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Stimulation of Transformational Leadership in Teachers' Intellectuals at MTsN 1 and MTsN 2 Tulungagung

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Abstract. Transformational leadership has a significant impact on the progress and development of educational institution achievements. Effective leadership of madrasah principals can create the realization of various progress and achievements. The substance of intellectual stimulation behavior is a form of effort to increase intelligence, rationality, and thorough problem solving. Transformational leaders need to invite members of educational organizations to see problems from a more comprehensive, and broad perspective, so that problems are not framed partially. This study uses a qualitative approach, the type of case study with a multi-case design. The results showed that transformational leadership in developing resources by strengthening intellectual stimulation, TUSI distribution, preparing leader regeneration, decisive action, giving recognition, rewards and solving problems that hinder transformation.

Keywords. Transformational Leadership, Stimulation of Transformational Leadership

17 Introduction

The phenomenon of leadership has been the subject of attention and study by researchers in various disciplines, especially management disciplines. Almost every management study, including Islamic education management, cannot deny the discussion about leadership. In the management process, leadership holds a very important position as the ability to direct and convince subordinates or staff to voluntarily carry out collaborative activities to achieve goals (George Terry, 2003:65). Leadership occupies a strategic position as the core of management because it becomes a driving force for various resources (human and others) available in the organization to achieve goals (SondangSiagian, 2003:52).

The findings in leadership traits were initiated by Leithwood and Jantzi's research on transformational leadership and its impact on organizational conditions and teacher engagement. This study aims to gain a better understanding of the way school transformational leadership is perceived in schools. The main steps in Leithwood and Jantzi's study consisted of developing a framework that could identify the different forms and sources of leadership (K. Leithwood & D. Jantzi, 2000:112-129). Leithwood and Jantzi's research supports the assertion that the behaviors inherent in the dimensions of transformational leadership practices require further research.

Brown and Anfar's study focused on the strategies used by secondary school principals before implementing comprehensive school reform. They found that the practice of visionary

leadership involved early exploration of areas of possible change. Changes and guidance regarding exploration include support, commitment, and ownership. Besides that, time, namely the courage to change, planning that involves everyone, openness and appreciation are required characteristics ²² visionary high school principals who want the successful implementation of school reform (K. Brown & V. Anfara, *Paving the Way for Change*: 2003). :16-34).

All improvement of the school system will be carried out if the principal as a leader and manager is aware of his functions and responsibilities. Servant and transformational leadership have attributes that provide guidance and inspiration through these changes. Servant leadership focuses on supporting and developing the individuals within an institution, while transformational leadership focuses on inspiring followers to work towards a common goal (George P. Allen, PharmD, et al, 2016; 80 (7) Article 113).

Moreover, if we are going to build an Islamic educational institution, then one of the important factors is to prepare the leader or the head of the madrasa. Even MujamilQomar emphatically said as follows. In Islamic educational institutions, leaders really must be prepared and selected selectively, considering the role played by leaders can affect the overall condition of the organization. The progress and decline of educational institutions is more determined by the leader factor than other factors. Indeed, there are other factors involved in contributing to the progress of the institution or the decline of an institution, but the position of the leader is still the strongest and most decisive factor in the future fate of an Islamic educational institution. Thus, if we pay attention to the state of Islamic education, we should look at the typology of its leaders (MujamilQomar, ¹⁰7: 273).

Transformational leadership has an emphasis on clear vision and mission statements, effective use of communication, intellectual stimulation, and personal attention ¹⁵ to individual problems of members of the organization. With an emphasis on such matters, it is hoped that the principal will be able to improve the performance of his teaching staff in order to develop the quality of his school. The application of transformational leadership is also needed because the latest information should be transformed to teachers, administrative staff, students, and parents through a psychological and educational persuasive touch from the principal (Sudarman Danim ⁸ and Suparno, 2009: 48).

Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower ¹⁹ sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses ¹¹ of followers, so the leader can align followers with tasks that enhance their performance. (Odumeru, James A, Ifeanyi George Ogbonna, *transformational vs. Transactional Leadership Theories: Evidence in Literature*, www.irnbrjournal.com, *International Review of Management and Business Research* Vol. 2 June Issue. 2013). Mujamil Qomar further explained: The transformation of managers (heads of madrasas) should be done first, because the position of managers in Islamic education institutions is a “controller”, a “role model”, or a “driver”. Before they transform the thoughts, actions, and behavior of their subordinates, it is mandatory for managers to first transform themselves. If not done, the manager's policies become counterproductive. For example, how is it possible for managers to transform lazy habits into disciplined habits to their subordinates if they themselves often do not fulfill their duties (mboos). Therefore, the transformation of the manager's mindset, tendencies, attitudes, behaviors, actions, and habits becomes a necessity that cannot be postponed anymore (MujamilQomar, 2013: 88-89)

In this kind of transformative leadership ⁴ of the madrasah principal, which is expected to be able to manage madrasas for the better. There is concern over whether school leaders have

the proper management skills, leadership styles, and approaches necessary to ensure effective operational performance of schools. Education leaders may benefit from training and development in transformational leadership styles proven to enhance performance in business organizations and educational settings (Matthew Anderson, Volume 93, Issue 1 Article 4).

