Management of Transformational Leadership in Improving the Quality of Student Learning at Islamic Boarding Schools

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ABSTRACT. This study aims to describe and analyze the planning and implementation of transformational leadership management in improving students' learning quality in Islamic boarding schools. This research method uses a qualitative approach to the type of case study research. Primary data sources; include Islamic boarding school leaders, and secondary data sources: include management books and research journals relevant to this research—data collection techniques using interviews, observation, and documentation studies. The study results show that the planning steps in the two pesantren are adjusted to the vision, mission, and objectives. Organizing by forming a learning quality assurance team from the leadership of the Islamic boarding school, carrying out monitoring and evaluation of the preparation of activity programs, including supervision of the Ministry of Religion of Cirebon City and the Regional Office of the Ministry of Religion of West Java Province, the leadership of the Islamic boarding school and the Regional Office of the Ministry of Religion of West Java Province for pesantren. This study concludes that management functions are manifested in planning, organizing, actuating, and controlling program development, monitoring and evaluation, and making accountability reports, transformational leadership of Islamic boarding schools with idealized influence, inspirational motivation, intellectual stimulation, and complete attention to subordinates (individualism considerations), and improving the quality of education in Islamic boarding schools with the realization of activities, student achievement, and access to postgraduate students.

Keywords: *Management, Transformational Leadership, Improving Quality*

INTRODUCTION

Islamic boarding schools are claimed as educational institutions capable of carrying out their role in guarding Islamic religious education. In it, the students are educated to be prepared to receive suitable spiritual lessons and to be ready to become agents of the sacred corner in the future in a society that will undoubtedly always experience dynamics (Fauziah, 2017). The function of pesantren as a social institution is more prominent than the function of education. The revival (revitalization) of society and the nation can take lessons from these times. Islamic boarding schools have operated to build individuals and communities (Herningrum et al., 2021). Ilyasin, M. & Nurhayati in Sadali (2020), Islamic boarding school educational institutions must be seen as a continuous industrial process improvement, which starts from a series of cycles from the existence of ideas to produce a high-quality output, development output, printing process, to distribution (use) to Islamic boarding school consumers. Then, based on the feedback collected from output

users (customers), creative ideas can be developed to create new outputs or improve old results along with the current printing process. For this reason, pesantren must transform themselves into an information society; pesantren can compete with other competitors in which the pesantren component has the potential to be curious and imaginative. With this potential, Islamic boarding schools can turn challenges into opportunities and master various problem-solving methods above reality.

The leadership shown by a leader dramatically influences the direction and policies of the leadership system. Guthrie in Bashori (2019a, 2019b), Islamic education leaders can control all elements in an institution; it will be easier to direct and manage organization members to achieve the goals because leaders are the locomotive and driving force for the main improvement of human and organizational life. Sagala's in Maesaroh et al. (2022) model of transformational leadership is a form of leadership that is currently one of the things that are needed. They are implementing the transformational leadership model in Islamic boarding schools with the ability of leaders to empower their communities to perform high through a persuasive, psychological, and educative touch, namely a humane approach from an organizational leader.

Andriani in Nusantara et al. (2022) the role and function of the school principal, the principal must have the right strategy to empower education personnel through collaboration or collaboration, provide opportunities for teachers to improve their profession, and encourage the involvement of all teachers and staff who support the program. In addition, according to Prihantoro in Noviandari et al. (2022), school principal management activities are the basis for optimal teacher performance improvement. The principal as a leader has the character of a leader who adapts to the school climate to move school equipment so that institutional goals can be achieved. In addition to the school principal's leadership, the school environment is also a factor that can affect team member productivity and effectiveness.

