IMPLEMENTATION OF TRANSFORMATIONAL LEADERSHIP MODEL IN ISLAMIC EDUCATION

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Abstract

Islamic education is one of the main pillars in the development of individual character and knowledge based on religious values, especially in this case the application of the transformational leadership model in Islamic education. The purpose of this study is to determine how the implementation of the transformational leadership model in Islamic education at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation. The method used in this study uses a descriptive qualitative research method, with informants as the heads of the Foundation and the administrators of the education sector. The results of this study indicate that the implementation of the transformational leadership model at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation involves establishing an inspiring vision, open communication, and empowering staff. The head of the foundation and the education administrators are active in disseminating the vision, encouraging constructive dialogue, and providing support and training to improve staff skills. The impact of this practice is very positive: the motivation of teaching staff increases, which leads to better performance, while students experience increased enthusiasm for learning and academic achievement. The evaluation shows that this strategy is effective, although there are obstacles such as limited resources that are being addressed by adjusting the strategy and increasing support.

Keywords: Implementation; Transformational Leadership; Islamic Education.

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INTRODUCTION

Islamic education is one of the main pillars in the development of individual character and knowledge based on religious values. Along with the development of the times and the complexity of the challenges faced, Islamic education faces the need to adapt and implement innovative approaches in managerial and pedagogical. One of the interesting and relevant approaches to be applied in the context of Islamic education is the transformational leadership model.(Artanto, 2022). This model, proposed by Bernard M. Bass and James MacGregor Burns, emphasizes the ability of leaders to inspire and motivate their followers to reach their full potential and transcend personal interests to higher common goals. In the context of Islamic education, the implementation of transformational leadership can play a key role in strengthening the effectiveness of educational management, improving the quality of teaching, and encouraging the development of students' character and spirituality.(Jauhari & Maunah, 2022).

This study focuses on the application of the transformational leadership model at the Miftahul Ulum Islamic Boarding School Foundation located in Bengkak, Wongsorejo, Banyuwangi. Miftahul Ulum Islamic Boarding School, as one of the Islamic educational institutions with a good reputation in its community, offers an interesting context for this case study. The foundation is known for its commitment to holistic religious education and is oriented towards the formation of strong character and concern for the spiritual and intellectual development of students. However, the challenges in leading an educational institution that integrates religious values with the needs of modern education require an innovative and adaptive leadership approach.

The transformational leadership model offers a relevant framework for addressing these challenges. Transformational leadership, which focuses on the leader as an agent of change, inspires and encourages followers to strive harder and think more creatively.(Rafiuddin, 2018). In the context of Islamic education, transformational leaders not only function as managers and administrators, but also as motivators and facilitators in creating a productive and inspiring learning environment. They are expected to be able to build a clear vision for the future of educational institutions, motivate teaching staff and students, and encourage innovation in educational

practices.(Sastradiharja et al., 2023).

Based on this, this is in accordance with the Al-Qur'an as those who strive for jihad in the right path as Allah SWT says in the Al-Qur'an surah Al-Ankabut verse 69 which reads:

وَالَّذِيْنَ جَاهَدُوْا فِيْنَا لَنَهْدِيَنَّهُمْ سُبُلَنَّا ۖ وَاِنَّ اللهَ لَمَعَ الْمُحْسِنِيْنَ ﴾

Meaning: "Those who strive earnestly to (seek Our approval) We will truly show them Our ways. Indeed, Allah is truly with those who do good(Ministry of Religion of the Republic of Indonesia, 2019).*"*

The above verse emphasizes the importance of effort and struggle to achieve change and goodness. In the context of transformational leadership, leaders who focus on positive change and are dedicated to achieving a common goal can be considered true agents of change. This verse also shows that God will guide and support those who strive in His path, reflecting divine support for the leader's efforts to implement change and improvement.

