

Transformational leadership of school principals through prophetic values

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Abstract. The transformational leadership of school principals in Islamic education has an important and strategic role in efforts to improve Islamic education. The school principal's ability to lead transformationally will of course have a clear vision and mission, so that it can have a very significant influence on the development of a more positive, adaptive and proactive educational environment and potential. The aim of this research is to determine the transformational leadership of school principals through prophetic values. The research method is through a literature review (SLR) system from the three articles found. The author intends to provide an in-depth interpretation of transformational leadership. The results found that by paying attention to the principles and components of transformational leadership, Idealized Influence, Inspirational Motivation, Intellectually Stimulating, Individualized Consideration, it will be easier for school principals to implement their leadership in a more inspiring, creative, motivational, adaptive and open. As a form of implementing the Prophetic values of siddiq, amanah, fathanah, and tabligh. which is able to create a more positive school environment, increase the competence or potential of teachers, and can produce a spirit of active participation in members so they can work together, so that through these contributions efforts to improve higher quality Islamic education can be achieved.

Keywords: Transformational leadership

INTRODUCTION

Developments in the global era often bring very rapid progress and changes in various sectors of life, both in terms of science and technology, and a person's leadership style in organizations and institutions, especially leadership in educational institutions. A leader is a person who is responsible for carrying, leading, guiding, coordinating and motivating an organization in adapting to change and encouraging them to achieve predetermined goals. In this regard, a leader can be said to lead effectively if he is able to influence and direct the organization he leads, and a good leader has the desire to continue learning and developing in order to be able to face the influence of changes and challenges in the future as a result of developments in the global era. (Sahri et al., 2023, p. 37–38). In educational institutions, a leader has a very crucial and central role in determining the direction and implementation of changes needed to improve the quality of education, where they hold a very large responsibility in leading, guiding or directing, as well as coordinating existing organizations in the school. to achieve the set goals. So every leader is required to be able to adapt every plan, strategy and approach taken so that it is relevant to the changing demands of the times. In other words, every leader is required to have broad insight, a visionary, inspiring, innovative and adaptive mindset, so that through these abilities they can bring education to greater and more significant changes and be in line with developments and demands of the global era.

In the context of leadership in educational institutions, every school is definitely led by a principal and every school principal certainly has a different leadership style which can usually be influenced by various factors, including the demands of the times. One leadership style that is often applied by school principals to bring about very significant changes in education is the transformational leadership style. School principals who lead by applying a transformational leadership style generally have characteristics that are democratic, aspirational, and can create harmonious relationships with all people in the school, so that they can actively participate in achieving the vision and mission. So, as a leader, the school principal has an important role in being responsible for carrying, leading, directing and maintaining the school so that it remains consistent in achieving the educational goals that have been set (Apandi, 2019, p. 24). Thus, the crucial role of the school principal, apart from being a leader, also plays a role as a transformer in building and improving the quality of education that is relevant to the needs of the school community and the general public as well as current developments.

The increasing needs of society as a form of global demands and rapid technological advances have resulted in an increasingly urgent need to improve the quality of education. It is hoped that the role of a school principal who is adaptive, proactive and capable of implementing transformational leadership can create positive change and foster an educational environment that is more dynamic, open and relevant to current developments. With an approach that encourages collaboration and active involvement of all school members, the transformational leadership of a school principal in designing strategies for continuously improving the quality of education can be implemented well, so that the targeted educational goals can be achieved.

This section contains a literature review used to understand the conceptual and theoretical framework of this research. Literature studies were carried out to strengthen understanding of leadership concepts, especially in the context of transformational leadership. The following is the explanation:

Leadership

In the view of Robert G. Owens, leadership is a pattern of interaction that arises between a leader and the people he leads, where the relationships that arise are dynamic and involve interpersonal relationships based on mutual will or agreement. According to Stephen Robbins, leadership is understood as a person's ability to influence people or groups to achieve certain goals. Meanwhile, according to Cyril O'Donnell, leadership is the art of influencing other individuals in achieving group or organizational goals (Alaslan et al., 2023, p. 3-4). Thus, it can be understood that leadership includes all the abilities of a leader in influencing his members so that they can collaborate and work together to achieve a goal that has been set in the organization.

