Transformational Leadership Components in Islamic Educational Institutions

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Abstract
Researchers have found that this leadership style can have a positive effect on groups. "Research evidence clearly shows that groups led by transformational leaders have a higher level of performance and satisfaction than those led by other types of leaders," explained psychologist and lead expert Ronald E. Riggio in an article that appeared on the Today Psychology website. The reason, he suggests, is that transformational leaders believe that their followers can do their best, leading group members to feel inspired and empowered. A transformational leader is a leader who masteres the situation by delivering a clear vision of the group's goals, passion in work and the ability to make group members feel recharged and energized. Transformational leadership is the kind of gaya leadership that leads to positive change in those who follow(followers). Transformational leaders are generally energetic, enthusiastic and passionate. Not only are leaders paying attention and engaging in the process, but they are also focused on helping each group member succeed as well. And become an alternative for educational institutions that want to continue to grow.

Keywords: Managerial Competence, Leadership, Effective,

INTRODUCTION
The concept of transformational leadership was originally introduced by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when leaders and followers create each other to improve morale and motivation Through the power of their vision and personality, transformational leaders are able to inspire their followers to change expectations, perceptions and motivations to work toward common goals(Kuehn, 2003).

Later, researcher Bernard M. Bass developed burn's idea to develop what is now referred to as Bass's Transformational leadership theory(Iliescu, 2020). According to Bass, transformational leadership can be defined based on the impact
it has on followers. Bass suggested to the leaders of transformational in order to garner the trust, respect and admiration of their followers (Brata et al., 2020; Wajdi, 2017).

Transformational leadership is a person’s ability to optimally transform organizational resources in order to achieve meaningful goals in accordance with a predetermined target (Dewi & Wajdi, 2019). The resources are usually human resources (HR), facilities, funds, and external factors of the organization. In Islamic educational institutions (madrasah) Human Resources in question can be in the form of leaders, staff, subordinates, experts, teachers, madrasah heads and students (Andriani et al., 2018).

According to Avolio, Bass and Jung, transformational leadership was initially demonstrated through three behaviors, namely charisma, individual consideration, and intellectual stimulation (Finley, 2014). But in its development, charisma behavior is then divided into two, namely charisma or idealization of the spirit and inspirational motivation. Empirically, the charismatic behavior and inspirational motivation are indistinguishable in practice but the differences in concept between the two behaviors make the two factors above can be seen as two different things. Therefore, in subsequent developments, transformational leadership is outlined in four main characteristics, namely: idealization of influence, inspirational motivation, individual consideration, and intellectual stimulation.

Leadership is not only based on the need for self-esteem, but raising awareness of leaders to do their best in accordance with the study of management development and leadership that sees people, performance, and growth in organizations as mutually influential. Thus, that transformational leadership at the point of focusing on the interests of subordinates. So with the transformational leadership subordinates feel trust, admiration, loyalty and respect for the leader and they are motivated to do more than expected from them.

While the meaning of components is part of the whole; elemental example: ‘car prices are cheaper because some of the components are produced domestically’ component analysis: (Linguistics). method describes an element over smaller parts. Then the component in transformative leadership is the buffer of leadership building itself. Leadership is used when one mobilizes unconstitutional, political, psychological and other resources to arouse, engage and motivate their followers.

Behavioral components or manifestations of transformational leadership in order to understand them more measurably. Bass in Hartanto thinks that a better leadership performance occurs when leaders can run one or a combination of these four ways, namely
1. giving insight and awareness of the mission, generating pride, and fostering respect and trust in its subordinates (Idealized Influence - Charisma),
2. Fostering high expectations through the use of symbols to focus effort and communicate important goals in a simple way (Inspirational Motivation / leadership),
3. Improving intelligence, rationality, and careful problem solving (Intellectual Stimulation),
4. Giving attention, nurturing, guiding, and training everyone in particular and personally (Individualized Consideration). Such a leader will be regarded by their peers or subordinates as an effective and satisfactory leader.

METHOD
The data collection method is a library study. The method to be used for this study is the study of literature. The data obtained are collected, analyzed, and concluded so as to get conclusions about the study of literature.

RESULTS AND DISCUSSION
Bass in its original form contains 12 factors of transformational leadership measurement which include items regarding charisma attributes, idealized influence, inspirational leadership, intellectual stimulation, individual consideration, contingent reward, management by exception active, management by exception passive, laissez faire leadership, extra effort, effectiveness, and satisfaction (Salter et al., 2014). Departing from bass perspective which in its original form contains 12 factors measuring transformational leadership which include items about charisma attributes, idealized influence, inspirational leadership, intellectual stimulation, individual consideration, contingent reward, management by exception active, management by passive exception, laissez faire leadership, extra effort, effectiveness, and satisfaction.

The transformational leadership components include:

Charismatic
That charisma has traditionally been seen as inherent and belongs only to world-class leaders. Penulisan proves that charisma can be owned by leaders at the lower levels of an organization. Leaders who have these characteristics, show their vision, abilities, and expertise and actions that put the interests of the organization and the interests of others (communities) ahead of personal interests. Therefore, the charismatic leader was made a suri tauladan, idol, and role model by his subordinates.