Apart from that, this is also in line with research conducted by(Fadilah & Hamami, 2021). The results of his research show that transformational leadership contains basic values that are in line with the spirit of Islamic educational leadership. Transformational leadership has an important role and high urgency to encourage Islamic education to be able to adapt quickly in facing challenges and changes and continuous improvement to achieve quality Islamic education results. Similar research conducted by(Wahyuni & Maunah, 2021)which from the results of his research shows the application of transformational leadership in Islamic education at MI Al-Kautsar Duri Sawoo Ponorogo. It is done by providing an idealistic influence to all school residents, providing inspiration, and intellectual stimulation, providing individual consideration, and emphasizing the direction the principal wants to go through a clear vision and mission statement. The use of effective communication, providing intellectual stimulation, and personal attention to individual problems, and members of the organization at school, and forming a commitment to achieving organizational goals together. And convincing all school residents that the memorization learning method is the most appropriate method to achieve the school's vision. Not only that, other research conducted by (Maesaroh et al., 2022)from the results of his research showed that

transformational leadership is based on several principles, namely: The basic principles of transformational leadership at the Khozinatul Ulum Blora Islamic Boarding School are: First, simplification is clearly shown in the vision of the Khozinatul 'Ulum Blora Islamic Boarding School. Second, motivation, namely the kiai in motivating the ustadz and students according to their respective responsibilities. Third, facilities, namely providing facilities both physical and academic to students and teachers. Fourth, innovation, namely being brave and responsible and open to new things as evidenced by changes in the curriculum and cooperation with various parties on the instructions of the kiai. Fifth, mobility, namely by systematically dividing work according to the responsibilities of each component. Sixth, determination is proven by evaluation as a form of monitoring and improving activities at the Khozinatul 'Ulum Blora Islamic Boarding School.

The application of transformational leadership in Islamic education, especially in Miftahul Ulum Islamic Boarding School, involves several important dimensions. First, is an understanding of the vision and mission of the educational institution and how leaders can articulate and convey this vision effectively to all members of the Islamic boarding school community. A strong and inspiring vision will be the main driver in achieving common goals and overcoming various challenges. Second, transformational leaders are expected to be able to build strong relationships with teaching staff and students. This relationship is characterized by mutual trust, support, and respect. Leaders who are able to establish good relationships will find it easier to motivate and move all members of the educational institution toward achieving the goals that have been set.(Syarifah, 2019).

Third, transformational leadership also involves the development and implementation of strategies to improve the quality of education. In this case, leaders need to encourage innovation in teaching methods, curriculum, and evaluation. In other words, leaders must be able to create and support an environment that is conducive to effective and relevant learning. Implementing these strategies requires mature analytical and planning skills, as well as the ability to adapt to emerging changes and challenges.(Rofik, 2019).

Fourth, another important aspect of transformational leadership is the ability to manage change. In the context of Miftahul Ulum Islamic Boarding School, this change can include adaptation to technological developments, changes in educational policies, or even changes in the needs and expectations of students and the community. Effective leaders must be able to manage this change well, ensure that the changes implemented are in line with the vision and mission of the institution, and be able to overcome resistance and challenges that may arise during the change process (Roni Harsoyo, 2022).

This study aims to explore how the application of transformational leadership models can affect various aspects of the management and operations of Miftahul Ulum Islamic Boarding School. The main focus of this study is to identify transformational leadership practices that have been implemented in the institution, assess their impact on the motivation and performance of teaching staff and students, and evaluate the effectiveness of the strategies implemented.

By understanding the application and impact of transformational leadership in the context of Miftahul Ulum Islamic Boarding School, it is hoped that this study can provide an important contribution to the development of leadership theory and practice in Islamic education. In addition, the results of this study can also provide practical guidance for Islamic education leaders in other institutions facing similar challenges. The implementation of the transformational leadership model not only has the potential to improve the quality of education, but also contributes to the achievement of more holistic and comprehensive Islamic education goals, namely the formation of intelligent individuals, noble morals, and the ability to face various life challenges with confidence and integrity.

RESEARCH METHOD

In this study, the method used is a descriptive qualitative research method. According to Bogdan and Taylor, as quoted by(Moleong, 2017), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. This research was conducted at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation.

