

DIMENSIONS OF TRANSFORMATIONAL LEADERSHIP HEADMASTER

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Abstract: Leadership has a decisive position in the organization. Leaders who carry out their leadership effectively can lead others to achieve the goals; on the contrary, leaders as figures have no influence. Their leadership promotes weak organizational performance, which turns it into a downturn. This study aims to examine the dimensions of the principal's transformational leadership and its urgency for reform. By employing the literature study method, this study depicted that to run the principal's transformational leadership smoothly; they must apply all dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Suppose the principal can apply the 4I dimensions of transformational leadership. In that case, as a leader of educational institutions, the principal succeeds in bringing changes to educational organizations for the better.

Abstrak: Kepemimpinan memiliki kedudukan yang menentukan dalam organisasi. Pemimpin yang melaksanakan kepemimpinannya secara efektif dapat menggerakkan orang/personel ke arah tujuan yang dicita-citakan, sebaliknya pemimpin yang keberadaannya hanya sebagai figur, tidak memiliki pengaruh, kepemimpinannya dapat mengakibatkan lemahnya kinerja organisasi, yang pada akhirnya dapat menciptakan keterpurukan. Penelitian ini bertujuan untuk menelaah dimensi kepemimpinan transformasional kepala sekolah dan urgensinya terhadap pembaharuan. Dengan metode studi pustaka dapat dipaparkan bahwa agar kepemimpinan kepala sekolah dapat berjalan lancar, kepala sekolah harus mampu menerapkan seluruh dimensi idealized influence, inspirational motivation, intellectual stimulation dan individual consideration. Apabila kepala sekolah mampu menerapkan dimensi 4I kepemimpinan transformasional tersebut, maka kepala sekolah sebagai pemimpin lembaga pendidikan akan berhasil membawa perubahan pada organisasi pendidikan ke arah lebih baik.

Keywords: dimensions of transformational leadership; principals; educational institutions

INTRODUCTION

The history of the growth of human civilization shows much evidence that one of the factors that determine the success and sustainability of an organization is the strength of leadership. The leader largely determines the failure and success of an organization because the leader is the controller and determines the direction that the organization wants to achieve the goals.

Leadership has a decisive position in the organization. Leaders who carry out their leadership effectively can move people/personnel towards the aspired goals; on the contrary, leaders whose existence is only as figures have no influence. Their leadership can result in weak organizational performance, which can create a downturn.

This problem cannot be separated from the role and duties of the holder of central power. Their existence makes a broader contribution to the area of the organization they hold. So the alignment between transformational leadership and actual applications in educational institutions is considered essential to be developed. Because the modernity of human life forces it to be controlled in the educational process, which is led with a more elegant style and pattern, does not consider subordinates as followers who must be afraid and obey their superiors, are reluctant and must respect even though the leader is judged to be wrong in implementing his policies. Because of this, it is crucial to study the implementation of transformational leadership styles in educational institutions.

Therefore, the ideal future of educational institutions is very much determined by the existence of their leaders. Leaders of educational institutions have the authority and full responsibility according to their managerial level for the effectiveness of school management. Leaders have a decisive decision-making role and need to carry it out correctly and on target; this role can ensure that changes and future developments in education will improve. In essence, this condition is the community's hope as a user of the output of educational institutions. It should become the paradigm of thinking of educational institution actors.

THEORETICAL FRAMEWORK

Dimensions of Transformational Leadership

Bass and Avolio, in their book entitled “Improving Organizational Effectiveness through Transformational Leadership,” suggests that transformational leadership has four dimensions which he calls “the Four I’s.”¹

The first dimension is called idealized influence (ideal influence). The first dimension is described as a leader’s behavior that makes his followers admire, respect, and trust him at the same time.

The second dimension is referred to as inspirational motivation. In this dimension, transformational leaders articulate high expectations for subordinates’ achievements, demonstrate their commitment to all organizational goals, and inspire team spirit through growing enthusiasm and optimism.

