



## Transformational Leadership Style in Implementing Madrasa Based Management

Aat Royhatudin, Supardi, Juhji

*Pendidikan Agama Islam, Sekolah Tinggi Agama Islam Syekh Manshur Pandeglang, Banten, Indonesia*  
*Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia*  
*Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia*  
e-mail: royhatudina@gmail.com, supardi@uinbanten.ac.id, juhji@uinbanten.ac.id


Submitted: 09-11-2019

Revised: 23-04-2020

Accepted: 08-05-2020

**ABSTRACT.** The purpose of writing this article is to find out the transformational leadership style and how the implementation of Madrasa-based Management at Madrasa Tsanawiyah Annizhomiyah with its transformational leadership style. This research used a descriptive qualitative approach. Data collection was obtained from informants and the behavior of people who were observed, interviewed, and documented as the primary data sources and the rest was secondary data from available documents. The results of this study show that the Madrasa principal's transformational leadership style looks innovative, committed, and communicative and appreciates achievement, able to create a conducive atmosphere by making efforts to change awareness, inspiring teachers and staff to work together to become good team-work. Principal's transformational leadership style at Madrasa Tsanawiyah Annizhomiyah includes curriculum management, student and teacher management, financial management and finance, infrastructure management, public relations management, and special service management can run optimally by the school vision, community needs, and jihad resolution spirit and high commitment built by teachers to build Madrasa education, willing to improve quality of education, and positive thinking because every student can be a better person.

**Keywords:** *Transformational Leadership, Madrasa Based Management.*

 <https://dx.doi.org/10.32678/tarbawi.v6i01.2187>

**How to Cite** Royhatudin, A., Supardi, S., & Juhji, J. (2020). Transformational Leadership Style in Implementing Madrasa Based Management. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(01), 69-80. doi:10.32678/tarbawi.v6i01.2187.

## INTRODUCTION

Education in Indonesia with its centralization shows and makes teachers less creative than they should be. As educators and civil servants, teachers must be able to display their professionalism and become role models. Teachers will usually get regular salary increases every four years regardless of their efforts; this makes teachers less dedicated (Winarti, 2018). This obstructs national development, and also impacts on educational development.

Educational development which carried out by the government along with the community related to education management is an instrument that needed as an effort in achieving educational goals (Supardi, 2014; Juhji, 2017). Educational management is a series of processes consisting of planning, organizing, mobilizing, and supervising (Kurniadin & Machali, 2012). Educational management is a form of progress of a nation. Strong and advanced education accelerates social change. Thus, education has an important role in the process of changing a society. In essence, education in Indonesia has three problems which could obstruct progress

namely (1) financial, (2) administrative, and (3) cultural (Hadi, 2014). This is often experienced by some Madrasa in Indonesia setting. Thus, they become obstacles to progress towards the quality of madrasas themselves.

Therefore, the quality of education in Islamic Junior High School also needs to be continually improved, both in the aspects of the program, infrastructure, personnel, funds, teaching and learning processes, administrative services and educational outcomes, participation from parents of students, the community and government support, need increased again to support the quality of education in Islamic Junior High School. Therefore, to be able to achieve a good education and learning system in Islamic Junior High School, there is a need for renewal regulations in the field of education by following the times such as science and technology (Juhji, 2019) in accordance with the demands and needs of the community (Serdyukov, 2017). Updates such education is needed so that the services provided by school remain up to date. Madrasa Based Management (further glossed by MBM) in education can involve several aspects, including relating to management, curriculum (Ajefri, 2017), learning materials, learning methods, various supporting facilities, including in terms of quantity and quality (Sofanudin, & Rokhman, 2016; Rosad, 2019; Juhji, 2020).

Thus, the principal of the Islamic Junior High School as a leader is responsible for all developments and progress of the school s/he must understand the problem of managing the basis of the school properly (Supardi, 2017a), so that developments and progress can happen in the school (Supardi, 2017b; Rouf, 2019). Success in building school requires an ideal attitude, inspirational motivation, intellectual stimulation, and individual consideration as agents of change in carrying out activities (Prabowo, Noermijati, & Irawanto, 2018). Agents of change must be driven by a person called a key person who in educational institutions is often referred to as the principal of the Islamic Junior High School. An Islamic Junior High School principal functions as a key person to improve the quality of school that s/he runs. The leadership of principal leads to orientation towards Islamic Junior High School tasks and forms of relationship patterns with members. To be able to carry out the duties of principal of the Islamic Junior High School as expected, is required to have certain competencies, the competency involves a variety of functions or tasks that must be carried out by the principal, both as administrator, supervisor, and as decision maker.

