Research Article

TRANSFORMATIONAL LEADERSHIP IMPLEMENTED IN JUNIOR HIGH SCHOOLS EAST JAVA INDONESIA

Ahmad Tanzeh, Naharin Suroyya, Sulistyorin and Imam Junaris

State Islamic Institute of Tulungagung, East Java, Indonesia

ABSTRACT

Transformational leadership theory enables school principals to implement their vision and missions through taking up several measures such as motivating the followers within the organization, coining and spreading out creative ideas, and creating caring and sharing attitudes among the school members. In so doing the principals are able to generate the entire elements of school in order to synergically promote the quality of education. Methodologically, this study applied a descriptive qualitative, by which they attempted to describe the facts concerning with (1) the principals' strategies in giving inspiring motivation to their followers and (2) the principals' strategies in giving attention to their followers in order to improve the education quality in their schools. This descriptive study tried to systematically, factually, and accurately make sense of the facts and characteristics of the principals' managerial behavior in their organization in a particular place and period of time. And thus, the findings were inductively drawn from the evidence and data obtained from the field. The results of the study are presented as follows. First, the strategies used by the principals in managing the educational services of those mentioned schools are typical of transformational leadership. Those are (1) motivating his subordinates under his leadership by (a) growing inspirations through telling the interesting stories of national heroes, (b) modeling task accomplishment related to the management of the organization, and (c) giving regular briefings to promote the positive performance of the followers; (2) giving individual attention to all school members by (a) giving reward to achievers and punishment in the form of spoken polite protest or complaints to the misbehavers, and (b) building an emotional bond and social cohesivity between him and all school members via harmonious communication and paying a visit (*silaturrohmi*) to the schools members' homes.

INTRODUCTION

Transformational leadership theory enables school principals to implement their vision and missions through taking up several measures such as motivating the followers within the organization, coining and spreading out creative ideas, and creating caring and sharing attitudes among the school members. In so doing the principals are able to generate the entire elements of school in order to synergically promote the quality of education. Methodologically, this study applied a descriptive qualitative, by which they attempted to describe the facts concerning with (1) the principals' strategies in giving inspiring motivation to their followers and (2) the principals' strategies in giving attention to their followers in order to improve the education quality in their schools. This descriptive study tried to systematically, factually, and accurately make sense of the facts and characteristics of the principals' managerial behavior in their organization in a particular place and period of time. And thus, the findings were inductively drawn from the evidence and data obtained from the field. The results of the study are presented as follows. First, the strategies used by the principals in managing the educational services of those mentioned schools are typical of transformational leadership. Those are (1) motivating his subordinates under his leadership by (a) growing inspirations through telling the interesting stories of national heroes, (b) modeling task accomplishment related to the management of the organization, and (c) giving regular briefings to promote the positive performance of the followers; (2) giving individual attention to all school members by (a) giving reward to achievers and punishment in the form of spoken polite protest or complaints to the misbehavers, and (b) building an emotional bond and social cohesivity between him and all school members via harmonious communication and paying a visit (*silaturrohmi*) to the schools members' homes.

Corresponding author: **Ahmad Tanzeh**
State Islamic Institute of Tulungagung, East Java, Indonesia

The principal as the leader of the organization must be capable of encouraging the whole school components in such a way that they can accomplish the given jobs and functions. Such capability is fundamental to improve the education quality under his management. As`the key figure, not only he must be able to push the school progress to generally catch up with the worldwide changes but also he is responsible for in running the school programs, curricula, and personnel decisions for the sake of achieving the school targets as formulated in school visions and missions.[1]

In order to achieve effective schooling, a principal is demanded to become a professional leader, who could transform human and non-human resources into real performances benefiting the progress of the school. The ability to carry out a transformation can only be accomplished by those leaders who approach their leadership transformationally. Robbin suggests that a leader is an ability to influence a group of people to achieve a particular goal.[2] Specifically, Burns also states that 'transformational leadership as a process where leader and followers engage in a mutual process of raising another to higher levels of morality and motivation'.[3]

Transformational leadership is a process in which a leader and subordinates committed to a mutual process of increasing the morality and motivation to a higher level. In other words, a transformational leader tries to develop sub-ordinates' awareness by encouraging them to have a big dream and high morality, such as glory, togetherness, and humanity. Such a leadership with influencing style has a measuring parameter of leadership, that is by seeing how far the subordinates trusts, obey, loyal, respectful, and impressed by the leader. Accordingly, the subordinates would be consistently motivated to keep on doing their best in order to achieve the target of an organization.[4]

The most unique attribute of a transformational leader is to pay a lot of care and attention to his subordinates in order to control them in such a way that their performances can be synergized as to focus on the achievement of the educational organization. In an Islamic teaching context, such a transformational leadership is important and necessarily developed on the basis of *divinity ethics* such as *amr ma'ruf nahi munkar*. Hence, there will be a positively distinctive quality on an Islamic education leader, that is his consistency on running the organization based on Islamic principles and values, which may facilitate Islamic youth with an excellent process of education which optimally grow them both morally and intellectually.[5] This study was conducted in Islamic and general Junior High Schools located in East Java province of Indonesia. The names of the schools are MTs Negeri Bandung and SMP Negeri 1 Tulungagung. The problems explored in this study concern with the two questions as follow: a). How do the principals give inspiring motivation to his followers in order to improve the education quality in their schools?b). How do the principals give attention to his followers in order to improve the education quality in their schools?