As a leader, he must have a noble, charismatic personality, able to protect his members, and be able to motivate and be an example for his members and others. In this regard, Aamodt (1996) believes that in a leader there are two components that play a very important role in supporting a leader's leadership so that he can lead effectively, namely the personality and physical components. There are supporting components in terms of a leader's personality, such as having a personality that is authoritative, open, adaptive, able to interact and communicate well, and so on. Meanwhile, the supporting components in terms of a leader's physical appearance can be seen from his attractive appearance, athleticism, neat appearance, and others (Siregar, n.d., p. 64).

Transformational Leadership

According to Robbins (2013), transformational leadership is a modern theory developed by James McGroger Burns. This leadership involves leaders and subordinates in achieving a higher level of morality and motivation. According to Wutun, transformational leadership is based on the concept of Bass. Bass describes a leadership concept that can explain the behavior patterns of top leaders in more detail. It is able to unify various behavioral patterns from other leadership theories. Wutun also said that leaders always try to add and improve needs beyond personal interests and to encourage change in the direction of interests. Transformational leadership is when the leader uses charisma and intellectual stimulation to carry out transformation and generate enthusiasm in the organization (Basirun & Turimah, 2022, p. 36–37). So, a transformational leader is a leader who is charismatic and has a central and strategic role in bringing the organization to achieve its goals. Transformational leaders must be able to connect a vision of the future with their subordinates and meet the needs of subordinates at a higher level than they require (Rafsanjani, 2022, p. 4).

METHOD

In this research, the type of research used is literature study, where the method used is method *Systematic Literature Review* (SLR). The use of the SLR method in this research aims to analyze the concept of transformational leadership of school principals through Prophetic values. When writing this article, there were three articles that the author used as sources *literature systematic review*. The reason the author chose these articles is because all three are relevant to the theme that will be discussed, namely the transformational leadership of school principals through Prophetic values. From the three articles found, we as authors intend to provide an in-depth interpretation of transformational leadership. Research activities begin by looking for articles that are related to the research topic to be studied. The data used in this research was obtained from literature from various sources, such as books, journal articles, and the results of research reports that are relevant to this research.

RESULT AND DISCUSSION

It is hoped that the interpretation presented by the author will provide a better understanding regarding transformational leadership. Three articles that the author used as sources *literature systematic review* as Table 1. Based on the results of the research, the author found that transformative leaders have charismatic characteristics, consider things fairly and democratically, have active intellectual stimulation, are inspiring and can encourage members' enthusiasm in achieving their vision, mission and goals, and can create good teamwork between members. So, from the results of these findings it can be seen that the importance of a leader in an organization, such as an educational institution, can implement and apply transformational ways of leading. When a leader is able to realize this leadership model well, it will be easier for them to create a more positive, constructive and participative educational environment at school. In other words, a transformational leader has a very important role in providing encouragement and motivation in developing the potential of all members of the organization,

so that an educational climate will be formed that is oriented and forward-looking in improving the quality of education in a sustainable and structured manner.

