Abstract

Transformational leadership is one of the models for the initial change that can encourage Madrasah Aliyah to excel, both at the national and international levels. This study is a qualitative study with an interactive analysis model on transformational leadership strategies at the international Madrasah Aliyah Amanatul Ummah Mojokerto and the Serpong Insan Cendekia State Madrasah Aliyah. This study concluded that the first strategy to increase the influence of the idealism of the madrasah principal towards an international pesantren-based Madrasah Aliyah is the strong commitment between the principal and teachers, employees, students, as well as parents, beginning with planning (RKM) using school review, quality assurance, benchmarking, and quality control accompanied by exemplary values, an effort to maintain mutual trust as well as the sincerity of all stakeholders. Then, the second strategy is to foster inspirational motivation for the principals of international pesantren-based Madrasah Aliyah which is reflected in the ability of madrasah principals who can motivate and inspire their subordinates to improve the quality of education together. For example, the achievement of madrasah principals, teachers and students winning the international olympiad between 2010-2020 is supported by the principle of Islamic boarding school that is 'The Islamic Role Model is The First Key to Build Great Leaders'. Furthermore, The third strategy is to strengthen the intellectual stimulus of Madrasah Aliyah's principal with superior international
standards based on Islamic boarding school values, which is reflected in several positive changes made and achieved by the madrasah's principal, both the quality of the input, process, and output, such as student achievements in national and international levels such as scholarships to the Middle East, Europe, Japan, and Australia. Finally, the last strategy is to transform the madrasah principal’s individualized consideration towards superior international pesantren-based Madrasah Aliyah which is reflected in the ability of madrasah principals in managing human resources appropriately, including managing the right competencies for human resources through the competency development programs for teachers and employees continuously; and improving abilities through training supported by the principles of responsibility and exemplary, which are the characteristics of pesantren.

Keywords

Transformational Leadership, Superior Madrasah, Strategy, Pesantren Values.

Introduction

In an organization, the leader is one of the most important elements. Leaders exist as a result of heterogeneous characteristics of human beings, which then need to be united or harmonized to avoid conflict. A leader functions to lead and resolve the conflict (Rene and Ahmed 2019). In education, in line with the reformations made, leadership is considered crucial to be formulated.

A good leader can build values and norms in the organization as a reference for the movement of all members in achieving organizational goals. In every organization, leaders are bridges for the members to carry out their duties properly; leaders are facilitators who bring each of the goals and desires of the members closer to the organization's ability to accommodate and realize these desires. A good leader is responsible for every action he makes for his decisions and can place people according to their capacity so that they are responsible for their work. (El-Widdah 2015).

A leader must have 5 competencies stated in the Minister of Education Regulation No. 13 of 2007 concerning the Standards of Principal and Madrasah: (a) Personality Competencies (b) Managerial Competencies (c) Entrepreneurial Competencies (d) Supervision Competencies (e) Social Competencies (Rahmat 2012).

Leadership cannot be separated from followership, because leadership is the driver of the organization. Leadership is an interesting topic because leadership is a very decisive factor for the success of an organization(Stringer, P.; Hourani 2018). Although many
other factors influencing the success of an organization, leadership plays an essential role in the operation of the system or sub-system in the organization.

According to educational management experts, leadership is a process of influencing, directing and coordinating all organizational activities to achieve organizational goals (Seotopo, 2012). The key element is the individual ability in influencing other people to achieve either personal goals or other people's goals that may be in line with the organizational goals. Thus, one's effort in playing the role of a leader becomes important (Dharma 2012).

Operationally, leadership functions as the actions done by a leader to drive his subordinates to do something that results in the success of work programs formulated previously. In this context, the leadership capacity of the leader, both as a leader and manager, determines the success or failure of the organization's human resource empowerment program. The function of a leader emphasizes human interactions to influence the people being led, discover something new, make changes and reforms. As a manager, a person tries to pay attention to procedures and results, formalities, and the process of achieving goals through the efforts of members (Mutohar 2016).

