Development of Transformative Leadership for Head of State Madrasah Aliyah

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ABSTRACT: Leadership is an essential element in organizational speed. Mastery of leadership theory can make a significant contribution to the madrasah principal. This research aims to examine the influence of the transformative leadership of madrasah heads on teacher performance in two madrasahs in Bandung. This research uses a qualitative approach. Collecting data with interview techniques, observation, and documentation. Informants in this study involved the head of the madrasah, the deputy head of curriculum, teachers and students. Data analysis techniques include data reduction, presentation, conclusions, and validity testing. The study results show that the madrasah principal uses a leadership strategy that builds teacher commitment through regular supervision and monitoring. The madrasah head provides inspirational communication, motivates teachers with the afterlife goals, and instils discipline through habits. In dealing with criticism, the madrasah principal is open and democratic and involves all madrasah members in policy-making. This transformative leadership approach shows a constructive and honest intellectual stimulus. The head of the madrasah awards teachers who excel and offers advice to teachers who need it. This research emphasizes the importance of transformative leadership in improving the quality of teachers and realizing Madrasahs that are akhlakul karimah.


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I. INTRODUCTION

Leadership plays an essential role in organizational effectiveness. A deep understanding of leadership theory can significantly contribute to the madrasah principal's capability. A capable madrasah head plays a vital role in determining the success of the institution he leads. Effective leadership requires excellent skill, intelligence, expertise and influence to guide and inspire team members. In a practical context, leadership transcends the realm of individuals who manage subordinates. Instead, it is an inherent quality in those with a genuine leadership mindset (Ikhwan, 2016). Leadership is a responsibility that necessitates accountability. Significantly, this responsibility extends beyond just the designated leader; it holds for every individual. Each person is responsible for leadership and will be held accountable for their actions and decisions (Yusutria et al., 2022).

Madrasas assume a vital role as the vanguard in executing the educational process. Elevating academic quality requires a leader who is receptive to change and ready to adjust accordingly (Kholiq, 2017). Consistent with this viewpoint, (Prayoga et al., 2019) stated that madrasas, being dynamic entities, must possess the capacity to navigate through emerging changes and progress. To realize this objective, a capable leader is indispensable, one who can confront challenges, exhibit substantial innovation and possess an unwavering determination to usher in transformations that enhance educational quality in alignment with the contemporary context. Nevertheless, it is essential to acknowledge that the execution of leadership development is far from straightforward; each leadership model inherently carries its weaknesses and limitations, demanding comprehensive understanding and earnest consideration (Aula et al., 2020).

Leadership issues are consistently discussed and considered important, and some experts even believe that very few individuals truly grasp the intricacies of leadership (Syadzili, 2019). In contrast, (Sopwandin, 2019) emphasizes that having a solid understanding of leadership is crucial to steer the progress of institutions that are continuously evolving in quality. As time progresses, leadership styles continuously evolve to keep up with the increasingly modern era. Individuals holding outdated leadership concepts are not necessarily at fault. However, their leading institutions may need help competing against those embracing leadership concepts aligned with contemporary conditions (Khasanah, 2022).

The madrasah principal's leadership model is a strategy implemented by the madrasah principal to direct and influence teachers, administrative staff, and all members of the madrasah institution so that they want to work voluntarily, enthusiastically, and confidently to achieve the institution's goals (Anwar, 2022). This is done by using indicators such as legitimacy and complete trust in subordinates according to
established procedures, as well as providing direction to all elements within the institution to achieve the goals set (Widodo et al., 2020).

Furthermore, (Addin et al., 2020) argue that madrasas are complex and unique organisations, so a high level of coordination is needed. As time passes, many people are paying attention to madrasas as quality educational institutions. The effect of madrasah innovation has been felt in society, both locally and internationally. According to (Addin et al., 2020) an independent and visionary leader is necessary to oversee the madrasah's journey towards quality. (Castillo et al., 2020) also revealed that to improve the quality of education, educational institution leaders must be prepared and able to face all challenges to carry out their educational process. A leader must have a transformative vision and mission and be management-oriented to improve education quality (Edy, 2022).

