



The leadership of madrasah principals in improving teacher performance in West Sumatra

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ABSTRACT

This study explores the transformational leadership of madrasah principals and its impact on teacher performance in three institutions in West Sumatra: Madrasah Tsanawiyah Negeri (MTsN) Model Padang, MTsN 1 Kota Pariaman, and MTsN 4 Pasaman. The research addresses challenges such as the suboptimal application of transformational leadership in achieving transformative governance and the inadequate execution of managerial and supervisory functions. Employing a qualitative case study approach, data were collected through interviews, observations, and document analysis, and analyzed using data reduction, data display, and conclusion-drawing techniques. Data validity was ensured through extended engagement and consistent observation. The findings reveal that although transformational leadership practices are present, their implementation does not fully support transformative governance. Identified issues include teacher tardiness, insufficient administrative preparation, inappropriate teaching methods, weak classroom management, and the absence of evaluation and follow-up through remedial or enrichment programs. This study introduces the concept of Madrasah Head Leadership in 3 MTsN, which emphasizes a model of transformational leadership aligned with Ki Hajar Dewantara's educational philosophy. This model focuses on openness to change and access to innovation in educational management. Through role modeling, motivation, and guidance, principals are expected to improve teacher performance and contribute to the overall development of the madrasah.



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INTRODUCTION

In general, the quality of education in West Sumatra Province has improved significantly, as reflected in the increase in education participation rates, particularly at the primary and secondary levels. The province has strong educational traditions, supported by the Minangkabau culture, which values knowledge and ethics. In urban areas such as Padang, Bukittinggi, and Payakumbuh, most schools are equipped with adequate infrastructure and supported by qualified teachers. However, regional disparities remain a challenge, particularly between urban areas and 3T regions (remote, isolated, and underdeveloped), which still face limitations in facilities, access to education, and a shortage of certified teachers.

Meanwhile, the uniqueness of education in West Sumatra lies in the integration of general education with character building based on religious values and local wisdom. Educational institutions such as madrasah and Islamic schools have made a significant contribution to shaping a generation that is not only academically excellent but also has a strong moral and spiritual foundation. However, various challenges such as the utilization of educational technology, the development of adaptive curricula, and the equitable distribution of educational quality across regions still require serious attention from all parties to create an equitable and sustainable education system throughout West Sumatra (Elfisha, 2024).

Leadership can be understood as a skill or art of using authority to influence others to take certain actions that are in line with predetermined goals. Leadership also reflects the important characteristics of a leader in carrying out tasks, responsibilities, and obligations, both morally and formally, related to the exercise of authority over the individuals they lead. Therefore, managerial skills

are an important aspect that a leader must possess, as they play a significant role in determining the effectiveness of their authority (Amirudin, 2017).

Leadership is a series of actions taken by an individual or group of individuals to direct and coordinate activities within an organization, aiming to achieve predetermined goals. Leadership activities include giving instructions, providing guidance, and influencing team members or other individuals so that specific goals can be achieved in an effective and efficient manner (Eka, 2006).

The leadership of madrasah principals and teacher performance remain significant challenges in efforts to improve the quality of education in West Sumatra. In this context, madrasah principals play a central role as leaders and policy makers in madrasah education. According to Bass's theory of transformational leadership, a transformational leader is someone who has the ability to inspire and motivate followers to strive toward nobler goals through the formulation of a collective vision that transcends individual interests (Hydayati, 2020).

The role of the madrasah principal in decision-making includes acting as an entrepreneur, striving to improve the quality of the madrasah through innovative programs. The principal also acts as a provider of various necessary resources. Additionally, in their role as negotiators, school principals are required to have the ability to engage in dialogue and establish consultations with external parties to support the advancement of the institution (Akib & Tarigan, 2008).