Regarding to quality, good quality education processes contain input from learning materials (cognitive, affective, or psychomotor), methodology, administration, facilities and infrastructure, other sources and create a conducive atmosphere (Noor & Juhji, 2020; Gojali & Umiarso, 2010). In other words, management can create synergies between all components of learning and teaching interactions between teachers and students, and supporting accommodations from inside or outside the classroom, curricular or extra-curricular contexts, and the substantive or non-academic side of the learning process can take place harmoniously. Therefore, the principal of Islamic Junior High School must have the ability to improve the quality of education at the level they lead, so that to improve the quality of education is the responsibility of all parties concerned by including the exploration of the context of elaboration of activities and programs (Gurova, Piattova, & Takala, 2015). However, improving the quality of school is very dependent on management and new ideas from a principal, especially schools that have been and are still experiencing stagnation.

Annizhomiyah Islamic Junior High School is one of the Islamic Junior High School that stagnated and seemed to be disharmonious so as to obstruct the performance of teachers, ineffectiveness in teaching, and students lack of achievement, so learning process becomes demotivated both in quantity and quality. In fact, this educational institution is under the foundation, and has an Islamic boarding school which is quite popular in Pandeglang District, namely Annizhomiyah Islamic Boarding School. Automatically, the selection of leaders is chosen by the foundation. However, in practice, the performance of the principal is only as a

leader in the school environment, so that there is stagnation in the institution, even though there is only a significant progress in the number of students. In fact, the true principal must be able to provide quality progress, especially in the learning system. The quality of madrasas is a motivating factor for teacher performance, renewal at school does not go smoothly.

In addition, one of the problems which faced by Annizhomiyah Islamic Junior High School previously, were school that is far from quality culture, marginalized by the community, having problems with management, facilities and infrastructure that are not feasible, the number of students is small, national exams must be combined with other Islamic Junior High Schools, and the teacher's welfare is low. But now, all these problems have been resolved properly, so they no longer face complex problems. In MBM, the evaluation process in every activity is very important so that any complex problems in the madrasa can be overcome, as well as to ensure that the objectives can be achieved. In addition, evaluation can provide information and feedback to be considered, and avoid failure in achieving the objectives of school management (Ramdhan & Syafe'i, 2019). So that drastic changes only happen within a relatively short time after the MBM quality improvement is implemented, and is led by a transformational principal, as well as professional and experienced.

Something proud of school, adopting transformational leadership that can inspire educators in doing joint tasks and increasing productivity (Afshari, Ghavifekr, Parhizkar, & Ayoufu, 2017; Anak Buda, & Ling, 2017; Shokory & Suradi, 2018; Omar, Zulazmi, & Ladin, 2019) while still paying attention to MBM, is required to independently explore, allocate, determine priorities, control, and account for empowerment of resources, both to the community and government (Mulyasa, 2014). However, if irregularities are found, including the issue of school management in carrying out activities, the leader can make improvements to eliminate or reduce these deviations (Nafis, 2011).

Here, we need a leader who has a competent strategy and ability, especially in implementing MBM so that the process to get the best and most productive share of responsibility proportionally to teachers can be realized, so that teachers' efforts in empowering students and the community local (Aziz, 2015). These efforts are to arouse the willingness and potential of students to have the ability to control themselves and their environment to be utilized for the sake of improving school.

The transformational leadership style is applied by the principal in order to develop quality of education, especially in the case of MBM. His/her leadership behavior can take the form of exemplary traits (role models) that are demonstrated and admired by the school community (Oreg, & Berson, 2011; Ejere, & Ugochukwu, 2013; Mittal, & Dhar, 2015; Nguyen, T. T., Mia, L., Winata, & Chong, 2017; Muhammadi, bin Hj Marzuki, & bin Mohd Hussin, 2017; Umiarso, 2018). That is the basis of a leader who is able to influence all circumstances including the emotional aspects of followers (Ayiro, 2014). The task of influencing is part of the transformational leader style. Therefore, according to Ayiro (2014), the concept of transformational leadership is described to motivate followers to do beyond expectations by stimulating and inspiring them intellectually to transcend their own self-interests for higher collective goals (Hatzipanagos & Gregson, 2015). Transformational leadership has captured the imagination of followers, to understand the meaning of leadership.

According to Yuki (2010), transformational leadership changes the morale of followers in an effort to increase moral awareness and mobilize resources and energy to transform institutions as a locomotive of change for the better. The importance of transformational leadership has to do with performance, in shaping the discourse of educational leadership. In the case of this competition, a good pattern in compiling and paying attention to moral awareness (Supermane, Tahir, & Aris, 2018), not only raises moral awareness theoretically, but must also be proven empirically, that transformational leadership shows and emphasizes morality but also has

implications for ethical issues (Luthans, 2011). From this attitude, the desire of a leader arises to increase the human potential of the intellectual and moral aspects so that harmony in management as the culmination of success in doing everything, this is the art and strategy of a leader in managing institutions.