The third dimension is referred to as intellectual stimulation (intellectual stimulation). Transformational leaders must grow new ideas, provide creative solutions to problems faced by subordinates, and motivate subordinates to seek new approaches in carrying out organizational tasks.²

The last dimension is referred to as individualized consideration. In this dimension, a transformational leader is described as a leader who is willing to listen attentively to the input of subordinates and is incredibly willing to pay attention to the needs of subordinates for career development. Although research on this transformational model is relatively new, some research experts support the validity of the four dimensions described by Bass and Avolio above.³

With these four components of transformational leadership, leaders can inspire their followers to perform beyond their interests and limitations and be more effective in pursuing collective goals and achieving performance beyond their expectations. This model eventually became the model used in various studies on transformational leadership, including in education.⁴

According to Gary Yukl, The original formation of the transformational leadership dimension proposed by Bernard M. Bass includes three main components, namely charisma, intellectual stimulation, and individual-oriented attention.⁵

¹ Bernard M. and Bruce J. Avolio Bass, “Improving Organization Effectiveness Through Transformational Leadership” (London: Sage Publishers, 1994), 248.

² Aldo Redho dkk Syam, “Democratic Leadership And Decisions Making On Education In Islamic Perspective,” *Cendekia* Vol. 18 No (2020): 33.

³ Rifa’i, Muhammad dan Muhammad Fadhli, *Manajemen Organisasi* (Bandung: Citapustaka Media, 2013). 95-96.

⁴ Binti Nasukah and Binti Maunah, “Kepemimpinan Transformasional Dalam Tinjauan Sejarah Dan Perkembangan Kajiannya Pada Bidang Pendidikan,” *Jurnal Kepemimpinan Dan Kepengurusan Sekolah* 6, no. 1 (2021): 38–48.

⁵ Gary Yulk, *Kepemimpinan Dalam Organisasi* (Jakarta: Gramedia, 2005). 302.

Charisma is defined as how a leader influences followers by generating strong emotions and identification with the leader. Intellectual stimulation is a process in which the prominent role of a leader is to increase followers' awareness of the problems around them and influence followers to view these problems from a new perspective. Individually oriented attention, including providing support, encouragement, and sharing experiences about self-development with followers. Thus, transformational leadership theory is characterized by a condition in which leaders motivate their followers by:

- a) Make them aware of the importance of the results of a job.
- b) Encourage them to prioritize the organization or group (team) above personal interests.
- c) Activate their needs at a higher level.

The original formation of the transformational leadership dimension proposed by Bernard M. Bass, according to Gary Yukl above, includes three main components, namely charisma, intellectual stimulation, and individual-oriented attention. However, there are other different concepts about the dimensions of transformational leadership proposed by Gary Yulk as follows:⁶

There are three types of transformational behavior. They are idealized influence, intellectual stimulation, and individual judgment. First, it is an ideal influence. It evokes strong emotions and identification from followers of the leader. Intellectual stimulation is behavior that increases followers' awareness of problems and influences followers to view problems from new perspectives. Individual consideration or consideration includes providing support, encouragement, and training for followers.

The difference lies in Gary Yukl's opinion that the first dimension uses charisma. In contrast, in 2005, Gary Yukl used ideal influence as the first dimension.

There are different conceptualizations of the construct of transformational leadership. The concept of transformational leadership tends to overlap with the concept of charismatic leadership. Some researchers (Egri and Herman, 2000⁷; Kirkpatrick and Locke, 1996; Bycio et al., 1995; and Howell & Avolio, 1993) argue that a charisma dimension is a form of transformational leader behavior. Meanwhile, several other researchers (Judge and Bono, 2000; Sosik

⁶ Yulk.303

⁷ Carolyn P. Egri and Susan Herman, "Leadership in the North American Environmental Sector: Values, Leadership Styles, and Contexts of Environmental Leaders and Their Organizations," *Academy of Management Journal* 43, no. 4 (2000): 571–604.

and Godshalk, 2000 and Podsakoff et al., 1996) view that charisma is separate from the characteristics of transformational leaders.⁸

Another construct that also causes overlap in the conceptualization of transformational leadership is strategic leadership. Pawar and Eastman (1997) in Pareke (2004) argue that strategic leadership is a broader leadership construct, with transformational leadership as one part. Furthermore, according to Pawar and Eastman (1997), the overlap between the constructs of transformational leadership and charismatic leadership is partly because the construct of transformational leadership tends to be expanded with several additional characteristics, namely the process of creating charisma (with influence management) and the transformational process (by unifying interests). -individual and collective interests).⁹

Egri and Herman (2000), Kirkpatrick and Locke (1996), Bycio et al. (1995), and Howell and Avolio (1993) include the dimension of charisma as a form of transformational leader behavior. In contrast, Bass in Andreas Lako (2004) states that inspirational leadership is an element of charismatic leadership. Charismatic leadership is an inspirational leader who emotionally moves, enlivens, and even glorifies followers and their efforts. Furthermore, Bass in Andreas Lako (2004) explains that charisma, which is an element of transformational leadership, is used to describe the power of leaders.¹⁰