The head of the madrasah is required to be able to realize the vision, mission, and objectives that have been designed. In the context of educational leadership, the principal plays a role in influencing teachers' behavior in accordance with the existing situation. To maximize their leadership function, principals must not only possess authority but also the ability to leverage their authority in nurturing teachers to foster optimal performance (Fitria, 2021).

However, even though the head of the madrasah has tried to implement transformational leadership, the results have not been fully reflected in transformative governance in the madrasah. As stated by Yukl, transformational leaders are able to motivate employees and instill a high level of trust and loyalty in the organization, thereby improving employee performance, including in the case of madrasah (Purwoko & Fikri, 2023).

Furthermore, managerial tasks and roles as supervisors and organizational actors have not been optimally carried out by madrasah principals. Effective managerial functions involve continuous planning, organizing, directing, and supervising, which form the basis for an organization's success in achieving its desired goals. According to Robbins & Judge, emotional intelligence consists of five interrelated dimensions: self-awareness, self-management, self-motivation, empathy, and social skills (Nursalim et al., 2023). Unfortunately, school principals often face challenges in effectively performing these functions, which impacts teacher performance and overall educational quality.

Teachers also play a role as leaders in the learning process, particularly through their involvement in fostering fellow teachers in a collegial learning community. In addition, teachers play a role in encouraging learning innovation in the classroom and driving change in strengthening the curriculum and character-based education. In this regard, there are two relevant leadership approaches. (1) Transformational leadership: According to Robbins in Septyan et al. (2017), transformational leadership is leadership that inspires followers to transcend their personal interests, capable of having a profound and extraordinary impact on followers. It focuses on inspiring change toward a better direction by emphasizing values, vision, and collective spirit. (2) Instructional leadership: According to Robbins & Coulter, transactional leadership is a leader who guides and motivates followers toward set goals by rewarding their productivity. It places greater emphasis on improving the quality of the learning process and achieving optimal student learning outcomes (Ramadea, 2019).

Teachers do not merely play the role of imparting knowledge, but also have a broader function. As facilitators, teachers strive to encourage active student participation in the learning process. In their role as motivators, teachers inspire enthusiasm and curiosity in their students. Additionally, teachers act as character builders who contribute to shaping students' personalities and morals. Equally important, teachers also serve as role models, both in their behavior, speech, and daily attitudes (Kemendikbudristek, 2024).

Djaman Satari, as quoted by Ana & Bagus (1994), states that indicators of teacher performance or achievement are reflected in the quality of the learning process, which is largely determined by the role of teachers in various aspects. These aspects include the systematic design of learning activities; mastery and application of different teaching methods appropriate to the characteristics of student learning activities; the development of interactions that motivate students to create a pleasant learning atmosphere; mastery of teaching materials and utilization of learning resources to encourage active student involvement through the development of process skills; understanding of individual differences among students to provide appropriate learning guidance; and the implementation of assessment of the learning process and outcomes, provision of constructive feedback, and development of remedial learning programs if necessary.

In addition, it is important to note that leadership in the context of education is not only about managing and directing, but also about providing strong examples and guidance to teachers and students. Ki Hajar Dewantara, an Indonesian educational figure, stated that the concepts of “*Tut Wuri Handayani*” (guiding from behind) and “*Ing Madya Mangun Karso*” (inspiring in the midst) will not be effective if not accompanied by “*Ing Ngarsa Sung Tuladha*,” which refers to the role of a leader as a role model for their members. A leader's exemplary behavior is not only reflected in their competence but also in the moral integrity and ethics they demonstrate (Afifa et al., 2024; Harususilo, 2018). These principles are highly relevant in the context of madrasah leadership, which aims to improve teacher performance and educational quality.

In this study, researchers will examine in depth the implementation of transformational leadership in madrasah in West Sumatra, as well as evaluate the extent to which madrasah principals have successfully carried out their managerial duties and supervisory roles. With a comprehensive approach, it is hoped that this study will make a significant contribution to the development of more effective and higher quality educational leadership.

