

## Pesantren-Based Transformational Leadership in the Development of International Madrasah Innovation

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### ABSTRACT

This study describes how transformational leadership is the key to success in leading madrasah towards realizing competitive madrasah in the future, supported by high innovation and quality. This research was a case study with a qualitative approach. This research focused on pesantren-based transformational leadership in developing international madrasah innovation at MA Nurul Jadid Probolinggo. The research result shows that 1) the leadership idealism of the madrasah head is able to increase the commitment of madrasah stakeholders, realizing the integration of the international-national curriculums digital-based infrastructure; 2) the inspirational motivation of the madrasah head is able to provide encouragement to subordinates and to hone the potential of teachers, students, and education staff through innovative training so that they are able to achieve various awards; 3) the intellectual leadership stimulus in the form of madrasah head's role as an agent of social change and problem-solving leader; 4) the Individual awareness of madrasah leadership in madrasah development is reflected in the ability of madrasah head to meet human resource needs according to global competency demands.

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## INTRODUCTION

The existence of leaders is essentially the primary leading sector driving the progress of human civilization, which will continue to grow with the character of the times, along with the challenges of modernity that will be faced. In his writing *Leadership Style*, even Tony Kippenberger asserts that a leader is oriented to provide direction and solutions to various potential conflicts, interests, and progress challenges. Especially in education, the presence of a transformative and innovative leader in driving various institutional advances is a vital prerequisite to be designed and formulated to ensure the institution's sustainability in the future.<sup>1</sup> Therefore, a good leader is a leader who can build values and norms with members. A significant value that exists in the organization is a reference for the movement of all members of the organization towards achieving goals, being able to be accountable for every action on decision making, and being able to place people according to their capacity, thus making people able to be responsible for their performance.<sup>2</sup>

In that context, to realize the profile of a leader who has competence, as stated in Permendiknas No. 13 of 2007, namely the Madrasah Head Standards, the madrasah Head must have at least 5 competencies, namely:<sup>3</sup> (a). Managerial competence; (b). Personality competence; (c). Supervision competence; (d). Entrepreneurial competence; and (e). These five competencies must be fulfilled and understood adequately as a requirement to become a school/madrasah head as an essential element in achieving the success of the education delivery process. Leadership is an interesting discussion because leadership is a very determining factor for the success of an organization. Although many other factors contribute to the success of an organization, leadership occupies a crucial and strategic position for running the system or sub-system contained in the organization.<sup>4</sup>

Operationally, leadership functions as an action taken by the leader to mobilize subordinates in order to encourage positive changes while achieving the educational goals that the institution has launched.<sup>5</sup> The transformational leadership of madrasah heads is the ability of madrasah heads to influence others through individual and group interactions as a form of cooperation in the organization to effectively and efficiently achieve predetermined goals. Relevant to that context, the results of research conducted by Berkovich and Hassan entitled *Principals' Digital Transformational Leadership, Teachers' Commitment, and School Effectiveness* also confirm that the transformational leadership of the school head can encourage increased teacher commitment at work while improving the quality of institutional performance to achieve the educational goals it proclaims. It is due to the magnitude of ideas, good leadership communication, strong encouragement to move forward collectively, and the development of teacher awareness and creativity-innovation coordinated by the school heads.<sup>6</sup>

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<sup>1</sup> Tony Kippenberger, *Leadership Styles* (United Kingdom: Capstons Publishing, 2018), 74.

<sup>2</sup> Minnah El Widdah, *Kepemimpinan Berbasis Nilai dan Pengembangan Mutu Madrasah* (Bandung: Alfabeta, 2019), 7-8.

<sup>3</sup> Permendiknas, "Tentang Standar Kepala Sekolah/Madrasah" (2007).

<sup>4</sup> Agus Dharma, *Manajemen Supervisi* (Jakarta: Raja Grafindo Persada, 2019), 32.

<sup>5</sup> Prim Masrokan Mutohar, *Manajemen Mutu Sekolah: Strategi Peningkatan Mutu dan Daya Saing Lembaga Pendidikan Islam* (Jogjakarta: Ar-Ruzz Media, 2016), 236.

<sup>6</sup> Izhak Berkovich and Tahani Hassan, "Principals' Digital Transformational Leadership, Teachers' Commitment, and School Effectiveness," *Education Inquiry*, no. 1 (2023): 1-18.

In a more specific context, the lack of leadership quality of madrasah heads in Islamic educational institutions today causes the existence of madrasahs, mainly private madrasahs both at the MI, MTs, and MA levels, often still underestimated as well as only as a 'second choice.' It is reinforced by the fact that the research results of 2019 show that private madrasahs are only in demand by 21% compared to their state counterparts. Not to mention compared to state schools like SMAN and SMKN, which are currently the 'favorites' due to globalization. In addition, since 2015-2019, almost 9% of private madrasahs in Indonesia have gone out of business and merged, due to the difficulty of finding students.<sup>7</sup> Therefore, the success or failure of an Islamic educational institution is highly dependent on its leaders so that, in the end, they can place them as excellent madrasahs that are always the first choice for many people in Indonesia.