Madrasah principal’s leadership refers to madrasah principals’ ability to influence people through individual and group interactions as a form of cooperation within the organization to achieve the goals effectively and efficiently. Superior leadership at educational institutions, on the other hand, is not a simple task, nor is it quick or taken for granted. This was shown by several cases in 2016-2018 which were at least 43 schools in Central Java and East Java forced to merge. Also, at least 75% of schools/madrasahs in Indonesia were still accredited B and C (Fajar Nuryanto, Republika, 10 Desember 2019). This indicates that the quality of schools in Indonesia is still poor. This consistent with Tony Kippenberger that this condition cannot be separated from weak institutional leadership in educational practices. Therefore, leadership training for school principals, teachers, and staff. Furthermore, the implementation must be carried out in a communicative, open, and transparent way. Finally, this can help to improve the quality of leadership in schools as well as school performance (Tony Kippenberger 2018).

The success or failure of an educational organization highly depends on its leader. Likewise, Madrasah Aliyah Amanatul Ummah Mojokerto and Madrasah Aliyah Negeri Insan Cendikia Serpong as the Islamic educational institutions managed by the Ministry of Religious Education are required to have good quality-based management according to the agreed vision and mission through the leadership model of the madrasah principal.
Madrasahahiyah is an Islamic educational institution that has a vision, mission, strategy, quality teaching, and learning through interaction among students, teachers, parents, environment, and related officials aiming at producing reliable outputs (Syukur 2012). Therefore, Madrasahs can be said to be of high quality if they have goals, missions and targets from the beginning of the recruitment of teachers, educators and students. They should pay attention and make concrete quality improvements in teaching and learning activities continuously.

The existence and progress of madrasahs are highly dependent on the principal of madrasah; hence, the principal of madrasah must be dynamic, creative, and strong-willed. This is the figure of a transformational leader expected by all parties (Asmani 2015). In that perspective, there are several intriguing elements of writing about Madrasah principals' leadership strategies in attaining superior international-standard madrasahs, namely: first, the transformational leadership strategy of madrasah principals. This is proven by several factors, including the achievement of madrasah principals and exemplary teachers, international standard madrasah status with the integration of Cambridge University and Al-Azhar University curricula, and nearly every year 30 percent of alumni receive scholarships to study abroad, both in the West and the Middle East. Second, the public interest in using education services at Madrasah Aliyah Amanatul Ummah and Madrasah Aliyah Negeri Insan Cendekia increases by 30-65 percent each year, indicating that the madrasah's performance is superior. Third, International Madrasah Aliyah, both Madrasah Amanatul Ummah and madrasah human scholars, use an international curriculum developed with an approach to Islamic boarding school values, such as trust, sincerity, trustworthiness, exemplary, tabligh, and so on, in order to produce strong prospective Muslim scholars, not only in the scientific aspect. But there is also universal Islam. This certainly cannot be separated from the superior leadership performance of the madrasah principal. Thus, it is interesting to describe it as a descriptive analysis paper on a superior madrasah leadership model at national and international levels.

Method

This study uses a qualitative approach that produces descriptive data in the form of written or spoken words from people and observable behavior (Margono 2012). Through qualitative research, researchers can identify subjects and feel their experiences in everyday life. Qualitative research is aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and human thoughts individually or in groups. In this study, the qualitative approach is to examine the transformational
leadership model in improving the quality of Madrasah Aliyah in Indonesia. The subjects, Madrasah Aliyah Amanatul Ummah Mojokerto and MAN Insan Cendikia, were able to into international superior Madrasah Aliyah. This study is a case study, which is a comprehensive description and explanation of various aspects of an individual, group, organization, program, or social situation (Mulyana 2009). Furthermore, this study isa multisite case study since the twomadrassahs chosen have a transformational leadership model that always provides direction and motivation to subordinates, as well as encourages the development of creative ideas.

In qualitative research, the analysis is done both during and after the data collection process. According to Miles and Huberman, the activities in qualitative data analysis were carried out interactively and continuously until they were completed. Furthermore, the activities are data reduction, data presentation, and conclusion drawing/verification. (Mulyana 2009). Meanwhile, data credibility is an important concept that is updated from the concepts of validity and reliability. The degree of data credibility in this study was checked with intensive observation techniques and triangulation through interviews, observations and documentation in checking the credibility of the data. In this study, the degree of data credibility was checked with intensive observation techniques and triangulation through interviews, observations, and documentation in checking the validity of the data, which is, of course, related to transformational leadership in improving the quality of international Madrasah Aliyah at Amanatul Ummah Islamic Boarding School Mojokerto.