There is a gap in previous studies on madrasah leadership. For example, in Fauzuddin (2011) dissertation entitled *Transformational Leadership of Madrasah Principals (A Multi-Case Study of Two State Senior High Schools and One State Madrasah in Banda Aceh City)*, it was found that madrasah principals engage in intensive communication with various parties, build cooperation for madrasah development, and create a conducive work culture through the provision of supporting facilities. However, this research has not yet explored in depth the leadership practices of madrasah principals, particularly in the context of organizational culture and their contribution to teacher performance. Most existing studies still adopt transformational leadership theory from a Western context without considering local values and Indonesian culture, which are integral components of the madrasah education system. In addition, aspects of leadership, managerial functions, and supervisory roles tend to be studied separately, even though the three are closely interrelated in influencing teacher performance and the quality of madrasah governance.

The main novelty of this research lies in the integration of the concept of transformational leadership with the educational philosophy of Ki Hajar Dewantara. By combining principles such as *ing ngarsa sung tulada*, *ing madya mangun karsa*, and *tut wuri handayani*, this study develops a leadership model that is not only oriented toward structural change and performance improvement but also emphasizes character building, moral exemplarity, and humanistic relationships between leaders and teachers. This approach offers a more contextual, practical, and appropriate alternative for the characteristics of madrasah in Indonesia. By strengthening the role of madrasah principals in performing leadership, managerial, and supervisory functions in an integrated manner, this study contributes to enriching research on education leadership based on local values and culture, which has been underrepresented in academic discourse.

RESEARCH METHODS

This study uses a qualitative approach with a case study method. The qualitative approach was chosen because it allows researchers to explore more deeply the experiences and perspectives of participants in a real context (Creswell, 2018). According to Yin, the case study method is used to

provide a comprehensive understanding of complex phenomena and specific contexts (Nur'aini, 2020). This study involved the principal, vice principal, teachers, students, and community members from Madrasah Tsanawiyah Negeri Model Padang, Madrasah Tsanawiyah Negeri 1 Kota Pariaman, and Madrasah Tsanawiyah Negeri 4 Pasaman, West Sumatra. Data were collected through in-depth interviews, observations, and document studies. In-depth interviews allow researchers to obtain rich and detailed information directly from participants (Brinkmann & Kvale in Hansen, 2020), while observations provide accurate empirical data through direct observation (Merriam & Grenier, 2019). Documentary studies complement data collected through interviews and observations by providing a richer context (Bowen in Daruhadi & Sopiati, 2024).

The collected data was then analyzed through data reduction, data display, and conclusion drawing in accordance with the steps described by Miles & Huberman (1994). Data reduction involves selecting, focusing, and simplifying data to facilitate analysis. Data display is done by presenting data in the form of matrices, graphs, or tables to organize information systematically. Drawing conclusions is done based on patterns, themes, or relationships that emerge from the analyzed data. According to Lincoln & Guba, data validity is ensured through extended observation and perseverance in observation (Syahrani, 2020). Extended observation provides researchers with sufficient time to understand the research context in depth, while persistent observation ensures that the data collected remains relevant and valid. With this approach, the research is expected to provide a comprehensive and in-depth understanding of madrasah leadership and teacher performance.

RESULTS AND DISCUSSION

This study introduces a new concept called Madrasah Head Leadership in 3 MTsN. This study emphasizes transformational leadership that tends to follow the thinking of Ki Hajar Dewantara. Transformational leadership is characterized by its ability to inspire and motivate organizational members, provide personal attention, and encourage the creation of innovation and constructive change in the educational environment (Bass in Hydayati, 2020). This leadership style aligns strongly with Ki Hajar Dewantara's educational teachings, particularly through the principle of "*Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, Tut Wuri Handayani*," which reflects leadership values based on exemplary behavior, collaboration, and empowerment. In the context of madrasah, this approach plays a crucial role in fostering a cooperative work culture and enhancing the professionalism of educators.