In this study, the data sources used are primary data sources and secondary data sources. The primary data source in this study is the results of interviews with predetermined informants related to the implementation of the Transformational Leadership Model in Islamic Education at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation. While secondary data is obtained from books, daily magazines, newspapers, journals and previous studies that are relevant to the Implementation of the Transformational Leadership Model.

Data Collection Techniques used in this study, the researcher conducted several techniques, namely observation, where the observation was carried out at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation, then interviews, where interviews were conducted with informants at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation, namely the Caretaker/Chairman of the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation KH. M. Hayatul Ikhsan, M.Pd.I, and the administrator of the education sector, namely the Head of the Education and Training Division Hariyanto, S.Pd.I. Furthermore, the last documentation where in the implementation of this documentation technique the researcher investigates written objects such as books, magazines, documents, diaries and so on.

Table 1. Interview Results

No	Sub Topics	Question	Answer	
			Mr KH. M. Hayatul Ikhsan, M.Pd.I	Mr. Head of Education and Training Division Hariyanto, S.Pd.I
1	Transformational Leadership Practices	How have transformational leadership practices been implemented in this institution?	Transformational leadership practices at this institution involve a vision and mission-based approach, where we actively inspire and motivate staff and students to achieve common goals. We also practice open communication, empower	These practices include developing a shared vision and mission, actively engaging in decision-making, and providing training and

			staff to make decisions, and provide appropriate support and rewards.	professional development for faculty. We also focus on constructive feedback and ongoing coaching to improve the quality of teaching.
2	The Impact of Transformational Leadership	How does it impact the motivation and performance of teaching staff and students?	The impact of implementing transformational leadership is very positive. Teaching staff motivation increases because they feel more involved and valued. Staff performance also improves because they have the freedom and support to innovate in teaching methods. Students feel the impact through a more positive and inspiring learning environment, which increases their enthusiasm for learning.	The motivation and performance of teaching staff are greatly positively affected. Staff feel more motivated to give their best and are committed to the vision of the institution. Students also show increased enthusiasm for learning and academic achievement because they feel encouraged and supported.
3	Effectiveness of Transformational Leadership	How effective is the implemented strategy?	The strategies we have implemented have been quite effective. We have seen improvements in the quality of teaching and student satisfaction. However, we also continue to evaluate and adjust to ensure that these strategies remain relevant and effective in facing the challenges that exist.	The effectiveness of our strategy is evident from the results of periodic evaluations, where there is a significant improvement in teaching performance and student learning outcomes. However, we are

				also aware of the need for continuous adjustment and development of strategies to address various changes and needs.

The data analysis technique used in this study, the researcher carried out three activity flows, namely first data reduction, Reduction is carried out since data collection, starting with making summaries, coding, tracing themes, writing memos, and so on, with the intention of setting aside irrelevant data or information, then the data is verified; Second, Data Presentation, Qualitative data presentation is presented in the form of narrative text, with the aim of being designed to combine information that is arranged in a cohesive and easy-to-understand form; Third, drawing conclusions, carried out after the previous steps have been carried out, then in this step the researcher must draw conclusions and verify, both in terms of meaning and the truth of the conclusions that have been agreed upon by the place where this research was carried out.

RESULTS AND DISCUSSION

From the results of the descriptions that have been described, the results of this study, where the implementation of the transformational leadership model at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation involves setting an inspiring vision, open communication, and empowering staff. The head of the foundation and education administrators are active in disseminating the vision, encouraging constructive dialogue, and providing support and training to improve staff skills. The impact of this practice is very positive: the motivation of teaching staff increases, which leads to better performance, while students experience increased enthusiasm for learning and academic achievement. The evaluation shows that this strategy is effective, although there are obstacles such as limited resources that are being addressed by adjusting the strategy and increasing support.

