

Transformational Leadership Strategy of Madrasah Principals in Strengthening School-Based Management

*Ali Rohmad¹, Putri Septiyaningsih², Elfi Mu'awanah³

^{1,2,3}Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Jl. Mayor Sujadi No.46, Tulungagung, East Java, Indonesia

*damhorila@yahoo.co.id

ABSTRACT: *This study aims to examine the strategies of madrasah principals in strengthening the four dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—within the implementation of School-Based Management (SBM) at MTsN 7 Tulungagung. This study employs a qualitative approach with a post-positivistic paradigm. Data were collected through participatory observation, semi-structured interviews, and documentation. Analysis techniques using data condensation, data display, and conclusion drawing, with validity ensured through triangulation and peer debriefing. The findings indicate that the principal integrates the madrasah's vision and mission into institutional programs, motivates educators through moral support and rewards, enhances teacher competence through training, provides adequate learning facilities, and addresses the individual needs of staff. These strategies demonstrate the central role of the principal in fostering a collaborative and value-based educational environment. The originality of this study lies in its comprehensive analysis of transformational leadership practices within the SBM framework in an Islamic junior high school context, highlighting the integration of IMTAQ and IPTEK values. However, this study is limited to a single case study, which may affect the generalizability of the findings.*

Penelitian ini bertujuan untuk mengkaji strategi kepala madrasah dalam memperkuat empat dimensi kepemimpinan transformasional—pengaruh ideal, motivasi inspiratif, stimulasi intelektual, dan pertimbangan individual—dalam implementasi SBM di MTsN 7 Tulungagung. Penelitian ini menggunakan pendekatan kualitatif dengan paradigma post-positivistik. Data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur, dan dokumentasi. Teknik analisis menggunakan kondensasi data, tampilan data, dan penarikan kesimpulan, dengan validitas dipastikan melalui triangulasi dan diskusi dengan rekan sejawat. Temuan menunjukkan bahwa kepala madrasah mengintegrasikan visi dan misi madrasah ke dalam program institusional, memotivasi pendidik melalui dukungan moral dan penghargaan, meningkatkan kompetensi guru melalui pelatihan, menyediakan fasilitas pembelajaran yang memadai, dan memenuhi kebutuhan individu staf. Strategi-strategi ini menunjukkan peran sentral

¹  orcid id: <https://orcid.org/0000-0002-7805-2105>

³  orcid id: <https://orcid.org/0000-0003-4242-8331>

kepala madrasah dalam membina lingkungan pendidikan yang kolaboratif dan berbasis nilai. Keunikan penelitian ini terletak pada analisis komprehensifnya tentang praktik kepemimpinan transformasional dalam kerangka SBM di konteks sekolah menengah pertama Islam, yang menyoroti integrasi nilai-nilai IMTAQ dan IPTEK. Namun, penelitian ini terbatas pada studi kasus tunggal, yang dapat memengaruhi generalisasi temuan.

Keywords: *Transformational Leadership, School-Based Management (SBM), Madrasah Principal.*

Received: November 26, 2025; Revised: April 15, 2026; Accepted: May 04, 2026

I. INTRODUCTION

Education in Indonesia continues to experience various changes and improvements along with the development of the times and global demands. One of the approaches applied in education management is School-Based Management (SBM), which gives schools greater authority to manage resources and determine policies that are in accordance with their respective needs (Rohmah et al., 2024). SBM is a foundation for educational institutions to manage internal and external potential independently in order to achieve optimal educational goals (Republik Indonesia, 2003). In its implementation, this approach reflects a decentralization paradigm that not only provides flexibility to schools but also encourages strengthening local capacity. Based on this, SBM is expected to increase innovation, collaboration, and accountability in education management, thus producing graduates who have global competence without losing local values.

In the implementation of SBM, the madrasah principal plays a central role as the key decision-maker responsible for managing educational resources, coordinating stakeholders, and ensuring the achievement of institutional goals at the madrasah level. SBM emphasizes decentralization, granting greater autonomy to schools; therefore, the effectiveness of its implementation largely depends on the leadership capacity of the madrasah principal. In the context of madrasah education, this role becomes more complex, as the principal is not only responsible for academic management but also for integrating religious values into institutional practices.

As a leader responsible for driving all components of the educational institution, the madrasah principal implements effective leadership strategies to respond to these demands (Sidiq & Saleh, 2025). One leadership approach considered capable of bringing about significant change is transformational leadership. According to Boccoli et al. (2026), transformational leadership refers to a perspective in which leaders influence organizational change by creating, communicating, and modelling a shared vision, while inspiring members to achieve that vision. In the madrasah context, this approach is particularly relevant as it enables principals to align educational objectives with both academic excellence and religious values.

Furthermore, transformational leadership allows madrasah principals to act as catalysts for change by fostering innovation, strengthening collaboration, and enhancing teacher competence (Hainun et al., 2022). Through this approach, principals can create a learning environment that not only improves educational quality but also supports character development. Therefore, transformational leadership is not only important but

essential for ensuring the effective implementation of SBM and achieving sustainable success in madrasah education.

