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# Transformative Leadership and Work Commitment in Improving the Quality of Madrasah Education

*by Chusnul Muali*

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**Transformative Leadership and Work Commitment in Improving the Quality of Madrasah Education**

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**ABSTRACT**

This study describes transformative leadership and work commitment in improving the quality of education at an Aliyah level educational institution in Probolinggo Regency. This research uses a qualitative case study approach. The type of research used is a single instrumental case study, namely efforts to improve the quality of education through principal leadership and teacher loyalty. The data analysis used is theme analysis. The purpose of this study is to provide additional insight into efforts to improve the quality of education through transformative leadership and work commitment. The results of this study are that there are several things in the application of transformative leadership and work commitment in improving the quality of education at an Aliyah level educational institution in Probolinggo Regency, namely (1) Teamwork, (2) Motivation, (3) A pleasant work climate.

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**1. INTRODUCTION**

Indonesia has many challenges in terms of upgrading the quality of education. It is as written in a study that Singapore and other neighboring countries are ranked first in terms of quality of education, while Indonesia is in 8th place from the bottom. It is categorized as very low (Oktavia, 2016). So that educational institutions are required to overcome these problems, namely improving the quality of education. Part of the education quality component includes input, process, output, and outcome (Damanik, 2019).

Talking about the quality of education cannot be separated from the leadership model of the madrasah principal and the work commitment of the teaching staff (Ali et al, 2015). His leadership style affects the success of the principal in carrying out his duties, and the work commitment of his subordinates is a supporter of success itself (Ali et al., 2015 ; Wahyudin et al., 2021).

By looking at the role of the madrasah principal's leadership style in directing the school to achieve its goals and the commitment of the teacher's work in it (Syifani, 2020; Onia, 2021), it can be concluded

that two things, namely the leadership style of the madrasa principal and the work commitment of teachers are two things that must be considered to improve the quality of education. (Sari, 2013 ; Salim & Hasanah, 2021). Edward Deming, one of the leaders of quality suggested that improving quality is to provide a portion of leadership. A quality in an education or organization will not gradually improve if the leader is also not qualified. Quality leadership is if a leader can integrate and drive the system, vision, and mission in harmony (Damanik, 2019 ; Muali et al., 2021). From this explanation, it is clear how important the quality of a leader is, not only focusing on the existence of the leader in it but more on the quality of the leader.

If a common thread is drawn, this explanation is to provide an understanding that leadership is part of a person's stage in taking over or controlling people to achieve the expectations of an institution or organization. (Rahman & Subiyantoro, 2021). From a theoretical point of view, the expression is easy to understand. However, seeing the reality that happened is not easy. Dozens of theories about leadership exist, and each has its positives and negatives. The concept of transformational leadership is categorized as a practical leadership theory concept (Syadzili, 2019; Purwanto et al., 2020) Because transformational leadership is an effort to change awareness, giving a must to subordinates aims so that subordinate members can make their best efforts to achieve the institution or organization. (Nurmiyanti & Candra, 2019; Samsudin & Azizah, 2021). One of the characteristics of transformational leaders is influencing environmental conditions, changing ordinary things, focusing on organizational dreams, having the principles of freedom, equality, and justice. A person with a transformational leadership style can inspire his subordinates that the dream of an organization is not just part of an individual's goals (Komsiyah, 2016 ; Nasukah et al., 2020).

In reality it is not only leadership style that can affect the quality of educational institutions, but work commitment is also something that affects it. One of the educational institutions Aliyah in Probolinggo Regency is one of the senior secondary education institutions under the auspices of the Islamic Boarding School in Probolinggo. The madrasa is one of the private MA which is known to have good quality in the Probolinggo area and surrounding cities. This success was later known as the efforts of the madrasa head, namely his leadership style which was classified as transformational, as well as a strong work commitment from his subordinates or the teachers and staff behind him. (Naim, 2021). Based on this explanation, it can be understood that a quality leader is not optimal if it is not accompanied by a suitable leadership style in it. The word is suitable because a leader does not walk alone, but is supported and walks together with his subordinates. This is then stated that the work commitment of subordinates is also one of the factors that affect the quality of educational institutions or organizations.