Management is defined as the art and strategy for completing work through other people, which is responsible for managing and directing others, strategically in order to achieve organizational goals (Suparlan, 2013). Of course, this goal can be achieved in accordance with a predetermined plan, while the efficiency of the task will be implemented properly, well organized, and in accordance with a predetermined schedule (Keamy, 2016). This is a form of synergy between theory and practice in school-based management. In fact, theoretically and practically, transformational leadership provides a charismatic lens that is useful for understanding how leaders influence the management of organizational knowledge (Aryee, Walumbwa, Zhou, & Hartnell, 2012), namely Madrasa Based Management (Glossed by MBM).

MBM is educational autonomy, which in essence facilitates academic continuity, in its implementation as a form of decentralization or educational autonomy with the aim of improving schools, especially in curriculum, learning, managerial and others (Ibrohim, 2018). This shows that the MBM is a program launched by the government in an effort to improve the quality of education at the level of Islamic Junior High School. More specifically, according to Mukhibat (2013) that MBM is decentralized in the field of education as a form of education reform. In principle, MBM relies on schools and communities involving community participation, equity, efficiency, and management that is based on the school level. Whereas in another sense, MBM is a form of educational autonomy which gives the broadest possible autonomy to school, the indications provide opportunities for principal to develop his/her leadership values with style and strategy. Especially in this era of change, challenges and threats come and go, requiring determination and intelligence to seize opportunities and design the future (Hidayat & Machali, 2010).

Therefore, transformational leaders are needed in accordance with the conditions, namely to have a quality commitment and always renew it in accordance with the demands of stakeholders. This is in line with what Chawla and Lenka (2015) said that transformational leader indicators are responsible for directing all educators and students to the best teaching and learning practices as an effort to change education for the better.

By labeling transformational leadership nomenclature, MBM is a strategy and art in managing educational institutions and then inspires followers as a form of responsibility in achieving good performance as the peak of harmony that will last and last a long time, including its relation to educational institutions (Helmi & Arisudana, 2015). In another sense, transformational leaders can explain transformation strategies, develop the potential of educators and provide support and encouragement for their efforts towards the success of students and institutions (Thomas, Herring, Redmond, & Smaldino, 2013), or a transformational leader acts as a trainer who pays attention difficulties and expressing sympathy and support, maintaining open communication and placing challenges to achieve organizational goals (Agha, Ragheb, & Shawky, 2019), are a reflection of efforts to improve education delivery services in a transformational way related to motivation, student satisfaction, perception of instructor credibility, academic performance, affective learning, and cognitive learning (Balwant, 2016), significantly to achieve more efficient and effective educational goals and oriented towards national education goals.

In an effort to improve the quality of education services in an Islamic Junior High School, the educational management element is crucial, especially the principal. In this case, the school principal has an important role to empower the education staff in an Islamic Junior High School that they lead optimally. In MBM, the implementation of school programs supported by transformational leadership style means being able to optimize, motivate and energize each of his

followers (Paarlberg, & Lavigna, 2010; Chaudhry, & Javed, 2012; Sadeghi, & Pihie, 2013; Seyal, 2015), so that the ability in learning is achieved both by the teacher in facilitating and the facilitated students (Hidayat & Machali, 2010). This is a figure that must be possessed by the school principal who has professional capability and integrity.

The school principal is a professional education manager who deals with management, starting from curriculum management as the implementation of learning tools, teacher management and students as the school civitas, finance and financing for the sustainability of school, adequate infrastructure facilities as improving school quality, public relations management as relations and partners to care together, to the management of special services as a form of care for the school community. All of that is managed by the school principal who is based on policies as determined. Teachers recruited by school are professional educators in their respective fields, so they work based on professional performance patterns agreed upon together to facilitate and support the learning success of students, as Brown and Arendt (2010) explain that the success of an organization can be seen from the performance of the organization itself in managing existing resources, such as caring for the needs of members is seen as a coach or mentor. Intellectual stimulation is shown to increase productivity and innovation (Brown, & Arendt, 2010). Then consciously, with transformational leadership knowledge and skills in carrying out activities (management) accompanied by the ability of leaders to influence continue to be developed to maintain competitiveness among educational institutions (Ferreira, Jo-Anne, Ryan, Lisa, & Davis, 2015).

