti, L. (2017). Dimensi-dimensi Kepemimpinan Transformatif Pendidikan Islam. *Ta'allum: Jurnal Pendidikan Islam*, 5(1), Article 1. <https://doi.org/10.21274/taalum.2017.5.1.21-36>
- Malla, H. A. B., Yusuf, K., Sapsuha, M. T., & Misnah, M. (2019). The Transformative Leadership of School Principal Paradigm in Developing Students' Religious and Social Characters. *Al-Ta Lim Journal*, 26(3), Article 3. <https://doi.org/10.15548/jt.v26i3.581>
- Mardizal, J., Anggriawan, F., Ghazali, A. G. A., Haddar, G. A., & Arifudin, O. (2023). Model Kepemimpinan Transformational, Visioner dan Authentic Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Era 4.0. *Innovative: Journal Of Social Science Research*, 3(5), Article 5. <https://doi.org/10.31004/innovative.v3i5.5195>
- Mariana, D., & Helmi, A. M. (2022). Madrasah Sebagai Lembaga Pendidikan Di Indonesia. *Jurnal Pendidikan Tambusai*, 6(1), 1907–1919. <https://doi.org/10.31004/jptam.v6i1.3236>
- Maris, I. S., Komariah, A., & Bakar, A. (2016). KEPEMIMPINAN TRANSFORMASIONAL KEPALA SEKOLAH, KINERJA GURU DAN MUTU SEKOLAH. *Jurnal Administrasi Pendidikan*, 13(2), Article 2. <https://doi.org/10.17509/jap.v23i2.5645>
- Permenag No. 90 Tahun 2013 Tentang Penyelenggaraan Pendidikan Madrasah*. (n.d.). Database Peraturan Perundang-Undangan Indonesia - [PERATURAN.GO.ID]. Retrieved May 16, 2024, from <https://peraturan.go.id/id/permenag-no-90-tahun-2013>
- PISA. (2023). *PISA 2022 Results (Volume I): The State of Learning and Equity in Education*. OECD. <https://doi.org/10.1787/53f23881-en>
- PP No. 19 Tahun 2005*. (2005). Database Peraturan | JDIH BPK. <http://peraturan.bpk.go.id/Details/49369/pp-no-19-tahun-2005>
- Pupu Syaeful, D. P. S. R., M. Pd. (2022). *LANDASAN PENDIDIKAN*. Scopindo Media Pustaka.
- Rahim, N. A. (2019). PENGARUH KEPIMPINAN TRANSFORMASI DAN BUDAYA SEKOLAH TERHADAP ORGANISASI PEMBELAJARAN SEKOLAH MENENGAH IMTIAZ DI MALAYSIA. *Jurnal ILMI*, 8(1), Article 1.
- Rosyada, D. (2017). *Madrasah dan profesionalisme guru dalam arus dinamika pendidikan Islam di era otonomi daerah* (Edisi pertama). Kencana.
- Setiawan, H. (2020). MANAJEMEN KEPEMIMPINAN TRANSFORMASIONAL. *At-Ta'lim: Kajian Pendidikan Agama Islam*, 2(2), Article 2.
- Sugiyono. (2008). *Metode penelitian pendidikan: (Pendekatan kuantitatif, kualitatif dan R & D)*. Alfabeta.
- Supriyanto, E. (2018). *Desain Kurikulum Berbasis SKS dan Pembelajaran untuk Sekolah Masa Depan*. Muhammadiyah University Press.

- Taufik, O. A. (2022). Evaluasi Pelaksanaan Program Madrasah Unggulan: Studi Kasus Man Insan Cendekia OKI Sumatera Selatan. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 20(2), Article 2. <https://doi.org/10.32729/edukasi.v20i2.1296>
- Zakariah, M. A., Afriani, V., & Zakariah, K. M. (2020). *METODOLOGI PENELITIAN KUALITATIF, KUANTITATIF, ACTION RESEARCH, RESEARCH AND DEVELOPMENT (R n D)*. Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka.