

Transformational Leadership Model of Headmaster in Improving the Quality of Madrasah

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Abstract: This study aims to find transformational leadership performance of headmaster (kepalamadrasah) in improving quality of madrasah. This research is very important in order to make a qualified madrasah. This study used a case study method. The data were gained by observation, structural interview, and literature studies. Based on the result of the research, it could be concluded that transformational leadership is a leader pattern that creates subordinate spirit to keep gathering commitment in achieving the vision and organizational goals. There are some transformational leadership indicators in this research as follows: first, have the competences of the headmaster, such as; competence of personality, managerial, entrepreneurship, supervision, and social. Second, be able to make a design and madrasah development goals. Third, make an effective madrasah structural design. Fourth, be able to develop professional educator and the employer of madrasah. Fifth, be able to cooperate with other parties.

1 INTRODUCTION

The education quality has never been an ending discussion. This may be caused by some factors. Firstly, most of the people feel responsible to get involved in taking care the quality of education since they assume that they are part of it. Therefore, the initial step that parents do to look for the school for their children is the quality of the school. Secondly, the raw input of the education is human beings. Human beings are heterogeneous with their characteristics and competences. The schools try to convince parents and society that they are deserved for. Thirdly, the schools put the society's trust as a bet. If the schools do not have a quality assurance, the customers will not choose them. They, unsurprisingly, give priority and offer their quality. The schools' quality assurance can be seen from their achievement in preparing students as their human resources to face global competition. Finally, the parents' interest in sending their children to Islamic schools (madrasahs) is increasing rapidly. In the early 20th century, therapy growth of madrasahs

has produced some educated Muslims in Indonesia. The involvement of madrasah graduates in politics and governmental administration gets stronger as a proof of the success of madrasah (Shollah Taufiq, 2014).

Based on those factors, madrasahs are deserved to be the focus of school quality. The fulfilment of this quality lies on the hand of the Head of Madrasah or is generally known as the headmaster. The headmaster is the front liner in determining the achievement of education quality (Sallis, 2002) and (Lie et al., 2014). Hence, this headmaster must have the characteristics which are dynamic, innovative, competitive, and tough Maris et al. (2017) as well as a person who takes in charge in answering the questions from. He is, though, as the first person who will be asked by the parents on the quality assurance when they send their children to that madrasah. The madrasah headmaster is the person in charge and responsible of developing the quality of madrasah.

Not only good or bad curriculum but also the leadership competence will determine the quality of

madrasahs (Darmaningtyas, 1994). Hence, the leadership of madrasah headmaster plays a significant role in enhancing the quality of education since he has a political power and political will or good will (Qomar, 2007).

Studies on leadership in Madrasah and high school has been conducted by researchers (Fitriani, 2017; Jahari, 2016; Komariah, 2016; Komariah & Kurniady, 2017). Islamic –based high school headmaster performance has good relationship with several factors like motivation, managerial and leadership (Jahari, 2016). In the same vein, leadership was closely related with spiritual intelligence (Komariah, 2016). To build madrasah better, authentic leadership is needed (Komariah and Kurniady, 2017) and required systemic and systematic steps of leadership (Fitriani, 2017). Those studies did not discuss transformational leadership in madrasah. There is a need to investigate how transformational leadership can build quality madrasah. This study tries to fill the gap. It investigates transformational leadership performance of headmaster (*kepala madrasah*) in improving quality of madrasah.

2 LITERATURE REVIEW

The characteristic of leadership is transforming. Transformational leadership of a madrasah headmaster requires the ability of: first, persuasive communication. A madrasah headmaster who can communicate persuasively will become supporting factor in transforming his leadership. Second, motivation and competence, both cover intellectual competence and madrasah management like internal or external management (Suparno, 2009). Third, clarity of vision and mission, given intellectual stimulation, and personal attention towards the individual problems of its institution members (Maris et al., 2017).

Fourth, building changes by having role-model attitude, inspirational motivation, individual consideration, and intellectual stimulation (Junaidi, 2017). Due to these attitudes, a leader will consider his subordinates as partners (teamwork) since the high level of teamwork (partners) in madrasah is strongly influenced by the madrasah headmaster.

The madrasah headmaster needs to adopt transformational leadership characteristics, so that all potentials in the madrasah can function optimally. Because transformational leadership is the one which always prioritizes the opportunities and encourages all existing stakeholder to work on

the basis of a high value system, the existing elements are willing to participate optimally in achieving the goal (Suryanto cited in Mandiyasa et al., 2007). In addition, transformational leadership is a charismatic leader and has a central and strategic role in bringing the organization to achieve its goals.