Table 1. The Sources of Literature Systematic Review

Researcher	Research Title	Research result
Abiy Naufal Malik, dkk.	Implementation of the Principal's Transformational Leadership (<i>Implementation of Transformational Leadership of School Principal</i>)	Leaders who apply a transformational leadership style have characteristics that can be seen from various aspects, such as the principal's ability to communicate, embrace school human resources, provide space and opportunities for members to develop, provide motivation to members of the school organization, and can create a positive environment that encourages active participation of school members such as teachers, staff and students in meeting school needs and achieving predetermined educational goals. Not only that, school principals who have great, systematic, communicative, open and adaptive ways of thinking, can interact well, and gradually lead education in schools towards more progressive and effective change. Principals who lead with a transformational style are able to provide positive energy for everyone, where they can feel transcendence and <i>trust</i> high level of leadership of the principal. So, whatever the principal instructs will be accepted and implemented well by members of the school organization. Thus, through the positive influence that the school principal provides, the school's vision and mission can slowly be achieved in a definite and measurable way.
Yayuk Zulaikah, et al.	Implementation of Transformational Leadership in Islamic Education Institutions	Transformational leadership is known as a form of leadership in which the leader has the skills to carry out the vision and mission, encourages members to carry out learning, and is able to provide motivation or inspiration to members regarding things they need to know and do. In this leadership style, a transformative leader has a charismatic spirit and appearance, in considering something they will be fair, democratic and participative, have active intellectual stimulation abilities, and are inspirational in encouraging the enthusiasm of their members to achieve the vision, commitment, goals and good teamwork.
Renita Silvia Rahayu, et al.	Implementation of Transformational Leadership by Principals of State Elementary Schools (Case Study at SDN Experiment 1 Malang)	A leader can be said to be transformational if he is able to change circumstances and the habits of members, has clear and noble goals, and has basic values of freedom, fairness and equality. Not only that, transformational leadership also has characteristics or characteristics, such as being able to be a role model for its members, providing encouragement and motivation for its members, providing trust and space for its members to carry out their duties, and always paying attention to the needs and development of the abilities of its members. .

Transformational Leadership of School Principals

School principals who apply transformational leadership have clear goals and can motivate their members to work together to achieve these goals. They point to an exciting future and encourage all members of the school to share in its achievements. In one analysis, Kirby, Paradise & King found that transformational leadership had an impact on the level of perceived satisfaction with leadership as well as the assessment of educational leaders. Analysis shows that transformational leadership has greater power in influencing satisfaction and institutional cohesion (Rafsanjani, 2022, p. 11).

This leadership style emphasizes the importance of professional and personal development for teachers and staff. The school principal provides training and guidance to improve student competence and skills. Transformational principals encourage new ideas and creative thinking. They encourage teachers and staff to question assumptions, seek new solutions, and innovate teaching methods and school management. The principal is trying to increase the involvement of teachers and staff. They take an approach that keeps people motivated and enthusiastic to increase morale and satisfaction at work. The principal often recognizes and rewards students who make outstanding contributions.

Transformational leadership creates a collaborative work culture in schools where all members feel valued and heard. The school principal supports teamwork and active participation in making decisions (Aslam, 2024, p. 42). The principal's transformational leadership is a leadership style that helps the board of educators achieve better results and develop their potential by inspiring, motivating, and providing direction. This leadership style

is important in the world of education because it helps school principals create a positive, productive and innovative school environment (Kefi & Rosnelli, 2024, p. 31).

Transformational leaders certainly have the characteristics of always overcoming obstacles or barriers that exist in the institution, sharing power with subordinates to guide and provide answers for success in the institution, and paying attention to the needs and willingness of their subordinates to take responsibility. The following are three characteristics of the transformational leadership model, namely: the leadership model focuses on the implementation needs of the job, the leadership model focuses on implementing cooperation and the leadership model focuses on the results achieved.

Aspects of Transformational Leadership of School Principals

The principal's transformational leadership in education has several aspects. The aim of this aspect is to help school principals achieve transformational leadership goals optimally. According to Bass and Avolio, in transformational leadership there are four behavioral aspects that describe a leader's transformative behavior, including: *Idealized Influence*, *Inspiration Motivation*, *Intellectual Stimulational*, And *individualize Consideration* (Saragih & Hermanto, 2024, p. 61). In this regard, in implementing the transformational leadership of school principals in educational institutions, these four aspects can be used or implemented by school principals in order to improve the quality of Islamic education in a direction that is more effective, inspiring and adaptive. The following is an explanation regarding these four aspects:

Idealized Influence (Ideal Influence)

In this aspect, the principal is known as an ideal person and a role model for his members, in his leadership he is a person who can be trusted, respected, and can decide things well based on considering how important it is for the school (Khasanah, 2019, p. 20). In other words, the implementation of the principal's transformational leadership in improving the quality of Islamic education can be seen from the manifestation of his character who is confident, responsible, able to communicate or interact well, has a clear, consistent vision and mission, and can influence his members to work together and moved to participate actively in achieving the vision, mission and goals of education.