Transformational Leadership Defined

The discussion on the transformational leadership will be preceded by the explication of leadership in general before the concept of transformational leadership is dealt with. Tannenbaum in Wahjosumidjo defines leadership as 'interpersonal influence exercised in a situation and directed through the communication process toward the attainment of specified goal or goals'.[6]Meanwhile, Miftah Thoha defines leadership as the activities carried out to influence others' behavior or the art of influencing human behavior, either individually or collectively.[7] In more detail, Burn in Gary Yulk defines it as a situation occurring as someone institutionally, politically, and psychologically mobilizes people and other resources as to generate, involve, and fulfill the goals of the followers.[8]

Now, I turn to the definition of transformational leadership. It is essentially defined as leadership which is meant to involve the subordinates to participate in a change targeted within the organization. Thus, it can also be called as a kind of leadership that can motivate the subordinates to perform in a higher level as to make such a greater effort and to show higher commitment beyond their personal interests.[9]

Transformational leaders inspire his followers to second their own interests for the sake of the progress of the organization and are able to make a great influence on them. A transformational leader also pays great attention to their followers' need for personal development, changes their awareness to perceive the current issues in a new perspective, as well as be able to comfort and to inspire his followers to work hard in order to achieve the collective goals.

According to Burns (in Komariah and Cepi Triatna), principally, transformational leadership is a process in which 'the leader and the followers mutually encourage each other to have higher levels of morality and motivation'. The leader is aware of the principles of the organization development and man's power so that he attempts to develop his leadership spheres comprehensively by motivating the staff and asserting higher standards and such moral values as freedom, justice, and humanity. He avoids asserting such destructive values as

[1]Nurkholis, *Manajemen Berbasis Sekolah*, (Jakarta: PT. Gramedia Widiasrana Indonesia, 2003), 119.

[2] Robbin, S.P., *Essential of Organizational Behavior,* (New Jersey: Prentice Hall, Inc., Englewood Clift, 1984), 27

[3]Sudarwan Danim dan Suparno, *Manajemen dan Kepemimpinan Transformasional Kekepalasekolahan*, (Jakarta: Rineka Cipta, 2009), 50.

[4] Bahar Agus Setiawan dan Abd. Muhith, *Transformational Leadership: Ilustrasi di Bidang Organisasi Pendidikan*, (Jakarta: PT. Grafindo Persada, 2013), 100-101.

[5] Sri Rahmi, *Kepemimpinan Transformasional dan Budaya Organisasi: Ilustrasi di Bidang Pendidikan*, (Jakarta: Mitra Wacana Media, 2014), 194.

[6]Wahjosumidjo, *Kepemimpinan Kepala Sekolah: Tinjauan Teoritik dan Permasalannya*, (Jakarta: PT. Raja Grafindo Persada, 2003), 17.

[7] Miftah Thoha, *Kepemimpinan Dalam Manajemen: Suatu Pendekatan Perilaku,* (Jakarta: Rajawali Press, 2000), 9.

[8] Gary Yulk, *Kepemimpinan Dalam Organisasi*, translator. Ati Cahayani, (Jakarta Barat: Indeks, 2017), 3.

[9] Michael Amstrong, *Amstrong's Handbook of Management and Leadership a Guide to Managing for Research*, (London: Kogan Page, 2009), 32

greediness, envy, and animosity.[10]Thus the bottom line of transformational leadership is a sketch of a process in which the leader and his followers seriously attempt to attain higher degrees of morality and motivation.[11]

There several components of transformational leadership proposed by experts. Afsaneh Nafahandi coined the primary components, namely: (1) individual consideration, (2) intellectual stimulation, and (3) charisma and inspiration.[12] Gary Yulk stated that transformational leadership is characterized by (1) attribute charismatic, (2) idealized influence, (3) inspirational motivation, (4) intellectual stimulation, and (5) individual consideration.[13] Finally, Bas and Reggio stated that there are four components constituting transformational leadership, namely: (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individual consideration.There several components of transformational leadership proposed by experts. Afsaneh Nafahandi coined the primary components, namely: (1) individual consideration, (2) intellectual stimulation, and (3) charisma and inspiration.[12]Gary Yulk stated that transformational leadership is characterized by (1) attribute charismatic, (2) idealized influence, (3) inspirational motivation, (4) intellectual stimulation, and (5) individual consideration.[13]Finally, Bas and Reggio stated that there are four components constituting transformational leadership, namely: (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individual consideration[14]

The Transformational Leadership Principles in School

According to Edward Sallis, the new paradigm in transformational leadership is about making efforts to synergizing the leadership with the goals of education organization.[15] Of the transformational leadership principles that must be practiced by the principal refer to general rules that must guide the school's administration. Thus, it functions to help the principal to optimally achieve the goals and targets of the school.