Furthermore, the relevance of Ki Hajar Dewantara's ideas in madrasah leadership is reinforced by Mulyasa's view that the head of a madrasah also acts as a manager responsible for planning, organizing the organizational structure, directing activities, leading all members, and controlling and optimizing the organization's potential to achieve its goals (Zainuddin et al., 2020). By applying leadership values rooted in local wisdom and aligned with the national education vision, madrasah principals can play a crucial role in improving teacher quality and learning outcomes. Therefore, the implementation of transformational leadership in Madrasah Tsanawiyah is a relevant and significant strategy in driving sustainable improvements in teacher performance.

School principals who practice transformational leadership are open to change and have the authority to implement it. At Madrasah Tsanawiyah Negeri Model Padang, the principal has utilized information technology to improve the effectiveness of learning. An e-learning platform was introduced and used by teachers to deliver lesson materials online, especially during the pandemic. However, this implementation still faces obstacles such as a lack of internet access for some students. This strategy includes the application of exemplary values, motivation, and guidance as exemplified by Ki Hajar Dewantara: *Ing Ngarso Sung Tulodo* (leading by example), *Ing Madya Mangun Karso* (building enthusiasm), *Tut Wuri Handayani* (providing encouragement).

School principals who practice transformational leadership are open to change and have the means to implement it. This is evident in their ability to adopt the latest technology, apply innovative teaching methods, and increase community involvement in the educational process. At Madrasah Tsanawiyah Negeri Model Padang, the principal has utilized information technology to improve learning effectiveness. An e-learning platform was introduced and used by teachers to deliver lesson

materials online, especially during the pandemic. However, this implementation still faces challenges such as limited internet access for some students.

The principal is expected to provide moral and professional support to teachers to improve their performance. At Madrasah Tsanawiyah Negeri 1 Kota Pariaman, the principal has held various workshops and training sessions to improve teacher competence. Teachers are allowed to attend training on active learning methods and the use of technology in teaching. However, some teachers admit that they still need more support and practical guidance in implementing these methods in the classroom.

An effective madrasah principal must be able to identify the strengths and weaknesses of each teacher, and provide constructive feedback for improvement. In Madrasah Tsanawiyah Negeri 4 Pasaman, the principal regularly assesses teacher performance through classroom observations and evaluation of student learning outcomes. However, there are challenges in the consistency of the evaluation, where some teachers feel that the evaluation is not carried out regularly and there is no clear follow-up.

The madrasah principal needs to develop an effective management system, including in terms of administration, resource management and communication with all parties involved in education. At Madrasah Tsanawiyah Negeri Model Padang, the madrasah principal has introduced a technology-based management system to improve the efficiency of school administration and management. The system includes student data management, lesson schedules and performance assessment. However, the implementation of this system is still in its early stages and requires further development to achieve optimal results. This approach emphasizes three main aspects: role modeling, motivation and mentoring. By adopting this approach, it is expected that madrasah principals can create a better learning environment and improve the quality of education in madrasah. In Madrasah Tsanawiyah Negeri 1 Kota Pariaman, the madrasah head began to adopt the approach exemplified by Ki Hajar Dewantara, namely providing examples, motivation and guidance. However, the implementation still needs improvement in order to improve teacher performance and the overall quality of education.

This study shows that although the madrasah head has tried to implement transformational leadership, the results have not been fully optimal. Management and supervision that have not been maximized and teacher performance that still requires improvement indicate the need to explore a more in-depth and comprehensive approach. With the application of effective transformational leadership, which refers to the thoughts of Ki Hajar Dewantara, madrasah can become more advanced with improved teacher performance.

Transformational Leadership Concept

The term leadership in English is known as leadership, while in Arabic it is called *Zi'amah* or *Imamah*. In the opinion of Marifield and Hamzah, leadership is a process related to efforts to stimulate, mobilize, direct, and coordinate the various motives and loyalties of individuals involved in a collective activity (Kurniawan et al., 2020).