Anticipate the transformation of leadership development as a practical and effective method for enhancing educational institutions. This method can improve school stakeholders' performance in both teaching and work, including educators, education staff, and employees. Utilising this transformative leadership as a model in education will positively impact all madrasa components. Transformative leaders must have the charisma to lead their members so that their performance is better, more effective, and more innovative (Kharisma et al., 2022).

Islamic educational institutions find themselves at a critical juncture amidst the swift currents of information and communication and the rapid advances in science and technology. The growth and development of these institutions are intricately linked to their capacity to navigate these changes effectively. It is impossible to overstate the importance of leadership, as it significantly influences the trajectory of an institution's advancement or decline in the present era (Widodo et al., 2020).

Once established, this transformative leadership has the potential to initiate substantial positive changes within the madrasahs. Such alterations are crucial to crafting a cohesive synergy between these institutions' components. This collaborative endeavour is driven by a shared commitment to excellence, guiding institutions towards actualising their vision and mission. Through our research, we hope to provide a road map for nurturing transformative leadership that empowers madrasahs to flourish and unites their constituents on a path to success (Maesaroh et al., 2022).

The teacher holds paramount importance in the realm of education. The teacher's role and responsibilities are intricate; only some people can undertake this task due to the need for specialized skills and expertise in education and active participation in technical teacher training programs to enhance teacher competence. Teachers are human resources who assume the roles of planners, actors, and crucial determinants of educational outcomes. As a result, the teacher's role in education is pivotal, and every teacher entrusted with authority, responsibility, or the confidence to work within an educational institution is anticipated to demonstrate optimal performance and contribute significantly to the institution's objectives. Consequently, continually enhancing teacher competence is imperative in generating qualified and globally competitive human resources.

The transformational leadership of a madrasah principal is exemplified by his ability to serve as a positive role model for all school members, foster pride among students and teachers, instil the value of discipline consistently, and impart an essential understanding of time management. Madrasah principals can serve as a source of

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inspiration, offer encouragement, and ensure that obstacles are viewed as opportunities to create and attain accomplishments (Ashfaq et al., 2023). Capable of generating innovative ideas with significant impact, the principal fosters innovation by acting as a dependable problem solver, resulting in superior solutions. The ability of the madrasa principal to attend attentively to his subordinates’ complaints, ideas, hopes, and other concerns is also crucial (Mawardi et al., 2023); (Nurcahyanti et al., 2019); (Sugiri & Ma’shum, 2022).

A leader's success is significantly impacted by his leadership style, which includes his ability to guide and interact with other leaders, colleagues, subordinates, and the organisational environment. Personal experience substantially affects how a leader makes decisions and the organisation's performance. The key to a leader's success in motivating others or his followers to achieve the set goals rests in his authority and ability to inspire motivation in team members, coworkers, and even the leader's superiors.

Regarding transformative leadership, a transformational leader must consistently demonstrate commitment and dedication in carrying out his responsibilities and functions to effect positive change in educational institutions. This is consistent with QS. al-Anbiya [21]: 73.

وَجَعَلْن ٰهُمْ اَىِٕمَّةً ي َّهْدُوْنَ بِاَمْرانََ وَاَوْحَي ْنَآ االَيْهامْ فاعْلَ الَْْٰيتَا وَااقَامَ الصَّلٰوةا وَااي ْتَاۤءَ الزَّكٰوةاِۚ وَكَان ُوْا لَنَا عٰبادايْنَ

"We made them leaders who gave instructions on Our orders, and We revealed to them (commands) to do good, to enforce prayers, and to pay zakat, and only to Us they worship". (QS. al-Anbiya [21]: 73).

This verse explains that a leader must be able to provide subordinates with enlightenment, motivation, and work-related enthusiasm to achieve the intended improvements. Concerning the pattern of leadership described in the Qur'an, Islamic leaders have used it as a model for the leadership style introduced by the Apostle to promote Islam through change and improvement (Aminuddin, 2017). Following this, (Syadzili, 2019) asserted, "Leadership plays a crucial role in enhancing teacher competence, as it represents the primary activity through which educational objectives can be achieved".