Given the various opinions about the conceptualization of transformational leadership, it is necessary to build a better conception. For this reason, efforts are needed to integrate or at least compile the items used to measure the behavioral dimensions of transformational leaders. The dimensions of transformational leadership, according to Pounder, can be described as follows:¹¹

a) Charisma (Attributed Charisma)

Traditionally, charisma is seen as something that has become a person's inherent nature. Transformational leaders set an example and act as positive role models in behavior, attitudes, and commitment to their subordinates. Leaders who have this characteristic are very concerned about the needs of their subordinates, take joint risks, do not use their power for personal

⁸ Ana Pancaringtyas, *Pengaruh Dimensi-Dimensi Kepemimpinan Transformasional Wanita Terhadap Produktivitas Kerja Karyawan Di Perpustakaan UMM* (Surabaya: Unair, 2010).47

⁹ Pareke, Fahrudin J s. "Kepemimpinan Transformasional dan Perilaku Kerja Bawahan: Sebuah Agenda Penelitian" dalam *Jurnal Fokus Ekonomi* Vol.3 No.2 Agustus 2004, 13.

¹⁰ Pancaringtyas, *Pengaruh Dimensi-Dimensi Kepemimpinan Transformasional Wanita Terhadap Produktivitas Kerja Karyawan Di Perpustakaan UMM*.50.

¹¹ James S. Pounder, "Employing Transformational Leadership to Enhance the Quality of Management Development Instruction," *Journal of Management Development* 22, no. 1-2 (2003): 6-13.

gain, act to put the interests of others before their interests, demonstrate their expertise, provide a vision and sense of mission and instill a sense of pride in their subordinates. Through such influence, subordinates will have respect, admiration, and trust in their leaders. They will want to do the same as their leaders.

b) Idealized Influence

Leaders influence subordinates by emphasizing the importance of values, commitments, beliefs, and the determination to achieve goals by considering their decisions' moral and ethical consequences. The leader shows his belief in the ideals, beliefs, and values of his life.

c) Inspirational Motivation

Transformational leaders motivate and inspire their subordinates towards the task by conveying an attractive vision by using various symbols to focus on the efforts of subordinates and modeling appropriate behavior such that subordinates are allowed to participate, generate group spirit, spark enthusiasm and optimism so that expectations become essential, valuable and need to be realized through high commitment.

d) Intellectual Stimulation (Intellectual Stimulation)

Transformational leaders seek to create a conducive climate for the development of innovation and creativity. Differences of opinion are seen as commonplace. Leaders encourage their subordinates to come up with new ideas and creative solutions to problems at hand. For this reason, subordinates are involved in the process of problem formulation and finding solutions.

e) Attention is Individualized (Individualized Consideration)

Transformational leaders pay special attention to each individual's need for achievement and growth by acting as coaches or advisors. Through personal interaction, it is hoped that the performance of employees will be able to increase. It causes subordinates to feel cared for and explicitly treated by their superiors so that subordinates are willing to display maximum performance. With the dimensions of the transformational leadership style above, a new approach to observing leadership contributes to the academic world.¹²

RESULTS AND DISCUSSION

Dimensions of Principal's Transformational Leadership

Principal transformational leadership is one type of leadership that brings change to an educational organization.¹³ Therefore, reviewing and analyzing the behavioral dimensions of transformational leadership is very representative to

¹² Pancaringtyas, *Pengaruh Dimensi-Dimensi Kepemimpinan Transformasional Wanita Terhadap Produktivitas Kerja Karyawan Di Perpustakaan UMM*.48

understand the pattern of leaders in the organization so that the effectiveness and urgency of their existence can be measured. For the work of transformational leaders, it is said to be good if the leader can carry out one or all dimensions of transformational leadership in one combination when running the wheels of the organization.¹⁴

According to Bass and Aviola as Sri Rahmi, there are four dimensions in the level of transformational leadership known as the 4I concept. The 4I concept consists of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.¹⁵