Good leadership will be an example that leaders have a strong integration between what is said and what is done (Supendi, Hasanah, & Mahmud, 2018). Transformational leadership will follow the existence of the environment they lead. Innovation in the world of education cannot be separated from the participation of the school principal, because s/he is an innovative leader needed to improve the ability of educators, and is able to determine the direction of the educational institution he leads (Supermane, 2017), namely to make reform requires a figure of school principal who professional and innovative because such leaders will greatly determine the development of innovation in school. Overall, the influence of transformational leadership is believed to increase the ability of educators and students in providing quality education to future teachers (Beverborg, Slegers, & van Veen, 2015). This is based on several research results that the success of improving the quality of school is largely determined by the leadership of school principals.

## **METHOD**

In this study, the researchers chose Annizhomiyyah Islamic Junior High School at Labuan, Pandeglang Regency Banten Province as a research setting with a focus of discussion on the leadership of the school principal in conducting MBM. Furthermore, researchers also traced field observations to obtain actual data. The main data collected in this study is about the leadership of madrasas in conducting MBM where descriptive information will be obtained holistically through the description of words and language in certain natural contexts and by utilizing various natural methods (Moleong, 2013; Supardi, 2017c).

Moreover, in this study researcher acts as planners, implementers, data collectors, data analyzers as well as reporters of research results. Given this nature, the researchers here will try to prevent subjective influence and keep themselves from being too intervened, but researchers here will also maintain a harmonious relationship in communicating with informants, so that this research can work well and obtain guaranteed data its validity (Sugiyono, 2011). The type of data obtained can be in the form of words, behavior and the rest are additional data such as documents. Words and behaviors of people observed, interviewed and documented, and recorded through written notes or through video/audio tape recording, taking photos and films.

The selection of informants in this study used a purposive sampling technique, where the appointment of several people as informants in addition to the necessity of completeness of data and accuracy of information was also intended to conduct a cross check of the information obtained. Data collection techniques were carried out circularly using three approaches namely; 1) participant observation observation; 2) in-depth interviews; and 3) documentation (Sugiyono, 2011).

Qualitative research data is claimed to have a high objectivity when the research results have been validated and confirmed by many parties. In qualitative research, the objectivity test and the validity test (dependability) are an important aspect. Objectivity becomes fundamental because a study without being accompanied by a high level of truth information, it is possible the results of the study to be in vain (Sugiyono, 2011). For this reason, in this stage, the researcher consulted the interview list, FGD (Focus Group Discussion) and observation guide to school principal, board of teachers and related students. From the triangulation process conducted by researchers, starting from designing research data collection tools, the process to the field, the process of collecting data, the process of data analysis, and the formulation of conclusions

## FINDINGS AND DISCUSSIONS

### Findings

In concepts and theories, transformational leadership is better understood as leadership that engages followers, inspires followers, and is committed to realizing a shared vision and goals for an organization or school motivating its members to be innovative, and developing because the capacity of a leadership looks to his leadership style by advancing institutions through training, mentoring, or with supportive guidance.

Based on empirical data from the results of the study, Islamic Junior High School that apply management concepts from all lines successfully start providing good education infrastructure, teacher qualifications in the teaching system carried out in different ways, a conducive learning atmosphere and constructive performance and management and management with creative learning, so that it is found field data and academic information as follows; first, with an innovative transformational style the school principal can implement MBM in the Annizhomiyyah Islamic Junior High School through management functions and MBM approaches. Second, there are subordinate commitments on the basis of spiritual motivation. Third, the constraints on community involvement can be resolved through a persuasive communication approach and funding constraints can be overcome by promoting the values of efficiency, effectiveness and optimization of resources. Thus, the implications of these findings can be seen the occurrence of climate change in Annizhomiyyah Islamic Junior High School.

Another findings in the field, the leadership of the School Principal at Annizhomiyyah Islamic Junior High School changed the work climate by giving work motivation to teachers to achieve a satisfaction through appreciation of achievement with hard work, accompanied by sincere intention that gave birth to everything to be successful, work must be intended to worship and hope for the pleasure of Allah, then it will feel how easy the work is. Based on these findings, it can be described that the madrasa head with a transformational leadership style in implementing MBM can be analyzed include:

*First*, curriculum management is able to manage the curriculum, from curriculum planning to curriculum evaluation, the implementation of the curriculum follows the development of science and technology based on community needs, such as still using the Education Unit Level Curriculum (well known as KTSP).

*Second*, teacher management, this is evidenced by the existence of indicators in planning the preparation of learning in accordance with the instructions expected by the Ministry of National

Education, namely the development of the syllabus by following the competency standards, and basic competencies, formulating indicators of student learning outcomes, preparing Learning Implementation Plans (In Indonesia context is called RPP), and also makes a scenario of learning activities. Whereas student management, the Madrasa headmaster assigns tasks to each teacher, including: (1) making teaching preparations that is creating a daily activity unit, (2) providing teaching aids for students, (3) maintaining and cleaning up all equipment that has been used by students.