A transformational leader is required to possess three types of skill as follow:[16]1) Conceptual skill, referring to the ability to understand and manage the organization;2) Manly skill, referring to the ability to cooperate, motivate, and lead;3) Technical skill, referring to the ability to use knowledge,

method, technique, and equipment to accomplish a specified task.

By those leadership principles, a transformational leader in an educational institution is expected to gear the institutional elements under his management toward a growing stage of sensitivity in fostering and developing his school organization. Hence, the spheres of transformational leadership will instigate the trust of the followers in such a way that they would pay respect, be loyal, and obedient to the principal.[17]These emerging attitudes of the followers can be used as the parameters to measure the transformational leadership practiced by the principal in an educational institution.

Transformational Leadership in Educational Institutions

To realize the transformation process in an organization, a school leader must conduct the following measures:a). making the school elements aware of the importance of job accomplishment,b). mobilizing the school elements to prioritize the organization's interests other than one's interest. c). activating and promoting the needs of the school elements to a higher level.[18]

An educational institution in which the transformational leadership style is practiced is characterized by transparency and cooperation among its elements in a synergized system, where the management patterns of the organization are not mechanically democratized but are run by collective awareness. Moreover, the transformational leader perceives that the organizational values are of high standards which are designed and formalized by the whole components of the organization so that they feel committed to practicing and achieving them.[19]

The Education Quality Defined

In general, quality refers to the entire features of a product or service that is able to satisfy a customer's particular need, either explicitly or implicitly stated.[22] As such, it is all about specified attributes belonging to goods or services that can make a product distinctive, possessing the characteristic of being the most positive distinction or highest standard. This definition is parallel to what is suggested by Chaeriyah[23] and Nasution[24]. Crosby also suggests that quality is the attributes that conform to requirements or the predetermined standards covering either the input, process, or output.[25] Specifically, Hedwig and Polla underscore that quality refers to a relative measure of positive aspects owned by goods or service covering the design and conformance. The former refers to the specified function of service while the latter refers to the extent to which the service can meet the predetermined requirements or standards.[26]

With respect to education, quality refers to three aspects: input, process, and output.[27] In relation to *input*, it refers to instructional materials (accommodating the cognitive, effective, and psychomotor elements), various teaching methods. relevant instructional media, supporting alternative

[10] Aan Komariah dan Cepi Triatna, *Visionary Leadership: Menuju Sekolah Efektif*, (Jakarta: PT. Bumi Aksara, 2006), 77.

[11] Rahmi, *Kepemimpinan Transformasional…..*, 59

[12] Muhammad Karim, *Pemimpin Transformasional di Lembaga Pendidikan Islam,* (Malang: UIN Maliki Press, 2010), 47

[13] Gary Yukl, *An Evaluation of Conceptual Weaknesses in Transformation and Charismatic Leadership Theories*, Journal of Leadership Quarterly, 1999, 287

[14]Bernard M.Bass dan Ronald E.Riggio, *Transformational Leadership (2 ed),* (New Jersey: Lawrence Erlbaum Associate Publishers, 2006) 6

[15] Edward Sallis, *Total Quality Management in Education: Manajemen Mutu Pendidikan*, ter. Ahmad Ali Riyadi dan Farurrozi, cet. IV, (Yogjakarta: IRCiSod, 2006), 123.

[16] E. Mulyasa, *Manajemen Berbasis Sekolah: Konsep, Strategi dan Implementasi*, (Bandung: PT. Remaja Rosdakarya, 2012), 126.

[17] Baharuddin, *Kepemimpinan Pendidikan Islam*, (Yogyakarta: ar Ruz Media, 2002), 226.

[18] Sudarman Danim, *Menjadi Komunitas Pembelajar: Kepemimpinan Transformasional Dalam Komunitas Pemebelajaran,* (Jakarta: Bumi Aksara, 2005), 53

[19] Ibid. 54

learning sources, effective system of evaluation, supporting administrations, as well as accessible school facilities.[28] Furthermore, in relation to *output*, quality refers to the school achievements, either academic or non-academic, attained in a particular period of time.[29] In more general definitions, Nurul Hidayah[33] and Mujamil Qomar[34] underline that education quality is the ability of a school to manage and empower the variety of available school resources and all school components in order to yield added values to promote the conducive learning atmosphere and thus the students can do learning optimally.