Result and Discussion

The research on transformational leadership strategies at Madrasah Aliyah Pesantren Amanatul Ummah Mojokerto and Madrasah Aliyah Negeri Cendekia Serpong focuses on four main points: strengthening the influence of idealism, inspiring motivation, intellectual stimulus, and the madrasah principal’s individualized consideration based on pesantren values that can be described and analyzed as follows.

1. **Strengthening the Influence of Madrasah Principals’ Leadership Idealism in realizing the International MA Amanatul Ummah and MAN Insan Cendikia Serpong**

   Leadership is essentially the key to the success of an organization, especially educational organizations. Leadership is the core that plays a strategic role in educational organizations. Without good leadership, the progress of an educational organization will be undirected, it will not achieve its goals, there will be no progress and no change. One component of transformational leadership is idealized influence(Sun, Miantao, and Yang
The leader is an ideal figure who can be a role model for his staff and employees; one who is trusted, respected, and able to make the best decisions for the benefit of the organization. The idealistic behavior of transformational leadership is the behavior of transformational leaders who have a high commitment to their subordinates and also have a clear vision and mission.

Idealized Influence-charisma behavior in transformational leadership is the behavior of leaders who have strong self-confidence, high commitment, clear vision, are diligent, hardworking, consistent, able to show important, great ideas, and can spread them to the components of the educational organization. (Muhith 2014). Commitment in educational organizations is essential in the success of a teacher’s and employee’s job. The low commitment of teachers and employees in the organization will have an impact on themselves and also affect the organization. High employee commitment to the organization will lead to high performance. In addition, commitment also affects the effectiveness and efficiency of educational organizations. Therefore, the task of the madrasah principals in improving the quality of educational inputs is to build a high commitment with their subordinates. High commitment is the first prerequisite for madrasahs in realizing quality education. Likewise, the two madrasahs which are the formal madrasahs in the Mojokerto Amanatul Ummah Islamic Boarding School environment and the second Madrasah Aliyah Insan Cendika have a transformational madrasah principal. This can be seen from its success in forming and improving the commitment as well as the performance of all teachers and students.

Both madrasahs were able to develop and build commitment with their subordinates, such as by holding workshops or training both inside and outside the Madrasah. The madrasah principals also rebuked teachers and employees who were careless in their responsibilities. Therefore, teachers and staffs were aware of the importance of the organization and strove to improve the quality of madrasah education even better.

Professional teachers will have a high commitment accompanied by abilities in accordance with their field of expertise. This commitment is the foundation in improving the quality of learning in the classroom and, as a result, student achievement. If madrasahs can empower all components of education to carry out their roles and functions properly, learning achievement can improve well.

Teaching and learning activities are the core of the educational process and teachers are the main implementers and developers of the curriculum in Madrasahs. The principals who have high commitment and focus on teaching and learning activities will pay
attention to the teachers’ competencies and will also always endeavor to facilitate and encourage teachers to continuously improve their skills. As a result, the teaching and learning process can run effectively and efficiently. To produce quality output, adequate facilities and infrastructure are needed. For this reason, madrasah principals must have big ideas for fulfilling learning support so that the learning process can run well.

The principals of Madrasah Aliyah Amanatul Ummah Mojokerto and Madrasah Aliyah Negeri Cendikia Serpong have constructive ideas in the learning process, including the fulfillment of teaching tools, textbooks in accordance with the curriculum, fulfillment of computer laboratory, as well as building a science and language laboratory. These fulfillments were expected to support the learning process to run creatively, effectively, fun and can achieve the specified targets. (Miguel 2019).

A leader with a clear vision and mission is the idealized influence leader. The vision of the madrasah is essentially a fundamental statement of the values, aspirations, and goals of the madrasah. So, the vision is the key to the success of an educational organization. Therefore, to improve the quality of education, the principal must have a clear vision and mission.