Therefore, transformational leadership is very important to the sustainability of madrasah in organizing the supervision needed for madrasah so that it becomes a support in improving the quality of madrasah itself.

3 METHODS

The focus of this research is the leadership characteristics of madrasah headmaster, so the research approach is the qualitative research with case study method. The data are collected intensively and in-depth (Creswell, 2015) through observation, interview, and document analysis. Those techniques of data collection are used interchangeably and repeatedly in accordance with the requirements and conditions of the data. Observation used was direct observation using non-participant observation type (Sugiyono, 2013), while the structured interview was used for the interview. Document analysis was to collect all the physical evidence from the interview and to support the data. All data were analysed by referring to the concept of Milles and Huberman, namely data reduction, data presentation, and withdrawal of conclusions (Huberman, 2007).

4 RESULTS AND DISCUSSION

The basic consideration of this research is education which is the most valuable investment in shaping the quality of human resources for the future. Therefore, the biggest responsibility of improving the quality of education in school lies on the hand of madrasah headmaster. He has the responsibility in controlling (as a quality control) dan assuring the quality of education (as a quality assurance). Leadership is an effort to influence others to perform the activities to achieve common goals. Leadership has a strategic role in determining whether the organization can improve or not (Baharun, 2017). Hence, having both roles, the headmaster can build a madrasah which is qualified because one of the factors affecting the quality of madrasah is the leadership of the madrasah headmaster (Nurhamzah, 2016).

Transformational leadership is expected to answer all element roles in order to improve the quality of education (Triatna, 2014). The schools which are able to implement transformational leadership, in general, have a pleasant environment and working atmosphere. Everyone feels appreciated and trusted (Lie et al., 2014).

According to Sallis (2002), the quality has two characteristics, namely: 1) Adjusting to the specifications and 2) fulfilling the customer needs (Sallis, 2002). In the context of education, the indicators to see that the users are satisfied are obtained from: 1) the learners can complete the study with satisfactory results; 2) the learners can continue their studies to a higher level fitted with their wishes and aspirations; and 3) The learners can get the jobs correspond to their competence.

The indicator of Madrasah quality is the achievement obtained by the students, teachers, and the staff both in academic and non-academic. Beside the achievement, the accreditation becomes another aspect of the madrasah quality. It is due to the status of madrasah which belongs to non-formal education and government responsibility. Therefore, the government must control and manage the quality of the madrasah by assessing the school in the form of accreditation.

4.1 The Competence of Headmaster

4.1.1 Personality Competence of Madrasah

Headmaster

The headmaster should have a good personality that can be a role model for all stakeholders he leads. Such personality is expected to be a good model for people in madrasah so that they have the same good personality as their leader. Referring to the trait theory that leadership will be highly determined by the nature or character it has (Basri, 2015). In other words, if the madrasah headmaster has a steady and stable personality, it will greatly influence on the success of his institution.

The headmaster of MAN Model Cipasung Tasikmalaya, Dra. Hj. Neng Ida Nurhalida. M.Pd., has a stable personality and can be a role model for her subordinates. The result of the interview showed that as the head of the school, she believes that: 1) on-time attendance is a must; 2) punishment is applied to all subordinates, either for teachers or staffs or students. The punishment to teachers and staff is started from verbal warning to the written one (Chairman of OSIS, 2016).

4.1.2 Managerial Competence of Madrasah Headmaster

The managerial competence of the *madrasah* headmaster is the ability to manage in accordance with the planned objectives. If the *madrasah* headmaster has this competence well, then the management of the *madrasah* will lead to the intended purpose. In managing *madrasah*, the headmaster of MAN Model Cipasung Tasikmalaya, always visits the classes, especially in the first hours of studying time since at these hours is the beginning of all activities conducted in *madrasah*. This means that if the first hour is conducive, it will be possible that the following hours will be conducive. Monitoring activities in the first hour is conducted to see the daily activities of MAHA (Let's Memorize Al-Quran) and Asmaul Husna reading (especially on Friday).

In every first hour of learning begins, all classes are required to read the Quran for ± 10 minutes. The teachers who teach in the beginning hours should read Quran as well, followed directly by teachers who teach at that first hour. In addition, the headmaster always monitors the presence of teachers and staff in the final week of each month (Chairman of OSIS, 2016)

4.1.3 Entrepreneurship Competence of the Madrasah Headmaster

The entrepreneurial competence of *madrasah* headmaster is the ability to see the *madrasah* opportunities as a basic resource which can be utilized for the school progress. With this competence, it is expected that the headmaster is required to be able to develop their own potential to improve the quality of *madrasah*.