In that context, realizing excellent madrasahs in Indonesia requires institutional leadership skills possessed by the madrasah head who can accommodate the complexity of quality education needs, ranging from curriculum, human resources, teaching and learning strategies, infrastructure, and synergistic partnership interactions with various interested parties (teachers, students, environment, parents, environment and so on) to produce reliable outputs. The madrasah head is the backbone of madrasah dynamics. Therefore, the madrasah head must be a dynamic, creative, and competitive figure and not easily give up and be discouraged by ideals. It is the figure of a transformational leader expected by all parties.<sup>8</sup>

In that context, factually, the existence of Madrasah Aliyah (MA) Nurul Jadid Probolinggo seems to be the spirit of revival of the existence of a pesantren-based private madrasah. The Islamic educational institution is able to actualize the face of madrasah as a favorite educational institution, even becoming the first choice. It can be seen from some indicators;<sup>9</sup> *first*, the head of MA at Pesantren, Nurul Jadid Probolinggo, is one of the madrasah heads who has succeeded in bringing his madrasah to international standard by adopting a zero-defect strategy in improving the competency standards of its graduates, not only in the academic field, but also non-academic where one of them is entrepreneurial learning in agriculture, programmer, and so on. The award evidences this performance as an innovative madrasah at the East Java level by being ranked second and third, student exchange scholarships to foreign countries from 2014-2020, regional and national Olympiad champions in 2013-2016, exemplary teachers at the provincial level between 2015-2020, and so on. *Second*, the leading private madrasah aliyah has collaborated with Cambridge University and al-Azhar Cairo University in developing the quality of its madrasah curriculum and having accreditation status A. *Third*, the pesantren-based MA does not only focus on English and Arabic language skills as an introduction to learning. However, it has also developed into some languages, such as Japanese, Chinese, and Korean, further to strengthen the international dimension inherent in the institutions.

The purpose of this research is to describe the result of the investigation into the success of MA Nurul Jadid, which is greatly influenced by the transformational leadership

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<sup>7</sup> Samsul Huda, "Pesantren dan Madrasah di Indonesia dalam Arus Globalisasi," *Majalah Pendidikan Islam*, 2020.

<sup>8</sup> Jamal Ma'mur Asmani, *Tips Menjadi Kepala Sekolah Profesional* (Yogyakarta: Diva Press, 2019), 51.

<sup>9</sup> Profile Document of MA Nurul Jadid, Paiton Probolinggo, 2023.

style of the madrasah head, who is able to ground all the potential of the institution with an excellent vision, and supported by high creativity and innovation, as well as being an inspiring leadership that often provides direction and motivation, as well as providing attention, coaching all subordinates, and also is expected to inspire the development of madrasahs in general in Indonesia. So, with this, researchers are interested in conducting further research on Pesantren-Based Transformational Leadership in the Development of International Madrasah Innovations at MA Nurul Jadid Probolinggo, East Java.

## RESEARCH METHOD

This research applies a qualitative approach, with a type of case study that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed naturally.<sup>10</sup> This research was conducted at MA of Pesantren Nurul Jadid, Probolinggo, to examine transformational leadership in developing international MA innovation. MA Nurul Jadid Probolinggo was chosen as a research location because there is uniqueness and various considerations, namely successfully incised various academic and non-academic achievements and even student exchange scholarships. The leading private madrasah aliyah has collaborated with Cambridge University to develop its quality, and the interest of education service users from year to year is constantly increasing.

The data collection techniques used are observation, in-depth interviews, and documentation. In this observation technique, researchers interact directly with observations of social activities on the research object. In the in-depth interview technique, data was obtained from interviews with 8 informants ranging from madrasah leaders, pesantren foundations, committees, teachers, employees, students, and alumni. While in the documentation technique, researchers collected photos of activities and written documents related to international quality standards, the international curriculum applied at MA of Pesantren Nurul Jadid Probolinggo, East Java.

The data analysis used is individual site data analysis, which includes 4 streams of activities belonging to Miles, Huberman, and Saldana. These stages include data collection, condensation, display, and verification. Data display is the presentation of data through a brief description in the form of narrative text, followed by conclusion drawing/verification where the data, after being presented, is then drawn conclusions so that it will bring up an analysis of the core research findings which of course relates to the application of transformational leadership in the development of international madrasah innovation at Pesantren Nurul Jadid Probolinggo East Java.

## RESULT AND DISCUSSION

### **The Implication of the Idealism of Madrasah Head Leadership in the Development of International MA Innovation at Pesantren Nurul Jadid Probolinggo**

As a social system, the existence of madrasah cannot be separated from the dynamics that occur in society. Social changes that occur in society will have implications for the madrasah system, so a leader who can encourage the progress of the madrasah is needed.<sup>11</sup>

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<sup>10</sup> Robert C. Bogdan, and Sari Kopp Biklen. *Qualitative Research for Education: An Introduction to Theory and Methods* (Boston: Allyn and Bacon, 1998), 54-56.