*Third*, management of infrastructure is by inventorying to supervise facilities and infrastructure, supervision is carried out by checking the inventory book of educational facilities and infrastructure in which the books contain goods that have been held, of course periodic maintenance is one of the steps taken to minimize new purchases which requires greater funds, on such a basis, periodic maintenance is carried out to maintain school infrastructure so that school infrastructure can be well controlled.

*Fourth*, finance and defrayal, funding management in this school starts from planning, recording, supervision and financial accountability. The financial planning process identifies receipts and expenditures, arranges, proposes, revisions, to endorsing the School Expenditure Budget Plan. This is evidenced by the documents in financial records such as cash books, invoices, cash assistance books, salary receipts books, bank help books, financial statements written transparently and accountably.

*Fifth* public relations management, school with transformational leadership style are able to develop cooperation and partnerships with the community, the industrial world, the business world, alumni and other education units.

*Sixth*, special services for students can run well and optimally if supported by adequate facilities and infrastructure. This means that the better the facilities and infrastructure that are available in a school, the better the service the school will provide to its students.

Thus, along with the transformational leadership style in implementing MBM, a leader continues to provide convenience in every-learning starting with motivating teachers, then delivering a noble educational goal to get values, the ultimate goal is to work always connected with religion and religious deeds. Noble values are instilled in all teachers with sincerity fertilizer, because a teacher who gives and shares knowledge with sincerity can foster a spirit of responsibility, high discipline and commitment to bring the good name of the school itself. Starting with motivation will automatically be able to contribute to the progress of the school. the school principal must strive to condition the teachers successfully, so as to create an atmosphere of good and conducive teamwork, that is because the enthusiasm for work and enthusiastic cooperation will build high commitment between the School Principal and the teachers to improve quality of school.

## **Discussions**

Transformational leadership is a leadership approach by making efforts to change awareness, arouse spirit and inspire subordinates or members of the organization to spend extra effort in achieving an organization's goals, without feeling pressured. By helping support teachers in carrying out tasks in school, the psychological impact will lead to feelings of participation and task involvement in organizing, so that teachers will be more motivated than before because the need for status and recognition can be met properly, so that these teachers have awareness at work.

Meanwhile, according to researchers, a leader is said to be transformational in style if s/he can change the situation into a conducive climate, change what is usually done, talk about noble goals, have a reference to the value of freedom, promote justice and equality, therefore

transformational leaders will make subordinates see that the goals which is more than just his/her personal interests. With the high commitment, motivation and trust of the teachers has made teachers see that the objectives of the madrasa to be achieved are more than just their personal interests; this is already a major measure of transformational leadership.

The true leader must have several features other than intelligence, discipline, creative, hard-working, but the advantages possessed by the principal of Annizhomiyah Islamic Junior High School, in this case, are able to carry out MBM including what is done is to change the situation and habits in the school by creating cooperation between one teacher with another, the culture of cooperation is instilled and well-conditioned so that teamwork can work together in the school. Meanwhile, to change bad habits is not easy to change, other than done by giving direction to discipline and responsibility through noble goals and giving an example of the principal itself to the teacher as well as giving appreciation to those who have discipline and responsibility. A school principal must act as an effective manager and leader must be able to regulate so that all potential of school can function optimally. This can be done if the school principal is able to perform management functions properly, which includes organizing, implementing and monitoring must be carried out in accordance with the plan.

The idea of management is the basis developed at Annizhomiyah Islamic Junior High School, so that it can affect the attitude changes made by teachers, in general they can accept the MBM idea, with the reasons as follows (1) there is a spirit of jihad resolution and high commitment from the board of teachers to be able to participate in developing education so that they are motivated to improve the quality of school; (2) the desire of the board of teachers to go forward and see the school development in accordance with the times, with the existence of such a desire, then they consider MBM carried out by the school principal as a positive idea, because of that something positive finally changes it the bias can be accepted easily and sincerely; and (3) the board of teachers generally think that if this school is good, the impact will also be on the teacher, for example if the school is known to have good achievements by the community, the board of teachers will feel proud and happy to teach. Besides, the school is raised well, and then the honor of the board of teachers will also be raised well, so the achievements of the school will have a great influence on the board of teachers. So, it will impact on the increasing number of students in each year, because that is the effect of the trust of parents or guardians of students on the quality of learning or education developed in the school.

By implementing the concept of MBM in Annizhomiyah Islamic Junior High School can support teachers' confidence so that they can innovate and parents are always motivated, because with this motivation, teachers and parents become easy to make changes, instilling the value of sincerity in teachers to teach and parents to send their children to school, it is indeed not easy, but if sincerity has stuck in their hearts, then the school principal lives directing, that hard work followed by a sincere heart will bring success. The MBM conducted by the school principal is not necessarily acceptable to teachers, because the education institution is indeed said to be difficult to change, because the education system is considered to be more resistant to change and innovation compared to industrial and agricultural institutions, this is because teachers and education practitioners are more difficult to accept and take care of their shared interests, especially as they relate to management and their MBM approach.