Starting from a strong sense of confidence and dreams to have qualified *madrasah*, the headmaster of MAN Cipasung, made her vision, mission, strategy, goals, values and targets of the school. Besides, the headmaster has spiritual values which are in line with the school motto "Nyantri" (Pious) — having Islamic values in attitudes and doing. These values distinguish between leadership at schools and *madrasah* (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

4.1.4 Supervision competence of Madrasah Headmaster

Headmaster' Supervision competence is an integral part of the vision and mission to be achieved by MAN Cipasung. This competence secures the institutional sustainability, vision, mission, strategy, goals, values and targets that can be controlled and monitored by the headmaster as a *madrasah* leader. It was conducted by Headmaster during learning in every first hour. She always patrolled class, and monitored what happened in it. When he was on duty out of school, he gave mandate to her vice headmaster to accomplish the mission. The supervision in the form of evaluation as a whole was done at least three times in a semester, i.e., beginning, mid, and end of semester. One thing for sure it was done depending on the urgency of the supervision results (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

4.1.5 Social Competence of Madrasah Headmaster

On the part of the headmaster, the ability to communicate and interact well and effectively becomes a necessity. This competence can harmonize between the headmaster with *madrasah* customers, such as parents and community. MAN Model Cipasung belongs to the community, especially the people around the *madrasah* environment. In various social activities, the school with its OSIS was always involved with surrounding communities. For example, when it comes to Islamic Day Celebration (PHBI), the *madrasah* always invited the surrounding community to participate in these activities. These activities included social service from the smallest places in the remote areas (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

4.2 Madrasah Development Directions

The direction of *madrasah* development requires effective and functional supporting factor, such as superior human power and representative infrastructure (Buchari, 2016). This direction has a big impact with the quality of *madrasah* and it can be achieved by starting from good planning (effective). This effective planning was set forth in the form of vision, mission, strategy, goals, values and targets. It will set the competitive advantages at local, regional, national and even international level.

However, the direction should be consistent with the characteristics of the *madrasah*, which is to maintain superiority in spiritual values. With a strong spiritual capital, modern science and technology, *madrasah* will be the choice of society. The direction of this *madrasah* development can be seen from the vision, mission, strategy, goals, values and targets put forward. The *madrasah*' Vision states as follows: *madrasah* that can realize "Superior, obedient, and sociable" (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

The direction of *madrasah* development requires effective and functional carrying capacity, such as superior human power and representative means of infrastructure (Buchari and Saleh, 2017). This direction has a big impact with the quality of *madrasah* and it can be achieved by starting from good planning (effective). This effective planning was set forth in the form of vision, mission, strategy, goals, values and targets. It will set the competitive advantages at local, regional, national and even international level. However, the direction should be consistent with the characteristics of the *madrasah*, which is to maintain superiority in spiritual values. With a strong spiritual capital, modern science and technology, *madrasah* will be the choice of society. The direction of this *madrasah* development can be seen from the vision, mission, strategy, goals, values and targets put forward. The *madrasah*' Vision states as follows: *madrasah* that can realize "Superior, obedient, and sociable" (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

The mission of MAN Model Cipasung are as follows: a) Providing quality education to achieve both academic and non-academic; b) Realizing learning and habituation to carry out religious teachings as a whole; c) Realizing the formation of the character of the ummah that is capable of actualizing oneself in society; d) Increasing the knowledge and professionalism of educational personnel in accordance with the development of education; e) Making Madrasah Aliyah Negeri Cipasung a model *madrasah* in the development of imtaq and science and technology learning; and f) Organizing effective, efficient, transparent, and accountable *madrasah* management (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

To achieve its vision, the *madrasah* set the strategies as follows: a) Recruiting prospective excellent students from junior high school graduated both from public and private sector through the selection of academic potential, Al-Quran recitation, and the value of the National Exam National; b)

Developing an active, creative, innovative, and fun learning process with the principle of mastery learning and the principle of balance between creativity and discipline, between competition and cooperation, and between demands and initiatives; c) Organizing regular educational quality improvement programs for educators and education personnel through education, upgrading, training, coaching and certification; d) Improving student mastery of science and technology through the development of an adaptive and extra-adaptive curriculum; and e) Developing a madrasah management information system in madrasah management (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