To improve the quality of education, madrasahs must be able to make plans. Madrasahs have the authority to manage their organization, including developing a quality improvement program plan. The principal of Madrasah Amanatul Ummah and Madrasah Negri Insan Cendika Serpong has done this in a systematic and structured manner so that they can realize good-quality madrasah as well. This is in line with Shulhan and Soim's view that the preparation of quality improvement programs is carried out by applying four techniques, namely: (1) School Review (2) Benchmarking (3) Quality Assurance (4) Quality Control (Sulhan, M and Soim, 2015).

Madrasah A manatul Ummah which is under the Amanatul Ummah Islamic Boarding School in Mojokerto and the State Madrasah of Insan Cendika Serpong under the Ministry of Religion of the Republic of Indonesia have different facilities and infrastructure in which Madrasah Insan Cendika Serpong is fully supported by the Ministry of Religion, while Madrasah Ammanatul Ummah is directly supported by the community. In improving the quality of education, the first thing that madrasahs need to do is making a plan (School Plan) so that madrasahs have guidance in implementing their programs that involve the participation of all elements of the madrasah. The next step is School Review. Madrasah needs to formulate supporting and inhibiting factors as well as the best approach to improve the quality of education. The next step is setting targets for a
specific period (Benchmarking), including the way how to attain them (Andrey Veysel 2017).

The next technique in improving the quality of the two madrasas is implementing quality assurance. This technique is used to determine whether the educational process has been carried out properly. Also, this technique can detect deviations. From this supervision and monitoring, they can fix the weaknesses and optimize the developed advantages even more. The last technique is implementing quality control (Stringer, P.; Hourani 2018). This technique can detect deviations in output quality that do not meet the standard. In this case, the principal can build teamwork and direction to work together to achieve the specified goals. Both Madrasas improve the quality of education by making plans and then using the School Review, quality assurance, Benchmarking, and Quality Control techniques. Furthermore, the implementation is accompanied by exemplary values, mutual trust, and sincerity which are the commitments of pesantren values. This is indicated by the punctuality of the principals, teachers, and staff in completing their duties both personally and collectively. (Interview with the Principal of MA Amanatul Ummah Mojokerto, DR. H. Achmad Chudhori, S.S, M.Pd, 04 March 2020). As a result, the influence of leadership idealism will always be maintained based on the pesantren’s universalism values as a shared commitment. In brief, this can be described as in Figure 1.

![Figure 1 Strategies to Strengthen the Influence of Pesantren-based Leadership Idealism at MA Ummah and MAN IC Serpong](http://www.webology.org)
2. Fostering Leadership Inspirational Motivation of Madrasah Principals in Realizing International Superior Madrasahs

Motivation is an impulse that drives a person to take action to achieve a certain goal. In educational institutions, madrasah principals must be able to motivate their subordinates to work as expected so that educational goals will be achieved. Inspirational motivation, as a component of transformational leadership, is an attitude that always raises challenges and can generate enthusiasm and motivation in others (James S. Pounder, Peter Stoffell 2019). Leaders’ optimism can raise the spirits of team members. Furthermore, a leader with inspirational motivation can motivate his subordinates to be confident in completing tasks and achieving organizational goals.

Transformational leaders inspire subordinates to go above and beyond the call of duty and be willing to make sacrifices for the benefit of Madrasahs rather than personal interests. In this case, madrasah principals should be effective leaders for their students, teachers, parents, and the community. As the leader of the students, madrasah principals are also expected to provide guidance and coaching for the success of students’ learning, to develop students' basic potentials, and to help students to have a better life. As the leader of the teachers, madrasah principals are expected to guide to improve their capability to carry out their duties professionally (Sun, Miantao, and Yang 2016). Meanwhile, as a leader of parents and the community, madrasah principals are expected to provide information about various problems encountered.

The principals of both Madrasah Aliyah Amantul Ummah and StateMadrasah Aliyah Serpong are pesantren-based. They always encourage their subordinates to be passionate about carrying out their duties and responsibilities. Besides, the principal always encourages teachers to be optimistic and to see difficulties as opportunities. To the students, the principals often motivate them to always be superior both in academic and non-academic fields (Man jaddawajadda) and not to be afraid to make mistakes, because mistakes are the beginning of learning practice.