Implementation of Transformational Leadership Model in Islamic Education (Case Study at Miftahul Ulum Islamic Boarding School Foundation, Bengkak Wongsorejo, Banyuwangi)

Transformational Leadership Practices Implemented

Based on interviews with Mr. KH. M. Hayatul Ikhsan, M.Pd.I. and Mr. Head of Education and Training Division Hariyanto, S.Pd.I., the implementation of the transformational leadership model at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation involves several key practices, namely: First, Inspiration and Shared Vision, where the head of the foundation and education administrators are actively involved in creating and disseminating the vision and mission of the institution. They strive to inspire teaching staff and students by setting clear common goals and building enthusiasm to achieve those goals. This includes an emphasis on the values of holistic and integrative Islamic education. As stated by Mr. KH. M. Hayatul Ikhsan, M.Pd.I as the head of the Foundation in the results of an interview conducted by the researcher with him, where he said that:

> *"The practice of transformational leadership at this institution involves a vision and mission-based approach, where we actively inspire and motivate staff and students to achieve shared goals."*

This is also supported by Mr. Head of Education and Training Division Hariyanto, S.Pd. I, as the administrator of the education sector from the results of interviews conducted by researchers with him, he said that:

> "These practices include developing a shared vision and mission, active involvement in decision-making, and providing training and professional development for teaching staff."

So based on the interview results above, it can be understood that transformational leadership at the Miftahul Ulum Bengkak Wongsorejo Islamic Boarding School Foundation prioritizes the establishment of a clear and inspiring vision and mission. The head of the foundation and education administrators are actively involved in the process of compiling and conveying this vision to all elements of the institution. Through various forums and activities, they ensure that the vision is not only

known, but also understood and deeply accepted by the teaching staff and students. In this way, all parties feel connected to a greater goal and are eager to achieve it.

Second, Open Communication. This second part, where the practice of open communication becomes one of the main pillars of transformational leadership in this institution. The head of the foundation and the management provide space for staff to express their opinions and ideas. This creates a collaborative and supportive work environment. As expressed by Mr. KH. M. Hayatul Ikhsan, M.Pd.I as the head of the Foundation in the results of an interview conducted by the researcher to him, where he said that:

> "In implementing Transformational Leadership practices, we also apply open communication"

This is also supported by Mr. Head of Education and Training Division Haryanto, S.Pd. I, as the administrator of the education sector from the results of interviews conducted by researchers with him, he said that:

> "We also focus on constructive feedback"

Based on the results of interviews conducted by researchers, it can be concluded that open and transparent communication is an important aspect in the practice of transformational leadership in this institution. The head of the foundation and education administrators encourage constructive dialogue with teaching staff, giving them the opportunity to convey ideas and feedback. This approach creates a collaborative and inclusive work environment, where each individual feels valued and has an important role in the decision-making process. Through effective communication, it is hoped that positive synergy will be created between leaders and staff in achieving the goals of the institution.

Third, Empowerment and Support. This section provides an understanding that teaching staff are empowered to make decisions related to the teaching and learning process. The head of the foundation and administrators provide support in the form of training and professional development to help staff improve their competence. In addition, awards and recognition for achievements are also applied to motivate staff. As expressed by Mr. KH. M. Hayatul Ikhsan, M.Pd.I as the head of the Foundation in the

results of an interview conducted by the researcher to him, where he said that:

> "In my Transformational Leadership practice, I also empower staff to make decisions, and provide appropriate support and rewards."

Based on the results of the interviews conducted by the researchers above, it can be understood that this leadership model also emphasizes the empowerment of teaching staff to make decisions and innovate in teaching methods. The head of the foundation provides space for staff to develop creative ideas and implement changes that can improve the quality of learning.

While the fourth, namely the existence of coaching and evaluation. Periodic coaching is carried out to help staff in developing their skills. Evaluation is also carried out to assess the effectiveness of the strategy and to make adjustments if necessary. This is as expressed by Mr. Head of Education and Training Division Haryanto, S.Pd. I, as the administrator of the education sector from the results of interviews conducted by researchers to him, he said that:

> "We also carry out ongoing coaching to improve the quality of teaching."