This transformational leader has implemented four dimensions: (1) ideal impact of transformational leadership; (2) inspiring motivation of transformational leadership; (3) intellectual stimulation of transformational leadership; and (4) contemplation of transformational leadership. As an agent of change, this leader must be strengthened by knowledge, experience, and ability. Improving the quality of educational institutions is a systematic stage that continuously improves the quality of teaching and learning as well as aspects related to these institutions with the aim that the goals of educational institutions are achieved smoothly and adequately (Zamroni., 2012; Juhji et al., 2022; Royhatudin et al., 2020).

Problems and obstacles faced by Islamic boarding schools in carrying out student activity programs, and still not being able to maximize the use of facilities and infrastructure, as well as learning problems at Islamic boarding schools will have an unfavorable impact on students to get achievements and have an effect on the quality of graduates who do not meet expectations, from Islamic boarding schools including the quality of learning of students. Improving the quality of educational institutions in Islamic boarding schools follows Government Regulation Number 19 of 2005 concerning National Education Standards, which was renewed by PP Number 32 of 2013, that eight National Education Standards, namely, 1) content standards, 2) process standards, 3) graduate competencies, 5) management standards, 6) facilities and infrastructure standards, 7) financing standards, 8) appraisal standards. This National Education Standard is a quality aspect (planning, implementing, organizing, and supervising) of Islamic boarding school activities (Peraturan Pemerintah No 32 Tahun 2013)

Islamic boarding schools, besides teaching science, also teach personality. Along with the development of science and technology, eventually, schools are increasingly varied. Hence, schools in Islamic boarding schools also vary, for example, having vocational schools and vocational training centers adapted to the times' needs. Islamic boarding schools are seen as marginal educational institutions; in fact, history has proven that Islamic boarding schools as educational

institutions have played many roles in advancing the life of the nation, apart from being scientific institutions, training institutions, community empowerment institutions, religious guidance institutions, they also play a role in the nodes of religious culture. In this case: (1) Skills education at Islamic boarding schools; (2) Salafiyah Islamic Boarding Schools Organizing 9 Year Basic Education; (3) Islamic Boarding Schools In Law no. 20 of 2003 concerning the national education system education pathway consisting of formal, non-formal and informal education (UU No. 20 of 2003, 2003) (4) Islamic Boarding Schools In PP 55 of 2007 concerning religious education and religious education (Pendidikan dan Keagamaan, 2007).

In the future, the model of the activity program system at Islamic boarding schools is currently running digitally so that Islamic boarding schools do not experience setbacks in education at Islamic boarding schools, and there will be an organization of well-structured activity programs so that they can maintain quality in improving the quality of learning and achievement of students. Students in boarding schools. According to Joseph Juran, as quoted by M. N. Nasution, quality is the accuracy of using goods in achieving consumer needs and satisfaction, and the specifications are adjusted to quality (Nasution., 2006). James Mac Gregor Burns first put forward transformational leadership. Explicitly, it is a style of leadership in which the leader and his subordinates try to achieve a higher level of morality and motivation. In addition, he continuously builds the awareness of his associates by calling for big ideals and high characters, such as glory, togetherness, and humanity, so that the parameters used to measure this leadership style are by looking at the level of trust, obedience, admiration, loyalty, and the respect of his followers. This parameter is used because followers of transformational leaders will be motivated to continue to do better things to achieve organizational goals (Rahmi, 2014). Transformational leaders usually have high ethics and moral standards (Danim, 2010). It will be more manageable by using the management function. Management, according to George. R. Terry consists of four management functions, namely planning, organizing, actuating, and controlling (Terry, George R. dan Rue, 2019).

The hope of planning activity programs at Islamic boarding schools is to implement a learning management model. The management model of transformational leadership in Islamic boarding schools is expected to maintain the quality of learning, achievement, and quality of graduate students. Islamic boarding schools must also be considered strategic in facing globalization as the era of society 5.0. Namely, leaders contribute a lot in managing and improving the learning quality of Santri to realize a religious education complex with conditions and environmental conditions that are conducive to preparing and developing all human resources so that they can achieve superior quality in the field of science and technology & IMTAQ in the style of Ahlussunnah Waljama'ah with international standards. Burns' in Jovanovic and Ciric (2016) understanding of transformational leadership has shown that this theory is fundamentally different from other leadership theories by its orientation towards a long-term vision, by its nature of focusing on the development of personal followers and thus the transformation of followers into moral leaders and agents.