Transformational leadership is a leadership style whose main focus lies on the leader's ability to encourage constructive change, both for the individuals he leads and for the organization as a whole. This type of leader acts as an energizer, inspirer, and motivator, and emphasizes respect for personal values, collective spirit, and encouragement to innovate. Bass & Riggio identified four important components in transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Harsoyo, 2022). These four elements are the main foundation in forming leaders who can maximize the potential of their subordinates and improve optimal performance achievements.

According to Pradana (in Avilla, 2018), transformational leadership style includes four main aspects. First, idealized influence, which is the leader's ability to build a strong vision and mission so as to foster respect, increase optimism, reinforce the direction of goals, and foster confidence in subordinates. Second, inspirational motivation, which is the capacity of leaders to be role models and convey organizational goals clearly while showing exemplary behavior. Third, intellectual stimulation, which is encouragement from leaders so that employees do not hesitate to convey ideas, are more innovative, and are able to think critically in facing challenges. Fourth, individual consideration, which

reflects personal attention from leaders through guidance, coaching, and special support so that the potential of each individual in the organization can develop optimally.

Meanwhile, Yukl emphasizes that transformational leaders tend to be more successful in fostering a sense of commitment, loyalty, and active participation from their organizational members compared to conventional leadership styles (Hydayati, 2020). This type of leadership is not only managerial, but also has a deep coaching dimension in shaping the values and behavior of its followers. In the world of education, this leadership style is very appropriate to apply because the principal or madrasah head is expected to be a catalyst for change that encourages the improvement of learning quality, teacher performance, and student achievement. Therefore, transformational leadership plays a vital role in creating a dynamic, responsive and excellent educational environment.

This research introduces a new concept called transformational leadership of madrasah principals, by adopting the thoughts of Ki Hajar Dewantara. Madrasah principals who exercise transformational leadership are open to change and have access to implement the change. In Madrasah Tsanawiyah Negeri Model Padang, the madrasah principal has utilized information technology to improve learning effectiveness. The elearning platform was introduced and used by teachers to deliver subject matter online, especially during the pandemic. However, this implementation still faces obstacles such as the lack of internet access for some students. This strategy includes applying the values of modeling, motivation and mentoring as exemplified by Ki Hajar Dewantara: *Ing Ngarsa Sung Tuladha* (in front setting an example), *Ing Madya Mangun Karsa* (in the middle building enthusiasm), *Tut Wuri Handayani* (behind giving encouragement).

Madrasah principals who apply transformational leadership are open to change and have access to implement these changes. This can be seen in their ability to adopt the latest technology, implement innovative learning methods and increase the involvement of the school community in the education process. In Madrasah Tsanawiyah Negeri Model Padang, the madrasah principal has utilized information technology to improve learning effectiveness. The elearning platform was introduced and used by teachers to deliver subject matter online, especially during the pandemic. However, this implementation still faces obstacles such as the lack of internet access for some students. The madrasah principal is expected to be able to provide moral and professional support to teachers to improve their performance. In Madrasah Tsanawiyah Negeri 1 Kota Pariaman, the madrasah head has conducted various workshops and trainings to improve teachers' competencies. Teachers are given the opportunity to attend training on active learning methods and the use of technological media in teaching. However, some teachers admitted that they still need more support and practical guidance in implementing these methods in the classroom.