MBM can be considered to involve social and psychological aspects because it is related to the mental attitude of the recipient towards new ideas that include others. Therefore, it will involve the quality of relationship between the two parties, the quality of relationship between the source of innovation and the subject will affect the attitude and the recipient's response to what was innovated. According to researcher from all forms of acceptance above shows that the board of teachers in Annizhomiyah Islamic Junior High School can accept and support MBM conducted by school principal, ranging from support to their involvement with innovations that will accelerate the process of change in school, because the faster acceptance in innovation will



can accelerate the success of management in the school, on the contrary if the acceptance of innovation is slow then it can become an obstacle to the realization of the implementation of the MBM itself.

## CONCLUSION

The results of the study can be concluded that by implementing MBM through the leadership style of the school principal at Annizhomiyyah Isalmic Junior High School, it has been proven that curriculum management can be managed properly according to planning, teacher management and students. This is evidenced by the existence of learning in accordance with indicators of student learning outcomes, infrastructure management with periodic maintenance, while financing management in madrasas is transparent and accountable. The public relations management at Annizhomiyyah Islamic Junior High School can be developed in partnership with the community to build a broader network, while the latter for special services, students can run well and optimally because it is supported with adequate facilities and infrastructure as well as curriculum and teacher management, which is very good.

Besides, the implementation of MBM at Annizhomiyyah Islamic Junior High School with transformational leadership style has been proven by climate change and a conducive atmosphere and fun but still refers to the value of freedom, promoting justice, togetherness and equality; this grows because of the spirit of jihad resolution and high commitment, futuristic thinking and thinking positively. With a transformational leadership style by applying MBM, Annizhomiyyah Islamic Junior High School can compete, gain achievements, raise the honor of school, so that it will contribute to the increasing number of students in each year, because that is the effect of the trust from parents or guardians of students on the quality of learning or education developed in Annizhomiyyah Islamic Junior High School.

## BIBLIOGRAPHY

- Afshari, M., Ghavifekr, S., Parhizkar, S., & Ayofu, W. (2017). Relationship between Transformational Leadership Behaviours of Lecturers And Students' Creativity. *MOJEM: Malaysian Online Journal Of Educational Management*, 1(2), 33-40.
- Anak Buda, A., & Ling, Y. (2017). The Relationship between Transformational Leadership and Organisational Commitment In Polytechnic Kuching Sarawak. *MOJEM: Malaysian Online Journal Of Educational Management*, 5(4), 35-46.
- Agha, W. A., Ragheb, M. A., & Shawky, A. Y. (2019). Transformational Leadership as a Critical Success Factor for Enterprise Resource Planning System Implementation. *Open Access Library Journal*, 6(02), 1-28.
- Ajefri, F. (2017). Efektifitas Kepemimpinan dalam Manajemen Berbasis Madrasa. *Al-Idarah: Jurnal Kependidikan Islam*, 7(2), 99-119.
- Aryee, S., Walumbwa, F. O., Zhou, Q., & Hartnell, C. A. (2012). Transformational leadership, innovative behavior, and task performance: Test of mediation and moderation processes. *Human Performance*, 25(1), 1-25.
- Ayiro, L. P. (2014). Transformational Leadership and School Outcomes in Kenya: Does Emotional Intelligence Matter?. In *FIRE: Forum for International Research in Education* (Vol. 1, No. 1, pp. 26-49). Lehigh University Library and Technology Services. 8A East Packer Avenue, Fairchild Martindale Library Room 514, Bethlehem, PA 18015.
- Aziz, A. Z. (2015). Manajemen berbasis sekolah: alternatif peningkatan mutu pendidikan Madrasa. *El Tarbawi*, 8(1), 69-92.
- Balwant, P. T. (2016). Transformational instructor-leadership in higher education teaching: a meta-analytic review and research agenda. *Journal of leadership studies*, 9(4), 20-42.
- Beverborg, A. O. G., Slegers, P. J., & van Veen, K. (2015). Fostering teacher learning in VET colleges: Do leadership and teamwork matter?. *Teaching and teacher education*, 48, 22-33.

