

PARSING THE SIGNIFICANCE OF THE TRANSFORMATIONAL LEADERSHIP IMPLEMENTATION TO ISLAMIC EDUCATIONAL INSTITUTIONS

Syamsuddin*, Binti Maunah

Institut Agama Islam Negeri Kendari, Indonesia

Article History:

Received: October, 2020

Accepted: November 2020

Published: December 2020

Keywords:

Transformational Leadership,
Implementation, Significance

*Correspondence Address:

syamsuddinjufray@gmail.com

Abstract :

The aim of this article is to parse the significance of the implementation of transformational leadership in Islamic educational institutions. Research libraries are the methods used in this research. The results of the parsing of the concept and theory of characteristics and components of transformational leadership are found that transformational leadership has positive implications for the various critical variables that contribute to the advancement of Islamic Educational institutions. For example, able to build awareness of vision together, build trust, constructing organizational citizenship behaviour, developing motivation, more empowerment, build self-efficacy, and learning organization. It can be on the theoretical basis that to improve the quality of Islamic education institutions hence the importation of transformational leadership is absolutely done.

Abstrak :

Tujuan dari artikel ini adalah untuk mengurai pentingnya pelaksanaan kepemimpinan transformasional di lembaga pendidikan Islam. Penelitian pustaka merupakan metode yang digunakan dalam penelitian ini. Hasil penguraian konsep dan teori karakteristik dan komponen kepemimpinan transformasional ditemukan bahwa kepemimpinan transformasional memiliki implikasi positif bagi berbagai variabel kritis yang berkontribusi pada kemajuan lembaga Pendidikan Islam. Misalnya, mampu membangun kesadaran akan visi bersama, membangun kepercayaan, membangun organizational citizenship behaviour, mengembangkan motivasi, pemberdayaan, membangun efikasi diri, dan organisasi pembelajaran. Hal ini dapat menjadi dasar teoritis bahwa untuk meningkatkan kualitas lembaga pendidikan Islam maka kepemimpinan transformasional mutlak dilakukan.

INTRODUCTION

The human element is one of the key sources for determining the organization's change and path. In this context, humans are understood to be a purpose tool, as well as one of the targets. That is, it is the man who is moving the organization, and the human being the goal; Either prosperity or the level of understanding. In relation to the success of the organizational process, the elements play a very important role (Dakir & Fauzi, 2020).

The discourse on leadership is a theme of interesting and urgent discussion in the continuity of an institution because leadership is one of the factors that is very instrumental in determining the good or bad organization. Even Fadhli and Maunah (2019) emphasized the importance of a leader to understand the various leadership models that can be implemented in a quality improvement effort. It is evident from the various research that very important organizational development is the character of the person who is the leader. According to the research results cited by Salahuddin (2015), 90% of leadership failures are failures in the characters. Furthermore, the organizational success is determined by the quality of leadership. Because with the leadership of a qualified organization will be able to improve performance, knowledge and even competence, motivation, and in turn job satisfaction.

Leadership is a universal phenomenon. Anyone performing a leadership assignment, when in a task, will always interact with the leader in order to influence it. Even in its personal capacity, in the human body, there is a capacity or potential controller that essentially facilitates a person to be able to lead himself. Leadership is a complex phenomenon so it is very difficult to make a thorough formulation of the meaning of leadership. Therefore, no single definition of leadership can be fully formulated to abstracted the social behaviour or interactive behaviour of human beings within an organization that has certain regulations and structures, as well as complex missions (Danim, 2006).

One theory that emphasizes a change and the most comprehensive in relation to leadership is the theory of transformational leadership (Bass, 1988). The theory was first proposed by Bass, which identifies two types of political leadership, which are transformational leadership and transactional leadership. It also suggested that transformational and transactional leadership styles can be chosen explicitly and both are conflicting leadership styles. Transformational and transactional leadership is crucial and requires every organization. Further Bass, developed the concept of transformational and transactional leadership based on Maslow's opinions on the hierarchy of human needs. According to Bass (Avolio, Bass, and Jung, 1999), such connectedness can be understood by the idea that the needs of lower employees, such as physiological needs and safety can only be fulfilled through the practice of transactional leadership style instead of higher needs, such as self-esteem and self-actualization, can only be fulfilled through the practice of Transformational leadership style.