With respect to institutional Target, the madrasah set the following: a) Increasing the quality of graduates so that the number of students who can be admitted to higher education (public and religious) of good quality continues to grow from year to year; b) Providing life skills that can be utilized primarily by students who do not go to college; c) Realizing religious life among students in the school environment which are characterized by pious, sincere, tawadhu, creative, and independent; and d) Improving students' ability in English and Arabic in the school environment in daily conversations, discussions, and speeches (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

For MAN Model Cipasung, the vision, mission, strategy, goals, targets and targets set were not only limited to madrasah administration, but also, they served as a role in achieving excellent quality madrasah. This was proven by obtaining the A accreditation value from National Accreditation Board School (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

4.3 Design of Madrasah Structure

To achieve quality education, the madrasah headmaster is given the freedom to design the madrasah in terms of: 1) Organizing and empowering existing resources to provide adequate support for maximum quality of teaching and learning and 2) Communicating regularly with stakeholders, such as teachers, parents, communities, and governments; and 3) Managing madrasah in a modern way so that education process can be more effective and efficient (Akhwan, 2008).

The mission of MAN Model Cipasung is to conduct quality education to achieve both academic and non-academic. To ensure madrasah acceleration, the organization and its design structure is

necessary. This means that individual placement in the structure must be based on the competence of the capability it possessed. These were taken into consideration by the headmaster in determining the composition of the existing organization in the MAN. It was evident that during the tenure, all the ranks and subordinates, including the educators could run effectively and efficiently and they built a team that mutually helped each other and worked in accordance with the duties and functions (*tupoksi*) respectively.

4.4 Professional Development in Madrasah

The professional development both for the teachers and staffs of the madrasah becomes a necessity. It allowed educators and educational staff to continue to improve and develop their competence. It was administered continuously to ensure that their quality professionalism and their career development improved.

In accordance with the mission of MAN Model Cipasung, namely: improving the knowledge and professionalism of educational personnel in accordance with the development of the world of education. The effort to administer professionalism development in Madrasah, the headmaster performed by conducting quality improvement program of educators and education personnel on a regular basis through several activities such as education, upgrading, training, coaching and certification. Another effort was that the madrasah always sent its envoys to every invitation to attend the scientific meetings, in order to develop the professionalism of the educators and education personnel (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

4.5 Madrasah Headmaster Interactional Process

Efforts to empower madrasah quality can be pursued through cooperation with several parties concerned about madrasah education, such as local and national governments, universities, other schools, social institutions, and companies associated with the program is in the madrasah. Those cooperation with several parties were officially documented by the signing of cooperation agreement. Interwoven cooperation was done in order to: 1) Increase the level of public confidence, so that will result in high credibility of the community; and 2) Link and

match, resulting in reliable, competent, and professional graduate resources, and can be accepted in the community, especially in the world of work (Azizah et al., 2015).

In accordance with the mission of MAN Model Cipasung namely organizing effective, efficient, transparent, and accountable madrasa, the headmaster conducted various interactions or cooperation with relevant institutions or institutions. For example, in order to strengthen about the professionalism of educators, the MAN had been doing cooperation agreement (MoU) with the Department of Mathematics and Science Education (MIPA) Faculty of Tarbiyah and Teacher Training UIN Sunan Gunung Djati Bandung. Another Interaction or cooperation made by the madrasah had something to do with parents or guardians of learners, in terms of financing. To achieve solution in educational financing, madrasah had done strategy to share by each parent or guardian of the learners (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

4.6 Influencing Factors

The first is internal factor. There were several factors that affected the success of MAN Model Cipasung, among others: 1) Fulfilling Standard service issued by BSN-S/M. This means that all the work processes that existed in this MAN needed to be complied with these standards. This was done in order to facilitate in evaluation and preparation of accreditation; 2) involving all madrasah components. These parties included cleaning service, security guards, educators and education personnel to administration who worked synergistically and continuously with one another (Chairman of OSIS, 2016); 3) assigning authority in accordance with their respective functions; 4) Controlling. It was carried out by the madrasah headmaster. Its focus was done on the process of administration and learning in the classroom; and 5) evaluating. It was done by the madrasah headmaster in several meetings on the processes occurring in madrasah (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

The second is external factor. This factor which affected the success in MAN Model Cipasung include: 1) The participation of all *madrasah* stakeholders, in the form of cooperation agreement (MoU); and 2) Involvement and cooperation with government and private institutions in the form of MoU, such as with Pesantren, Kemenag Kab. Tasikmalaya, Faculty of Tarbiyah and Teacher

Training UIN Sunan Gunung Djati Bandung, IAIC Tasikmalaya, and many others (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

4.7 Madrasah Quality

The result of education is considered qualified when the school is able to yield excellence, both in academic and non-academic level. This excellence takes form in extracurricular learners for one level of education or completing certain learning program (Intan Silvana Maris, 2016). Madrasah quality can be seen from some indicators and these indicators are based on the results of education that refers to the achievements of school every period of time (for example: every quarter semester, every semester, annually, 5 years, and so on). Achievements can be in form of academic, such as general test, UN, and non-academic achievement, such as sport and art achievements.