Based on the results of interviews conducted by researchers, it can be understood that In addition, support in the form of training and professional development is provided periodically to improve staff skills. This empowerment aims to motivate staff and increase their commitment to the education process, as well as to strengthen their ability to face challenges in the field.

Impact on Motivation and Performance of Teaching Staff and Students

Based on interviews with Mr. KH. M. Hayatul Ikhsan, M.Pd.I and Mr. Head of Education and Training Division Hariyanto, S.Pd.I, the implementation of the transformational leadership model at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation has provided significant positive impacts, namely as follows: First, the motivation and performance of teaching staff. Teaching staff experienced a high increase in motivation because they felt more involved and appreciated in the decision-making process. They felt they had the freedom to innovate and contribute to the development of the curriculum and teaching methods.(Harsoyo & Alim, 2022). This has an impact on increasing their commitment

to the vision of the institution. Increased motivation has a direct impact on teaching performance. Teaching staff show greater dedication in carrying out their duties and strive to improve the quality of teaching provided to students. As expressed by Mr. KH. M. Hayatul Ikhsan, M.Pd.I as the head of the Foundation in the results of an interview conducted by the researcher to him, where he said that:

> "The impact of implementing transformational leadership has been very positive. Teaching staff motivation has increased because they feel more involved and valued. Staff performance has also increased because they have the freedom and support to innovate in teaching methods."

This is also supported by Mr. Head of Education and Training Division Haryanto, S.Pd. I, as the administrator of the education sector from the results of interviews conducted by researchers with him, he said that:

> "The motivation and performance of teaching staff has been very positively affected. Staff feel more motivated to give their best and are committed to the vision of the Institution."

Based on the results of interviews conducted by researchers, it can be concluded that the implementation of the transformational leadership model at the Miftahul Ulum Islamic Boarding School Foundation has had a significant impact on the motivation of teaching staff. By feeling involved in the decision-making process and appreciated for their contributions, teaching staff show higher levels of motivation. They feel that their work has great meaning and impact, thus increasing their enthusiasm to give their best in their duties. This high motivation encourages them to be more committed and innovative in teaching methods and increasing staff motivation has a direct impact on their performance in the classroom. With support and empowerment, teaching staff become more proactive in designing and implementing effective learning methods. They are better prepared to overcome challenges in the teaching process and are more focused on improving the quality of learning. This better performance is reflected in positive feedback from students as well as in the results of teaching evaluations that show an increase in the quality of education.

Next, Second, there is motivation and academic achievement of students. Students feel the impact of a positive and inspiring learning environment. A supportive and communicative environment increases students' enthusiasm for learning. They feel more motivated to actively participate in learning activities and achieve their academic goals. Increased motivation and enthusiasm for learning students contribute to increased academic achievement.(Khalifatus Sa'adah et al., 2023). Students showed significant progress in their learning outcomes, reflecting the effectiveness of the leadership model implemented.

As expressed by Mr. KH. M. Hayatul Ikhsan, M.Pd.I as the head of the Foundation the results of an interview conducted by the researcher with him, where he said that:

> "Students feel the impact through a more positive and inspiring learning environment, which increases their enthusiasm for learning."

This is also supported by Mr. Head of Education and Training Division Haryanto, S.Pd. I, as the administrator of the education sector from the results of interviews conducted by researchers with him, he said that:

> "Students also show increased enthusiasm for learning and academic achievement because they feel encouraged and supported."

Based on the results of interviews conducted by researchers, it can be understood that students feel the impact of a positive and inspiring learning environment. With a supportive atmosphere and motivation from the teaching staff, students become more motivated to be active in the learning process. They feel more encouraged to achieve their academic goals and participate in learning activities with more enthusiasm. This increase in motivation not only increases the spirit of learning but also contributes to better academic achievement, which is reflected in students' exam results and academic achievements.