According to Suriagiri (2020), transformational leadership includes four main dimensions, namely, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Through this approach, leaders are expected to inspire and motivate subordinates to achieve optimal performance and manage change more effectively. This approach emphasizes not only results but also the process of individual development, thus creating a more humane and collaborative work environment. In the context of education, the application of these dimensions can be key in driving innovation, building positive relationships between teachers and students, and creating a school culture that supports lifelong learning. Therefore, transformational leadership is one of the most relevant approaches to facing the challenges of the complex era of globalization. Several previous studies have shown that the application of transformational leadership can have a positive impact on improving the performance of educational institutions (Ikhwan, et al., 2022). However, these outcomes are often contextual, as they are influenced by factors such as school culture, available resources, and the broader institutional environment.

Previous research found that transformational leadership can enhance motivation, commitment, and educational quality by providing inspiration and individualized support to teachers and education personnel (Algothani & Mydin, 2022). In addition, research by Lizhenyu (2025) revealed that the application of transformational leadership in higher education institutions can transform the mindset and behaviour of subordinates in a more productive direction. These findings suggest that while transformational leadership is generally effective, its impact may vary depending on the specific characteristics and conditions of each educational setting. The implementation of transformational leadership within the context of SBM at MTsN 7 Tulungagung represents a significant case that warrants in-depth investigation. This madrasah was selected due to its notable institutional achievements, the integration of religious and academic excellence, and its representation as a model of madrasah that actively implements SBM practices. These characteristics make MTsN 7 Tulungagung a relevant and strategic site for examining how transformational leadership operates in a real educational setting.

Based on the results of a brief interview with the madrasah principal, it is known that the leadership strategies implemented include distributing responsibilities to teaching and education staff, as well as instilling the values of discipline, loyalty, integrity, and commitment to achieving the vision and mission of the madrasah. In addition, various religious activities, such as reading the *yasin* letter, praying *dhuha*, and praying *dhuhur* in the congregation, are implemented as an effort to increase the piety of students while strengthening the integrity of educators in realizing Islamic values that are characteristic of a madrasah.

In addition to internal strategies, MTsN 7 Tulungagung has also succeeded in showing achievements at the national level in the OSN event, which shows that the implementation of SBM with a transformational leadership approach is able to encourage improvements in the quality of education (Puspitasari, 2023). Therefore, this study aims to examine more deeply how the implementation of transformational leadership in SBM at MTsN 7 Tulungagung, through a case study approach, with a focus on the four dimensions of transformational leadership. This study is expected to provide

theoretical and practical contributions to improving the quality of education management in madrasahs and other schools.

II. METHOD

This study uses a qualitative approach with a post-positivistic paradigm, which focuses on an in-depth understanding of the phenomenon of transformational leadership in School-Based Management (SBM) at MTsN 7 Tulungagung. This paradigm was chosen because it is able to explore verbal and phenomenological data and provide a more comprehensive understanding of the dynamics of leadership in educational institutions (Abdussamad, 2021). The methods used include participatory observation, semi-structured interviews, and documentation. By involving the madrasah principal, teachers, staff, and students as informants, valid and relevant data can be obtained regarding the implementation of transformational leadership in achieving the vision and mission of the institution (Hadi et al., 2021) .

The research location at MTsN 7 Tulungagung was chosen because this institution has excellent programs that reflect high religious and educational values. The data collection process took place over two months through direct observation, semi-structured interviews, and documentation, with an emphasis on building harmonious relationships between researchers and informants to obtain accurate information (Murdianto, 2020; Ridlo, 2023). Data analysis was carried out using three interconnected stages: data condensation, data display, and conclusion drawing. Data condensation refers to the process of selecting, simplifying, and transforming raw data obtained from the field into a more manageable form. Data display involves organizing the condensed data into systematic narratives or matrices to facilitate interpretation. Conclusion drawing was conducted by identifying patterns, relationships, and meanings emerging from the data, which were continuously verified throughout the research process. To ensure data validity, this study applied triangulation of sources and methods. Source triangulation was conducted by comparing information obtained from different informants, such as the principal, teachers, and administrative staff, while method triangulation involved cross-checking data collected through interviews, observations, and documentation. In addition, peer debriefing was employed to minimize researcher bias and strengthen the credibility of the findings (Wijaya, 2020).

II. RESULT AND DISCUSSION

Result

The results of the field research show that the madrasah principal successfully strengthened transformational leadership through various strategies involving all members of the madrasah. This study aims to provide a clear picture of how transformational leadership can be applied in the context of education, as well as its impact on the performance and motivation of teachers and education personnel. With a systematic and comprehensive approach, this study is expected to contribute to the development of educational management in madrasahs and other educational institutions.