An effective madrasah principal must be able to identify the strengths and weaknesses of each teacher, and provide constructive feedback for improvement. In Madrasah Tsanawiyah Negeri 4 Pasaman, the principal regularly assesses teacher performance through classroom observations and evaluation of student learning outcomes. However, there are challenges in the consistency of the evaluation, where some teachers feel that the evaluation is not conducted regularly and there is no clear follow-up. The madrasah principal needs to develop an effective management system, including in terms of administration, resource management and communication with all parties involved in education. At Madrasah Tsanawiyah Negeri Model Padang, the madrasah principal has introduced a technology-based management system to improve the efficiency of school administration and management. The system includes student data management, lesson schedules and performance assessment. However, the implementation of this system is still in its early stages and requires further development to achieve optimal results. This approach emphasizes three main aspects: role modeling, motivation and mentoring. By adopting this approach, the madrasah head is expected to create a better learning environment and improve the quality of education in the madrasah. In Madrasah Tsanawiyah Negeri 1 Kota Pariaman, the madrasah head began to adopt the approach exemplified by Ki Hajar Dewantara, namely providing examples, motivation and guidance. However, the implementation still needs improvement in order to improve teacher performance and the overall quality of education.

Leadership that is Open to Change

Leadership that is open to change refers to an approach in which leaders possess the capacity to accept, guide, and support change processes in a flexible and constructive manner. This type of leader not only recognizes the importance of renewal within an organization but also actively engages all members in responding to emerging dynamics. Robbins and Judge assert that leaders who foster an environment open to change tend to enhance the organization's adaptability, strengthen a spirit of collective learning, and accelerate innovative decision-making (Aulia & Marsidin, 2023). In the field of education, such an attitude is essential due to the continuous changes that occur, including curriculum reform, technological advancement, and the transformation of teaching methods, all of which demand timely and strategic responses from educational leaders.

Meanwhile, Suharsaputra (in Aulia & Marsidin, 2023) emphasized that transformational leadership is a leadership style that focuses on change by encouraging and inspiring followers to be motivated to work together in achieving organizational vision and goals. Leaders with this style try to arouse the work enthusiasm of their members to be more active, productive, and have a high commitment in improving performance and job satisfaction. Thus, they are not only able to exceed the targets set, but also encouraged to develop creativity and innovation on an ongoing basis (Aulia & Marsidin, 2023). In practice in educational institutions, madrasah heads who are open to change will be better able to create a conducive work environment, build trust among teachers and staff, and increase loyalty to common goals. This leadership style reflects the ability to look ahead and respond to change strategically and inclusively. Therefore, openness to change is an important aspect in shaping a resilient, progressive and sustainable educational institution.

Transformational leadership emphasizes the importance of openness to change as the main foundation for achieving progress and innovation in the organization. Madrasah principals who apply transformational leadership are required to have an open attitude towards any form of change aimed at improving the quality of education. This attitude includes the ability to identify, adopt and implement the latest technology, innovative learning methods and increase the involvement of the school community in the educational process.

One indicator of openness to change is the use of information technology in the learning process. In Madrasah Tsanawiyah Negeri Model Padang, the madrasah head has utilized information technology to improve learning effectiveness. The elearning platform was introduced and used by teachers to deliver subject matter online, especially during the pandemic. The implementation of this technology aims to provide students with wider and more flexible access to learning materials. Nevertheless, obstacles such as the lack of internet access for some students are still a challenge that needs to be overcome. Madrasah principals who are open to change should be able to find innovative solutions to overcome this obstacle, for example by providing internet access facilities at school or working with external parties to provide affordable internet services for students.

In addition to technology, madrasah principals who are open to change should also be able to implement innovative learning methods. These methods can include project-based learning, collaborative learning and problem-based learning. In Madrasah Tsanawiyah Negeri 1 Kota Pariaman, the head of the madrasah has conducted various workshops and trainings to improve teachers' competence in using innovative learning methods. Teachers are given the opportunity to attend training on active learning methods and the use of technological media in teaching. This step aims to increase students' involvement in the learning process and encourage them to think critically and creatively. However, some teachers still need further support and guidance in implementing these methods in the classroom, so a sustainable and systematic approach in providing training and mentoring is needed.