By combining these two things, the madrasa in 2009 received an A accreditation until 2016 based on the BAN-S/M of East Java Province. This fact later became evidence that the madrasa was an Aliyah madrasa which was classified as worthy of being named a trustworthy educational institution for the community and the state. Other evidence reveals that many of the outputs of these madrasas go to well-known campuses in Indonesia, be it through the Outstanding Student Scholarship Program, Bidik Misi, SNMPTN, SPANPTKIN, and Independent Pathways. Most recently, in 2021, 3 students from the madrasa passed an undergraduate scholarship to one of the universities in Egypt. All three have been declared to have passed the selection of prospective Middle Eastern students in 2021 on May 11 by the Directorate of Islamic Higher Education of the Ministry of Religion. Then the success of the final grade students at the madrasa was added to the list of graduates this year who managed to enter state universities without exams. As many as 93 students have passed the selection of academic achievement pathways, with details of 30 passing the SNMPTN and 63 passing the PTKIN SPAN. With this success, the Head of Madrasah at the madrasa emphasized that it is proof that his institution has succeeded in bringing its students to college through academic achievement every year. With a total of 93 students who passed the SNMPTN and SPAN PTKIN, this is the highest number for the MA level in Probolinggo Regency. This achievement has met the quality indicators which include (1) Adequate number of students, evidence that the community's response to higher education institutions, (2) Having academic

and non-academic achievements, (Aziz, 2015). The facts presented are proof that the institution is in accordance with the concept or quality indicators initiated by a number of education quality figures.

Similar research on transformative leadership, trust and knowledge sharing within the Organization conducted by Agus Purwowododo, Saifudin Zuhri, and Djani and obtained the results that transformative leadership, trust and share knowledge can be used to improve quality (Helmi & Arisudan, 2015). A similar study was also conducted by Hagi Eka Gusman relating to the relationship between the leadership style of the madrasa principal and teacher performance and the results obtained that the principal's leadership style has a relationship or relationship with teacher performance. (Gusman, 2014). The first research did not focus on the context of transformational leadership because the variables used were also about trust and share knowledge. While the second study only describes whether there is a relationship between the leadership of the madrasa principal and teacher performance. To complement existing research, this research is one of the studies that will answer how to improve the quality of madrasas by collaborating leadership and work commitment in them, as well as describing the forms of behavior of madrasa principals that are classified as transformative.

## 2. METHODS

27  
The method used in this research is a qualitative approach, a single instrumental case study. This research focuses on improving quality in one of the madrasas in Probolinggo Regency. The data was obtained through observation and interviews. Activity this is done since the researcher determines the research focus, describes the research problem before going to the field and continues to report the research. The data obtained by the researcher while in the field has been written down systematically, then reduced or reduced according to the research focus so that researchers can quickly draw a research conclusion. To obtain valid and reliable data, the researcher interviewed several informants using the purposive sampling technique, which consisted of four people, namely Drs. HM Lukman Hakim, M. Pd. I., as the head of the madrasa, Mr. Mohammad Naim, Ap, S. HI., as deputy head of the curriculum, Mr. Muchtarillah, S. Ag, S. Psi as waka for students, and Mr. Mudhowi, S. Ag., one of the teachers at the madrasa. In this case, the researcher provides a structured description according to facts and can be assured concerning the existing conditions at the research location, both in the form of the object being studied and facts related to these conditions and to conclude later.

## 3. FINDINGS AND DISCUSSION

24  
The topic that is always a concern in the management of education is about efforts to improve the quality of education itself (Rohman & Amri, 2012). Quality is defined as a planned stage with the aim that the resulting output is better. Quality itself is not part of the miracle, Juran in his writings defines quality as a distinctive symbol that exists in goods, services or products so that they can provide the best service to customers. (Zamroni, 2017). A quality or quality requires an investment, therefore when talking about quality cannot be separated from the payment (Baharun, 2016). This is because good quality will result in higher costs (Umam, 2018).

The quality of education comes from two different words, namely quality and education, and when put together it has a meaning that refers to what is produced by the educational institution itself. For example, such as the number of students, academic and non-academic achievement outputs that are in accordance with the school's vision and mission (Komariah & Tiratna, 2005). The quality of education talks about the quality of output and the existence of services that can lead to customer satisfaction in the world of education. If detailed, the quality of an output from an educational institution is related to the existence of good values in this case covering the affective, cognitive and psychomotor domains, being accepted on campus with good quality, and building good character in students (Sudadio, 2012). Muhammad Fadli quotes from Sitompul explaining that quality in education can be said to be successful if it is marked by several things, namely: (1) high learning process

satisfaction, (2) learning outcomes that are in line with expectations in the curriculum, (3) good guidance regarding morals, spiritual, social and learning culture development process, (4) There are no students who are mentally threatened, (5) There are no problems in the relationship between students and their education staff (Fadhli, 2017). According to the quality theory promoted by William Edrward Deming, things that can improve quality include institutionalizing leadership. It can be understood that leadership is called quality if it is able to move the entire system in an integrated manner in accordance with the vision, mission and principles that have been determined (Damanik, 2019).