The descriptions of the four concepts are as follows:

a. Idealized Influence

Idealized influence behavior in the transformational leadership dimension is the behavior of leaders who have strong self-confidence, high commitment, have a clear vision, are diligent, hard-working, and militant, consistent, able to show significant, extensive, and great ideas, and can transmit them to the components -component of educational organization. In addition, transformational leaders can influence and generate strong emotions in the components of educational organizations, especially towards the goals of educational organizations, provide insight and awareness of the mission of generating pride, and foster trust in the components of educational organizations. At this level, the behavior pattern of a transformational leader must be a role model for the components of educational organizations; his speech must be under his actions or not hypocritical. This kind of leader will usually be admired, respected, and trusted by his subordinates.¹⁶

Thus, implementing the vision of a transformational leader greatly determines the influence of the leadership process in educational organizations. Transformational leaders are fully responsible for realizing the vision of an educational organization into a reality. This realization ultimately creates an order of trust for a leader to manage and mobilize the resources of an educational organization to achieve goals.¹⁷

b. Inspirational Motivation

Inspirational motivation is one of the dimensions of transformational leader behavior that inspires, motivates, and modifies the behavior of an educational organization to achieve unimaginable possibilities, inviting the components of an educational organization to view threats as opportunities for learning

¹⁴ Abd.Muhith Bahar dan Agus Setiawan, *Transformational Leadership:Ilustrasi Di Bidang Organisasi Pendidikan* (Jakarta: Grafindo Persada, 2013).149

¹⁵ Sri Rahmi, *Kepemimpinan Transformasional Dan Budaya Organisasi:Ilustrasi Di Bidang Pendidikan* (Jakarta: Mitra Wacana media, 2014). 146

¹⁶ Rahmi.153

¹⁷ Rahmi.154

and achievement. Transformational leaders try to identify all the phenomena in educational organizations with a broad body, mind, and emotions. This behavior is implied in all components of the educational organization in an inspirational way with high ideas or ideas as motivation.

In this dimension, a leader's transformational leadership can be seen from inspiring and motivating his subordinates. When providing inspiration and motivation to subordinates, transformational leaders also need to be good at playing with figurative sentences or playing metaphors. Metaphor means the use of words, sentences that represent an accurate picture that is intended to facilitate understanding. Metaphors can be used to increase motivation and provide inspiration for their subordinates based on sentences or words composed of deep meaning and philosophy.

c. Intellectual Stimulation Intellectual

Stimulation behavior is a form of transformational leadership behavior that seeks to increase subordinates' awareness of organizational self-problems and efforts to influence them to view these problems from a new perspective to achieve organizational goals, increase intelligence, rationality, etc thorough problem-solving. This dimension also implies that a transformational leader needs to act as a grower of creative ideas to give birth to innovation and as a creative problem solver to produce solutions to various problems in educational organizations.

On the other hand, transformational leaders in intellectual stimulation behavior need to provide space for their subordinates to actualize their potential through creative and innovative ideas. It is to increase intelligence, rationality, and thorough problem-solving. This kind of behavior must be carried out continuously to create a holistic culture. From such traditions, positive energy will be born, and work refreshment will emerge.

d. Individualized Considerations

Individual consideration behavior is a form of transformational leader behavior where he contemplates, thinks, and continues to identify the needs of his subordinates, recognizes the abilities of his subordinates, delegates authority, gives attention and rewards, fosters, guides, and trains subordinates specifically and personally to achieve organizational goals, provide support, encouraging and providing experiences on the career development of subordinates.

In another form, individual consideration is leadership behavior by getting closer to subordinates emotionally. In this aspect, there is a relationship between leadership style and the maturity level of subordinates, especially on the power of the relationship (connection) based on the relationship that the leader establishes with important and influential people both outside and within the organization. Thus, in this dimension, transformational

leadership is described as a leader who is willing to listen attentively to the input of subordinates and specifically wants to pay attention to the needs of subordinates who will develop careers and improve the human resources of members of educational organizations.¹⁸

As a leader in charge of fostering educational institutions, the principal must direct and coordinate all activities.¹⁹ It is intended that the principal's transformational leadership can run smoothly to apply all dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Suppose the principal can apply the 4I dimensions of transformational leadership. In that case, as a leader of educational institutions, the principal will succeed in bringing changes to educational organizations for the better.

Dimensions of Transformational Leadership in Its Urgency for Reform

The leader's task is to transform the institution's values to help realize the vision and mission. Transformational leadership is a person who must have critical analysis skills and spend time and devote his attention and thoughts to solve problems from various aspects.²⁰ To analyze transformational leadership in Islamic education²¹ refers to the "4I" dimension proposed by Bass and Avolio, namely: idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration.