Quality in the world of education has distinctive characteristics that imply services. Teachers, students, employees, and parents of students are internal users of educational services. At the same time, universities, industries, businesses, companies, the military, and the general public are external users of educational services to realize the teaching and learning process. Morgan in Agus Suprijono revealed that (Suprijono, 2009). According to Martinis and Maisah in Suryapermana et al. (2022), the learning process is one of the problems in education that need serious attention. The weak learning process that is carried out causes the low quality of learning. In general, knowledge has the essence of design as an effort to teach students. Therefore, in education, students interact with teachers and with all learning resources used to achieve the expected learning objectives. Principal transformational leadership attempts to find best practices that can be used as models for other principals to improve teacher performance in learning (Ansar et al., 2019)

This study aims to describe and analyze the planning and implementation of transformational leadership in improving the quality of learning. Overall, this research will enrich theoretical knowledge but also has practical value for management beyond the conventional linear relationship.

METHOD

This research uses a qualitative approach with the type of case study research where this research focuses intensively on one particular object as a case, according to the main elements that must be found in the study. The location of this research was carried out in two Islamic boarding schools. The first is at Al Ihya Islamic Boarding School, Cirebon City, with a total number of Second at Darul Ma'arif Majalengka Islamic Boarding School, with one leader, 15 *Kyai* councils of 3 administrators, nine aside, and 250 students. The primary data source in this study is one leader, two *Kyai* council administrators 9, aside 6, and students 80. While secondary data sources include; books, research journals, magazines, and websites related to research data. The data collection techniques use observation, interviews, and documentation. All data relating to the principal's leadership were collected into one and analyzed descriptively. As stated by Miles and Huberman, "qualitative analysis activities consist of three strands, namely data reduction, data presentation, and drawing conclusions or verification." Data analysis was carried out simultaneously during data collection until after data collection.
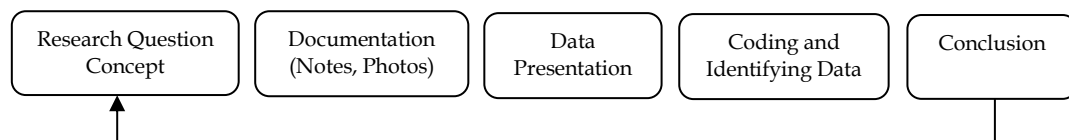
Figure 1: Case Study Research Analysis Process

RESULT AND DISCUSSION

Result

Based on research data through interviews, observations, and documentation studies at the Al Ihya Islamic boarding school, Cirebon City, and Darul Ma'arif Majalengka, they have carried out essential steps and stages in managing or managing institutions at Islamic boarding schools. Starting from planning, namely determining success targets for quality or quality graduate levels, organizing arrangements, namely determining the activities of the yellow book with a classical system adapted to the age or ability of students, and determining aside, in carrying out activities, according to plan so that programs can be realized and implemented, evaluations are carried out both daily evaluations, midterms, end of semesters and final exams to determine graduation, of course in the planning and implementation series not free from obstacles and constraints.

Al Ihya Islamic Boarding School in Cirebon City and Darul Ma'arif Majalengka Islamic Boarding School have planned according to Terry's theory in transformational leadership management to improve the quality of student learning in carrying out the process of compiling activity programs using strategic steps based on the quality improvement management principle. Al Ihya Islamic Boarding School, Cirebon City, and Darul Ma'arif Majalengka Islamic Boarding School have carried out the organization by forming a learning quality assurance team from the leadership of Al Ihya Islamic boarding school, Cirebon City and Darul Ma'arif Majalengka Islamic boarding school; this has been proven by the management of Al Ihya Islamic boarding school, Cirebon City. as well as the Darul Ma'arif Majalengka Islamic Boarding School carry out their duties and functions as solemn and devotion to the leadership of the Islamic boarding school together in an organization formed to achieve common goals.