The head of one madrasah in Probolinggo Regency mobilized this by using his leadership style as a tool. The form of implementing transformational leadership of the madrasah principal and the work commitment of teachers in the madrasa in improving the quality of education are (1) Teamwork, (2) Providing motivation from the madrasa principal to his subordinates, (3) There is a pleasant work climate, this is as stated by Mr. Lukman Hakim as Head of Madrasah:

“Regarding the formation of quality in this madrasa, from a leadership perspective, I only implemented a number of things, including holding a team or collaboration between me as a leader and a teacher, staff or employee. Then give things that motivate teachers, staff or employees, because after all, the success or failure of my leadership cannot be separated from the spirit of their performance as well. Then the third one makes the atmosphere at school fun, fun. So when I meet them, the teachers are not afraid but more respectful. So, their loyalty is sincere without coercion, sir.”

25  
From this explanation, it can be concluded that the head of the madrasa applies a transformational style in his leadership which is seen in his efforts to approach and interact with his subordinates. Burns said that transformative leadership is how a leader is able to provide encouragement to his members in carrying out their obligations with the best effort (Sustainable, 2017). A transformative leader must be able to interpret, communicate, and articulate the organization's vision, and subordinates must recognize it. (Nengsih et al., 2020). Gibson et al as quoted by Agus Purwowododo et al suggest that the concept of transformative leadership aims to provide ideas, encouragement to its members to achieve organizational goals as well as possible, original results and as a form of common interest (Purwowododo et al., 2020). The concept of transformational leadership seeks to create awareness for its members through notification of purpose, morals based on justice, independence, humanity not based on emotions, jealousy, greed or even hatred. (Ali et al., 2015).

Luthans quotes from Tichy and Devanna who explain that the characteristics of transformational leaders include, (1) Believing that he is an agent of change, (2) Having a brave soul, (3) Trusting in others, (4) Bringing a value drive, (5) Willing to learn without being bound by time, (6) Can cope with uncertainty, (7) Have long-term goals (Luthans, 2006).

1. The type of teamwork applied at one of the Aliyah madrasahs in Probolinggo Regency is a problemsolving team, this is as stated by Mr. Mushtarullah as student representative at one of the Aliyah madrasahs in Probolinggo Regency:

“Yes sir, so the head of the madrasa formed a teamwork which in this case the goal is to solve problems. So when there is a problem, the head of the madrasa doesn't necessarily make his own decisions, he brings it to the discussion table and discusses the results with us, as his subordinates. That's what makes the commitment within us is formed. So you know what your subordinates know, you know the problems at school. That's what makes us have a sense of belonging to the school (Mushtarullah, 2021).

Team work is understood as part of the work done together with a commitment to achieve organizational goals. Cooperation is also understood as an activity carried out by more than one

person (Fatmawati, 2020). If you pay attention, most activities in an organization are cooperative, only a few activities do not require group work (Iswardi, 2019). Balance theory explains that a team will be successful if it has good people with good management. This shows that leadership is closely related to teamwork (Rahmawati & Supriyanto, 2020; Wibowo & Hasanah, 2021).

Imam Gunawan and Djum Djum Noor Benty cite Daft's theory of the types of teamwork, including: (1) Formal teams, namely teams formed in a planned manner and included in a formal organizational structure, (2) Vertical teams, namely formal teams that consisting of leaders and members and bound by organizational chains, (3) horizontal teams, formal groups of members consisting of the same position but with different skills, (4) special task teams; is a team that is outside the organization and is intentionally created in the context of special interests, (5) Independent team, is a team consisting of members with abilities and work processes that are supervised by other members who are selected to achieve organizational goals, usually consisting of five to twenty people, (6) problem solving team; is a team that is rewarded in hours (Gunawan & Benty, 2017). From this explanation, it is then understood about the types of teamwork that exist as a reference in analyzing the teamwork in the madrasa.

The type of teamwork in the madrasa is a problemsolving team. Teams are played as part of a job with two or more members, whose job it is to organize performance with a specific goal. Every educational institution has a cooperation team, the goal is to be able to find a way out of the problems faced by the institution together, both from outside parties and with parties within the institution. The head of the madrasa is a person who gains the trust of his subordinates and vice versa. When there is a problem at the institution, the head of the madrasa always communicates and discusses with all teachers, employees and staff at MA Nurul Jadid. This is also stated by Qorrie A'yuna in her book (A'yuna, 2015). From the explanation, it can be understood that this team collaboration activity is to determine problems, communicate solutions to existing problems, and take follow-up actions.