Idealized Influence

Idealized influence can be seen in the institution's structure, job descriptions, institutional development plans, the intensity of meetings, and is completed with the questionnaire results. The leader's discipline is the main thing that can be imitated, especially working time. It shows that leaders can become figures (uswatun repertoire) of Islamic educational institutions. The educational institution's activity plans are determined by the leaders of the educational institutions and their students, educators, and other educational staff. Leaders of educational institutions condition all school personnel to be active in various activities.

¹⁸ Rahmi.170

¹⁹ B. Suryosubroto, *Manajemen Pendidikan Di Sekolah* (Jakarta: Rineka Cipta, 2010).183

²⁰ Filip Lievens Pascal Van Geit Pol Coetsie, "Identification of Transformational Leadership Qualities: An Examination of Potential Biases," *European Journal of Work and Organizational Psychology* 6, no. 4 (December 1997): 415–30.

²¹ Fajar Ramadhani Mashuri, "Kepemimpinan Transformasional Dalam Prespektif Pendidikan Islam," *El-Hikmah: Jurnal Kajian Dan Penelitian Pendidikan Islam* 14, no. 1 (2020): 1–22.

Inspirational Motivation

Leaders of good Islamic educational institutions hold communicate and deliberate about the future hopes of the institution. The future is a shared responsibility. The goals of educational institutions are generally socialized and accompanied by Islamic goals. Intellectual Stimulation

The success of students, educators, and other education personnel in carrying out their duties depends on the motivation of the leadership—support and encouragement to students, educators. Islamic educational institutions also always encourage their members to be innovative, hard-working, professional by accompanying spiritual and religious values.

Individualized Considerations

The leader reflects himself as a person who is attentive in listening and following up on complaints, ideas, hopes, and all inputs given by his members.²²

Efforts to realize effective leadership must be carried out according to their functions.²³ The function of leadership is sociologically related directly to the social-social in the life of each institution which implies that every leader is inside, not outside the situation. Leaders must try to be part of the social situation of their institution or organization. The leadership function has two dimensions, namely:

1. Dimensions are related to the ability to direct the leader's actions or activities, seen in the members' responses he leads.
2. Dimensions relate to the level of involvement of members who are led in carrying out the main tasks of the institution, which are described through the decisions and policies of leaders.²⁴ In connection with these two dimensions, operationally, it can be divided into several main functions of leadership, namely:

Instructive Function

The leader functions as a commander who determines orders, how to do them, when to start, implement and report the results, and where (where to do tasks so that decisions can be realized effectively. So the function of the members being led is only to carry out orders.

²² Aan dan Cecep Triatna Komariah, *Visionary Leadership: Menuju Sekolah Efektif* (Jakarta: Bumi Aksara, 2006).77

²³ Fitri Wahyuni and Binti Maunah, "Kepemimpinan Transformasional Dalam Pendidikan Islam," *Southeast Asian Journal of Islamic Education Management* 2, no. 2 (2021): 141–62.

²⁴ Hadari Nawawi, *Kepemimpinan Yang Efektif* (Yogyakarta: GAMA Press, 1995). 74

Consultative Function

The consultative function is two-way communication between leaders and members. It is used when the leader makes decisions that require consideration and consult with the members he leads.

Participative Function

Leaders try to activate the members they lead, both in making decisions and in implementing them. According to their respective positions, each member can carry out the activities described from the main tasks.

Delegate Function

The leader delegates the authority that makes decisions. The function of delegation is a leader's trust in the person entrusted with the delegation of authority by carrying out it responsibly. This delegation function must be realized because the progress and development of the institution cannot be realized by the leader alone.

Control Function

Allows the achievement of shared goals to the fullest. In carrying out the controlling function, the leader can realize through guidance, counseling, direction, coordination, and supervision.