Effectiveness of Implemented Strategies

In order to be more effective, it is carried out in the form of appropriate strategies. The effectiveness of the strategies implemented are First, evaluation and adjustment,

where the effectiveness of the strategy implemented in this institution can be seen from the results of periodic evaluations that show an increase in the quality of teaching and student achievement. The head of the foundation and education administrators actively make adjustments to the strategy to ensure its relevance and effectiveness in facing changes and challenges.

As expressed by Mr. KH. M. Hayatul Ikhsan, M.Pd.I as the head of the Foundation the results of an interview conducted by the researcher with him, where he said that:

"The strategy we implemented regarding Transformational Leadership has been quite effective."

This is also supported by Mr. Head of Education and Training Division Haryanto, S.Pd. I, as the administrator of the education sector from the results of interviews conducted by researchers with him, he said that:

"The effectiveness of our strategy is seen from the results of periodic evaluations, where there is a significant improvement in teaching performance and student learning outcomes."

Based on the results of interviews conducted by researchers, it can be concluded that the effectiveness of transformational leadership strategies in this institution is measured through periodic evaluations conducted by the head of the foundation and education administrators. The evaluation results show an increase in the quality of teaching and student satisfaction. However, they also realize that strategies that were effective in the past may need to be adjusted to face changing needs and new challenges. Therefore, the process of evaluating and adjusting strategies is carried out continuously to ensure that the approach applied remains relevant and effective. Second. The results of the increase, where the transformational leadership strategy shows positive results, both in terms of staff performance and student learning outcomes. However, there is an awareness of the need for continuous adjustment of strategies to adjust to the dynamics of education and the needs of the Institution(Laili & Maunah, 2022).

As expressed by Mr. KH. M. Hayatul Ikhsan, M.Pd.I as the head of the Foundation in the results of an interview conducted by the researcher to him, where he

said that:

> "We have seen improvements in the quality of teaching and student satisfaction."

This is also supported by Mr. Head of Education and Training Division Haryanto, S.Pd. I, as the administrator of the education sector from the results of interviews conducted by researchers with him, he said that:

> "yes where there is a significant improvement in teaching performance and student learning outcomes."

Based on the results of interviews conducted by researchers, it can be understood that the implementation of transformational leadership strategies has shown positive results in various aspects. The quality of teaching has increased, and students' academic achievement has shown significant progress. These results indicate that the strategies implemented have been successful in improving the performance of teaching staff and student motivation. However, the institution continues to monitor these results to ensure that these achievements can be maintained and further improved.

Third, obstacles and solutions. This section shows where the head of the foundation and the management also identified several obstacles in implementing the strategy, such as the need for more resources and training. They continue to seek solutions to overcome these obstacles and ensure that the strategies implemented remain effective.

As expressed by Mr. KH. M. Hayatul Ikhsan, M.Pd.I as the head of the Foundation in the results of an interview conducted by the researcher to him, where he said that:

> "We also continue to evaluate and adjust to ensure that this strategy remains relevant and effective in facing existing challenges."

This is also supported by Mr. Head of Education and Training Division Haryanto, S.Pd. I, as the administrator of the education sector from the results of interviews conducted by researchers with him, he said that:

"We also recognize the need for continuous adjustment and development of strategies to address various changes and needs."

Based on the results of interviews conducted by researchers, it can be understood that during the implementation of the strategy, several obstacles were also identified, such as limited resources and the need for further training for staff. The head of the foundation and education administrators are actively seeking solutions to overcome these obstacles, including allocating additional resources and expanding training programs. These efforts aim to ensure that the strategies implemented are not only effective but also sustainable in the long term.

CONCLUSION

The conclusion of this study on "Implementation of Transformational Leadership Model in Islamic Education" at the Miftahul Ulum Bengkak Wongsorejo Banyuwangi Islamic Boarding School Foundation is as follows: The transformational leadership model in this institution is implemented through the establishment of an inspiring vision, open communication, and staff empowerment. This practice has been proven to increase the motivation and performance of teaching staff as well as the enthusiasm for learning and academic achievement of students. The evaluation shows that this strategy is effective in improving the quality of education, although there are challenges such as limited resources that are being addressed through strategy adjustments and increased support.

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