Discussion

Planning for Transformational Leadership

As referring to George R. Terry's theory in Sukarna suggests planning, namely, selection, the relationship of facts, making and using assumptions about the future in visualization and formulation to propose activations that are believed to be necessary to achieve the desired results in the book Principles of Management (Terry, George R, & Rue, 2019; Sukarna, 2019). One of the planning for this transformational leadership management is formulating an activity program to be implemented by the National Education Standards as the development of education delivery in Islamic boarding schools (Purnomo, 2018); even though Islamic boarding schools are non-formal education; however, it still cannot be separated from the basic National Education standards, because they are an essential guide for education providers at Islamic boarding schools. It is by the National Standards as Education in Government Regulation 57 of 2021, which includes several standards, namely graduation competency standards, content standards, process standards, facilities, and infrastructure standards, education assessment standards, academic staff standards, management standards, and financing standards (Undang-Undang Republik Indonesia No. 2, 2003). The preparation of activity programs in the two Islamic boarding schools carries out activities according to the Islamic boarding school's vision, mission, and objectives. Of course, the establishment of the vision and mission of Islamic boarding schools is critical because they aim to (1) guide management on strategic issues, especially during significant changes in the conditions and activities of Islamic boarding schools, (2) determine performance standards for administrators, (3) help establish a program framework more systematic activity. Then evaluate by analyzing the cultural indicators of the quality of education in Islamic boarding schools, namely (1) discipline of students, (2) self-development aside, (3) learning process, (4) learning facilities and infrastructure, and planning and management of Islamic boarding schools.

Organizing Transformational Leadership

An organization is a group of people who work together to achieve a common goal (Hafid et al., 2018). The organizational structure of the Islamic boarding school has been made so that it is carried out according to its duties and functions as a form of solemnity and dedication to the leadership of the Islamic boarding school. Explicitly, the internal learning quality assurance team is issued by the leadership of the Islamic boarding school. The student learning quality assurance team consists of (1) the person in charge is the leader of the Islamic boarding school, (2) the chairman is the board of the Islamic boarding school, and (3) members are representatives of Asatidz and representatives of students. The students' learning quality assurance team is tasked with (1) socializing the mechanisms for compiling Islamic boarding schools' activity programs, (2) collecting data, information, and documentation, (3) filling out instruments by operators available online or semi-online as a result of determining each indicator, (4) discussing and evaluating each indicator based on data, information, and documentation, (5) the leadership of the Islamic boarding school approves the results of the activity program entries through the provided form, and (6) the delivery of the results of the activity program that the Islamic boarding school leadership has approved.

Its effectiveness has been shown by implementing the development of eight National Education Standards in improving the quality of students' learning in non-formal education at the Al Ihya Islamic boarding school in Cirebon City and the Darul Ma'arif Majalengka Islamic boarding school. Based on the results of the research above, the strategic steps used in forming the quality assurance team are the application of management theory as referred to by George R. Terry in Sukarna's theory that organizing is a determination, grouping, and arrangement of the various activities needed to achieve goals (Terry, 2019). Improving the quality of education will undoubtedly involve various factors involved in it.

The transformational leadership model is one way to support improving the quality of education in an increasingly advanced era. The mindset that is increasingly developing with the demands of the times requires leaders who are wise and prudent and able to provide active motivation in improving the performance of their members. Transformational leadership is one of the solutions to improve the quality of early childhood education to produce a superior generation in optimizing the golden age for the nation's generation of children (Nurmiyanti & Candra, 2019).