The educational process can operate effectively and efficiently if educators and personnel possess the appropriate form and content competencies. According to government policy experts, examining the contents of each required competency category reveals how difficult it is to be a competent and effective educator. To achieve and enhance teacher competence, a focused and thorough endeavour is necessary, and approach the execution of it. Somebody should approach execution earnestly (Rahma et al., 2022).

The relationship between leaders and subordinates is more reciprocal and predicated on trust in transformational leadership. Leaders broaden and increase the interest of associates by providing high levels of motivation and attention and raising their awareness. This situation illustrates the propensity of superiors and subordinates to view each other as coworkers and to engage in close collaboration (Lin, 2023).

Leaders who apply transformative leadership have a broad perspective and strive to improve and develop the organisation for the present and future, thereby fostering
favourable madrasah organisational conditions that produce excellent organisational outcomes.

Based on the phenomenon above, it is crucial to conduct this research to learn more about the transformative leadership of the madrasa's head in empowering all of its members to form a team and work together to achieve educational goals so that madrasas can attain a higher standard of education. Based on the problem's context and formulation, it is then reduced to a research query.

II. METHOD

This research examines the transformative leadership of madrasa heads in Bandung Regency through a sample of two madrasas selected randomly as representatives of other madrasas. The method used is qualitative research to uncover unexpected findings and build a new theoretical framework. Techniques for collecting data through interviews, observation and documentation. Information collected from madrasah principals, deputy principals, teachers and students was analyzed to identify transformative leadership models that increase teacher competency. The data analysis techniques include data reduction, data presentation, drawing conclusions, and testing data validity (Emzir, 2014);(Ikhwan, 2021);(Fitri & Haryanti, 2020).

The expected results of this research include providing comprehensive insight into madrasah heads' leadership initiatives to improve teachers' quality and competence at State Madrasah Aliyah located in Bandung Regency. Researchers conducted research at Madrasah Aliyah Negeri (MAN) 1 and 2 Bandung Regency, choosing this institution because of the many achievements in both academic and non-academic fields. This research seeks to present a clear and precise picture of the transformative leadership model implemented by the head of the Aliyah State Madrasah in Bandung Regency. In addition, it aims to significantly contribute to improving the quality of education across madrasah.

III. RESULT AND DISCUSSION

The Impact of Idealism from the Headmasters

Leadership or leadership is essential to completing tasks in an institution; therefore, mastery of leadership theory can greatly benefit madrasa leaders, as the calibre of the madrasa leaders will determine the institution's progress and success. However, leadership requires skill, cunning, virtuosity, and a high degree of influence to move the members of the workforce. Realistically, leadership applies not only to those with subordinates but also to those with a leadership mentality as a character trait.

To ensure the effective and efficient execution of the educational process, educators must possess both type and content-specific competence. Because it is not simple to become a competent educator, as experts explain from the government policy perspective, realising and enhancing teacher competence requires significant effort.

Optimising the leadership of the madrasah head is one of the efforts made to increase the competence of these teachers because the head of the madrasa, as the manager of the madrasa, is responsible for enhancing the performance of all madrasa personnel, particularly in increasing the competence of educators by involving all educators in
training activities, workshops, and supervision and regular monitoring of teacher performance.

A madrasa's chief must have a reference to become a transformative leader. The leadership model involves a leader consistently demonstrating positive behaviour to others to set a constructive example (Rahmaini et al., 2021). A leader can transform his subordinates through four methods known as the “Four I”, namely idealised influence (charisma), inspirational motivation, intellectual stimulation, and individualised consideration.