The transformational leadership according to experts is defined as a leadership style that prioritizes the giving of opportunities that encourage all elements or elements of the organization to work on the basis of a sublime

value system so that all organizational elements are willing to participate optimally in achieving the vision (Starratt, 2007). This leadership pays attention to common collective values such as freedom, similarity, community, fairness, and brotherhood, thus inviting people's attention to the organizational objectives. Achieving the purpose of the organization entirely depends on the discretion that the leader applies to all personnel (Burhanuddin, 2005).

The theory of transformational leadership is often also referred to as relational theories of leadership. This is because the theory focuses on the relationship formed between the leader and the follower. Leaders motivate and inspire or inspire people by helping group members understand their potential to then transform into real behaviour in order to resolve fundamental tasks and functions in togetherness. Transformational leaders are focused on the performance of group members but also want everyone to fulfill their potential. Transformational leaders usually have high ethical and moral standards (Danim, 2006).

In the context of the leadership of Islamic institutions, both the head, Chairman, and rector have two major roles in achieving the objectives of Islamic educational institutions, namely as managers and as a leader. As a manager, his duties are related to the maintenance of structures, procedures and objectives of the institution. As a leader, his duties are related to making changes, achievement of vision and growth, and the inspiration and motivation for his subordinates. Even one of the research proves that leadership is positively influential towards the effectiveness of Madrasah (Fadhli, 2019). Therefore, transformational leadership can be considered as the main alternative in leading and developing the quality of Islamic educational institutions to be able to bring on quality development in the better direction.

From the author's search results, there has been no research that has given the significance of implementing transformational leadership to the Islamic educational institutions conceptually and theoretically. Therefore, this article aims to describe conceptually and theoretically about the significance of implementing transformational leadership at Isam educational institutions that are sourced from components and characteristics of transformational leadership as well as various field research results of other researchers.

RESEARCH METHOD

This article is a library research for literature or reference related to the significance of transformative leadership, including the various research outcomes related to this topic. This is done so that the study of the topics discussed in this article can be presented comprehensively and systematically.

FINDINGS AND DISCUSSION

Before elaborating on specifics and detailed on the basis of cohesion and theoretical implementation of transformational leadership in Islamic educational institutions, first presented the characteristics or components of transformational leadership as the basis or basis of conceptual and theoretical descriptions. According to Bass and Avolio (Avolio, Bass, and Jung, 1999), the

characteristics or components of transformational leadership are known as the 4I terms consisting of:

Idealized Influence

The idealization of influence is the behaviour that results in a high standard of behaviour, providing insight and awareness of the vision, demonstrating confidence, giving respect, pride and trust, growing commitments and performance over expectations, and establishing ethical-moral behaviour. Leaders who have an idealized influence will demonstrate behaviour among others: developing subordinate trust to superiors, make subordinates seek to mimic behaviour and identify themselves with its leaders, inspire subordinates to accept common values, norms, and principles, develop a shared vision, inspire subordinates to consistently realize the standards of behaviour, develop a culture and ideology of organization that is in line with society in general, and demonstrate a sense of social responsibility and a true soul serving.

Inspirational Motivation

Inspirational motivation is an attitude that constantly grows challenges, able to achieve high expectations, able to inspire enthusiasm and motivation of others, and encourages intuition and kindness in others. Leaders are able to awaken team members through enthusiasm and optimism. Leaders also utilize symbols to focus their efforts and easily communicate important objectives. Inspirational motivated leaders are able to improve subordinates' motivation and enthusiasm, building confidence in the ability to accomplish tasks and achieving group goals.