To sum up, education quality is all efforts geared to effectively and efficiently manage all sorts of educational resources and components, including input, process, and output, in such a way that the educational institution attains the added values. Hence, the institution will gain more positive values in its entire aspects, which is subsequently able to promote its total qualities.

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In order to realize the education quality compatible with the standards predetermined by the Indonesian government, the schools in Indonesia must meet the national education quality standards. According to Mulyasa in Hidayah, national educational standards are needed to promote the education quality of the country. By those standards, two school teachers in the country will not likely have different interpretations on the depth of a formulated standard of basic competence in the curriculum.

The concept of quality in education includes three aspects, namely *input*, *process*, and*output*.[25]The quality referring to *input*and *process* cover instructional material (cognitive, affective, and psychomotor), various learning methodology based on the teacher's competence, the right instructional media, learning sources, and evaluation system as well as the administration supports, and school infrastructure.[26]Meanwhile, the quality referring to *output*deals with achievement of the school, academically or non-academically, in a particular period of time, such as in a semester, a year, a decade, etc.[27]

So far, the Indonesian government rules out that an education system can be labeled as qualified if it can fulfill 8 types of standards. Those are standards of *content, process, graduate's competence, teacher, school staff, school supra – infrastructures,* and *cost*. The fulfillment of those predetermined standards, an education institution in Indonesia will be qualified as owning national education quality[28]

Besides national quality standards, an education institution ought to hold the principles of education quality in order to help it to optimally improve its quality. Arcaro suggests that an education institution can likely achieve its quality improvement if it sticks to 14 principles as adopted in Deming's theory. Those fourteen principles are labeled as 'The Nature of Education Quality', which can be elaborated as follow:[29]a). Creating goal consistency to improve the service and the students, which aims to make the school competitive and internationally standardized; b). Adopting the philosophy of total quality, by which the school system must prepare itself for the challenge of competition in the global economy and thus every member of the school must learn a new skill to support quality revolution;c). Reducing the need for examination and inspection based on massive production done by building quality and education services and providing good learning atmosphere for better students' performance;d). Evaluating school business with a new perspective and minimizing the total education cost; e). Improving the quality and productivity by cost reduction and process institutionalization;f). Practicing life-long education by promoting a workshop to improve performance quality; g). Education leadership attempts to integrate qualities into the vision and mission of the school; h). Eliminating fear, that accomplishing works based on awareness, not intimidation; i). Eliminating obstacles in succeeding educational programs and activities; j). Creating a quality culture in such a way that every school member does not rely on another member and responsible for his own role and function in the organization;k). Bettering the process by evaluating the carried on the process and seeking the solution for any shortages occurring in the process;l). Assisting the

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[20] Veithzal Rivai Zainal, dkk, *Islamic Management: Meraih Sukses Melalui Praktis Manajemen Gaya Rosululloh Secara Istiqomah*, (Yogyakarta: BPFE, 2013), 253.

[21]Ella Siti Chaeriah**,** *Manajemen Berbasis Mutu*, (Jurnal Manajemen Bisnis Krisnadwipayana, Vol. 04, No. 02, Mei 2016), 2 Dalam www.jurnal.ojs.ekonomi-unkris.ac.id, diakses 10 Maret 2018, 10:25 WIB.

[22]M. Nur Nasution, *Manajemen Mutu Terpadu: Total Quality Management,* (Bogor: Ghalia Indonesia, 2015), 1.

[23] Philip B. Crosby, *Quality is Free* (New York: New American Library, 1979), 58

[24] Rinda Hedwig dan Gerardus Polla, *Model Sistem Penjaminan Mutu & Penerapannya di Perguruan Tinggi*, (Yogyakarta: PT. Graha Ilmu, 2006), 2.

[25] Moh. Arif, dkk, *Kebijakan Strategis Tansformasional Pendidikan Islam*, (Yogjakarta: Dialektika, 2017), 178.

[26]Syarnubi Som, *Kepala Sekolah Sebagai the Key Person Madrasah*, (Palembang: t.p, 2008), 12.

[27]*Ibid.*, 8.

[28]Pemerintah Republik Indonesia, *Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional dan Peraturan Pemerintah Republik Indonesia No. 47 Tahun 2008 Tentang Wajib Belajar,* (Bandung: Citra Umbara, 2012), 2.