According to another perspective, management science encompasses three specific leadership models that can be witnessed in the day-to-day operational tasks of a leader responsible for managing an institution. The three leadership models are as follows (Mawardi et al., 2023):

1. Charismatic leadership, a person who inspires others to take risks possesses charismatic leadership, exemplified by a leader who has extraordinary power to the point where they act as a powerful magnet and possesses positive energy and authority.
2. Transactional leadership, in transactional leadership, subordinates receive compensation for their efforts when a leader exercises authority through transactions.
3. Transformational leadership, also known as a leadership model that is practical, effective and has been implemented internationally in the administration of its institutions by demonstrating focus, communication, trust, and respect (Syafnan, 2016) stated that the characteristics of a leader who has a dynamic personality and high enthusiasm for success are: 1) Self-acknowledgment; 2) Open minded; 3) Passion for self-development and continuous learning; 4) Risk takers and curious; 5) Concentration; 6) Taking lessons from any pressures or unpleasant events; 7) Balance between tradition and change; 8) openness; 9) Working in the system; 10) Set an example and become a mentor for their subordinates.

In education administration, madrasa heads must use the principles of transformative leadership as a guide for their day-to-day activities following transformative leadership principles. The role of the principal is to optimally support the institution's aims and the madrasa's leader's transformative leadership objective. According to Ara Hidayat, the transformative leadership principles are (Komsiyah, 2016):

1. Simplication, a leader's success begins with a compelling vision and will serve as a benchmark for attaining shared objectives.
2. Motivation, the capacity to obtain buy-in from all components to realise the institution's vision. A leader must exert maximum effort, inspire subordinates, and pay close attention to their needs.
3. Facilitation, the capacity to provide effective institutional, group, and individual learning opportunities within an organisation. This will increase the intellectual stature of every member.
4. Innovation, the capacity to make a change with complete accountability and to become a demand as changes occur.

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5. Mobility, one can support and fortify all those involved in education by mobilising all resources to attain the institution's vision and objectives.

6. Alertness, a leader must always be willing to learn and embrace change with a positive new paradigm to enhance one's and the group's competence.

7. Determination, a sincere desire to attain success through precise and comprehensive task execution.

According to (Labrague, 2023), transformative leadership exhibits charismatic and authoritative leadership characteristics and displays good behaviour (Wiyono, 2017). The significance of possessing charisma as a leader cannot be understated since it facilitates the execution of transformative actions. People perceive charisma as a virtuous attribute that a divine entity bestows on a few individuals. A charismatic leader can make sacrifices for the betterment of the organisation, instil trust in members, wield authority, uphold organisational ideals, and foster a collective knowledge of the significance of unity in fulfilling the purpose. Furthermore, charismatic leadership demonstrates a keen focus on the requirements of its constituents, effectively communicates the organisational objectives to be attained, fosters a collaborative environment for idea exchange, seeks to inspire others, exhibits a willingness to undertake calculated risks, prioritises the welfare of the organisation over personal interests, and consistently engages in innovative practices. Charismatic leaders fulfil routine responsibilities and consistently contemplate instigating radical organisational transformations. Charismatic leaders always serve as exemplars for their followers.

Moreover, transformative leadership can motivate individuals, specifically through stimulation and effective communication of goals to be attained. Transformative leaders bear a significant level of responsibility since they consistently strive to achieve exceptional performance and assist members in times of difficulty. In a recent study conducted by (Zainuddin et al., 2020), the authors propose that transformative leadership is marked by a solid commitment to the organization's goals and objectives, as well as the establishment of a conducive work environment that facilitates the successful execution of planned work programmes.

According to Wiyono, transformative leadership is defined by its capability to engage members effectively, stimulating their intellectual capacities and motivating active participation in decision-making processes. This leadership style emphasises the significance of collaboration in attaining organisational objectives. Furthermore, transformative leaders foster effective communication and interaction, facilitating a two-way exchange of ideas. They also demonstrate proficiency in guiding individuals towards resolving intricate and challenging problems (Wiyono, 2017).