In terms of idealization of influence, the madrasah principal emphasized the importance of a clear vision and mission as the basis for implementing activities. The vision of the

madrasah is to realize the madrasah as a centre for developing faith and piety (IMTAQ) and science and technology (IPTEK) with an environmental perspective. The madrasah principal (KJ), implemented the vision into work programs, including strengthening religious learning that involves cooperation with related parties such as the police and health services. In addition, the madrasah principal also prioritizes noble morals in every action and decision taken.

“The vision and mission of the madrasah must be a guideline in every activity. In this way, the madrasah principal strives to create an environment that is conducive to the development of character and student competence, as well as improving the performance of teachers” (Madrasah Principal).

In terms of inspirational motivation, the madrasah principal motivates teachers and education personnel through awards and moral support. He always listens to complaints and suggestions from staff and is highly enthusiastic about work. Giving rewards is prioritized over punishment, with the aim of improving the performance and work enthusiasm of educators. This is in line with the results of the interview with the deputy madrasah principal which revealed:

“The madrasah principal always give appreciation to teachers who excel. The madrasah principal also emphasizes the importance of sincerity in serving and devoting oneself to the madrasah. Therefore, by giving awards to teachers who excel, the madrasah principal creates a positive working atmosphere and encourages all educators to contribute maximally” (Deputy Madrasah Principal).

Regarding intellectual stimulation, the principal holds regular meetings to share ideas and solve problems. He also supports the improvement of teacher competence through workshops and training, and provides adequate facilities and infrastructure to support the learning process.

“The madrasah principal always holds meetings to discuss learning activities. Performance assessments are carried out routinely to ensure optimal teaching quality, with evaluations carried out every month based on each teacher's performance report. In this way, the madrasah principal strives to create a culture of continuous learning and encourage innovation among educators” (Administration Staff 1).

In terms of individual consideration, the madrasah principal pays special attention to the needs and achievements of the teaching staff. The madrasah principal also listens to ideas, criticisms, and suggestions from the staff and provides support to meet their needs. This is in line with the results of interviews with administration staff which revealed:

“The madrasah principal is always open to criticism and suggestions given by teachers. Exemplary work discipline and mutual respect are also instilled to create a harmonious and productive work environment” (Administration Staff 2).

The madrasah principal tries to embrace all teachers and education personnel and encourages them to contribute to the development of the madrasah. By paying more attention to individuals, the madrasah principal creates a sense of ownership and responsibility among the staff, which in turn can improve their performance and commitment to the madrasah.

Transformational leadership in School-Based Management (SBM) at MTsN 7 Tulungagung is a strategy to face changes in the era of globalization and internetization, which is full of dynamics, by presenting fast, precise, and accurate solutions to various problems and risks faced by educators, education personnel, and the future of the institution. This leadership integrates four main elements of idealization of influence, inspirational motivation, intellectual stimulation, and individual consideration that enable the madrasah principal to appreciate and support new ideas, methods, and practices of teachers in the teaching and learning process so as to create an educational environment that motivates, appreciates, and involves all parties to achieve educational goals on a local to international scale. The following discussion describes the research findings related to the implementation of the leadership model at MTsN 7 Tulungagung.

Discussion

The Madrasah Principal's Strategy in Strengthening the Influence of Idealization

The madrasah principal effectively applies the dimension of idealized influence in leading the institution. According to Jung et al. (1995) theory, explained that a leader with idealized influence is one who is admired and trusted, and who prioritizes collective interests over personal gain. In the context of madrasah education, this dimension is reflected in the principal's ability to integrate leadership practices with religious values and moral development. This is in line with previous study who state that leaders must demonstrate confidence, strong commitment, and ethical awareness in decision-making, as well as effectively communicate a positive vision to their followers (Balasubramaniam et al., 2021).

Empirically, the madrasah principal applies these principles in daily practices. Based on the findings, the madrasah principal consistently emphasizes discipline through structured religious activities, such as congregational prayers and routine Qur'anic recitation, while also promoting punctuality and responsibility among teachers. In addition, the principal demonstrates integrity and exemplary behavior in decision-making processes, including openness to suggestions and fairness in task distribution. By applying these principles concretely and consistently, the madrasah principal not only functions as a leader but also as a role model who is able to motivate and mobilize all members of the madrasah to achieve common goals (Ikhwan et al., 2022).

The principal of MTsN 7 Tulungagung has implemented the vision and mission of the madrasah in both academic and non-academic learning, with a focus on the integration of IMTAQ and IPTEK. This integration is reflected in the teaching and learning process through the incorporation of religious values into subject instruction, such as linking scientific concepts with Islamic perspectives, as well as through structured religious programs that support students' spiritual development alongside academic achievement. In addition, extracurricular and habituation activities such as congregational prayers, Qur'anic recitation, and character-building programs are systematically aligned with the institutional vision to ensure a balance between intellectual and moral development.