Bass stated that transformative leaders always have inspirational motivations to demonstrate subordinated arousal behaviour in order to achieve the best achievement in the formation and in self-development, inspiring subordinates to attain a better future, guiding subordinates to achieve a better future, guiding subordinates through effort, self-development, and maximum performance, inspiring subordinates to unleash their potential in total, and encourages subordinates to work more than usual.

Individualized Consideration

Individual considerations are behaviours that always listen with concern and give special attention, support, encouragement, and effort to the needs of the achievement and growth of its members. Transformational leaders have particular attention to individual needs in their accomplishments and the growth they expect by behaving as a trainer or mentor. Subordinates and co-workers are developed successively in increasing their potential. This consideration affects subordinate satisfaction to superiors and can improve subordination productivity. These considerations bring up among others in the form of treating subordinates individually and expressing appreciation for every good work.

Intellectual Stimulation

Intellectual stimulation is the process of increasing understanding and stimulating the emergence of new ways of viewing problems, thinking, and imagining, and in establishing trust values. In conducting intellectual contributions through logic, analysis, and rationality, leaders use symbols as simple media that their followers can receive.

Through the intellectual stimulation of transformational leaders can stimulate the growth of innovations and new ways of resolving a problem. Through this process of stimulation, there will be increased ability of subordinates in understanding and solving problems, thinking, and imagining, as well as changes in their values and beliefs. This change can not only be seen directly, but also a long-term change which is a leap of conceptual ability, understanding and sharpness in assessing and solving problems.

In the next era, Sarros (2001) happened to refine the transformational leadership aspect implicitly expressed in its original aspect to inspirational motivation, integrity, innovation, impression management, individualized consideration, and intellectual stimulation. Then the idealized influence dimension is expanded by adding another three dimensions, namely: (1). Integrity. Leaders walk the talk, they align the deeds with his words. This dimension measures the extent to which the followers perceive the degree of conformity between the words of the leader and that which is perceived by his deeds; (2). Innovation. Leaders are prepared to challenge existing limitations and processes by taking risks and experimenting with them. Leaders encourage their subordinates to take risks and experiment and treat mistakes as opportunities to learn rather than being treated as a reproach. This dimension focuses on the extent to which leaders can foster innovation commitments within the Organization; (3). Impression Management. Leaders are prepared to bring about personal needs and desires for the public good. The leader is the one who congratulates his subordinate successes as well as the person who is always warm and considerate of his subordinates, not limited to their working lives. This dimension measures the extent to which members of the organization perceive that their leader sincerely notices them as personal than merely a leader instrument or organizational mission supporter alone (Pounder, 2001).

Based on the characteristics or components of transformational leadership above then it can be identified various reasons of conceptual and theoretical implementation of transformational leadership in the following Islamic educational institutions:

Able to Build Awareness of Vision Together

Mustopadidjaja (2008) stated that the transformational leader has always sought to do the transforming of visionary to be a shared vision so that subordinates and leaders work together to realize the vision of becoming a reality. In the process of developing vision and mission, leaders first observe and deepen the organizational culture, learn the strengths and weaknesses that are owned, involve all elements of the organization in creating a vision and mission, socialize the vision and mission that is to be achieved, and the vision is

then operationalized into the mission, translated into clear objectives, and communicated to all elements of the organization (2011).

Kouzes and Posner (Kouzes and Posner, 2010) stating leadership is the creation of a way for people to contribute to creating something extraordinary. In this case, the visionary leader should be able to encourage all existing human resources to be able to produce the best performance for the organization.