In practical application, head master serve as exemplary figures who act as role models in guiding and influencing teachers, administrative staff, and all components of the madrasa institution. This encourages them to willingly, passionately, and confidently contribute towards achieving the institution's objectives. These principals exhibit indicators such as employing legitimacy, demonstrating complete trust in subordinates as per established procedures, and guiding all elements towards attaining institutional goals, mirroring the practices observed at MAN Bandung, which aligns with findings from prior research (Trifauzi et al., 2022).
The head of madrasah in Bandung Regency have undertaken additional initiatives to enhance the competence of teachers and staff. From the outset, the madrasa heads have positioned themselves as exemplary role models for all constituents within the institution. For instance, they exemplify discipline by adhering to punctuality and consistently arriving on time for the commencement and conclusion of each learning activity, even before the school day begins. This approach is aimed at fostering a more accessible and effective adoption by all members of the madrasa community, as opposed to solely relying on verbal appeals.

The significance of adopting a transformative leadership model within a madrasa lies at the heart of its progress amidst the advancements of the contemporary era and the evolution of modern educational institutions. (Sanusi & Rosdiana, 2019) validate this concept, asserting that leadership is pivotal in shaping human resources to bolster organizational achievements. This sentiment aligns with the findings of (Jones et al., 2017), who underscores that educational institution leaders must possess the readiness and capability to confront all challenges while executing the educational process in a purposeful, planned, and sustainable manner. A leader's essential traits include a transformative vision, mission, and management approach dedicated to enhancing the quality of education.

Based on the findings obtained from interviews and observations, the concluded outcome highlights that the transformative leadership model implemented by the MAN Bandung is structured around four strategic patterns:

1. The idealistic influence of leadership
2. Leadership inspirational motivation
3. Leadership intellectual stimulus
4. Individual consideration or individual awareness

These patterns merge to form a comprehensive leadership framework, shaping the approach taken by these madrasa heads. The visualization of this pattern can be depicted as follows:

![Figure 1. Patterns of comprehensive leadership formation](https://doi.org/10.35723/ajie.v7i2.437)
1. Idealised influence / charisma: The leader's capacity to embody a role model and exhibit charisma.
2. Inspirational motivation: The ability to motivate and inspire organisation members.
4. Individualised consideration: Attending to subordinates' needs and concerns.

The application of the 4I theory demonstrates the transformative leadership style embraced by the head of MAN Bandung madrasah. By applying this theory, these madrasa heads can inspire, motivate, and view challenges as opportunities for achievement. They foster innovation by developing creative ideas and practical solutions to problems. Additionally, they display attentiveness in accommodating their subordinates' complaints, ideas, and aspirations (Prayoga et al., 2019).

Upon closer examination of the 4I theory, it reveals distinctive features. The initial dimension is the ideological influence of leadership. At MAN Bandung, the effect of idealized administration establishes behavioural standards that serve as benchmarks for conduct. These standards are mutually agreed upon within the school community, fostering a shared understanding. This process helps to cultivate foresight, heighten awareness of madrasas, instil confidence, promote respect among principals, teachers, and school members, generate a sense of pride and belief in being educators, nurture commitment, elicit performance that surpasses expectations while upholding ethical, moral conduct.

Leaders who embrace Idealized Influence within the transformative leadership framework persistently endeavour to steer their followers towards a romantic outlook. This outlook, more than just a path, convinces subordinates to strive collectively towards the institution's objectives. Leaders who wield idealistic influence firmly believe that through unwavering commitment, they can collectively advance the institution (Komsiyah, 2016).

Motivational Inspiration for the Leadership of Headmasters

Moreover, the theory embraced by the head of MAN Bandung madrasah aligns with the concept of transformative leadership as a source of inspirational motivation. Within the transformative leadership pattern context, head of MAN Bandung madrasah actively employ a passionate motivational approach focused on nurturing akhlakul Karimah (virtuous character) among all school community members. They convey this message through authoritative verbal and non-verbal communication, utilising platforms like social media.

Moreover, the head of MAN Bandung madrasah have adopted a motivational strategy encompassing many leadership techniques. It is akin to flying a kite: understanding when to exert tension and when to give slack. This symbolic approach signifies knowing when to be severe and assertive and adopting a more relaxed demeanour to influence subordinates effectively.