First, madrasah input, among others: 1) Selection of student candidate. MAN Cipasung conducted very tight standard, ranging from administrative selection to the academic selection, especially on Quran reading skill (BTQ). In order to maintain the quality of education, madrasah placed as many as 34 students in each class; and 2) selection of educator candidates, MAN was careful in accepting educator candidates. It only accepted prospective educators who were really needed in this MAN (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

Second, educational process of madrasah, among others: 1) ensuring that teachers teaching according to their respective competencies. It would secure the quality of learning to run well and stay effective; 2) ensuring conducive and enjoyable madrasah environment for learning; and 3) Completing learning facilities, ranging from science (MIPA) laboratories, language, and multimedia room (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

Third, madrasah output; To strengthen madrasah development in terms of its vision, mission, strategy, goals and targets, the school did not only display them on the wall, but it implemented them all. This is evident from its achievement in both academic and non-academic. The achievement in terms of academic field can be seen from the fact that the students who followed the National Examination (UN) passed the test 100% (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

Fourth, the outcome of madrasah. MAN quality can be seen from its outcome indicator. This means

that the graduates of MAN should be able to proceed to higher education level, both public and private.

Some graduates were employed in various company. To support this, there were data of MAN graduates in year 2013/2014. Out of 349 graduates, some continued to study in the state university level and they reached 72 people (49.28%) and others studied in private university level with their number was 57 (16.33%) students, and last graduates were unidentified (they did not report to MAN) and their number was 120 graduates (34.38%) (Headmaster of PSBB Drs. H. Maman Lukman, 2016).

Based on the above findings explanation, the researcher presents a scheme of research result and discussion, in the form of conceptual transformation leadership model of madrasah headmaster to improve the quality of madrasah, as follows:

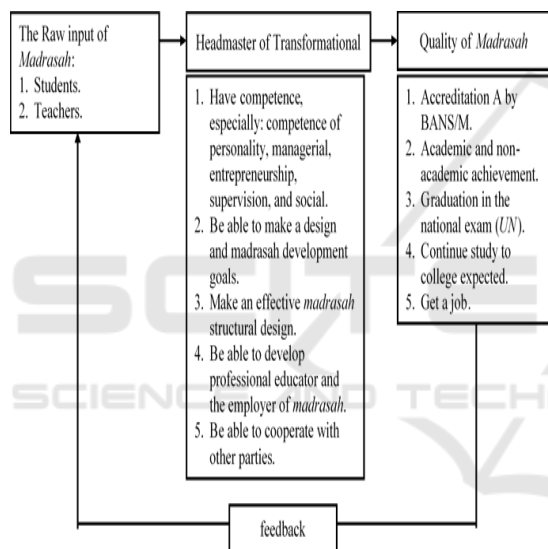


Figure 1: Conceptual Model of Transformational Leadership of Headmaster in Improving Quality of Madrasah

5 CONCLUSION

The transformational leadership is a leader pattern that creates subordinate spirit to keep gathering commitment in achieving the vision and organizational goals. There were some transformational leadership indicators in this research as follows: *first*, the competences of the headmaster (*kepala madrasah*) which cover personality, managerial, entrepreneurship, supervision, and social competence; *Second*, the ability to design *madrasah* development goals; *third*,

the design of an effective *madrasah* structure; *fourth*, the ability to develop professional teacher and education staff of *madrasah*; and *fifth*, the ability to cooperate with other parties.

There are some suggestions dealing with this research as follows: *First*, for the head of *madrasah*. The government has been given detail guidelines either in national enactment or ministerial regulation. Therefore, do and implement all indicators stated in those regulations. *Second*, for the officials in the Ministry of Religion, supervise the heads of *madrasah* intensively and sustainably so that they can run and apply the issued regulations well and consistently. *Third*, for further researchers, this study used case study method, especially the sample was only one. Therefore, the conclusion cannot be generalized. However, this research can be used as material "early reflection" in anticipation of the same problem. For further researchers they can use mixed method with more samples to achieve comprehensive result that can be generalized.

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