Able to Build Trust

As has been pointed out earlier that the transformational leadership of the leader that one of them has an idealization of influence will demonstrate behaviour among other developing beliefs. Colquitt *et.al* (Colquitt, LePine, and J.Wesson, 2011) defines trust as a willingness to be vulnerable to accepting authority based on positive expectations of trusted intentions and actions. While Robbins and Judge (2000) stated that belief is a positive expectation that others will not do opportunistic either by word, action, or decision. The term opportunistic refers to the inherent risk and insecurity in a trust-based relationship. Trust becomes prone at times, such as opening personal information or sticking to other people's promises. This means that if a fastness trust will have a serious impact on the team's performance. Similarly, if others trust each other then they will be willing to bear the effects of the actions taken together.

John W. Newstrom and Keith Davis (2002) suggest that belief is the capacity to rely on every other word and action. McShane and Von Glinow (2010) also argue about trust refers to positive expectation one person has toward another person in situations involving risk. A high level of trust occurs when others affect you in situations where you are at risk but you believe they will not harm you. Trust includes both your beliefs and conscious feeling about the relationship with other members.

Richard L. Daft (2008) expressed a sense of belief that trust is an essential element in effective leader-follower relationships because it inspires collaboration and commitment to common goals. Trust is an important element in the effective leaders of the relationship. Further Stephen P. Robbins and Mary Coulter (2012) explained that in building trust there are five dimensions of integrity, competence, consistency, loyalty, and openness or transparency. As for the meaning of the five things are as follows:

1. Integrity, which is immoral honest nature. Honesty is the defining element in the communication events between members. This is because honesty not only makes the process of communication effective but also able to create a good understanding between the communicators and the communicator. Messages based on honesty directing communication spared from distortion. Especially if communication momentum is happening in the world of education then the value of absolute honesty fulfilled.
2. Competence, which is the knowledge and personal ability of the relevant person in carrying out their duties effectively. Competence covers all aspects of work performance and not only limited to job skills but also

requirements to train individual task skills, manage several different tasks, respond to irregularities and overcome them in routine tasks, and bring together responsibilities with hopes in the work environment, including working with others.

3. Consistency, the nature of the establishment despite the risky situation. A consistent person can be predicted of his behaviour, not easily changing his behavior, his speech, and his promise trustworthy and appropriate between his words and deeds. Inconsistencies between speech and deed and the evidence can reduce even the trust.
4. Loyalty, the desire to always protect, save, obey, or obey what is told or asked, and devoted.
5. Openness or transparency is a willingness to give full trust and willingness to share ideas and information freely.

Furthermore, Colquitt *et.al* (2011) explains the influence of belief in the performance that trust has a moderately positive effect on job performance. Employees Trust has a moderately positive effect on job performance. Employees who are willing to be vulnerable to authorities tend to a higher level of task performance. Trust has a positive effect on performance. Employees who have a celebration of leaders tend to have a higher level of performance.

Able to Construct Organizational Citizenship Behavior (OCB)

Transformational leadership is a style of leadership used by an individual manager when he or she wants a group to expand boundaries and have performance surpass the status quo or achieve a completely new set of organizational objectives (Shalahuddin, 2015). In a study that entitled "Effect of Organizational Citizenship Behaviour on Employee Performance in Banking Sector, Nairobi County, Kenya" was found that the various attitudes that became the indicators of Organizational Citizenship Behaviour (OCB), such as altruism, courtesy, sportsmanship, civic virtue, and conscientiousness influenced employee performance (Chelagat, Chepkwony, and Kemboi, 2015).

The Organizational Citizenship Behaviour (OCB) is generally understood as the extra behaviour of individuals who are not directly or explicitly identifiable in a formal working system because of its voluntary behaviour that is not sourced on the requirements of the role or description of the job and positions that are clearly outlined in the employment contract then this behaviour becomes a personal choice to do more in his work so that the OCB is regarded as a behaviour able to improve his ability as an individual performance that further affects Performance and ultimately affects the overall institution's performance.

Stephen P. Robbins (2012) explained that Organizational Citizenship Behaviour (OCB) is discretionary behaviour that's not part of an employee's formal job requirements, but which promotes the effective functioning of the organization. Organizational Citizenship Behaviour (OCB) is a voluntary behaviour that is not part of the employee's formal employment requirements, but that encourages the effective functioning of the Organization. It confirms

that OCB reflects behaviour beyond the role and responsibilities of the members of the organization appropriately.