Implementation of Transformational Leadership

Al Ihya Islamic Boarding School, Cirebon City, and Darul Ma'arif Majalengka Islamic Boarding School have implemented, according to Terry, George R, and Rue (2019), theory of transformational leadership management in improving the quality of student learning at Al Ihya Islamic Boarding school, Cirebon City and Darul Ma'arif Majalengka Islamic boarding school. In implementing the activity program, it has been implemented in the activities of reciting the yellow book, outreach, simulation, training, and briefing the leadership of the Islamic boarding school; this implementation process refers to George R. Terry that the activity awakens and encourages all group members so that they will and try hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership.

In addition, according to Syamsul Qomar in Artanto (2022), transformational leadership will continue to make efforts to transform visionaries by fully involving subordinates in formulating visions and achieving these visions. Transformational leadership is the ability to inspire and motivate followers to achieve more significant results than planned. Transformational leaders empower followers to work hard toward the goals described by expressing a vision. The leader's vision motivates followers to work hard to reward themselves. It means that the administrators of Islamic boarding schools in improving the quality of learning of students have been well realized, especially the dialectical cadre program, namely *khutbah*, which runs smoothly every Friday, trains students to cultivate their interests and talents of students so that when graduates from Islamic boarding schools can take part in society in the context of spreading Islam. According to the agreement, the realization of infrastructure for improving students' learning quality comes from *infaq* students and guardians of students. Each of them gives sincerely without any help from the government, even though, according to provisions, an educational institution is said to be of quality and must meet the development of eight National Education Standards, including infrastructure standards. The achievement of goals depends not only on good planning and organization but also on implementation and supervision. Planning and organizing are only a solid foundation for a directed movement toward the intended goal. The movement must have planning to be effective because it is in planning that objectives, budgets, standards, work methods, procedures, and programs are determined.

Supervision of Transformational Leadership

Al Ihya Islamic Boarding School, Cirebon City, and Darul Ma'arif Majalengka Islamic Boarding School have carried out evaluation or supervision in transformational leadership management by making accountability reports, as contained in Terry's theory in transformational leadership management in improving the quality of learning of students namely, supervision has a role important in management, considering that this supervision has a function to test whether the implementation of work is orderly, orderly, directed or not by knowing the results of the accountability report on activity programs at Islamic boarding schools. Supervision can be formulated as a process of determining what must be achieved, namely standards, what is being carried out starting from implementation, assessing implementation, and if it is deemed necessary to make improvements so that implementation is according to plan, namely by standards.

Danim in Mudatsir (2021) explains that the school principal's transformational leadership can be interpreted as the style or form that the school principal applies in influencing his subordinates (parents of students, teachers, students, and administrative staff) to achieve the desired goals. Burns

in Afandi (2013), the most successful leader in making changes, have tried to apply transformative or transformational leadership. They are always successful in increasing the commitment of their followers to carry out institutional tasks so that they feel they have a moral obligation. In supervision, there are two stages; the first stage is reporting and accountability for preparing the program for the activities of the Board of Islamic Boarding School as the person in charge of the Islamic boarding school preparing the activity program only knows and receives reports from the management. The management explains the realization of the activity program. The second stage is monitoring and evaluating the preparation of the activity program, starting from supervision from the Ministry of Religion of Cirebon City and the Regional Office of the Ministry of Religion of West Java Province, the leadership of Islamic boarding schools and the Regional Office of the Ministry of Religion of West Java Province to the pesantren.

Transformational Leadership in Improving the Quality of Learning for Students

The quality of the implementation of Islamic boarding schools in both Islamic boarding schools has been increasing. The management of this Islamic boarding school governance is getting neater, orderly, and orderly. The chairman of the foundation as the leader as well as the manager of the Islamic boarding school, feels that the existence of regularity in the program of activities has an impact on the orderly realization of the implementation of the program of activities not at random but in an orderly manner with suitable mechanisms. Transformational leadership management also impacts learning and extracurricular activities, students' potential development activities, aside from professional development and the development of Islamic boarding school management, maintenance of facilities and infrastructure, and *Ta'aruf* activities for new students. All of these activities are getting better. Then the environmental conditions are very strategic, conducive, and comfortable; significantly, the number of students is increasing. Then, when examined from the quality of the Islamic boarding school activity program, students can participate in Islamic boarding school activities quite well. From the point of view of achievement and the noble character of the students, the recitation activities and the application of noble moral behavior have been going well. Routine habituation activities at Islamic boarding schools, such as congregational prayers, classical recitation, and general recitation, as well as activities that can develop the talents and interests of the students. Furthermore, regarding access to university graduates, most students continue their education to postgraduate studies. A few are looking for work due to limited family economic factors, so they want to be independent in their careers.