Openness to change also includes increasing the involvement of the school community in the education process. The madrasah principal must be able to build effective communication and collaboration with parents, the community and other stakeholders to create a conducive learning environment. At Madrasah Tsanawiyah Negeri 4 Pasaman, the principal has developed programs that involve parents and the community in school activities, such as regular meetings, educational seminars and social activities. This aims to strengthen community support and participation in their children's education. By involving the school community, the madrasah principal can create a supportive

environment for students' academic and non-academic development and build a sense of belonging and shared responsibility for educational success.

Teacher Motivation and Guidance

Teacher motivation and mentoring are key elements in transformational leadership that aim to improve teachers' performance and professional competence. Madrasah principals who exercise transformational leadership must be able to provide moral and professional support to teachers so that they can develop and contribute optimally to the educational process.

Motivation is a major factor affecting teacher performance. According to Herzberg's TwoFactor Theory, motivational factors such as rewards, recognition and achievement contribute greatly to job satisfaction and individual motivation (Herzberg, 2003). At Madrasah Tsanawiyah Negeri 1 Kota Pariaman, the head of the madrasah has organized various workshops and trainings to improve teachers' competencies. Teachers are given the opportunity to attend training on active learning methods and the use of technological media in teaching. This step not only improves teachers' skills but also recognizes their efforts in improving the quality of learning. However, some teachers admitted that they still need more support and practical guidance in implementing these methods in the classroom.

Mentoring is an ongoing process in which the madrasah head provides guidance, feedback and support to teachers to help them overcome challenges in teaching. According to Robbins and Judge, effective mentoring involves open communication, constructive feedback, and a trusting relationship between the mentor and the teacher (Aulia & Marsidin, 2023). At Madrasah Tsanawiyah Negeri 1 Kota Pariaman, the madrasah head has initiated a mentoring program where senior teachers guide junior teachers in various aspects of teaching, including lesson planning, classroom management and student evaluation. The program aims to create a collaborative culture among teachers and ensure that they get the necessary support to develop their abilities.

Moral and professional support from the madrasah head is also important for building a positive and collaborative work environment. Madrasah principals who support teachers morally will increase their confidence and commitment to their duties. According to Bass, transformational leaders are able to inspire and motivate their followers through a shared vision and emotional support (Hydayati, 2020). In Madrasah Tsanawiyah Negeri Model Padang, the madrasah head regularly holds monthly meetings to discuss issues faced by teachers and find solutions together. These meetings not only serve as a forum to share ideas and experiences but also as a means to strengthen solidarity and cooperation among teachers.

Implementing mentoring in the field requires a systematic and sustainable approach. The madrasah head needs to ensure that the mentoring program is well designed and consistently implemented. In Madrasah Tsanawiyah Negeri 4 Pasaman, the madrasah head conducts regular teacher performance assessments through classroom observations and evaluation of student learning outcomes. Classroom observations are conducted to provide direct feedback to teachers about their teaching methods and to identify areas that need improvement. Evaluation of student learning outcomes is used to measure teaching effectiveness and provide a basis for developing remedial and enrichment programs. However, challenges in the consistency of evaluation implementation need to be addressed to ensure that every teacher gets the necessary support.

An effective madrasah principal must be able to identify the strengths and weaknesses of each teacher, and provide constructive feedback for improvement. In Madrasah Tsanawiyah Negeri 4 Pasaman, the principal regularly assesses teacher performance through classroom observations and evaluation of student learning outcomes. However, there are challenges in the consistency of evaluation implementation, where some teachers feel that evaluations are not carried out regularly and there is no clear follow-up.

Transformative Governance Development

Transformative leadership is very important because it has a major role in driving deep changes in organizational structure and culture. This leadership style is able to increase morale, motivate individuals, and build a unified vision oriented towards long-term progress. In the world of education,

transformative leadership allows principals or madrasah heads to inspire teachers, strengthen professional attitudes, and create a supportive learning atmosphere. Bass states that transformative leadership not only directs the achievement of institutional goals, but also plays a role in the emotional and personal development of individuals within it. Through personal attention, encouragement of creative ideas, and the establishment of trust, this leadership is the main key in improving the quality of human resources and the quality of education (Hydayati, 2020).