Able to develop motivation

Leadership in a substantive sense refers to a reality where a person or system has the power and courage to declaring mental, organizational, and physical abilities greater than the general average, among others supported by important elements as ways and means (Mulyasa, 2002). The intent of ways and means is the ability to create, explain and offer ideas in themes that are interesting, creative, open to be tested, superior in competition or bargaining with other parties; The ability of argumentation and maintaining an ethically-rational establishment so that the other party is motivated to negotiate and consider eventually accepting the choices derived from the idea; Ability to influence other parties by using the ways and means that are best suited so that all parties work together and in a unity of organizational adhering to its directives and coordination; Ability to control forms of cooperation that are increasingly stable and the process is more productive, through the selection of monolith personnel.

Besides, Barbuto Jr and Gifford (2012) stated that leadership plays an important role in motivating employees, and employee motivation is impactful on employee performance. Anne *et al.* (2008) stated that leadership is very influential in the performance of employees with work motivation as an intervening variable. Transformational leadership in principle motivates subordinates to do better than what can be done, in other words can increase confidence or subordinate confidence that will affect performance enhancement (Shalahuddin, 2015).

More Empowerment of Employees

The essence of transformational leadership is the sharing of power involving subordinates together to make changes. Through the application of various managerial practices, they are able to empower subordinates. Many recent leadership studies reveal that empowerment or creating sense power is the root of the Organization's effectiveness, Mama in transition and transformation times (Conger, 2011).

Empowerment is also a variable that affects many other important variables, including performance. Amir Babak Marjani and Fatemeh Alizadeh (2014) in his research titled "*The Impact of Empowerment on Employees Performance in Standards Office of Tehran*" found a theory that empowerment impacts or affects employee performance. The results of this study clearly explained that the empowerment process is very important to be maximized because it can improve employees' performance.

According to Sedarmayanti (2011) that empowerment derived from the word power which means control, authority, dominion. So empowering means passing on authority and responsibility. This resulted in empowerment making subordinates more empowered than ever in the sense of authority and responsibilities including individual abilities. According to Mc Shane and Von Glinow (2010) that empowerment is a psychological concept represented by

four dimensions: self-determination, meaning, competence, and impact regarding the individual's role in the organization. Thus, empowerment is a follow-up of a psychological concept that can be measured through the four indicators above.

Further Gary Yukl (2010) explained that Empowerment is more complex for teams than for dyads, and it usually means allowing the members of a team to make important task decisions collectively. Empowerment may include member influence over selection of an internal leader, the selection of new members, decisions about work procedures, the assignment of tasks to members, and evaluation of each members performance. The above provides a description that Gary Yukl (2010) emphasized the process of empowerment as a complex that is oriented to the delegation of leadership authority to the employees.

Able to Build Self-Efficacy

As with empowerment, one of the essence of transformational leadership is sharing of power. The practice of leadership through such managerial processes is able to strengthen the subordinate belief in their own abilities known as self efficacy. Through the stronger sense of self-efficacy, employees will be better able to work and succeed in performing various challenges (Handoko and Tjiptono, 1993). The term self-efficacy is actually not a foreign variable but it has been quite familiar in the management world since it was introduced by Bandura in the year 1994. Self-efficacy is widely researched because it is very influential about various variables. One of the research that can be used as a referral is the research done by Cherian and Jacob (2013) titled "Impact of Self Efficacy on Motivation and Performance of Employees". This study found that self-efficacy affects the motivation and performance of employees.