[29] Jerome S. Arcaro, *Pendidikan Berbasis Mutu: Prinsip-Prinsip Perumusan dan Tata Langkah Penerapan*, ter. Yosal Iriantara, cet. III, (Yogjakarta: Pustaka Belajar, 2006), 85-89.

success of the students by eliminating obstacles which might discourage the students, teacher, and the administration staffs to demonstrate their best performance or works;m). Commitment to a quality culture which allows the management to support the innovative accomplishment of school jobs;n). Being responsible for quality transformation and giving chance for the school members to accomplish their jobs autonomously. Focusing on those principles above, the school principal might be benefited in a way he makes and implements his policies in the domain of job executions. He is given authority, cooperating with all school staffs, to formulate vision and missions, structure school programs, to distribute jobs to the entire school staff, to manage the administration of all school programs, to do supervision and fix necessarily problems.[30] In short, the total engagement of all school members in various educational programs and activities based on those fourteen principles will help the school achieve quality improvement optimally.

Strategy to Improve Education Quality

Education quality is generally measured in the aspects of its customers, either internal or external. The former includes principal, teacher, and staffs while the latter includes students, parents, leaders, market, government, and the whole society.[31]
The education quality as the pillar of the development of human resources of the country plays a significant role in the entire process of national development. The bottom line is that the future of the country depends on its education quality. Therefore, the efforts of promoting the quality of education are of the strategic point in creating a better quality of education[32].
In general, to improve education quality needs to account *input* factor as well as its *process* factor. Other factors also need to be regarded are the variety of students' backgrounds, educational environment, and the community's participation.[33]Murgatroyd and Morgan proposed 3C of TQM (culture, commitment, and communication) as the strategy to improve the education quality. The case of *the culture* here refers to rules, assumptions, and values binding the cohesivity of the organization.[34]Hence, the improvement of education quality can be obtained through two strategies. The first strategy is academic-oriented, which provides a minimal foundation for the efforts of gaining the predetermined education quality as to conform to the world's progress. The second strategy is life skill-oriented, which is essentially covered by extensive, factual, and meaningful education.

As with the strategy used by the principal, the education quality is closely related to the relevance of education and evaluation

based on actual conditions of education quality in question.[35]In education, quality refers to service, not goods. It must be able to meet the needs, hopes, and wishes of all parties or users, specifically the learners.[36] The learners are the primary customer whose needs must be satisfied. They must be instructed with the right teaching method relevant to their abilities.

Transformational Leadership of a Principal in Promoting the Quality of Education

School leadership is a process of management conducted by the principal as well as his attainment as the results of implementing school management in order to achieve the educational objectives effectively, efficiently, productively and accountable.[37] The principal should create a model of upgrading the education quality by identifying needs, strengths, weaknesses, and opportunities available in school and formulating a plan of school members which empower the resources toward the realization of vision, missions, values, and also conducts ongoing examination on the attained achievement while attempting a sustainable quality improvement.[38] Therefore, the principal must have adequate competence and relevant leadership style as to affect his leadership role in an educational institution under the progressive world.

Transformational leadership is one of the leadership styles that must be substantially taken into account by a principal. Such leadership is important for school principals in Indonesia to deal with the leadership crisis in the education sector. It is expected to be able to promote the principal's competence. Such leadership style needs to be implemented in Indonesia for several reasons:[39]a). It is expected to significantly increase the performance of the organization in relation to a long termed marketing orientation and customers' satisfaction. b). It is expected to generate more commitment of the members toward the organization. c). It is expected to promote staffs' trust in management and positive organizational behavior. d). It is expected to increase staffs' satisfaction via the job descriptions and the leader's management. e). It is expected to reduce staffs' stress and promoting their welfare.

Practicing *transformational leadership in* an education organization might change the entire organization via transforming an organization's culture toward the perception on what should be done by the organization and how it should go to predetermined targets on the right track. A transformational leader can strongly influence a quality-strategic plan that is formulated on the basis of the sustainable upgrade of education quality.In short transformational leaders can apply the direction and goal of sustainable quality improvement and make an

[30] Syaiful Sagala, *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan: Pembuka Ruang Kreativitas, Inovasi dan Pemberdayaan Potensi Sekolah Dalam Sistem Otonomi Sekolah*, (Bandung: Alfabeta, 2013), 170.
[31] Edward Sallis, *Total Quality Management in Education*, (London: Kogan page Educational Series, 2006)
[32] E. Mulyasa, *Manajemen & Kepemimpinan Kepala Sekolah*, cet. VI, (Jakarta: Bumi Aksara, 2017), 160.
[33] Eka Prihatin, *Manajemen Peserta Didik*, (Bandung: Alfabeta, 2011), 156.
[34] Murgatroyd & Morgan, *Total Quality Management and the School*. (Buckingham: Open University Press, 1994)