1. While the forms of motivation that exist in one of the Aliyah madrasas in Probolinggo Regency are complete facilities, opportunities to improve performance for teachers and employees, and awards. This was conveyed by Mr. Lukman Hakim:

"The form of motivation here is adequate facilities, of course, to support the learning process. If the facilities are complete, the teacher will feel enthusiastic and motivated to carry out learning with the best efforts. Then the second I give the opportunity for teachers or staff to attend seminars or invitations whose purpose is to improve their quality or professionalism. Then the third form is appreciation. I always try to appreciate the achievements of the teachers, because I know that when our efforts are rewarded, there is a passion that follows later, the more I want to do my best again, even if I just say wow, that's amazing sir, isn't that cool. That alone made the teachers more enthusiastic. Now the key is there,

The cooperation of each member is something that can be used as a basis in efforts to improve the quality of low education. The things that leaders must do in encouraging their subordinates include: (1) Building a pleasant working atmosphere, (2) The existence of complete facilities in quality and quantity, (3) The existence of a flow and work system that is not difficult, (4) Providing award. Changing the mindset and thinking that initially focused on quantity is now focused on quality, for that later it will be said to be not easy because it requires hard work, high discipline and cohesiveness from various parties. For that, it takes a leader and employees who are skilled in it (Azwar, 1995; Hefniy et al., 2020). This is of course so that there are outcomes and outputs that are able to compete with others.

Things that affect the performance of a teacher include work motivation. This motivation is a form of stimulation for teachers to generate enthusiasm for work (Alfianis, 2014). The existence of encouragement from outside and within can increase the stimulation of teacher performance. The satisfaction felt by the teacher after giving motivation is a good or positive impact, but if it causes

dissatisfaction, it is the impact of negative motivation.(Yasyakur, 2019). A teacher who feels dissatisfied will find it difficult to have commitment in his organization(Hasibuan, 2007). This can cause a teacher to stay away from his profession, for example losing enthusiasm when teaching, disapproval of the rules in the organization, even changing professions if it is possible to have something more promising.

As a motivator, the principal must have the right way to encourage his subordinates to carry out their duties and responsibilities well(Hartawan, 2020). The encouragement or motivation can be built in environmental regulations, work climate policies, discipline, effective rewards, and learning resources through the development of Learning Resource Centers (PSB).(Princess, 2014).

The forms of motivation provided by this madrasa to its subordinates are (1) Complete facilities, in this case the head of the madrasa provides more than adequate facilities in supporting the learning process so as to make teachers feel facilitated as a form of motivation and support from the principal. If all the facilities are complete, the teacher's opportunity to provide the best learning will be very large. By maximizing the learning process, the opportunity to improve the quality of education is also greater. (2) Opportunity to improve achievement, in this case the head of the madrasah provides equal opportunities to each of his subordinates to take part in activities outside the madrasa, both as deputy head of the madrasa and such as seminars in order to improve achievement and increase teacher insight. (3) Awards, In motivating teacher performance, the head of madrasah gives awards in the form of acknowledgment and congratulations on the work of teachers, providing innovation space for teachers. This award is given to all teachers, so that other teachers have the opportunity to achieve it.

2. The work climate or atmosphere of the teachers at the Aliyah Madrasa in Probolinggo Regency is quite harmonious, open and family-friendly. This was conveyed by Mr. Mudhowi, one of the teachers at the madrasa:

"Um, yes, the culture is familial. So there is a high sense of belonging, not even afraid to try this and that. So the head of the madrasa did provide space for us to prioritize a sense of belonging. Maybe when we already have a sense of belonging to the madrasa, we will try our best to make it a good madrasa".

Work climate is understood as a component in an organization that is derived from the collective assumptions of its subordinates. The work climate has a domain that is quite important in improving the quality of work and work performance(Hasan, 2015). The work climate or atmosphere of the teachers at MA Nurul Jadid Paiton Probolinggo is quite harmonious, open and family-friendly. This is as conveyed by one of the teachers there who revealed that the leadership of the madrasah principal is not coercive on his subordinates, rather it is fostering so that conditions in the office are less stressful and more familial. This of course affects the work commitment of the teachers. One of the factors that measure the success of education in schools is the performance of teachers, because the teacher is one of the implementers of education that is indispensable (Hamsah et al., 2019). Teacher performance is a determining factor for student success in achieving achievement. Process stages are stages that can also determine success in education in addition to input factors(Ridwan, 2013). Having good input is not necessarily a good measure of the quality of education.