<sup>11</sup> Ahmad Salim et al., "Madrasah as Habitus for Increasing Tolerance in Multi-Religious Society,"

Leadership is essentially the key to the success of an organization, especially an educational organization. Leadership has a strategic role and an organization's core, including educational organizations. One component of transformational leadership is idealized influence. The leader is an ideal figure who can be used as a role model for staff and employees, trusted, respected, and able to make the best decisions for the organization's benefit. The behavior of idealism is the behavior of transformational leaders who have a high commitment to their subordinates and also have a clear vision and mission, strong self-confidence, high commitment, diligence, hardworking, consistent, ability to show essential ideas, great and able to transmit it to the components of educational organizations.<sup>12</sup>

Commitment in educational organization plays an essential role in the success of the work of a teacher or employee. The low commitment of teachers and employees in the organization will impact the teachers and employees themselves and the organization. High employee commitment to the organization will lead to high performance. High commitment is the first prerequisite a madrasah must possess to realize a qualified education.<sup>13</sup> It also happens at MA Nurul Jadid Probolinggo, one of Indonesia's pesantren-based international madrasahs, which can be said to have a transformative madrasah head. His success in raising and improving the commitment and performance of all teachers and students can be seen. The madrasah head must have a clear vision and mission to improve the quality of education.<sup>14</sup>

At MA Nurul Jadid Probolinggo, the head of the madrasah in arousing commitment with his subordinates by holding workshops or trainings both in and outside the madrasah environment. The head of the madrasah also reprimands teachers and employees who are negligent in carrying out their duties. So that teachers and employees are aware of the importance of organization and try to improve the quality of madrasah education. Professional teachers will have a high commitment and the ability under their expertise. This commitment is the primary capital in improving the quality of learning in the classroom. Quality learning will improve student achievement.

Madrasah heads highly committed to teaching and learning activities will undoubtedly pay attention to teachers' competencies and try to continuously facilitate and encourage teachers to improve their competence. Thus, the teaching and learning process can run effectively and efficiently. To produce quality output, adequate facilities and infrastructure are needed.<sup>15</sup> The madrasah head as a leader is trusted by the led because of his authority and ability to influence members to do something.<sup>16</sup>

*Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 21, no. 2 (2023): 149.

<sup>12</sup> Haroon Ur Rashid Khan et al., "Transformational Leadership, Corporate Social Responsibility, Organizational Innovation, and Organizational Performance: Symmetrical and Asymmetrical Analytical Approaches," *Corporate Social Responsibility and Environmental Management* 25, no. 6 (2018): 1273.

<sup>13</sup> Suhana et al., "Transformational Leadership and Innovative Behavior: The Mediating Role of Knowledge Sharing in Indonesian Private University," *International Journal of Higher Education* 8, no. 6 (2019): 15-25.

<sup>14</sup> Shaikhah J. Alainati, Nouf S. Almonawer, and Faisal A. Al-Hammad, "Transformational Leadership in Education: Review of Literature," *The International Journal of Business & Management* 11, no. 2 (2023): 73-88.

<sup>15</sup> Bahar Agus Setiawan dan Abd. Muhith, *Transformative Leadership: Ilustrasi di Bidang Organisasi Pendidikan* (Jakarta: Rajawali Press, 2010), 150.

<sup>16</sup> Fitri Syifa Nuriah et al., "Kepemimpinan Kepala Madrasah dalam Meningkatkan Mutu Pendidikan di MAN 2 Pangdaran," *Ilmu Sosial Dan Humaniora* 1, no. 1 (2023): 89-96.

At MA Nurul Jadid Paiton Probolinggo as an international madrasah, the constructive ideas offered by the madrasah head in the learning process include the fulfillment of teaching aids, basic books following curriculum developments, fulfillment of tools in computer laboratories, building science and language laboratories. With the fulfillment of these learning supports, it is hoped that it can help the learning process run creatively, effectively, and fun and achieve predetermined targets.