Teachers must have both achievement motivation and work spirit to show their performance professionally. These can improve and become a powerful driving force for teachers if the madrasah principal has strong leadership. Therefore, to increase achievement motivation and teacher performance, strong leadership of the Madrasah principal must be supported (H.E Mihrez and Thoyib 2014). Transformational leaders can make decisions to improve the quality of education. In this context, madrasah principal plays an important and decisive role in improving the quality of education.
Transformational leadership will be effective if the leader can motivate his subordinates to work together to achieve the organizational goals. In motivating teachers in the learning process, madrasah principals need to master various approaches, techniques, methods, and strategies in the learning process, which thereby lead the madrasah to achieve many achievements, both at the provincial and national levels. For instance, those two madrasahs achieve the 2019 exemplary madrasah principal, exemplary teacher, LKTI/2017-2018 champion, I-II winner of the Mathematics-Biology-Physics Olympic in 2016-2018, the alumni who got scholarships to study abroad in Japan, Taiwan, Singapore, and so on (Madrasah Ammantul Ummah achievement in 2018). Likewise, Madrasah Aliyah Negeri Insan Cendikia Serpong also won a silver medal at the International Biology Olympiad (IBO) Challenge 2020, a silver medal at the 2020 Asia International Mathematical Olympiad, and a silver medal at the 2020 International Kangaroo Mathematics Contest. Some of the students also received scholarships abroad to the university QEAST and 10 students received scholarships from several universities in Japan. Also, both madrasahs were accredited superior (A). These various achievements were inseparable from the exemplary achievements of all Madrasah and Islamic Boarding School leaders who apply the principle of "The Islamic Role Model is The First Key to Build Great Leaders". (Interview with the Assistant Principal of Curriculum, Abdul Jalal, S.Si., M.Pd, 05 March 2020). This is in line with the views of Rene and Ahmed who emphasized that a madrasah principal must also be a pioneer for teachers to carry out an active, creative, effective, and fun learning process so that the madrasah can improve the quality of its education well. This is because the principal of the madrasah plays a significant role in improving the quality of education (Rene and Ahmed 2019). In other words, the key to a successful education process in madrasahs is significantly determined by the leadership and policies taken by madrasah principals. To be clearer, this description can be seen in Figure 2:

![Figure 2 Strategies to BuildPesantren-based Inspirational Leadership Motivation at MA Amanatul Ummah and MAN IC Serpong](http://www.webology.org)
Madrasah principal is a leader who can act as a pioneer and can inspire his subordinates in the learning process. The principal can create active, creative, and fun learning so that students are not bored and are enthusiastic about learning. Teachers will follow and apply the strategies and methods used by the madrasah principal in the learning process so that student achievement can increase. Because, basically, student achievement will increase if the teacher can provide a good learning experience. It can be concluded that if madrasah principals can motivate and inspire their subordinates, they will easily improve the quality of education in madrasahs. Furthermore, if the principal can create active, creative, and fun learning for students, the quality of education will be superior.

3. Strengthening the Intellectual Stimulus of the Madrasah Principal’s Leadership in Realizing International Standard Madrasah Aliyah

The role of leadership in improving the quality of education in madrasahs is crucial. Basically, improving the quality of madrasahs emphasizes the independence and creativity of madrasahs. The final objective is for madrasahs to be successful in preparing quality education for the community. Improving the quality of education in madrasahs requires strategic planning to effect substantial changes in education quality. This transformation process is closely related to enhancing madrasah programs and curriculum, madrasah principals' and teachers' performance, increasing active community engagement in education, and improving the quality of the learning process. (Thoyib 2018). This is also what is sought to make an effective performance of Madrasahs.

Transformational leadership is one of the effective leadership models to change educational organizations. The madrasah principal must manage change to reform. Educational renewal activities aim to implement educational changes in order to obtain better results. Through intellectual stimulation, Leaders may encourage the emergence of creativity and new methods to solve problems (Sun, Miantao, and Yang 2016). As a result of this stimulation process, subordinates' abilities to comprehend and solve issues, think and imagine, and change their beliefs will improve.

That was also what the principals of the two Madrasahs had developed, particularly in developing the creativity and innovation of teachers and students, so that many of the teachers and students frequently won in several competitions, from local to national levels. This is consistent with Daryanto's view that principals with Intellectual Stimulation behavior may encourage creativity and innovation among teachers and staff by fostering critical thinking and problem-solving skills to drive the school in a better direction (Daryanto 2013).
Madrasah is considered as high quality if it has goals, missions, and targets, starting from the recruitment of teachers, educators, and students, paying attention and making real improvements to teaching and learning activities oriented to continuous improvement by considering the conditions and following up on the output to generate quality graduates in the future continuously.