[35] Sagala, *Manajemen Strategik...*, 170.
[36] Sofan Amri, *Peningkatan Mutu Pendidikan Sekolah Dasar & Menengah: dalam Teori, Konsep dan Analisis*, ed. Umi Athelia Kurniati, (Jakarta: PT. Prestasi Pustakaraya, 2013), 18.
[37] Mulyasa, *Manajemen dan...*, 17.
[38] Daryanto, *Kepala Sekolah Sebagai Pemimpin Pembelajaran*, (Yogyakarta: Gava Media, 2011), 50-51.
[39] Tim Admistrasi Pendidikan UPI, *Manajemen Pendidikan*,..., 157.

effective decision on it so that the, as well as external customers' satisfaction and staff empowerment, are increased.[40] According to Bass and Aviola in Rahmi, transformational leadership can improve education quality if the principal pays attention to its several elements, which cover *idealised influence, inspirational motivation, intellectual stimulation* and *individual consideration*.[41]Each concept is elaborated as follow:a).*Idealized influence*means that the principal is an ideal figure who plays as the role model for teachers and staff in implementing vision and missions of the institution.b). *Inspirational motivation*means that the principal gives inspiring motivation to all teachers and staff to strive for achieving the institutions' goals.c).*Intellectual stimulation* means the principal encourages creative ideas among teachers and staff to contribute critical thinking and solution for the progress of the institution. d). *Individual consideration*. means the principal takes personal care of teachers and staff as to manifest his social concern to the subordinates.

In addition to focusing on several elements above, efforts to improve education quality can be done by applying *Total Quality Management (*TQM). One of TQM theories applicable is the use of the PDCA concept, namely *Plan, Do, Check,* and *Art,* as coined by William Edward Deming. According to the concept, there 4 steps to improve the education quality, namely:[42] a). *Plan* (P) refers tothe first step, by identifying problems or weaknesses that need fixation and formulate a solutive plan for coping with them. b). *Do* (D) refers tothe second step, by implementing the plan in the trial stage and observing all processes. c). *Check* (C) refers tothe third step, by examining and investigating what has been done and finding the flaws that need to be fixed and proceeding with the right procedures. Subsequently, based on the identified weaknesses, the revised plan must be produced for further improvement.d). *Art* (A) refers tothe last step, by implementing the whole plan of quality improvement, including the revised plan in the previous step.

In short, transformational leadership needs to focus on the criterion of learning competence for the principal in order to carry out education quality improvement. In addition, the principal also needs to focus on the various dimension and concepts of quality improvement in the literature. By so doing, the transformational leadership of the principal hopefully benefits the efforts of quality improvement in the education institution.

Research Method

The research method applied in this study is descriptive qualitative. This study attempted to describe the facts concerning with (1) the principals' strategies in giving inspiring motivation to their followers in order to improve the education quality and (2) the principals' strategies in giving attention to their followers in order to improve the education quality in Indonesian senior high schools located in Tulungagung Regency of East Java Province in Indonesia. The results of the study were inductively drawn from the evidence and data obtained from the field.[43]Such a descriptive study aims to systematically, factually, and accurately make sense of the facts and characteristics of the research subjects in a particular place and period of time. As such, this study tries to accumulate primary data for the sake of description, not necessarily seeking or explicating the interrelation, testing hypothesis, making a prediction, or pursuing meanings and implications, even though such a study might find all those things.[44]

STUDY RESULTS AND DISCUSSION

The principals' strategies in giving inspiring motivation to their followers in order to improve the education quality in their schools

The principal plays a vital role in managing his school for better achievement. Among his very crucial roles in his leadership is giving inspiring motivation to his subordinates and all school members. In general, motivating the followers under his leadership can be done through being a model of task accomplishment, for example, exemplifying the right action or, briefing prior to working, or spoken direction and guidance.

A briefing or direction is given by the Indonesian school principals normally conveyed in a spoken form containing stories, recounts, or biography of prominent figures. By so doing, the principals are able to influence and motivate his followers to contribute positively to the school organization. Directions and motivations conveyed by the principals are expected to stimulate creative and innovative ideas of the school members so that new culture positively instigating education quality improvement can be created.

After doing data analysis resulted from field observation, the researchers found that the strategies used by the principals of MTs Negeri Bandung dan SMP Negeri 1 Tulungagung in giving inspiring motivations to his subordinates can be seen from the principal's managing behaviors. The strategies used by the principals are (1) growing inspirations through telling the interesting stories of national heroes, (2) modeling task accomplishment related to the management of the organization, (3) giving regular briefings to promote the positive performance.

The study results show that one strategy to motivate the school members by the subjects of the study is by giving inspiring stories of heroism of national heroes and heroines. It is also found that such stories are able to make the school members be aware of how important they accomplish the jobs given to them the best they can. Mostly, the school members interviewed stated that they are inspired by such heroic stories given by the principals in the regular briefing. Therefore, they are determined to make their best contributions to the organization because they feel 'owing' to the rewardless hardship of the national heroes striving for national freedoms. Thus, they feel guilty and indebted if they accomplish their jobs unseriously while knowing that the national heroes had sincerely bet their lives for their freedom and future happiness.