Previous research revealed the importance of IPTEK with IMTAQ in formulating the school's vision and mission. Through the involvement of various stakeholders in this process, the principal demonstrates a collaborative decision-making approach, which enhances teachers' sense of ownership and responsibility (Miranti, 2023). This process not only strengthens commitment among staff but also encourages critical thinking in addressing complex educational challenges. Thus, a clearly articulated vision and

mission serve as a strategic guide for all members of the madrasah in achieving consistent and sustainable educational goals.

Furthermore, the madrasah principal also pays attention to criticism and suggestions from educators when making decisions. Susatya (2023) emphasized that good decisions must consider input from various parties. The decision making must involve all school administrators to ensure that the resulting policies are more comprehensive and effective. By listening to input from various parties, the madrasah principal strives to ensure that every decision taken not only reflects the views of the leadership but also considers the valuable experiences and perspectives of all team members (Badu and Djafri, 2013). This not only increases participation and ownership among staff but also creates policies that are more responsive to the needs and expectations of the madrasah community amidst the dynamics of life that are constantly changing.

The madrasah principal also prioritizes good morals, such as honesty and exemplary behavior, in carrying out educational activities. KH. Ahmad Bahaudin Nursalim emphasized that goodness and honesty in leadership can inspire others to support the leader. The thoughts of KH. Abdurrahman Wahid, highlight the importance of altruistic values in creating harmony and prosperity (Firdaus, 2024). By implementing akhlaq karīmah, the madrasah principal is committed to forming the character of students and educators, thus creating a positive and mutually respectful learning environment. Through the implementation of these values, it is expected that all madrasah residents can develop in academic and non-academic aspects, as well as in good ethics and morality. This approach plays an important role in addressing the challenges of an increasingly complex society, particularly in the era of globalization, which is characterized by various negative influences.

Overall, the implementation of the Idealized Influence dimension by the principal of MTsN 7 Tulungagung has had a positive impact on teacher performance and created a conducive madrasah environment to achieve educational goals. By creating an inspiring and collaborative atmosphere, the madrasah principal is able to increase the motivation and performance of all madrasah members. This shows that transformational leadership can increase the effectiveness of SBM (Rohmad et al., 2024). Through this approach, the madrasah principal not only acts as a decision-maker but also as a facilitator who encourages active participation from all parties. Thus, the success of the madrasah in achieving educational goals can be realized optimally, creating a generation that is not only academically intelligent but also has good character and is ready to face challenges in the future.

The Madrasah Principal's Strategy to Strengthen Inspirational Motivation

The principal of MTsN 7 Tulungagung applies the dimension of inspirational motivation in his leadership to enhance the enthusiasm and productivity of teachers and education personnel. According to the theory proposed by Jung et al. (1995), effective leaders are able to motivate individuals by giving meaning and purpose to their activities. In the context of madrasah education, the madrasah principal reflects this form of motivation through the ability to align daily educational practices with broader institutional goals, particularly the integration of academic achievement and the cultivation of religious values. By emphasizing the significance of educators' roles not only as instructors but also as moral guides, the principal fosters a sense of purpose that strengthens commitment and engagement among staff.

This findings is in line with previous research which shows that employee satisfaction influences productivity, although strong motivation remains essential for achieving collective goals (Abrori et al., 2024). Therefore, the principal plays a crucial role in inspiring both individuals and teams, encouraging them to develop a shared vision of progress and to actively contribute to the advancement of the madrasah.

The madrasah principal consistently motivates every opportunity, both in formal and informal activities. According to Bass, inspiring motivation involves leaders who are able to invite followers to realize shared ideals (Nisa & Ikhwan, 2026). KH. Ahmad Bahauddin Nursalim emphasized the importance of humility in leadership, which can build positive relationships and trust. By delivering words of encouragement and giving awards for achievements, the principal creates a positive atmosphere where each individual feels appreciated and motivated to achieve their best potential. This approach helps build a strong relationship between the principal and the entire academic community. The madrasah principal is also active in providing work enthusiasm to educators and education staff. KH Ahmad Bahauddin Nursalim stated that doing good can be the main capital in building cooperation. The work spirit is characterized by strong self-confidence and motivation. By providing the necessary support and guidance, the madrasah principal seeks to build self-confidence and a spirit of collaboration among staff (Jiang et al., 2023).

This encourages them to contribute maximally to the learning process, thereby improving educational outcomes at the madrasah. The support provided by the madrasah principal also includes sufficient time, financial support, and moral support. (Banmairuroy et al., 2022) Emphasizes the importance of leaders who focus on human resource development. The madrasah principal creates a flexible schedule so that teachers and students can focus on the teaching and learning process, and provides a budget for learning needs. In addition, regular meetings are held to motivate teachers and students. With this support, the madrasah principal strives to improve the quality of education and the welfare of all members of the madrasah. The madrasah principal prioritizes giving rewards through words of gratitude and competency improvement training. Prasinta et al. (2023) stated that rewards are very important to make employees feel appreciated. That employee work motivation increases when they receive rewards for their achievements. By prioritizing rewards over punishments, the madrasah principal creates a comfortable and pleasant environment for teachers and employees (Musdiani et al., 2020). This approach has a positive impact on their performance, making everyone feel appreciated and motivated to carry out their duties effectively.