Inspirational Motivation (Motivation and Inspiration)

The principal's transformational implementation in leading can be seen from his personality and actions which always provide inspiration, motivate members' enthusiasm, pay attention to the development of members' behavior to prepare them when they face problems and change the way members view threats as something negative to a positive value that can be achieved. become an opportunity for them to learn, develop and achieve achievements. In other words, the form of implementation of the principal's transformational leadership in aspects *inspirational motivation* reflected in its implications for all elements of educational organizations in schools through inspirational ideas offered as encouragement or motivation to achieve a goal and success (Ubaidila & Maunah, 2022, p. 158).

Intellectually Stimulating (Intellectual Stimulation)

This aspect refers to the principal's ability to implement his role as a transformer in stimulating or encouraging more innovative ideas and ways of thinking from members, can influence members to be more creative and professional in their work, stimulate members to be able to provide more effective and creative solutions. facing a problem (Rohaeni, 2023, p. 74).

Individualize Consideration (Individual Attention)

The implementation of the school principal's leadership in this aspect is reflected in his leadership style which is willing to listen and pay special attention to the development and fulfillment of the needs of its members (Makmuriana, 2021, p. 18–19). In this aspect, the leadership implications of the school principal are reflected in him not only playing the role of a leader, but also acting as a coach or guide for his members in developing their potential and achieving goals. Principals who lead transformationally provide space and opportunities for members to develop, for example by sending members as delegates to an activity. Not only that, with his interaction skills, the principal can communicate well with members, each of whom is of course different (Roni Harsoyo, 2022, p. 254).

Based on the discussion above, it can be seen that, in the implementation of transformational leadership, especially school principals, there is a very close connection with the concept of leadership in Islam, such as *siddiq*, *trust*, *fathanah*, And *tabligh* (Sahana, 2018, p. 84). Trait relatedness *siddiq* The leadership of the school principal can be seen from the manifestation of his behavior in deciding or considering something to be done fairly, objectively in his attitude, and being a role model for his members. Then attitude trust The principal can also be seen from the manifestation of his open behavior, both in receiving and listening to input from his members, being able to accept the differences of each individual and always paying special attention to developing the potential and needs of his members. As for nature *fathanah* The principal can be seen from his ability to always innovate and be creative in presenting ideas that can influence his members. Meanwhile, nature *tabligh* The principal can be seen from his communicative behavior and can motivate his members well.

CONCLUSION

The principal's transformational leadership refers to a leadership style that focuses on efforts to make changes and innovate, with the aim of providing inspiration and motivation to its members, such as teachers, staff and students, in order to achieve goals and develop the potential of its members. Not only that, a transformative school principal will of course have a clear vision and mission, so that through this it will be easier to create an Islamic education environment that is more positive and proactive in achieving a goal. The characteristics of the transformational leadership model are that leadership focuses on the needs for implementing work, implementing cooperation, and the results achieved. Transformational leadership must follow principles that can help madrasah heads achieve transformational leadership goals optimally. These principles include, simplicity, motivation, facilities, innovation, mobility, preparedness, and having a firm determination. Meanwhile, in its implementation, transformational leadership can refer to four aspects of behavior that describe the transformative behavior of a leader, namely 4I (*Idealized Influence, Inspiration Motivation, Intellectual Stimulational, And individualize Consideration*) implementation of transformational leadership, especially school principals, there is a very close connection with the concept of leadership in Islam, such as *siddiq, trust, fathanah, And tabligh*.

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