Aminudin (2017) states that leadership involves influencing individuals by offering motivation and guidance and promoting collaborative efforts to attain jointly set goals (Aminuddin, 2017). Furthermore, Abdul Kholik's perspective indicates that a leader is an individual who garners the trust and loyalty of their followers, embodying imaginative thinking through a mutual consensus, a quality evident in the practices of...
MAN Bandung. These institutions consistently foster open communication to shape policies and programmes (Kholiq, 2017). The dynamic leadership at MAN Bandung, as highlighted by (Syafnan, 2016), exhibits a high level of motivation and vigour, which in turn bolsters the execution and evolution of the madrasah's vision, mission, and goals.

At MAN Bandung, inspirational motivation involves presenting challenges that push individuals to achieve elevated expectations, cultivating the enthusiasm and encouragement of others, and nurturing intuition and compassion. The madrasa's principal, who consistently issues challenges to teachers aiming for advancement, exemplifies this approach for collective betterment.

Principals facilitate inspirational motivation in leadership through inspiring communication by encouraging teachers to see their educational tasks not solely in worldly terms but also as preparation for the hereafter. Principals lead by example and provide guidance and insight through sharing personal experiences. At MAN Bandung, this inspirational communication is routinely held on the 17th of every month. This approach aims to maintain mutual respect and good relations by cultivating a positive and conducive atmosphere through effective communication.

**Intellectual Stimulus from the Leadership of the Madrasah Principal**

In addition to ideological leadership and inspirational motivation, MAN Bandung prioritizes leadership that stimulates intellectual growth through strategies such as:

1. Constructive and active discussion
2. Openness to receiving and responding to input from subordinates
3. Utilizing SWOT analysis

The applied pattern emphasizes constructive and active discussions. This approach encompasses intellectual capacities and cognitive processes involving resolving challenges, adapting to new situations, and innovative thinking. Consequently, the intellectual stimulus in leadership necessitates implementing creative and swift problem-solving strategies, as highlighted by (Peng et al., 2023);(Grimes et al., 2022).

At MAN Bandung, the applied intellectual stimulus primarily involves constructive thinking activities. The focus is on discussions that prioritize critical thinking processes to propel the progress of both institutions collectively. They regularly hold productive and open meetings, providing platforms for collaborative exploration of alternative solutions and ideas. Additionally, the adoption of SWOT analysis aids in identifying strengths, weaknesses, opportunities, and threats within the MAN Bandung environment. Notably, the application of SWOT analysis is wider than the madrasa head alone but involves the entire school community.

The four strategies illustrate that the principal's intellectual stimulation fosters a mindset that can promote trust and understanding through stimulus. According to theory, intellectual stimulation includes a leader's capacity to increase awareness, stimulate the emergence of new perspectives in problem-solving, thinking, and creating ideas, as well as building belief values (Sopwandin, 2019);(Lawrason et al., 2023).

The pattern of transformative leadership strategies in terms of intellectual stimulus. Stimulus-based leadership for school/madrasah principals involves maintaining an open attitude towards criticism and suggestions from subordinates and engaging all
school members in collaborative policy-making to further enhance the institution’s progress.

**Individual Awareness of the Madrasah Principal’s Leadership**

The final dimension of transformative leadership is individual awareness in a leader, signifying that the leader consistently demonstrates care and provides exceptional attention, support, enthusiasm, and dedication to fulfilling their members' growth and achievement needs. MAN Bandung implement individual consideration through two distinct approaches: rewarding creative and innovative teachers and students and enforcing disciplinary measures for teachers, students, and school members. Educational theory and managerial studies acknowledge reward and punishment as practical strategies because they evoke desired responses.

For example, operant conditioning theory elucidates that when a school leader, such as the madrasah principal, rewards teachers who display active, innovative, and creative behaviours, the teachers respond positively. This pleasant response initiates the drive to enhance their efforts to achieve even better outcomes in anticipation of future rewards. Conversely, implementing punishment aims to diminish the behaviour that deviates from established rules, prompting individuals to curtail or cease actions that could result in further punitive consequences.