Overall, the implementation of the Inspirational Motivation dimension by the principal of MTsN 7 Tulungagung has proven effective in increasing the work motivation of teachers and employees. Through various methods that have been implemented, the principal of the madrasah has succeeded in creating an environment that supports its stability and progress. As a result, all teachers and employees can carry out their duties according to their responsibilities, which in turn contributes to the achievement of educational goals in the madrasah.

The Madrasah Principal's Strategy to Strengthen Intellectual Stimulation

The principal of MTsN 7 Tulungagung applies the Intellectual Stimulation dimension in his leadership to encourage innovation and creativity among teachers and education personnel. According to Jung et al. (1995) effective leaders stimulate members to question assumptions and approach problems in new ways without criticizing publicly.

Although intellectual stimulation can have a negative correlation with change, it is still important to encourage new ideas and creative solutions. Thus, the principal plays an important role in creating an environment that supports critical and innovative thinking (Yuliana, 2021).

The madrasah principal holds regular meetings to share and discuss learning activities. According to Nadeak (2022), a good leader is always ready to deliberate to maintain a conducive and harmonious atmosphere. Previous study Ki Hadjar Dewantara emphasized the importance of critical thinking skills in leadership (Susatya, 2023). At MTsN 7 Tulungagung, monthly, semester, and annual meetings are held to discuss obstacles faced by teachers in the learning process. In this forum, teachers are given the opportunity to express their opinions and contribute to finding solutions, thus increasing involvement and a sense of belonging among staff. The principal also focuses on improving the competence of teachers and education personnel. The principal designs a training and seminar schedule to improve the quality of each teacher (Hasanah et al., 2020). The human resource development is very important to ensure employees have the necessary skills (Prasinta et al., 2023). At MTsN 7 Tulungagung, the school holds various training programs and workshops to ensure that educators have relevant knowledge and skills. In addition, it encourages collaboration among teachers to share experiences and best practices, creating a mutually supportive learning environment.

Providing sophisticated learning facilities and infrastructure is also a focus of the madrasah principal. Previous research emphasized the importance of planning and providing quality educational facilities (Chen et al., 2023). While the principal must prepare plans according to dynamic needs (Almaida & Fahmi, 2023). At MTsN 7 Tulungagung, the principal ensures that all educational facilities are fulfilled and ready to use, thus supporting the smooth running of the learning process. Thus, the quality of learning can be maintained and improved. Furthermore, the madrasah principal also routinely conducts performance assessments according to the established schedule. According to Haryoko (2020), teacher performance assessment is carried out to monitor development and provide constructive feedback. Louis and Lee emphasize the importance of assessment at the end of a certain period of time after professional development. At MTsN 7 Tulungagung, performance assessments are carried out consistently to improve the quality of learning and encourage the professional growth of teaching staff.

Continuously evaluating the learning program is another important step. The evaluation aims to assess the effectiveness of an educational concept (Morat & Hollinger, 2024). According to Gautam (2020), he emphasized the importance of coordination in implementing the program. The principal of MTsN 7 Tulungagung conducted a comprehensive evaluation of the learning program to identify strengths and weaknesses, and ensure that the methods used meet the needs of students. With regular evaluations, the principal can implement necessary improvements and encourage innovation in the educational process.

Overall, the implementation of the Intellectual Stimulation dimension by the principal of MTsN 7 Tulungagung has proven effective in building critical thinking patterns among teachers and employees. Through various efforts made, the madrasah principal has succeeded in encouraging innovation and increasing competence, which in turn supports the smooth running of the teaching and learning process in the madrasah.

The Madrasah Principal's Strategy to Strengthen Individual Consideration

The principal of MTsN 7 Tulungagung applies the Individual Consideration dimension in his leadership to pay attention to the needs of each individual in the madrasah environment. According to Jung et al. (1995) theory, effective leaders act as coaches or mentors, empowering members and creating learning opportunities in a supportive organizational climate. That leaders must continue to identify employee needs and provide the support and experience needed to achieve organizational goals. With this approach, the madrasah principal seeks to create an environment that is responsive to the needs and desires of the teaching and education staff (Bakhtiar, 2019).

One way for the madrasah principal to strengthen individual consideration is by listening to ideas, criticisms, and suggestions from educators and education staff. Previous study stated that openness in communication creates a positive and innovative work environment (Sugiarto & Rachmadhani, 2022). The madrasah principal always tries to listen to complaints and provide the best solutions so that educators feel comfortable. By appreciating and appreciating the input given, the principal creates an atmosphere that supports strengthening the learning process and outcomes.

The madrasah principal also provides support for the achievement needs of teaching staff according to their abilities. Research by Musdiani et al. (2020), emphasized that the principal plays an important role in school progress. The achievement-oriented leaders set challenging goals and show confidence in the abilities of their members (Sodikin et al., 2021). At MTsN 7 Tulungagung, the principal is committed to providing ongoing support to educators by considering individual potential, as well as providing the resources needed to achieve their goals.