Madrasah principals can make changes in improving the quality of their education. Changes in input include an increase in students from year to year, as well as a more complete and adequate infrastructure. In the quality of the process, there is fulfillment of learning support to increase student output from year to year, both in academic and non-academic fields. In addition, changes made during the period of madrasah principal were input (students) as well as significant developments of the students in both academic and non-academic achievements of students in every year. besides, the infrastructures were also increasingly adequate. Also, the quality of the output has increased both in the academic and non-academic fields (Wiyono 2017).

Furthermore, madrasah principals as transformational leaders are creative in solving educational problems, especially in improving the quality of the madrasah. For example, when teachers find difficulties with the 2013 curriculum, the madrasah principal responsively and immediately holds workshops on the 2013 curriculum and so on. The principals do it totally since they intend to worship as well as to show pesantren-compliance value owned by all existing leaders. (Interview with the Assistant Principal of Pesantren Affairs, Dr. Abdul Halim, M.Pd.I, 05 March 2020). This is done so that teachers are not confused and continue to develop their competencies to teach effectively so that the students can achieve the specified targets.

![Figure 3 Strategies to Strengthen the Intellectual Stimulus of Pesantren-based Leadership at MA International Amanatul Ummah and MAN IC Serpong](http://www.webology.org)
From the description above, it can be concluded that both Madrasah Amanatul Ummah and Madrasah Aliyah Negeri Insan Cedekia have improved the quality of their inputs, outputs, and outcomes. Professional teachers are required to carry out educational reform since teachers are the pioneers of educational reform through teaching, educating, and training students (Anggraini et al, 2020). Equally important, it must also be supported by strong leadership from transformational leaders. With transformational leaders as creative problem solvers who can create educational changes and, it is appropriate that the quality of both madrasahs can be superior and of international standard.

4. Transforming Principals’ Individualized Consideration in Realizing International Superior MA Amanatul Ummah and MAN IC Serpong

Individualized consideration is defined as behavior that always listens with care and gives special attention, support, enthusiasm to the achievement and improvement needs of its members. Transformational leaders have special attention to individual needs for achievement and the improvement expected by the members. As a leader in educational organizations, of course, madrasah principal is always faced with different backgrounds of teachers, employees or students. (Sedat and Şükrü 2020). In improving the quality of madrasahs, the principal must be able to understand the needs of his subordinates. As in both Madrasahs in this study that the principals always pay attention to the needs of their subordinates.

Transformational leaders pay special attention to each individual's need for achievement and improvement by acting as a coach or advisor. Individually oriented attention is shown by leaders by providing support for their members individually (Van Oord 2018). Transformational leaders pay special attention to each individual's need for achievement and improvement by acting as a coach or advisor. Individually oriented attention is shown by leaders by providing support in treating members individually.

To improve the quality of education, Human Resources are important in achieving the desired goals. Therefore, leaders of educational institutions need to give serious attention to Human Resource Management, not only teachers, principals, and employees but also students, parents, and the community since only human resource preparedness can bring educational institutions to survive and can improve the quality of education. For this reason, madrasah managers who are assisted by the teacher council, employees, central and regional governments, private institutions, and stakeholders should take strategic steps or special tips to collaborate in improving the quality of madrasahs.
The madrasah principals strive to fulfill the needs of the teachers since teachers are the main determinant of the quality of education in madrasahs. This fulfillment of will have implications on teachers to feel cared for and be more competent in their fields. Equally important, principals must also pay attention to students’ needs (James S. Pounder, Peter Stoffell 2019). In academic field, the madrasah principals provide facilities and infrastructure that can support the learning process in order to improve the quality of students’ output. Meanwhile, to help students improve their non-academic performances, Madrasahs provides various extracurricular activities with a number of qualified instructors who have considerable experience at the regional and national levels.