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[40] Nasution, *Manajemen Mutu...*, 201.

[41]Rahmi, *Kepemimpinan Transformasional...*, 146.

[42] Umirso dan Nur Zain, *Pesantren di Tengah Arus Mutu Pendidikan: Menjawab Problematika Kontemporer Manajemen Mutu Pesantren*, (Semarang: RaSaIL, 2011), 147.

[43] Mohammad Ali, *Metodologi dan Aplikasi Riset Pendidikan*, (Bandung: Pustaka Cendekia Utama, 2010), 139.

[44] Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT. Raja Grafindo Persada, 2008), 76.

What has been done by the principals of MTs Negeri Bandung dan SMP Negeri 1 Tulungagung is in line with the theory coined by Bass dan Avolia thatgiving inspiration motivation is one dimension of transformational leadership. A transformational leader may motivate and modify the behaviors of organization components for the sake of attaining unimagined possible improvement by directing the followers to perceive threats as opportunities for learning and gaining an achievement. A transformational leader attempts to identify any phenomena in his organization by using expansive thought and emotion. Such behavior is infiltrated to the entire components of the educational organization by spreading out highly inspiration ideas for motivation.[45]

Hence, transformational leadership demands the capability of giving inspirations and motivation to followers. Such motivations need to be cunningly conveyed by transformational leaders through inspiration sentences as well as metaphors. Metaphor is effective to use as a medium for promoting motivation and giving inspiration to the followers, l*et al*one by using words that has deep and philosophical meanings.[46]

Another strategy to motivate the school members by the principals is by modeling task accomplishments related to the executions of particular activities or programs, as well as how tu run the organization in general. By such direct modeling, the principals are able to create a conducive learning atmosphere and they are cooperatively learning to find out resolutions in overcoming raising problems in the school. This is possible because the school members directly see the measures taken by the principal in accomplishing the managing jobs and overcoming problems.

This strategy of modeling task accomplishments on the executions of particular activities or programs in parallel with the theory of Bahar Agus Setiawan dan Abd.Muhith.[57] They underline that one fundamental thing that ought to be done by transformational leader is to make his followers inspired by every positive behavior and virtue growing in himself. Therefore, a leader is of influence for his followers. he must become a good model in accomplishing jobs, overcoming the problems as well as the way he thinks, says, and acts. Besides, a leader is demanded to own a capability of determining a good vision to handle things right, as well as the ability to analyze the substance of a problem. He also needs to have empathy toward what he feels by his followers.[47]

Finally, the motivation given by the principals is to promote the quality of staffs' performance by activelydeveloping the school member's talent and potency. In this case, the principals facilitate the gifted students with extracurricular lesson and skill practice and encourage them to join some competitions or contests based on their skills and abilities. The principals also give a similar treatment to the teachers and staffs who want to develop their skills and potencies to go to various seminars and workshops or to pursue higher levels of education.

Such a strategy complies with Benardie R. Wirjana and Susilo S. who state that effective leadership can give inspiration motivation for the leader and his followers to cooperate each other, working together to achieve the targets of the organization. Furthermore, such cooperation also gives space for the followers to experience a process of leadership development.[48]On another side, such cooperative behavior will also make the principal will encourage autonomy of the school members to actualize their potency in the organization. Hence it can trigger a process of growing the potential leadership and autonomous attitude of the followers; the two of which are of worthwhile self-reward which subsequently stimulate the followers' productivity and working performance, and thus increasing the education quality.[49]

Based on the study results in MTs Negeri Bandung dan SMP Negeri 1 Tulungagung, the researchers draw a concluding proposition that 'if the principals grow the motivation by (1) giving inspiring stories of heroism of national heroes and heroines, (2) by modelling task accomplishments related to the executions of particular planned activities or programs, (3) promoting the quality of staffs' performance by developing the school member's talent and potency through necessitated facilities, he can make an improvement of the the education quality in his school significantly.

The principals' strategies in giving Attentions to their followers in order to improve the education quality in their schools

The principal as the leader in education institution is demanded to have an understanding of the importance of giving individual concern to all school members. One feature of a transformational leaderis that he holds a principle that teachers and staff under his leadership are not 'robot' which can be exploited and authoritatively employed. Instead, they are human beings who are entitled to be cared, appreciated, and protected. Applying such a principle in the school environment will lead to a harmonious, convenient, as well as a conducive working environment.