Support to meet the needs of achievement and growth of teaching staff is also carried out through collaboration with related parties. When improving the quality of human resources must be carried out in a structured and sustainable manner. The madrasah principal pays special attention to the teaching staff by giving tasks that are in accordance with their competence (Susatya, 2023). In this way, the madrasah principal ensures that each teaching staff can carry out the mandate given well, so that the learning outcomes become more satisfying.

The madrasah principal also provides an example in work discipline, which becomes a role model for the madrasah community. In previous research explained that exemplary leadership includes the attitude and behaviour of leaders, which their subordinates can imitate. Leaders must emphasize the importance of consistency between words and actions (Nazir et al., 2020). At MTsN 7 Tulungagung, the principal pays attention to the needs and feelings of educators, so that teacher work discipline is always maintained. By managing and empowering teachers, the principal contributes to improving work discipline and the quality of education in the madrasah.

Overall, the implementation of the Individualized Consideration dimension by the principal of MTsN 7 Tulungagung shows a commitment to recognizing and meeting the needs of educators and education personnel. Through a supportive approach and direct guidance, the principal acts as a coach who helps develop the talents and skills of educators. Thus, the principal functions not only as a leader but also as a mentor who contributes to the achievement of educational goals in the madrasah.

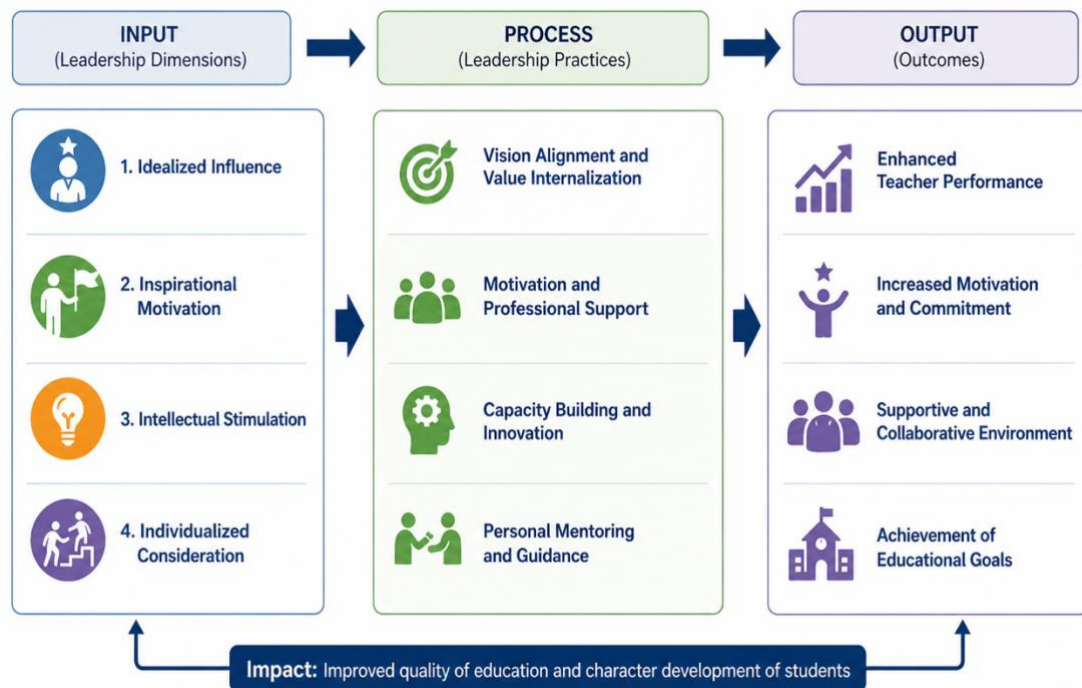


Figure 1. Conceptual Model of Transformational Leadership in School-Based Management

IV. CONCLUSION

Based on the results of the study at MTsN 7 Tulungagung, the principal has implemented transformational leadership in School-Based Management (SBM) by strengthening four main dimensions, namely idealization of influence, inspirational motivation, intellectual stimulation, and individual consideration. In the dimension of idealization of influence, the madrasah principal adjusts academic and non-academic learning with the vision and mission of the madrasah, implements work programs that are oriented towards strengthening learning, and pays attention to input from educators and education staff by prioritizing noble morals. In addition, in inspirational motivation, the madrasah principal encourages continuous motivation, time support, funding, morals, and awards in the form of thanks and competency improvement training. Furthermore, intellectual stimulation is implemented through regular meetings to discuss learning, improving the competence of teachers and education personnel, providing sophisticated facilities and infrastructure, scheduled performance assessments, and periodic evaluation of learning programs. In individual consideration, the madrasah principal shows concern for ideas, criticisms, and suggestions from educators, provides support to meet their achievement and growth needs, and provides an example in work discipline. This approach reflects the madrasah principal's efforts to create an educational environment that supports the development of faith, science, and technology through the application of effective transformational leadership.