Extracurricular activities are educational activities that take place in schools but are carried out outside of classroom learning hours. This activity is intended to develop students' personalities since extracurricular activities will indirectly support classroom learning activities and give students with additional knowledge, skills, and abilities. The purpose of extracurricular activities is to enrich and broaden students’ knowledge, encourage the control of values and attitudes in order to develop students' interests and talents (Mutohar 2016). There are several extracurricular activities available at madrasah for students to participate in based on their interests and talents: calligraphy, drum band, tahfidzul Quran and sports tahsin, womanhood, and many more. These are held to increase the potential of students to develop and increase the quality of output as well. Of course, it was also built with a sense of responsibility/amanah, sincerity as well as scientific publications/tabligh for the students, teachers, and staff at the MA. (Interview with the Principal of MA Amanatul Ummah Mojokerto, DR. H. Achmad Chudhori, S.S, M.Pd, 04 March 2020).

What madrasah principals have done in terms of developing individualized consideration is consistent with the viewpoint of Andrey Veysel, who states that the quality of a school can be determined by the orderliness of its administration, such as an effective and efficient working mechanism. (Andrey Veysel 2017). Madrasahs are also very concerned about administration. The administration in madrasahs is getting more organized as the madrasah principal can learn from the prior leadership. The madrasah principal also always provides advice and assistance to the administrative staff to improve the administration and make it more organized.
It can be concluded that in order to increase educational quality, human resources in educational institutions play a critical role in obtaining the intended goals. Therefore, the madrasah principals must be able to meet the needs of existing human resources and pay serious attention to the management of Human Resources involved in it, including not only teachers, principals, and employees, but also students, the parents and the community.

Conclusion

From the research findings and data analysis, we can conclude some important points related to the transformational leadership strategy of the principals of Madrasah Amanatul Ummah Mojokerto and Madrasah Aliyah Negeri Insan Cendikia Serpong in realizing international-standard superior madrasahs. The first point is increasing the influence of leadership idealism of madrasah principals in realizing international-standard superior Madrasah Aliyah with based on pesantren values which are reflected in the high commitment between the madrasah principal and teachers, employees, students, and parents. High commitment indicates the influence of transformational leadership idealism. In addition, the madrasah principal's big ideas can support the realization of the quality of education and the vision and mission of the madrasah, which begins with making a plan (RKM) then using the School Review technique (study of madrasah’s potential), quality assurance (assurance of madrasah quality), benchmarking (madrasah’s image development), and quality control accompanied by exemplary values, maintaining mutual trust as well as sincerity which is the commitment of pesantren values in both madrasahs.

The next point is to foster leadership inspirational motivation of madrasah principals in realizing international superior madrasah alyiah based on pesantren values, which is
reflected in the ability of madrasah principals to motivate and inspire their subordinates to collectively improve the quality of their institutional education. This is because madrasah principals play an important role in improving the quality of education by such as inspiring teachers in the learning process with active, creative, and fun learning, thereby producing quality output as well. This is proven by the awards for madrasah principals and exemplary teachers at the East Java level as well as LKTI champions between 2000-2019. These achievements are inseparable with the exemplary achievements of all Madrasah and Islamic boarding school leaders who apply the principle of 'The Islamic Role Model is The First Key to Build Great Leaders'. The third point is to strengthen the intellectual stimulus of madrasah leadership in realizing international superior madrasahs based on pesantren values which is reflected in several positive changes made and achieved by madrasah principals. This is proven by both of madrasahs through the quality of the input, process, output, as well as many students winning LKTI competitions, Arabic and English speeches at district, provincial and national levels, as well as many alumni accepted to study abroad in such as Medina, Yemen, Jordan, England, and Japan and Australia. The last point is to transform individualized consideration of the madrasah principals’ leadership to international superior madrasah aliyah based on pesantren values which are reflected in the ability of the madrasah principal to manage human resources appropriately, including placing human resources according to their competence (the right man on the right place). Besides, the principals of the madrasahs have been able to meet the needs of existing human resources and pay serious attention to human resource management through continuous competency development programs for teachers, students, and staff such as English and Arabic language training, international curriculum management training, and so on to strengthen the quality of the institution. Of course, this was done with a sense of responsibility/amanah, sincerity as well as scientific publications/tabligh which became the pesantren characters for both of the madrasah aliyah.

References