- Brown, E. A., & Arendt, S. W. (2010). Perceptions of transformational leadership behaviors and subordinates' performance in hotels. *Journal of Human Resources in Hospitality & Tourism*, 10(1), 45-59.
- Chaudhry, A. Q., & Javed, H. (2012). Impact of transactional and laissez faire leadership style on motivation. *International Journal of Business and Social Science*, 3(7).
- Chawla, S., & Lenka, U. (2015). A study on learning organizations in Indian higher educational institutes. *Journal of Workplace Learning*, 27(2), 142-161.
- Ejere, E. I., & Ugochukwu, D. A. (2013). Impact of transactional and transformational leadership styles on organisational performance: Empirical evidence from Nigeria. *The Journal of Commerce*, 5(1), 30.
- Ferreira, J. A., Ryan, L., & Davis, J. (2015). Developing knowledge and leadership in pre-service teacher education systems. *Australian Journal of Environmental Education*, 31(2), 194-207.
- Gojali, I., & Umiarso. (2010). *Manajemen Mutu Sekolah di Era Otonomi Pendidikan*. Yogyakarta: Ircisod.
- Gurova, G., Piattoeva, N., & Takala, T. (2015). Quality of education and its evaluation: An analysis of the Russian academic discussion. *European Education*, 47(4), 346-364.
- Hadi, D. (2014). *Menyambut PP Guru Dosen dan Konsekwensinya*. Surabaya: Jawa Pos.
- Hatzipanagos, S., & Gregson, J. (2014). The role of open access and open educational resources: A distance learning perspective. *ICEL-2014 Hosted by The Federico Santa María Technical University Valparaiso Chile*, 265.
- Helmi, A. F., & Arisudana, I. (2015). Kepemimpinan transformasional, kepercayaan dan berbagi pengetahuan dalam organisasi. *Jurnal Psikologi*, 36(2), 95-105.
- Hidayat, A., & Machali, I. (2010). *pengelolaan Pendidikan, Konsep Prinsip dan Aplikasi dalam mengelola Sekolah*. Bandung: Pustaka Educa.
- Ibrohim, B. (2018). Manajemen Berbasis Sekolah: Strategi Alternatif dalam Persaingan Mutu. *Tarbiawi: Jurnal Keilmuan Manajemen Pendidikan*, 4(01), 57-72.
- Juhji, J. (2017). *Profesi Pendidik dan Tenaga Kependidikan*. LP2M IAIN Sultan Maulana Hasanuddin Banten
- Juhji, J. (2019). Analyzing Madrasa Ibtidaiyah Teacher Candidates Skill of Technological Pedagogical Content Knowledge on Natural Science Learning. *Al Ibtida: Jurnal Pendidikan Guru MI*, 6(1), 1-18.
- Juhji, J. (2020). Definisi, Perkembangan, Fungsi, dan Peran Humas Sekolah. *Manajemen Humas Sekolah*. Bandung: Widina Bhakti Persada.
- Keamy, R. (2016). Creative leadership? 'It's just the norm'. *School Leadership & Management*, 36(2), 151-168.
- Kurniadin, D., & Machali, I. (2012). *Manajemen Pendidikan: Konsep dan Prinsip Pengelolaan Pendidikan*. Yogyakarta: Ar-ruz Media.
- Luthans, F. (2011). *Organizational Behavior: An Evidence-Based Approach*. New York: McGraw-Hil.
- Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2017). Effect of transformational-leadership style and management control system on managerial performance. *Journal of Business Research*, 70, 202-213.
- Mittal, S., & Dhar, R. L. (2015). Transformational leadership and employee creativity. *Management Decision*.
- Moleong, L. J. (2013). *Metode Penelitian Kualitatif. Edisi Revisi*. Bandung: PT. Remaja Rosdakarya.
- Muhammadi, N., bin Hj Marzuki, S. C., & bin Mohd Hussin, M. Y. (2017). Kepemimpinan Transformasional Kepala Madrasah, Prestasi Guru dan Budaya Belajar dalam Meningkatkan Mutu Madrasah Tsanawiyah Negeri Jakarta Selatan Transformational Leadership Madrasah Principal, Teacher Achievement and Learning Culture in Improving Qualit. *Tarbiawi: Jurnal Keilmuan Manajemen Pendidikan*, 1(01), 49-61.
- Mukhibat, M. (2013). *Manajemen Berbasis Madrasa, Praktik dan Riset Pendidikan*. Yogyakarta: Pustaka Felicha.