V. REFERENCES

- [1] Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. CV. Syakir Media Press.
- [2] Abrori, I., Tobroni, Romelah, & Ikhwan, A. (2024). Strengthening Islamic

- Religious Education Values in Developing Independent Character. *Al-Hayat: Journal of Islamic Education*, 8(3), 1135–1157. <https://doi.org/10.35723/ajie.v8i3.580>
- [3] Alghohani, M., & Mydin, A.-A. (2022). The influence of transformational leadership style on teachers' organizational commitment: A systematic literature review. *Multicultural Education*, 8(1), 94–104. <https://doi.org/10.5281/zenodo.5860613>
- [4] Almaida, D. K., & Fahmi, I. (2023). Peran kepala sekolah dalam manajemen sarana dan prasarana pendidikan di sdn cibuntu 04. *Jurnal Ilmiah Wahana Pendidikan*, Desember, 9(25), 273–279. <https://doi.org/10.5281/zenodo.10426461>
- [5] Badu, S. Q., & Djafri, N. (2013). Kepemimpinan & Perilaku Organisasi. In *Ideas Publishing*.
- [6] Bakhtiar, B. (2019). Kategori Kepemimpinan Transformational. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 1(1), 38–47. <https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/222>
- [7] Balasubramaniam, V., Salamzadeh, Y., Richardson, C., & Plakhin, A. (2021). The impact of leadership style on ethical decision-making, the moderating role of strategic thinking: a study among Malaysian managers. *SHS Web of Conferences*, 116, 00056. <https://doi.org/10.1051/shsconf/202111600056>
- [8] Banmairuroy, W., Kritjaroen, T., & Homsombat, W. (2022). The effect of knowledge-oriented leadership and human resource development on sustainable competitive advantage through organizational innovation's component factors: Evidence from Thailand's new S-curve industries. *Asia Pacific Management Review*, 27(3), 200–209. <https://doi.org/10.1016/j.apmr.2021.09.001>
- [9] Boccoli, G., Gastaldi, L., & Corso, M. (2026). *Transformational leadership and work engagement in remote work settings : the moderating role of the supervisor's digital communication skills*. April. <https://doi.org/10.1108/LODJ-09-2023-0490>
- [10] Chen, W. T., Liem, F. N., Kao, C. H., Mubasher, M., & Lin, K. H. (2023). Improving School Reconstruction Projects Satisfaction Outcomes Using Fuzzy Quality Function Deployment (FQFD). *Buildings*, 13(5). <https://doi.org/10.3390/buildings13051239>
- [11] Firdaus, R. (2024). Kepemimpinan Dan Spiritualitas: Studi Kepemimpinan Kh. Abdurrahman Wahid. *Dahzain Nur: Jurnal Pendidikan, Keislaman Dan Kemasyarakatan*, 13(1), 18–27. <https://doi.org/10.69834/dn.v13i1.117>
- [12] Gautam, A. (2020). Role of Coordination in Effective Public Service Delivery System. *Journal of Public Administration and Governance*, 10(3), 158. <https://doi.org/10.5296/jpag.v10i3.17205>
- [13] Hadi, A., Asrori, A., & Rusman, R. (2021). Penelitian Kualitatif Studi Fenomenologi, Case Study, Grounded Theory, Etnografi, Biografi. In *Banyumas : CV. Pena Persada*.