Obstacles in the implementation of transformational leadership in improving the quality of student learning, namely, learning activities are not yet conducive because the leadership of the Al Ihya Islamic boarding school in Cirebon City is busy outside, so sometimes they often have holidays related to the management still lacking human resources in carrying out their duties and functions, management conflicts occur so that it can hinder activities that have not been appropriately realized. Meanwhile, students still need to adapt to the environment at the Islamic boarding school, and some have organizational activities outside the Islamic boarding school, so sometimes, they do not participate in activities at the Islamic boarding school. The obstacles experienced by the leadership of the Darul Ma'arif Majalengka Islamic boarding school are insignificant because the management system has been managed by the board so that the activity program can be adequately realized. Moreover, the activities of the Darul Ma'arif Majalengka Islamic boarding school do not harm activities at school because the students' education is still under the auspices of the Darul Ma'arif Majalengka Islamic boarding school foundation.

Solutions offered in overcoming transformational leadership

Solutions and revitalization of improving the quality of student learning carried out by the Ministry of Religion and Islamic boarding school leaders through the steps of planning, implementing, organizing and supervising in preparing programs adapted to the development of eight National Education Standards: 1) content standards, related to curriculum development and

implementation; 2) process standards, having a learning process; 3) educational assessment standards, related to the assessment, analysis, and evaluation of student learning outcomes; 4) linkage management standards with all stakeholders in Islamic boarding schools; 5) educator and educational staff standards related to qualifications and competence of teaching staff; 6) graduation competency standards, related to achievement standards and student learning outcomes; 7) financing standards, related to the budget at Islamic boarding schools; and 8) standard of facilities and infrastructure, related to infrastructure contained in educational institutions at Islamic boarding schools.

Bass in Senny, Wijayaningsih and Kurniawan in Yufita and Sihotang (2020) describes the characteristics of a transformational leader as follows: (a) Creating a vision and strength of mission, (b) Instilling pride in subordinates, (c) Obtaining and giving respect, (d) Fostering trust among subordinates, (e) Communicating highest expectations, (f) Using symbols to emphasize high effort, (g) Expressing essential goals in a simple way (h) Growing and enhancing intelligence, rationality and careful problem-solving at subordinates, (i) Give personal attention, (j) Guide and serve each subordinate individually, (k) Train and provide suggestions, (l) Use dialogue and discussion to develop the potential and performance of subordinates. Based on the explanation of the eight National Education Standards in Islamic boarding schools as non-formal education, it is a benchmark in the implementation of education in Islamic boarding schools so that they can improve the quality of education so that it becomes the community's choice.

CONCLUSION

Transformational leadership management in improving students' learning quality at Islamic boarding schools has been implemented at Al Ihya Islamic Boarding Schools in Cirebon and Darul Ma'arif Majalengka. The indicators are management functions have been realized starting from planning, organizing, actuating, and controlling in program preparation, conducting monitoring and evaluation, and preparing accountability reports; criteria for transformational leadership dimensions fulfilled in Islamic boarding schools, namely, idealized influence, inspirational motivation, intellectual stimulation, and complete attention to subordinates (individualism consideration); and there is an increase in the quality of education in Islamic boarding schools. Islamic boarding schools, namely in the quality of implementing Islamic boarding schools, the realization of activities, student achievements, and access to student graduates.

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