The existence of a transformation in a positive direction can change the performance of Islamic educational institutions for the better and achievers who ultimately gain public trust. Madrasas that excel and have many achievements cannot be created by chance that rely on the innate abilities or talents of their students, but need planning, training, strategies and mental and physical readiness that are forged continuously. None of this would be possible if the madrasa did not have a transformative leader.

B. Research method

The method that researchers use in writing this journal is field research. Researchers examined directly on data sources in the field, namely madrasas. This research is carried out naturally because the object under study is an object that runs as it is without any manipulation by the researcher and the position of the researcher does not affect the existence and dynamics of the object of research. In collecting data, the writer uses in-depth interview method. Documentation, and participant observation.

C. Results and discussion

Based on the research findings which are processed into proportions, ¹⁴ transformational leadership of the madrasah principal in developing human resources (HR) to improve the quality of education is as follows;

The first research findings related to intellectual stimulation of teachers and education personnel in improving the quality of transformational leadership education for the Principal of MTs Negeri 1 Tulungagung and Head of MTs Negeri 2 Tulungagung, in achieving madrasah goals with a priority scale and achieving goals based on madrasah strategic plans.

The head of the madrasa in mobilizing teachers to have four values, namely religious values, social values, moral values and values related to the legislation in force in the Republic of Indonesia. The head of the madrasa has taken various steps which are the philosophical foundation in achieving the goals of the madrasa. Religious values are directed at strengthening commitment to uphold the rules that have been outlined by the Islamic religion.

The head of the madrasa in motivating teachers to always have a sincere and sincere intention to advance the madrasa is a creative process carried out to advance the madrasa. The tenacity, tenacity and personal strength of the head of the madrasa as a leader provide its own firmness in motivating teachers and education staff. The personal strength of a leader can generate motivation and can affect the performance of a leader (Soane, Emma, Butler, Christina and Stanton, Emma, 2015:65-67).

Transformational leadership is able to increase the maturity level of followers to have high ideals and willingness to self-actualize to achieve organizational goals in order to achieve prosperity (Hakam Erkutlu, 2008:709) ⁷ The actors and followers of the transformational leadership style continuously build the awareness of their subordinates by calling for great ideals and high morality such as glory, togetherness and humanity (Sri Rahmi, 2014: 57).

The needs of teachers regarding the need to complete student learning tasks are always prioritized by the madrasah principal. Teachers have varied aspirations in advancing madrasas, but these aspirations do not seem to have been responded to and responded to by the madrasah principal. In this context, the head of the madrasa uses the principle of deliberation ¹³ to accommodate and follow up on the aspirations of the teachers. Individual consideration is the

extent to which the leader follows each follower's need²³, acts as a mentor or coach to followers, and listens to the aspirations and needs of followers (Timothy A. Judge and Ronald F. Piccolo, 2004: 755).

The head of madrasas mobilizes teachers to have a common goal in advancing madrasas that are related to the expectations of teachers, carried out through a systematic transformative leadership process. Teachers have many hopes, especially related to teacher welfare and madrasa progress from various sides. and meet the expectations of these teachers, the principal considers the suitability of these expectations with the progress of the madrasa and considers the rationality of these expectations in terms of madrasa management capabilities.

The second research¹² ding related to intellectual stimulation of teachers and education personnel in improving the quality of education is the transformational leadership process of the Head of MTs Negeri 1 Tulungagung and the Head of MTs Negeri 2 Tulungagung, through the division of labor/division of tasks and functions.

Deputy Head of Curriculum is a very important position because curriculum is like the lifeblood of education. All policies and decisions are automatically used⁷ guidelines for the implementation of teaching and learning activities and madrasa programs. In this case, the head of the madrasa acts as a manager in curriculum management in the principle of working with and through other people, namely through the wakamad in the field of curriculum.

The deputy head of the madrasa for student affairs has three functional tasks, namely student development (OSIS), extracurricular development, and academic and non-academic program development. In the field of student council development, the Deputy Head of Student Affairs always supervises and monitors the dynamics of student council development to have a high commitment and increase creativity and organizational activity.

In this case, dividing the duties and functions of the deputy head of the madrasa in the field of public relations, the Head of MTs is oriented to the achievement of good relations and interactions across sectors. The duties of public relations include managing and organizing the relationship between madrasah and guardians of students, namely an understanding of the vision between madrasas and guardians of students in order to advance the quality of madrasas, with school committees, school internal relations, relationships with vertical agencies. The head of the madrasa divides TUSI to the deputy head of the madrasa in the field of infrastructure in terms of managing madrasa facilities and infrastructure.