The self-efficacy was first introduced by Bandura. Self-efficacy is a construct used by Bandura based on social cognitive theory. According to Bandura (1994), self efficacy is perceived self-efficacy is a definition of people's beliefs about their capabilities to produce designated levels of performance that exercise influence over event s that effect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

Based on the concept above, Bandura insists that self-efficacy is an employee's belief in the ability to possess, especially in its efforts to continuously improve its performance. Meanwhile, according to Stephen P. Robbins and Mary Coulter (2012) that self-efficacy is an individual's belief that he or she is capable of performing a task. As for Robbins and Judge (2000) that self-efficacy is the more confidence you have in your ability to succeed so both opinions above both affirm that self-efficacy is essentially an employee's belief in its ability to finish the job well.

Able to Build Learning Organization

One of the most distinguishing things between transformational, transactional leadership as the most comprehensive leadership theory is its orientation which leads to a learning organization. The relationship between leadership and goal orientation in a variety of study outcomes shows that transformational leadership is often attributed or identified as goal-oriented leadership in the learning organization (Dakir & Fauzi, 2020). Unlike the transformational leadership that is identified with the leadership in which the performance goal-orientation is based (F. and J., 1998).

Individuals with performance goal-orientation focus on achieving positive evaluations (avoiding negative evaluation) of others. The important thing for him is their current ability and performance. This is to be quite a concern because individuals demonstrate proof of ability through successful success that is measured by outdoing others, or by achieving success with relatively little effort. Performance-oriented individuals tend to attribute success or failure to their level of ability, which they believe is a fixed entity (rendered and unchanged). They are reluctant to experiment with new approaches for fear of assessment results and the performance that will be achieved can be assessed poorly or negatively. Consequently, they tend to avoid challenging situations. Conversely, individuals with learning-goal orientation focus on improving competence. They have an intrinsic interest in their work, a curious level or high curiosity, and choose a challenging task that provides an opportunity to learn. These individuals are not severely disturbed by mistakes as they are considered part of the learning process. They tend to attribute success or failure at the level of effort done and hold the implicit belief that the personal qualities and capabilities it has is something that can and should be developed (F. & J., 1998).

In fact, the description of the various conceptual and theoretical reasons derived from the arguments of some experts has been extensively researched or demonstrated empirically. Likewise, for empirical reasons that are sourced from the various research results that will be outlined in this section, of course, the foundation is also sourced from the arguments of experts but not directly sourced from the mapping of characteristics or components of transformational leadership. In this section, the authors will present a variety of positive implications of the transformational leadership to other variables not directly explicitly mentioned in the previous section, the transformational leadership has a direct and indirect influence on teacher teaching performance, school productivity (Komariah, 2014), having a positive and significant relationship with the work satisfaction of the teacher (Sulaeman, Entang, and Muharam, 2018), there is a positive relationship and the significance between the transformational leadership and learning cultures (Agustianti, 2015), positively and significantly influenced the teacher organization's commitment (Dakir, 2017; Zamroni, 2017; Nasution, 2016), the implementation of school-based management was positively and significantly affected (Junaidi, 2018), positively and significantly on Madrasah's quality culture (Ngazizah, 2017), and there were six roles played by the head of Madrasah in his transformational leadership practice. First, socialize the curriculum 2013. Secondly, foster

personal teachers and employees by conducting mental coaching, moral coaching, physical coaching, and artistic coaching. Third, foster personal learners. Fourth, change the teacher paradigm. Fifth, fulfilling various facilities and learning resources that support in the implementation of curriculum 2013. Sixth, creating a conducive academic environment of Madrasah, both physically and nonphysical (Aziz, 2014).

CONCLUSION

This article confirms that transformational leadership is absolutely implemented on Islamic educational institutions as it is conceptually and theoretic to influence a critical variable that is oriented to the improvement of the quality of Islamic educational institutions. For example, able to build awareness of vision together, build trust, constructing Organizational Citizenship Behaviour, developing motivation, more empowerment, build self-efficacy, and learning organization. But these findings need to be in the form of research that examines the other aspects that can be influenced or related to transformational leadership and how much influence or relation as well as what changes can be realized in certain units of Islamic education.

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