- Mulyasa, M. (2014). *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implimentasi*. Bandung: PT. Remaja Rosdakarya.
- Nafis, A. S. (2011). *Manajemen Pendidikan Islam*. Yogyakarta: LaksBang PRESSindo.
- Noor, W., & Juhji, J. (2020). Integrasi Budaya Prestasi pada Fungsi Perencanaan Pembinaan Mutu Dosen. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(1), 1-12.
- Omar, I., Zulazmi, N., & Ladin, C. (2019). Effect of Lecturer's Transformational Leadership on Students' Employability: Malaysian Technical and Vocational Education & Training Institutions. *MOJEM: Malaysian Online Journal Of Educational Management*, 7(2), 72-91.
- Oreg, S., & Berson, Y. (2011). Leadership and Employees' reactions to Change: The Role of Leaders' personal Attributes and Transformational Leadership Style. *Personnel psychology*, 64(3), 627-659.
- Paarlberg, L. E., & Lavigna, B. (2010). Transformational leadership and public service motivation: Driving individual and organizational performance. *Public administration review*, 70(5), 710-718.
- Prabowo, T. S., Noermijati, N., & Irawanto, D. W. (2018). The Influence Of Transformational Leadership And Work Motivation on Employee Performance Mediated By Job Satisfaction. *Jurnal Aplikasi Manajemen*, 16(1), 171-178.
- Ramdhan, D. F., & Syafe'i, I. (2019). Strategic Management in Increasing Educational Participation for 12-year Compulsory Education. *Jurnal Pendidikan Islam*, 5(2), 227-238.
- Rosad, A. M. (2019). Implementasi Pendidikan Karakter Melalui Managemen Sekolah. *Tarbiawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(02), 173-190.
- Rouf, A. (2019). Kepemimpinan Kepala Madrasah dalam Meningkatkan Etos Kerja Guru Pada MTs Pondok Besar Roudlotul Mubtadiin Balekambang Nalumsari Jepara Jawa Tengah. *Tarbiawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(01), 97-114.
- Sadeghi, A., & Pihie, Z. A. L. (2013). The role of transformational leadership style in enhancing lecturers' job satisfaction. *International Journal of Business and Social Science*, 4(8), 264-271.
- Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it?. *Journal of Research in Innovative Teaching & Learning*, 10(1), 4-33.
- Seyal, A. H. (2015). Examining the Role of Transformational Leadership in Technology Adoption: Evidence from Bruneian Technical & Vocational Establishments (TVE). *Journal of Education and Practice*, 6(8), 32-43.
- Shokory, S. M., & Suradi, N. R. M. (2018). Transformational Leadership and its impact on extra-role performance of project team members: The mediating role of work engagement. *Academy of Strategic Management Journal*, 17(5), 1-6.
- Sofanudin, A., & Rokhman, F. (2016). Quality-Oriented Management of Educational Innovation at Madrasa Ibtidaiyah. *Journal of Education and Practice*, 7(27), 176-180.
- Sugiyono, S. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Afabeta.
- Supardi, S. (2014). *Kinerja Guru*. Rajawali Pers PT. RajaGrafindo Persada.
- Supardi, S. (2017a). Pengaruh Kepemimpinan Visioner Kepala Raudahtul Athfal dan Budaya Organisasi terhadap Disiplin Kerja Guru Raudahtul Athfal Kecamatan Ciledug Kota Tangerang. *QATHRUNA*, 1(01), 206-220.
- Supardi, S. (2017b). Peran Kepemimpinan dan Keterlibatan Group Decission Making dalam Perubahan Organisasi. *Tarbiawi: Jurnal Keilmuan Manajemen Pendidikan*, 1(01), 37-48.
- Supardi, S. (2017c). *Statistik Penelitian Pendidikan*. PT RajaGrafindo Persada.
- Suparlan, S. (2013). *Manajemen Berbasis Sekolah*. Jakarta: Bumi Aksara.
- Supendi, P., Hasanah, A., & Mahmud, M. (2018). Transformational Leadership in Pesantren on as Sa'idah, Al Matuq, and Sunanul Huda Boarding School. *Jurnal Pendidikan Islam*, 7(2), 303-316.
- Supermane, S., & Tahir, L. M. (2017). Knowledge management in enhancing the teaching and learning innovation. *International Journal of Academic Research in Business and Social Sciences*, 7(6), 721-727.

- Supermane, S., Tahir, L. M., & Aris, M. (2018). Transformational leadership in teacher education. *International Journal of Academic Research in Business and Social Sciences*, 8(3), 267-275.
- Thomas, T., Herring, M., Redmond, P., & Smaldino, S. (2013). Leading change and innovation in teacher preparation: A blueprint for developing TPACK ready teacher candidates. *TechTrends*, 57(5), 55-63.
- Umiarso, U. (2018). Kepemimpinan Transformasional Profetik dalam Mengembangkan Pesantren Di Kabupaten Jember. *AKADEMIKA: Jurnal Pemikiran Islam*, 23(1), 87-106.
- Winarti, E. (2018). School-Based Management: The challenges of its implementation in Indonesia. *Jurnal Orientasi Baru*, 20(1), 85-106.
- Yukl, G. (2010). *Leadership in Organizations*. New Jersey: Prentice Hall.