The things that were done by the Head of one of the Aliyah madrasahs in Probolinggo Regency resulted in the creation of a high work commitment. This was conveyed by Mr. Muhammad Naim as vice chairman of the curriculum at the Madrasah:

"Yes, that's right, therefore with the things carried out by the head of the madrasa, it will form a strong commitment to every teacher as well as staff and employees. With a high commitment it will be very easy to build a quality educational institution. Because of what? these components have one goal, and of course want to listen to each other and work together".



Commitment is understood as a sign, loyalty, and participation described by employees towards their organization (Nurandini & Backgrounduva, 2014). Commitment in an organization includes three things: (1) Having a sense of identification with the organization's expectations, (2) A sense of wanting to participate in organizational activities, (3) A sense of loyalty in the organization. (Princess, 2014). Work commitment is understood as a responsibility when doing work with a sense of sincerity (Lako, 2004).

Husaini cites the theory of Steers and Porter which states that commitment at work is the introduction of values that identify the work paradigm in him, the position of his profession in the flow of his life, the satisfaction given by his profession, the profession also gives meaning to his life. The existence of commitment in a person will be seen in his efforts to achieve goals with his best efforts (Husaini et al., 2017).

Work commitment is something that is quite urgent to win the heart of the boss because of the interaction with him as a subordinate. Individuals with high commitment will have the concept of thinking that the dream of the organization is also their personal interest. So the effort to achieve it is the best effort (Sutanto & Ratna, 2015).

Someone who has a high enough work commitment will be reflected in his efforts to achieve organizational goals and can be seen in his profession, for example for teachers will have a sense of responsibility for teaching and learning activities and survive in the organization (Cahyani et al., 2020).

Improved teacher performance will be obtained with a high commitment to understanding and controlling, discipline, problem solving, teamwork, making the right decisions, being responsible for their duties. (Yudiono & Marwia, 2017).

Muhridin uses the theory of Buchory and Saladin which explains that commitment is a concept or mandatory thing about participation in this intellectual and emotional matter. Without a person's commitment to his work, it is less likely to achieve a goal, both individual goals and organizational goals. Commitment has two things, namely attitude and desire to do something. There are three measures that can be used to measure high work commitment, including: (1) Subordinates' willingness, (2) Subordinates' loyalty, (3) Subordinates' sense of pride in the organization. (Sopia, 2008).

Efforts to improve quality with transformational leadership and work commitment at one of the Aliyah madrasas in Probolinggo Regency can be described in the concept map as follows.

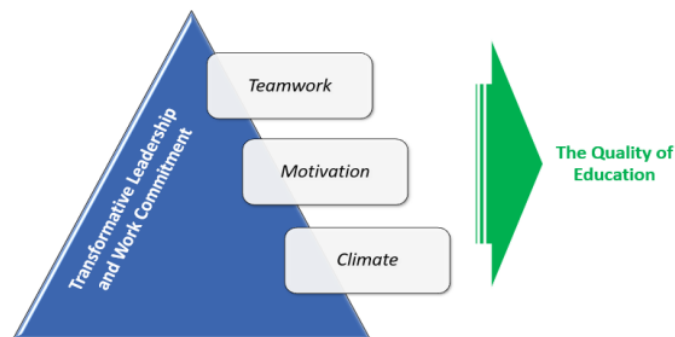


Figure 1. Here's the Concept Efforts to improve quality with transformational leadership and work commitment at MA Nurul Jadid Paiton Probolinggo

23  
From this chart, it can be understood how the relationship between transformational leadership style and work commitment affects the quality of the institution. The chart shows that transformational leadership and work commitment (teamwork, motivation and work climate) can build or create better quality educational institutions.

#### 4. CONCLUSION

From the long description above, it can be concluded that improving the quality of education is an effort that must be pursued continuously so that expectations for quality and relevant education can be achieved. If you want to improve, you need a professional leader in the field of education. Leadership in education is closely related to the quality of education. The better the leadership of the madrasah principal, the more loyal his subordinates will be, and the greater the opportunity to improve the quality of his education. Because the figure who has the biggest role in school is the teacher, because he is the one who is directly related to the object of education itself. One of the madrasahs in Probolinggo Regency in improving the quality of its education is pursued through the transformative leadership of the madrasah head and the support of high work commitment from subordinates. The forms of these efforts are (1) Implementing teamwork, (2) High motivation from the head of the madrasah, (3) A pleasant work climate. The results of this study in general can be used as an addition to scientific insight and more explicitly in practice it can be used as a concept or innovation by madrasah managers in improving the quality of their institutions.

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