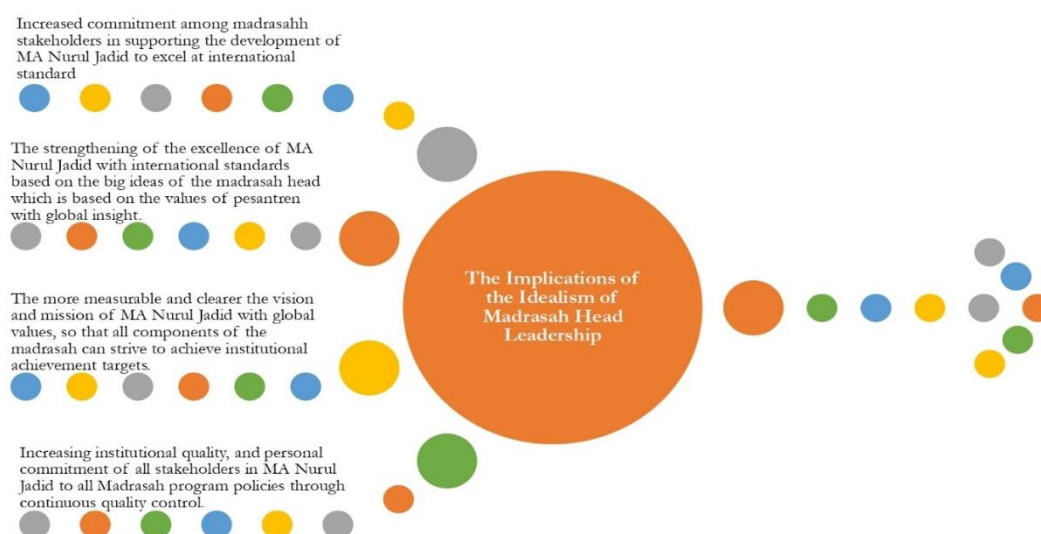
In improving the quality of education, madrasahs must be able to make plans. Madrasahs have the authority to manage their madrasahs, one of which is preparing a quality improvement program plan. It has also been done by the head of MA Nurul Jadid in a systematic and structured manner, so that the madrasah is able to realize good madrasah quality as well. It is in line with the views of Shulhan and Soim that the preparation of quality improvement programs is carried out by applying four techniques, namely: (1) School Review, (2) Benchmarking, (3) Quality Assurance, and (4) Quality Control.<sup>17</sup> As an international madrasah, MA Nurul Jadid is under the auspices of pesantren Nurul Jadid Paiton Probolinggo. First, make a madrasah plan to improve the quality of its education. This plan is made so that the madrasah has signs that can be used as a basis for implementing madrasah programs that involve the participation of all madrasah residents and the community.

The next step is the madrasah review, formulating supporting and inhibiting factors in improving the quality of education and determining appropriate ways to improve quality. The next is setting targets to be achieved in a certain period (benchmarking) to achieve the quality or target set. The following technique in improving quality at MA Nurul Jadid Paiton Probolinggo is quality assurance. This technique is carried out to determine whether the educational process has been carried out properly or not. To avoid any deviations, the madrasah head conducts supervision and monitoring.

At MA Nurul Jadid Paiton Probolinggo, monitoring is carried out once every three months to determine whether the target has been met. From this supervision and monitoring, the existing weaknesses are corrected, and the advantages that have been built are improved again. Quality Control is the last technique for improving the quality of education at MA Nurul Jadid. This technique is to detect deviations in output quality that are not in accordance with international standards. Here, the madrasah head must build teamwork and direct them to work together to achieve the set goals. Schematically, the implications of the idealism of the madrasah head leadership in the development of international MA innovation at Pesantren Nurul Jadid Probolinggo can be seen in the following figure 1:

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<sup>17</sup> Connie Deng et al., "Transformational Leadership Effectiveness: An Evidence-Based Primer," *Human Resource Development International* 26, no. 5 (2023): 627-641.



**Figure 1.** The Implications of the Idealism of Madrasah Head Leadership in Development of International MA Innovation at Pesantren Nurul Jadid Probolinggo

From the description above, it can be concluded that the role of madrasah head is very urgent in improving the quality of education. The head of the madrasah must be able to generate commitment with his subordinates so that educational input is aware of the importance of quality improvement and has ideas in fulfilling learning support so that the learning process can run as expected and produce better output and quality outcomes. In MA Nurul Jadid Paiton Probolinggo, improving the quality of education starts with making plans contained in the RKM and then using Madrasah Review techniques, quality assurance, Benchmarking, and Quality Control with international standards.

### **The Inspirational Motivation of Madrasah Head Leadership in the Development of International MA Innovation at Pesantren Nurul Jadid, Probolinggo**

In the paradigm of education management, madrasah heads must be able to function as "educator manager, administrator, supervisor, leader, innovator and motivator."<sup>18</sup> Motivation is the drive that causes someone to do an action to achieve a particular goal. In educational institutions, the madrasah's head must motivate his subordinates to work as expected and reach the goals set before. The component of transformational leadership, inspirational motivation, is an attitude that always fosters challenges and is able to generate enthusiasm and motivation for others. Leaders can energize team members through optimism.