- [14] Hainun, R., Hasibuan, M., & Qurniati, A. (2022). The Effect of Principal ' s Transformational Leadership on Increasing Teacher Professionalism. *International Journal of Multicultural and Multireligious Understanding*, 9(1). <https://doi.org/10.18415/ijmmu.v9i1.3265>
- [15] Haryoko, S. (2020). *Analisis data penelitian kualitatif (Konsep, teknik, & prosedur analisis)*.
- [16] Hasanah, A., Nonitasari, I., & Habibah, H. (2020). Madrasah Head Policy in Improving the Quality of Teacher Profession. *International Journal for Educational and Vocational Studies*, 2(12), 1024–1029. <https://doi.org/10.29103/ijevs.v2i12.3017>
- [17] Ikhwan, A., Abdurrahman, L., & Syam, A. R. (2022). Kyai's Charismatic Leadership in Shaping Students Personality at Islamic Boarding Schools. *Edukasia Islamika*, 7(2), 191–208. <https://doi.org/10.28918/jei.v7i2.6118>
- [18] Ikhwan, A., Febriansyah, F. I., Syam, A. R., & Heriadi. (2022). Metode Demonstrasi dalam Peningkatan Motivasi Belajar Tilawatil Qur'an. *Jurnal Pendidikan Nusantara*, 1(2), 100–110. <https://doi.org/10.55080/jpn.v1i2.16>
- [19] Jiang, J., Ye, Z., Liu, J., Shah, W. U. H., & Shafait, Z. (2023). From “doing alone” to “working together”—Research on the influence of spiritual leadership on employee morale. *Frontiers in Psychology*, 14(March), 1–11. <https://doi.org/10.3389/fpsyg.2023.992910>
- [20] Jung, D. I., Bass, B. M., & Sosik, J. J. (1995). Bridging Leadership and Culture: A Theoretical Consideration of Transformational Leadership and Collectivistic Cultures. *Journal of Leadership Studies*, 2(4), 3–18. <https://doi.org/10.1177/107179199500200402>
- [21] Lizhenyu. (2025). *Transformational Leadership in Higher Education : Commitment to Change as a Mediator for University Teachers ' Innovative Behavior*. XXVI, 1835–1846. <https://doi.org/10.70135/seejph.vi.4021>
- [22] Miranti. (2023). *Strategi Kepala Madrasah dalam Mengaplikasikan Visi dan Misi MTsN 5 Tabalong*. 1(1), 59–69. <https://humanisa.my.id/index.php/hms/article/view/7>
- [23] Morat, T., & Hollinger, A. (2024). Methods and Target Values Used to Evaluate Teaching Concepts, with a Particular Emphasis on the Incorporation of Digital Elements in Higher Education: A Systematic Review. *Trends in Higher Education*, 3(3), 734–756. <https://doi.org/10.3390/higheredu3030042>
- [24] Murdianto, E. (2020). *Metode Penelitian Kualitatif*. Yogyakarta: Lembaga Penelitian dan Pengabdian Pada Masyarakat UPN "Veteran".
- [25] Musdiani, M., Gunawan, G., & Ibrahim, I. (2020). Peran kepemimpinan kepala sekolah sebagai. In *Universitas Negeri Malang*. CV. Sefa Bumi Persada-Aceh.
- [26] Nadeak, B. (2022). *Manajemen Berbasis Sekolah*. CV. Widina Media Utama.

- [27] Nazir, S., Shafi, A., Asadullah, M. A., Qun, W., & Khadim, S. (2020). Linking paternalistic leadership to follower's innovative work behavior: the influence of leader-member exchange and employee voice. *European Journal of Innovation Management*, 24(4), 1354–1378. <https://doi.org/10.1108/EJIM-01-2020-0005>
- [28] Nisa, Y. Y. N., & Ikhwan, A. (2026). Teachers' Efforts in Shaping Student Character through Pesantren-Based Schools. *Social Criticism of Islamic Studies*, 1(1), 1–13. <https://doi.org/10.35723/scis.v1i1.2>
- [29] Prasinta, D. J., Jarkawi, & Kase, S. B. E. (2023). *Strategi Kepemimpinan*. Cilacap: CV. Tripe Konsultan Journal Corner and Publishing.
- [30] Puspitasari, I. (2023). *Purnawiyata MTsN 7 Tulungagung Bertabur Prestasi Riset Nasional*.
- [31] Republik Indonesia. (2003). *Undang-Undang republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*.
- [32] Ridlo, U. (2023). *Metode Penelitian Studi Kasus: Teori dan Praktik*. Publica Indonesia Utama.
- [33] Rohmad, A., Ikhwan, A., Zakariya, A. M., & Zukhrufin, F. K. (2024). Curriculum Integration in the Establishment of Modern Islamic Character. *Euromentor Journal*, 15(3), 39–54.
- [34] Rohmah, F. D., Sukardi, S., & Saudah, S. (2024). Educational Strategy through School-Based Management. *International Journal of Research in Social Science and Humanities*, 05(04), 46–52. <https://doi.org/10.47505/ijrss.2024.4.5>
- [35] Sidiq, U., & Saleh, Y. Y. S. (2025). The Role of Madrasah Principal Leadership in Improving Teacher Performance and Student Achievement. *Al-Hayat: Journal of Islamic Education*, 9(1), 77–90. <https://doi.org/10.35723/ajie.v9i1.94>
- [36] Sodikin, M., Fachrunnisa, O., Niati, A., & Jaya, Y. F. T. (2021). Ihsan Achievement-Oriented Leadership: Conceptualization, Scale Development, and Validation. *IJUS | International Journal of Umranic Studies*, 4(2), 15–26. <https://doi.org/10.59202/ijus.v4i2.414>
- [37] Sugiarto, F., & Rachmadhani, A. (2022). Principal's Leadership Strategy in Strengthening Character Education. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(1), 967–974. <https://doi.org/10.30868/ei.v11i01.2290>
- [38] Suriagiri. (2020). *Kepemimpinan Transformasional*. CV. Radja Publika.
- [39] Susatya, E. (2023). *Kepemimpinan Pendidikan*. Yogyakarta: UAD PRESS.
- [40] Wijaya, H. (2020). *Analisis data kualitatif teori konsep dalam penelitian pendidikan*. Sekolah Tinggi Theologia Jaffray.
- [41] Yuliana, L. (2021). *Kepemimpinan Kepala Sekolah Efektif*. UNY Press.