The task of the leader in carrying out the mission of the organization is not easy, because to carry out the mission of the organization, the leader must have the requirements to be a leader who is responsible for all the tasks he carries out to fulfill the goals of the organization he leads. Several traits are considered ideal for a leader to have, including:

1. Have sufficient knowledge and ability to control the institution.
2. Possess more privileges than others.
3. Have charisma and authority in front of humans or other people.
4. Consistent with the truth and not the following lust.
5. Consult with followers and ask for their opinions and experiences.
6. They have power and influence that can govern and prevent. A leader must exercise control over members' work, correct mistakes, and invite them to do good and prevent evil.
7. Willing to hear advice and not arrogant because we rarely get advice from sincere people.²⁵

²⁵ Mujamil Qomar, *Pesantren: Dari Transformasi Metodologi Menuju Demokrasi Institusi* (Jakarta: Gelora Aksara Pratama, 1997). 50

Principles are essential foundations that consist of several main ideas based on personal motivation and attitudes and have a strong influence on building themselves and those around them. The principle is part of a condition, realization, and consequence—the principle of creating trust and running as a guide that cannot be changed. The principle is a center or primary source of life support system presented with four dimensions as stated by Stephen R. Covey; safety, guidance, wisdom, and strength. Therefore, if the characteristics of a leader are based on the principles mentioned above, namely:

1. Someone who learns for life, not only through formal education but also non-formal. For example, learning through reading, writing, observation, and listening. Having good experiences and bad as knowledge.
2. Service-oriented, serving, not asking to be served.
3. Bringing positive energy, a leader must be able to show positive energy.
4. Trust in others; a leader must trust his members to maintain good performance and be accompanied by a sense of care and trust.
5. A leader must be able to balance his duties. He is oriented to the principle of humanity and self-balance. Balance also means a balance between the life of this world and the hereafter.
6. A leader must be able to synergize with everyone. Synergy is group work, which gives more effective results than working individually.
7. View life as a challenge to move forward.
8. Practice self-development; a leader must be able to renew himself to achieve high success.²⁶

As for the urgency for renewal, it is understood that transformational leaders are very effective if applied in an educational environment. This transformational leadership, initially proposed by James McGregor Burns in the political environment, is well aware of the need for social, considers the importance of cooperation between superiors and subordinates. If referring to the “4I” dimensions of transformational leadership proposed by Bass and Avolio, this is idealistic, not just pragmatism in its environment (or it can be said as regeneration) with the concept of power based on teamwork performance is relevant when combined with Islamic values.²⁷

²⁶ Stephen R Covey, *Everyday Greatness: Inspirasi Untuk Mencapai Kehidupan Yang Bermakna* (Jakarta: Gramedia, 2007).³⁴

²⁷ Muhammad Shaleh Assingkily and Mesiono Mesiono, “Karakteristik Kepemimpinan Transformasional Di Madrasah Ibtidaiyah (MI) Serta Relevansinya Dengan Visi Pendidikan Abad 21,” *Manageria: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2019): 147–68. on the what are the essential steps of a transformational leader on investigaties the strengths and weaknesses of transformational leadership in developing the quality of human resources in managing a school. This research used a qualitative approach with the main data of a literary study. The results of this research indicate that (1

1. Leaders as role models (uswatun repertoire) of Islamic educational institutions can raise awareness of all institution elements of the importance of realizing the vision and mission through critical thinking, problem-solving, creativity and innovation, communication cooperation, and sincerity.
2. Leaders as a source of inspiration and motivator for all institution elements can increase the spirit of improving the quality of Islamic educational institutions without expecting direct material rewards, but awareness of intentions professionally and sincerely, and also seeking His pleasure in goals that have Islamic values.
3. As a trigger for subordinate performance, leaders are expected to stimulate the creativity of all institution elements to continue working in realizing development in Islamic educational institutions and improving quality through critical thinking, problem-solving, creativity and innovation, communication, and cooperation.
4. As a consideration in Islamic educational institutions, the leader is expected to provide opportunities for all elements to be creative and innovate. At the same time, he considers development efforts aspired by educational staff who understand field conditions through evaluation efforts.

CONCLUSION

Transformational leadership has four dimensions which are referred to as “the Four I’s. They are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. As a leader in charge of fostering educational institutions, the principal must direct and coordinate all activities. It is intended that the principal’s transformational leadership can run well to apply all those dimensions. Suppose the principal can apply the 4-I dimensions of transformational leadership. Hence, as a leader of educational institutions, the principal successfully changes educational organizations for the better.

As for the urgency for renewal, it is understood that transformational leaders are influential if it is applied in an educational environment. This transformational leadership, proposed initially by James McGregor Burns in the political environment, is well aware of the need for social, considers the importance of cooperation between superiors and subordinates. If referring to the “4I” dimensions of transformational leadership proposed by Bass and Avolio, this is idealistic, not just pragmatism in its environment (or it can be said as regeneration) with the concept of power based on teamwork performance is relevant when combined with Islamic values.

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