Transformational leaders motivate subordinates to do more than expected and encourage them to sacrifice for the sake of madrasah from personal interests. The madrasah head should effectively lead students, teachers, parents, and the community. In addition, the transformational leadership behavior of the madrasah head contributes to teacher efficacy, especially the predictive intellectual stimulation of the madrasah head significantly affects

<sup>18</sup> E. Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: Remaja Rosdakarya, 2005), 98-120.

student engagement in learning, classroom management, and learning strategies.<sup>19</sup> The head of MA Nurul Jadid in Pesantren Nurul Jadid Probolinggo always motivates his subordinates to be enthusiastic about carrying out their duties and responsibilities. To teachers, the head of MA always motivates them to be optimistic and see threats as opportunities. Meanwhile, as a leader of parents and the community, the madrasah head is expected to provide information about various problems.<sup>20</sup>

Achievement motivation and teacher morale are a unity teachers must own to show their performance professionally. Both of these can increase and become a strong motor in teachers if the madrasah head has strong leadership in the madrasah organizational system. Therefore, to increase achievement motivation, teacher performance must be supported by strong madrasah leadership. Madrasah heads should be transformational and able to make decisions to improve the education quality. In this context, the madrasah head plays an important and decisive role in improving the quality of education. In addition, madrasah heads are required to influence teachers to carry out their duties professionally to improve quality and productivity in any field.<sup>21</sup> Teachers can work optimally and develop themselves professionally, if supported by the leadership of madrasah heads who can carry out their duties and functions properly and optimally.

Transformational leadership at MA Nurul Jadid is effective because the leader can inspire subordinates to work together and act to achieve madrasah's goals. In inspiring subordinates, especially inspiring teachers in the learning process, the madrasah head must be able to master various approaches, techniques, methods, and strategies in the learning process. The madrasah head must also pioneer teachers to create an active, creative, effective, and fun learning process.<sup>22</sup> If active, creative, effective, and fun learning can be realized well by the madrasah head, the madrasah will be able to improve the education quality well. It is because the madrasah head could play a significant role in improving its quality.

The head of MA Nurul Jadid Paiton Probolinggo is a leader who can pioneer and inspire subordinates in the learning process. The head of MA is able to create active, creative, and fun learning for students. So that students in learning do not feel bored and continue to be enthusiastic about learning. With the principal being a pioneer of an active, creative, and fun learning process, the teacher can follow and apply the strategies and methods used by the madrasah head in the learning process so student achievement can increase. Because, student output will increase if the teacher is able to provide a good learning process.

Teacher performance is closely related to his duties as a teacher who is required to have professionalism in teaching. As the spearhead in carrying out the learning process in the classroom, teachers play a role that significantly determines students' success in carrying

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<sup>19</sup> Ach. Saifullah, Binti Maunah, Achmad Patoni, and Prayogi Restia Saputra, "Dimensions of Transformational Leadership in Improving the Competitiveness of Islamic Education Institutions," *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* 21, no. 2 (2023): 167.

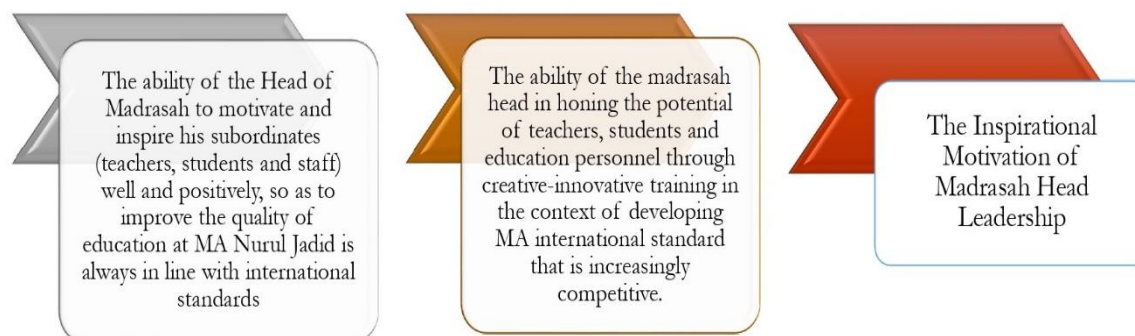
<sup>20</sup> Siti Nurjanah, Vina Pebianti, and Agung Wahyu Handaru, "The Influence of Transformational Leadership, Job Satisfaction, and Organizational Commitments on Organizational Citizenship Behavior (OCB) in the Inspectorate General of the Ministry of Education and Culture," *Taylor and Francis Journals Cogent Business and Management* Vol 7, no. 1 (2020): 11.

<sup>21</sup> Amiruddin, "Kepemimpinan Kepala Madrasah dalam Meningkatkan Kedisiplinan Guru," *Jurnal Kependidikan Islam* 7, no 2 (2017): 27.

<sup>22</sup> Bahar Agus Setiawan dan Abd. Muhith, *Transformative Leadership*, 159.



out the learning process.<sup>23</sup> Effective teachers will be able to streamline the learning process well. Therefore, the madrasah head must be able to mobilize and empower teachers to carry out their duties and responsibilities professionally. Schematically, the inspirational motivation of Madrasah head leadership in the development of international MA innovation at Pesantren Nurul Jadid Probolinggo can be seen in the following figure 2:



**Figure 2.** The Inspirational Motivation of Madrasah Head Leadership in the Development of International MA Innovation at Pesantren Nurul Jadid Probolinggo

From the above description and analysis, it can be concluded that the madrasah head of MA Nurul Jadid Probolinggo, is an international madrasah who can easily motivate and inspire his subordinates to improve the quality of madrasah education. If the madrasah head can create active, creative, and fun learning for students, the quality of education will be improved because the madrasah head plays a vital role in improving the quality of education in the madrasah.