After doing data analysis resulted from observing the principals' managing behaviors, the researchers found that the strategies used by the principals of MTs Negeri Bandung dan SMP Negeri 1 Tulungagung in giving individual attention to all school members are presented as follow. The first strategy is giving *reward*s for the school members who get a particular achievement and *punishment*in the form of spoken educative protest for the misbehaving school member. What is interesting is that in giving punishment the principal always tries to convey it in reasonable and polite ways. *Reward*and *punishment*are used by the principals to give guidance and supervision to the school members.

The next strategy is building an emotional bond and social cohesivity between him and all school members via harmonious communication and paying a visit (*silaturrahmi*) as one of the members gets sick or have family's parties. Such a strategy is meant to establish solidarity among the school members and thus make the school environment socially

[45] Rahmi, *Kepemimpinan Transformasional...*, 155.
[46]*Ibid.*, 161-163.
[47] Bahar Agus Setiawan dan Abd. Muhith, *Transformational Leadership: Ilustrasi di Bidang Organisasi Pendidikan*, (Jakarta: PT. Grafindo Persada, 2013), 164.

[48] Benardie R. Wirjana dan Susilo S., *Dasar-Dasar Kepemimpinan dan Pengembangannya*, (Yogyakarta: Andi Offset, 2005), 11.
[49] Setiawan dan Muhith, *Transformational Leadership...*, 163.

convenient and harmonious.This harmonious social relationship among school members is able to create a positive spirit to collectively move toward better education quality.

The finding concerning with the strategy in giving attention to the followers done by the principals in this study in conforming with the theory of Bass and Avolio. The ability of a leader in giving concern to the followers is one form of transformational leadership. A leader should go on thinking and doing self reflection to identify his followers' needs, to know the followers' potentials, to delegate parts of his authority, to give attention and reward, to foster, guide, and train his followers specifically and personally in order to achieve the goals of the organization, to give support, as well as to share his experiences in career development.[50]

Also, a leader needs to build intimacy with the followers emotionally. It means that there is a correlation between leadership style and the level of maturity of the followers, primarily in terms ofpower connection, derived from the relation established by the leader and VIP within both in and outside of the organization. Hence, in this dimension, transformational leadership described as the leader who is willing to seriously listen to the followers' inputs and also willing to care about followers' needs.[51]

Next, according to Greenleaf in Gary Yukl, a leader must own a character of being 'get ready' to serve his subordinates. Serving the subordinates is the main responsibility of a leader and the essence of ethical leadership. The services include caring, protecting, and empowering followers. The serving leader must follow his followers' needs and help them to be more healthy, wise, ready to accept their responsibilities. By a mere understanding of the followers, a leader can decide the best way to serve their own needs. A serving leader must listen to his followers, learn their needs and aspiration, as well as prepare himself to share their pains and frustration.[52]

Based on the findings explicated above the researchers draw a concluding proposition that 'if the principals give reward to the best achievers, give proper and polite protests to misbehavers, build communication and solidarity as a means of creating emotional bond with the followers in order to give individual attention to them, he will likely increase effective management and the education quality in his school.

CONCLUSIONS

The study on transformational leadership conducted in Junior high school located in Tulungagung, one of the regencies of East Java, Indonesia resulted in the following conclusions:

First, the strategies used by the principals in managing the educational services in those schools are typical of transformational leadership. Those strategies related to motivating his subordinates under his leadership are (i) growing inspirations through telling the interesting stories of national heroes, (ii) modeling task accomplishment related to the management of the organization, and (iii) giving regular briefings to promote the positive performance of the

followers.Meanwhile, the strategies concerning giving individual attention to all school members are (i) giving reward to achievers and punishmentin the form of spoken polite protest or complaints to the misbehavers; and (ii) building an emotional bond and social cohesivity between him and all school members via harmonious communication and paying a visit (*silaturrahmi*) to the schools members' homes. Secondly, we can conclude that the principals under the study have abilities to understand and implement the concepts and principles of transformational leadership in order to improve the education quality in their schools.

The propositions drawn from the findings are as follow: (1) If the principals grow the motivation by (b) giving inspiring stories of heroism of national heroes and heroines, (c) by modeling task accomplishments related to the executions of particular planned activities or programs, and (d) promoting the quality of staffs' performance by developing the school member's talent and potency through necessitated facilities, theylikely make an improvement of the the education quality in his school significantly; and (2) If the principals give reward to the best achievers, give proper and polite protests to misbehavers, build communication and solidarity as a means of creating emotional bond with the followers in order to give individual attention to them, they will likely increase effective management and the education quality in their school.

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[50] Rahmi, *Kepemimpinan Transformasional...*, 169.

[51]*Ibid.*, 170.

[52] Gary Yulk, *Kepemimpinan Dalam Organisasi*, ter. Ati Cahayani, (Jakarta Barat: Indeks, 2017), 473.

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