Meanwhile, Leithwood & Jantzi (2006) assert that in the face of rapid changes in the education sector-both in terms of curriculum, technology and social demands-transformative leadership offers an effective approach. Leaders with this style not only maintain stability, but also encourage renewal and mobilize the entire school community towards continuous improvement. Transformative leadership focuses its role on changing the values, attitudes and culture of the organization as a whole. Therefore, in a modern era characterized by complexity and high demands, this leadership model is needed to keep educational institutions responsive, relevant and competitive.

Leadership that is open to change madrasah principals who apply transformational leadership are open to change and have access to implement these changes. This can be seen in their ability to adopt the latest technology, implement innovative learning methods and increase the involvement of the school community in the education process. In Madrasah Tsanawiyah Negeri Model Padang, the madrasah principal has utilized information technology to improve learning effectiveness. The elearning platform was introduced and used by teachers to deliver subject matter online, especially during the pandemic. However, this implementation still faces obstacles such as the lack of internet access for some students. Effective leadership includes the ability to adapt and introduce relevant innovations to improve the quality of education. The novelty of this research is the application of the concept of transformational leadership combined with the thoughts of Ki Hajar Dewantara, emphasizing role modeling, motivation and mentoring.

The madrasah head is expected to provide moral and professional support to teachers to improve their performance. At Madrasah Tsanawiyah Negeri 1 Kota Pariaman, the head of the madrasah has organized various workshops and trainings to improve teachers' competencies. Teachers are given the opportunity to attend training on active learning methods and the use of technological media in teaching. However, some teachers admitted that they still need more support and practical guidance in implementing these methods in the classroom. The transformational leadership applied by the madrasah head includes strategies to provide continuous motivation, support and guidance to teachers, in line with the values exemplified by Ki Hajar Dewantara. The implementation of these strategies is expected to improve teachers' enthusiasm and performance in teaching.

An effective madrasah principal must be able to identify the strengths and weaknesses of each teacher, and provide constructive feedback for improvement. In Madrasah Tsanawiyah Negeri 4 Pasaman, the principal regularly assesses teacher performance through classroom observations and evaluation of student learning outcomes. However, there are challenges in the consistency of the evaluation, where some teachers feel that the evaluation is not conducted regularly and there is no clear follow-up. The madrasah principal needs to develop an effective management system, including in terms of administration, resource management and communication with all parties involved in education. At Madrasah Tsanawiyah Negeri Model Padang, the madrasah principal has introduced a technology-based management system to improve the efficiency of school administration and management. The system includes student data management, lesson schedules and performance assessment. However, the implementation of this system is still in its early stages and requires further development to achieve optimal results. The novelty of this study is the emphasis on transformational leadership that focuses on improving the quality of management and teacher performance evaluation through a systematic and sustainable approach.

CONCLUSION

This study shows that madrasah principals who apply transformational leadership can have a significant positive impact on madrasah progress and improved teacher performance. Leadership that is open to change, the adoption of information technology, the application of innovative learning

methods, and increased involvement of the school community are key factors in achieving this success. In Madrasah Tsanawiyah Negeri Model Padang, for example, the use of elearning platforms has increased the effectiveness of learning even though it still faces internet access constraints. In addition, the madrasah head also plays an important role in providing continuous motivation and mentoring to teachers, as seen in Madrasah Tsanawiyah Negeri 1 Kota Pariaman, where workshops and training have improved teachers' competencies. Systematic and sustainable management and evaluation of teacher performance is also crucial, as implemented in Madrasah Tsanawiyah Negeri 4 Pasaman, through periodic appraisals and the use of management technology. The novelty of this research is the application of transformational leadership combined with the thoughts of Ki Hajar Dewantara, emphasizing on example, motivation, and guidance. With this approach, the madrasah is expected to create a better learning environment and improve the overall quality of education.

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