### **The Intellectual Stimulation of Madrasah Head Leadership in the Development of International MA Innovation at Pesantren Nurul Jadid, Probolinggo**

Leadership is the ability possessed by someone to influence the attitudes and behavior of others according to their leadership.<sup>24</sup> The attitudes and behaviors of transformational leadership are based on the growing science and intellectual that can translate in the form of productive performance, encouraging innovation and creativity with assumptions used for problem solving.<sup>25</sup> The role of leadership cannot be ignored in improving the quality of education in madrasah. In principle, improving the quality of the madrasah emphasizes the independence and creativity of the madrasah. The ultimate goal is to achieve the success of madrasah in preparing qualified education for the community.<sup>26</sup> Transformational leadership is one of the effective leadership models to bring about change in educational organizations. The madrasah head must manage change so that it leads to renewal. Educational renewal

<sup>23</sup> Abd. Hamid, "Kepemimpinan Kepala Madrasah dalam Meningkatkan Kinerja Guru," *Aktualita: Jurnal Penelitian Sosial dan Keagamaan* 12, no. 2 (2022): 88.

<sup>24</sup> Susmiyati, "Pengaruh Kepemimpinan Transformasional dan Kompetensi Manajerial Kepala Sekolah terhadap Kinerja Guru," *Jurnal Episteme* 11, no. 1 (2016): 3.

<sup>25</sup> Wiwik Wijayanti, *Model Kepemimpinan Transformasional Guru dalam Implementasi Program Sekolah Sehat di MI* (Yogyakarta: FIP UNY, 2011), 7.

<sup>26</sup> Sawasn Al-Husseini, and Ibrahim Elbeltagi, "Transformational Leadership and Innovation: A Comparison Study between Iraq's Public and Private Higher Education," *Journal of Studies in Higher Education* 41, no. 1 (2016): 163.

activities seek to make improvements to achieve better results than previous results. Through intellectual stimulation, leaders can stimulate the growth of innovation and new ways of solving problems.<sup>27</sup>

In that context, what has been developed by the head of MA Nurul Jadid Paiton Probolinggo as an international madrasah, especially in the aspect of developing creativity and innovation of teachers and students, many of the teachers and students in some educational competition events, from local to national levels are often the winners. It is in line with the view of Daryanto, who asserts that principals with intellectual stimulation behavior can foster creativity and innovation among teachers and staff by developing critical thinking and problem solving to improve institutions.<sup>28</sup>

The head of MA Nurul Jadid Paiton Probolinggo, made changes to improve the quality of education. Changes in input, namely students from year to year, are increasing and infrastructure facilities are increasingly complete and adequate. In the quality of the process, there is a fulfillment of learning support because student output is increasing from year to year, both in academic and non-academic fields. Improving the quality of madrasah is closely related to establishing an effective madrasah. According to Abdurrahman, one of the characteristics of an effective madrasah is that the quality of educational output (academic and non-academic) always increases yearly.<sup>29</sup> Likewise, in MA Nurul Jadid Paiton Probolinggo, in addition to the input (students), which increases yearly, output quality in academic and non-academic fields also increases. Under his leadership, many competitions were participated in, which aim to develop the potential possessed by students.

One of the main factors that is decisive in improving the quality of education is the availability of professional teachers who can carry out learning tasks with full responsibility. It is because teachers occupy a very strategic position in the success of the learning process in the classroom. Teaching staff plays a critical role in the success of learning in madrasahs, which has implications for improving the quality of education.<sup>30</sup>

The intellectual stimulation of transformational leadership in addition to creating changes in educational organizations, transformational leaders must also be responsive to existing educational problems and creative in solving educational problems. The head of MA Nurul Jadid at Pesantren Nurul Jadid Paiton Probolinggo is a creative problem solver in solving educational problems, especially in improving the quality of education in his madrasah. For example, when teachers find difficulties with the 2013 curriculum, the head of MA Nurul Jadid responsively and deftly held a workshop on the 2013 curriculum. Schematically, the intellectual stimulation of madrasah head leadership in the development of international MA innovation at Pesantren Nurul Jadid Paiton Probolinggo can be seen in the following figure 3:

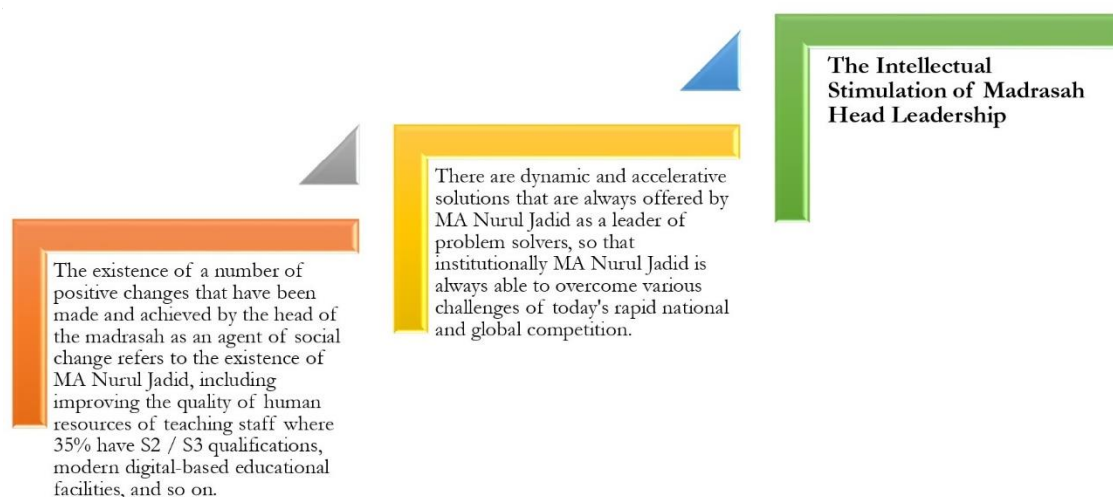
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<sup>27</sup> Michael Ruloff and Dominik Petko, "School Principals' Educational Goals and Leadership Styles for Digital Transformation: Results from Case Studies in Upper Secondary Schools," *International Journal of Leadership in Education* 0, no. 0 (2021): 21.

<sup>28</sup> Daryanto, *Kepala Sekolah Sebagai Pemimpin Pembelajaran* (Yogyakarta: Gava Media, 2017), 146.

<sup>29</sup> Zamira Hyseni Duraku dan Linda Hoxha, "Impact of Transformational and Transactional Attributes of School Principal Leadership on Teachers' Motivation for Work," *Frontiers in Education* 6, no. 0 (2021): 5.

<sup>30</sup> Budi Supriyanto, *Kepemimpinan Dalam Organisasi* (Jakarta: PT Indeks, 2010), 296.



**Figure 3.** The Intellectual Stimulation of Madrasah Head Leadership in the Development of International MA Innovation at Pesantren Nurul Jadid Probolinggo

From the description above, it can be concluded that in improving the quality of input, process, output, and outcome of MA Nurul Jadid at Pesantren Nurul Jadid Paiton Probolinggo, there needs to be changes that refer to educational reform. Professional teachers who are competent in their fields are needed to reform education. Because teachers are the pioneers of educational reform by teaching, educating, and training students in conducting educational reform, it must also be supported by strong leadership, namely transformational leaders. With the existence of a transformational leader who can create educational changes and creative problem solvers, it is appropriate that the quality of MA Nurul Jadid Paiton Probolinggo can increase better in the future and be able to be more competitive madrasah at national dan global levels.

### **The Individual Awareness of Madrasah Head Leadership in the Development of International MA Innovation at Pesantren Nurul Jadid Probolinggo**

The concept of Individualized awareness is a behavior that always listens with care and gives special attention, support, and encouragement to its members' achievement and growth needs. Transformational leaders pay special attention to individuals' needs in their achievements and the growth they expect. As a leader in an educational organization, the madrasah head is constantly faced with the character of teachers, employees, or students with different backgrounds.<sup>31</sup> In this aspect, the leader has four variables: empathize with employees, become a coach to a good teacher for subordinates in the learning process, and be willing to listen and prioritize the needs of his subordinates. To improve the quality of the madrasah in an educational institution, the head of the madrasah must be able to recognize the needs of his subordinates.<sup>32</sup> This is the case at MA Nurul Jadid Probolinggo. The madrasah head always pays attention to his subordinates' needs. Transformational leaders

<sup>31</sup> Sugunah Supermane, Lokman Mohd Tahir, and Mazlan Aris, "Transformational Leadership in Teacher Education," *International Journal of Academic Research in Business and Social Sciences* 8, no. 3 (2018): 242–250.

<sup>32</sup> Subaidi, "Kepemimpinan Transformasional Kepala Madrasah dalam Meningkatkan Mutu Madrasah (Studi Kasus di MA Matholi'ul Huda Bugel Jepara)," *Jurnal Pendidikan Agama Islam: Edureligia* 2, no. 2 (2018): 107.

pay special attention to the needs of each individual to achieve and develop by acting as a coach or advisor.