The head of the madrasah distributed TUSI to the head of TU, teachers of religious subjects, teachers of general subjects, BP teachers, heads of libraries, heads of laboratories, extracurricular coaches. This shows the leader's willingness to properly delegate tasks and authority. The key to successful madrasah leadership is trusting the teaching staff and delegating tasks and authority (Sudarwan P¹⁶m& Suparno, 2009: 87-88). The head of the madrasa as the leader of educational institutions in order to successfully achieve the educational goals that have been determined must be able to direct and coordinate activities (B. Suryosubroto, 2010: 183).

The third research fi¹²ng related to intellectual stimulation of teachers and education personnel in improving the quality of education is the transformational leadership process of the Head of MTs Negeri 1 Tulungagung and the Head of MTs Negeri 2 Tulungagung, by strengthening innovative, intelligent, dynamic subordinates / improving the quality of human resources.

In fostering the sincerity of teachers to improve the quality of their human resources, madrasa heads need to direct the development of knowledge, skills, and foster changes in teachers towards noble personalities. The purpose of human resource development is to develop knowledge, skills/expertise, and change attitudes (Connie Choirunnisa, 2012: 192).

The application of a strict leadership model in supervising teachers is carried out and supervised by the head so that madrasa residents obey the rules of the madrasa. This firm attitude is carried out through the delivery of periodic supervision once a month if there is a violation given, both verbally and in writing. The deterrent effect gets its own attention for the head of the madrasa in the implementation of providing disciplinary action to teachers.

The fourth research finding related to intellectual stimulation of teachers and education personnel in improving the quality of education is the transformational leadership process of the Head of MTs Negeri 1 Tulungagung and the Head of MTs Negeri 2 Tulungagung, by strengthening the role of inspiring motivators or building awareness of officials.

Motivational factors are needed in organizations regarding employee performance, but not necessarily motivated people can be categorized as good workers. Their performance depends on their possession of skills regarding their job-related training (Farid Ahmad, Tasawar Abbas, Shahid Latif, Abdul Resheed, 2014:13).

The efforts made by the madrasa principal in providing intellectual stimulation to their subordinates are an important step to provide a basis for thinking for subordinates before carrying out tasks. Intellectual stimulation provides opportunities for subordinates to think of several innovative ways because they are allowed to contribute to the decision-making process (Ali Mohammadi & Zahra Boroumand, 2016:86). The main task of the leader is to involve all components in the organization so that they have a role and are able to contribute positively in achieving goals (Mohammad Najib, 2015:147).

The form of encouragement given by the head of the madrasa to teachers to have many ideas is by giving freedom to convey ideas and giving high appreciation for teachers who want to contribute their best ideas for the progress of the madrasa. However, the results of the study showed a significant relation between the level of transformational leadership and teachers work commitment. The implication of this study is that leaders should always ensure their high performance leadership to have a significant relationship with staff's satisfaction and school staff's commitment (Jamalullail Abdul Wahab, Che Fuzlina Mohd Fuad, Hazita Ismail & Samsidah Majid, Vol. 7, No. 13 ; 2014 ISSN 1913-9020 E-ISSN 1913-9039).

The headmaster assures the teachers that the madrasa is a common property so that the teachers must feel responsible and further strengthen the sense of belonging and a strong commitment to mutual progress. In order to be responsible for participating in advancing the madrasa, the head of the madrasa in leading must respect his subordinates by giving him confidence, viewing subordinates as partners, not being positioned as errands (Mujamil Qomar, 2013:229).

Findings related to madrasah principals stimulating the intellectuals of teachers and education staff in improving the quality of education at MTsN 1 and MTsN 2 Tulungagung strengthen the theory of Bass & Ronald Riggio. As for the theory of Bass & Ronald Riggio as quoted by Rahmi, this dimension also implies that a transformational leader must be able to play a role as a grower of creative ideas that it can give birth to innovation, as well as as a creative problem solver, so that it can produce solutions to various problems that arise in educational organizations (Mujamil Qomar, 2013:153).

The results of research on madrasah principals stimulate the intellectuals of teachers and education staff in improving the quality of education in analogy to the intellectual stimulating model, then the model applies in order to stimulate the principal's intellectual. So based on critical analysis, research findings have strengthened the intellectual stimulating model.

D. Conclusion

Transformational Leadership Stimulating Teachers' Intellectuals at MTsN 1 and MTsN 2 Tulungagung is carried out by the Head of Madrasah stimulating the intellectuals of teachers and education staff in improving the quality of education by strengthening intellectual stimulation, TUSI distribution, preparing leader regeneration, decisive action, giving recognition, rewards and solving problems that hinder transformation.

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