The head of MAN Bandung madrasah have employed this approach by offering rewards and punishments. This strategic implementation is grounded in the anticipation that tips serve as stimuli to enhance performance and motivate others. In contrast, punishment acts as a stimulus to deter inappropriate behaviours or violations of established rules, as outlined.

In line with Thorndike's perspective, the actions taken by the head of MAN Bandung madrasah, involving the administration of rewards and punishments, align with his theoretical postulates, particularly the law of causation. This process is carried out through:

1. **Trial and error (trying and failing):** Experimenting with different behaviours and responses until finding those that lead to satisfactory outcomes.
2. **Law of effect:** Behaviors that result in satisfying conditions, according to situational demands, are remembered and reinforced, whereas behaviours that lead to unpleasant outcomes are forgotten or discarded.

The law of effect guides this automatic behaviour. Thorndike posits that automatism in learning arises due to this law. The law of effect establishes a connection or association between behaviour/reaction that leads to a particular outcome (product). This connection between reaction and result gives rise to Thorndike's theory, often called connectionism. The contemporary transformative leadership pattern pursued by the head of MAN Bandung madrasah is consistent with these principles. Their implementation of rewards and punishments corresponds to the core ideas of Thorndike's theory, particularly in reinforcing behaviours that yield positive results and discouraging behaviours that lead to adverse outcomes.

This transformative visionary leadership approach yields short-term changes, such as improvements in teaching quality and methods, and long-term changes, like advancements in dormitory facilities. The research concludes that through a determined application of transformative visionary leadership, unity of ideas,
equitable allocation of responsibilities, alignment of aspirations and desires, incorporation of inputs from subordinates, and mobilization of the entire educational ecosystem, including students, teachers, school committees, foundation administrators, and stakeholders, a shared future vision is effectively brought to fruition. The findings of this study provide robust support for the four problem formulations explored within the scope of this research (Rudolph et al., 2021); (Alvesson & Einola, 2019).

Although there are similarities in the research variables, particularly in examining school principals or Madrasah Head leadership, the research has uncovered a distinct and noteworthy novelty. This novelty centres on the remarkable level of discipline observed among students and teachers, which undoubtedly serves as a cornerstone for the success of the public Aliyah Madrasas in Bandung Regency. Furthermore, MAN 1 Bandung has implemented a distinctive habituation program to nurture akhlakul karimah (virtuous character) among students and teachers. This program involves daily practices of tadarrus al-Qur’an (recitation of the Qur’an) and reading asmaul husna (the beautiful names of Allah) before each day's learning activities. This initiative is pivotal in cultivating an ethical and moral environment within the institution.

Conversely, MAN 2 Bandung employs its unique strategy to enhance education quality through regular coaching and coordination meetings. These meetings are conducted weekly, every Monday, culminating in larger gatherings with madrasa residents, held monthly. This practice is a testament to the democratic spirit the head of madrasah embraced in steering the organization's affairs. In conclusion, while similarities are present in the research variables, the distinct novelties uncovered in these studies underscore the significance of discipline, habituation programs, and democratic leadership approaches in bolstering the achievements and educational standards of public Aliyah Madrasas within the Bandung Regency.

IV. CONCLUSION

Transformative leadership patterns in this discussion can be compiled based on the 4I model: Idealized influence, inspirational motivation, intellectual stimulation, and individualized thoughtation. Idealist influence shown by the madrasah principal is in line with idealist influence. This leadership aspect includes strategies prioritising kinship, succession, care and shared commitment. The principal sets an example for teachers, promoting a culture of freedom to innovate and be creative in the context of 21st-century learning. In the context of transformative leadership, inspirational motivation is a central component. The principal uses authoritative verbal and non-verbal communication, including social media, to convey these values. A transformative leadership approach encourages intellectual stimulation. The principal prioritizes constructive and open discussions, fostering a conducive learning climate. Both madrasas adopted a shared approach to individual consideration in their transformative leadership patterns. Reward and punishment are applied as a form of caring leadership. Rewards reward passionate and innovative teachers, while punishment guides less disciplined teachers towards progress. This action reflects the Principal's concern for maintaining the integrity and character of the madrasah community.
V. REFERENCES


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