To improve the quality of education, the educational component in the form of Human Resources has a crucial role in achieving the desired goals. Therefore, leaders of educational institutions need to pay serious attention to the management of Human Resources involved in it not only teachers, headmasters, and employees but also students, student guardians, and the community because it is only with the readiness of human resources that will be able to bring educational institutions to survive and be able to improve the quality of education.<sup>33</sup>

The head of MA Nurul Jadid Probolinggo, tries to fulfill the needs of the teachers. Because teachers are the main factor determining improving the quality of education in madrasah, the fulfillment of teachers will have implications for their performance so that teachers feel cared for and are increasingly competent in their fields. Apart from teachers, students must also be considered for their needs. To improve the quality of student output quality, the madrasah head provides facilities and infrastructure that can facilitate the learning process well in the academic field. Meanwhile, to improve non-academic achievements, MA Nurul Jadid Probolinggo organizes quite diverse extracurricular activities with some accompanying instructors who are also qualified. The purpose of extracurricular activities for students is to enrich and broaden their knowledge horizons and encourage the development of students' values, attitudes, and talents.<sup>34</sup>

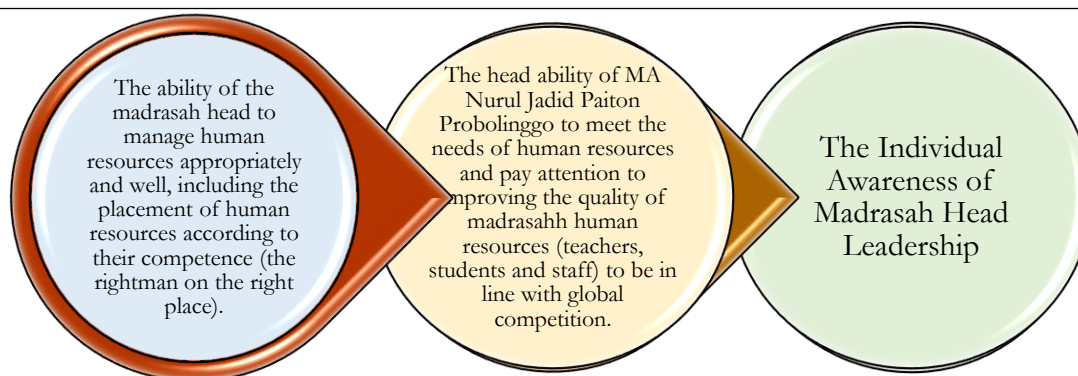
At MA Nurul Jadid Probolinggo, as an international madrasah, students can choose many extracurricular activities according to their talents and desires. Among them are calligraphy, drumband, sports, womanhood, and many more. All of them are held to increase student's potential so that students can develop and improve the quality of their output. The quality of a madrasah can be seen in whether or not the administration is orderly, such as the existence of an effective and efficient work mechanism.<sup>35</sup> MA Nurul Jadid Paiton Probolinggo is also very concerned about administration. Schematically, the individual awareness of the madrasah head leadership in developing international MA innovation at Pesantren Nurul Jadid Paiton Probolinggo can be seen in Figure 4.

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<sup>33</sup> Fong Yi Lai et al., "Transformational Leadership and Job Performance: The Mediating Role of Work Engagement," *SAGE Open* 10, no. 1 (2020): 81.

<sup>34</sup> Le Ba Phong and Hui Lei, "Determinants of Innovation Capability: The Roles of Transformational Leadership, Knowledge Sharing and Perceived Organizational Support," *Journal of Knowledge Management* 23, no. 3 (2019): 529.

<sup>35</sup> Halyna Mykhailyshyn, Oksana Kondur, and Lesia Serman, "Innovation of Education and Educational Innovations in Conditions of Modern Higher Education Institution," *Journal of Vasyl Stefanyk Precarpathian National University* 5, no. 1 (2019): 19.



**Figure 4.** The Individual Awareness of the Madrasah Head Leadership in the Development of International MA Innovation at Pesantren Nurul Jadid Probolinggo

Based on the description and analysis above, it can be concluded that to improve the quality of education, Human Resources in educational institutions have a crucial role in achieving the desired goals. Therefore, the head of MA Nurul Jadid Paiton Probolinggo should be able to meet the needs of existing human resources and pay serious attention to the management of human resources involved in it, not only teachers, madrasah head and employees but also students, student guardians and the community integratively.

## CONCLUSION

The success of international MA innovation at Pesantren Nurul Jadid Probolinggo can be realized with the transformational leadership of the head of the madrasah. There are several things conducted by the head of MA Nurul Jadid, namely the idealism of the leadership of the madrasah head, including increasing the commitment of madrasah residents, realizing the big ideas of the madrasah head, a clear vision and mission accompanied by systematic planning. The madrasah head also acts as an inspirational motivator by encouraging teachers, education personnel, and students through words and actions to hone all potential. On the other hand, the head of MA Nurul Jadid has intellectual stimulation behavior, namely the madrasah head can foster creativity and innovation among teachers and staff by developing critical thinking and problem solving to make the madrasah in a better direction. Another thing that is no less important is the ability of the madrasah head to manage human resources appropriately while at the same time being able to meet the needs of existing human resources and pay serious attention to improving the quality of madrasah human resources so that they are always in line with the needs and demands of global competition. Seeing this, realizing an excellent madrasah requires institutional leadership skills possessed by the madrasah head who can accommodate the complexity of the needs of educational institutions ranging from curriculum, human resources, teaching and learning strategies, infrastructure, and synergistic partnership interactions to produce quality and competitive educational institutions at national and international levels.

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