Subordinates trust the leader because the leader is considered to have views, values and beliefs that he considers correct. Therefore, leaders with greater charisma can more easily influence and direct subordinates to act according to what the leader wants. Furthermore, it is said that charismatic
leadership can motivate subordinates to spend extra work efforts because they like the leader.

**Idealistic influence**

Transformational leaders serve as role models for followers. Because followers believe and respect the leader, they imitate this person and internalize him. They believe in the philosophy that a leader can influence his followers only when the leader practices what he or she says. Leaders act as role-models for their followers. This type of leader seeks to influence his subordinates through direct communication by emphasizing the importance of values, assumptions, commitments and beliefs, and has the determination to achieve goals by always considering the moral and ethical consequences of every decision made. He showed confidence in his ideals, beliefs, and values. The effect is admired, trusted, appreciated, and subordinates trying to identify themselves with it. This is due to behavior that enumerated the needs of subordinates, shared risks with subordinates consistently, and avoided the use of power for personal gain. Thus, subordinates are determined and motivated to optimize effort and work towards common goals.

**Motivational Inspiration**

Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help increase followers' passion and motivation to meet goals. Transformational leaders act by motivating and inspiring subordinates through giving meaning and hands to subordinates. The behavior of an inspirational leader can stimulate subordinates’ enthusiasm for group tasks and can say things that can foster subordinate trust in their ability to complete tugas and achieve group goals.

Transformational leaders guide followers by providing sense, meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and the commitment of subordinates are given the flexibility to participate optimally in terms of ideas, provide a vision of the state of the future organization that promises clear and transparent expectations. The influence is expected to increase the spirit of the group, enthusiasm and optimism sacrificed so that those expectations become important and valuable to them and need to be realized through high commitment.

**Intellectual stimulation**

Leaders encourage subordinates to rethink how they work and look for new ways of working in getting the job done. The effect is expected, subordinates feel the leadership accepts and supports them to think about their ways of working, find new ways of completing tasks, and feel they find ways of working
inaccelerating their tasks. A further positive influence is the high spirit of learning by Peter Senge, this is referred to as learning organization.

The leader encourages his followers to explore new ways of doing things and new opportunities to learn. Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for mistakes made by them. They do not hesitate to discard the old practice established by them if the old practice is found to be ineffective.

Through intellectual stimulation, leaders stimulate the creativity of subordinates and encourage to discover new approaches to old problems. Through intellectual stimulation, subordinates are encouraged to think through relevance, value systems, beliefs, expectations and encouraged to innovate in solving problems, innovate in solving problems and create to develop self-skills and encouraged to set goals or goals that challenge. The intellectual contribution of a leader to a subordinate should be based on an effort to bring up the ability of subordinates.

**Individual Consideration**

Individual attention is that leaders give personal attention to subordinates, such as treating them as whole persons and appreciating their caring attitude towards the organization. Attention or consideration of individual differences implications is maintaining face to face direct contact and open communication with employees. In order to foster supportive relationships, transformational leaders keep lines of communication open so that their followers feel free to share ideas and so that leaders can directly know the contributions of each follower.

Such individual attention can be an early identification of subordinates, especially subordinates who have the potential to become a leader. Leaders act as mentors to their followers and reward their followers for their creativity and innovation. Followers are treated differently according to their talents and knowledge. They are empowered to make decisions and always provide the necessary support to implement the so-called decisions. While monitoring is a form of individual attention shown through consultation actions, advice and demands given by seniors to juniors who are not experienced when compared to seniors. The influence on bawahan, among others, felt cared for and treated humanely from his superiors.

One of the biggest problems facing Islamic educational institutions is the leadership crisis. In the Islamic education environment, it is not uncommon for authoritative parties to only provide opportunities for certain people or groups to fill leadership positions. Criteria leadership is not based on the ability to translate the vision of the institution, but rather prioritizes factors of descent, kinship and friendship.
As a result, it has become a common secret that Islamic education management still needs improvement. Take, for example, leadership style that still upholds a dynastic system with a family background or close friends, personnel recruitment seems less professional, student activities are rather haphazard, curriculum is not comprehensive, financial governance is not transparent, and the limitations of facilities and infrastructure are problems that should be addressed immediately.

To answer the problem of leadership in the Islamic education environment, there is an alternative leadership that is transformational leadership characterized by high sensitivity to organizational progress, development of a shared vision between communities, distribution of leadership roles, the formation of educational culture, and ijtihad continuously in periodic internal restructuring.

In the context of Islamic education development management, the transformational leadership model is believed to be more effective and very urgent considering three reasons. First, in addition to further spurring the effectiveness of performance, transformational leadership can also recognize the needs of subordinates. Second, transformational leadership not only raises the needs of subordinates materially, but also strengthens the sense of responsibility so that it has autonomy in work. Third, transformational leadership seeks to encourage subordinates to become leaders of their work.

The Islamic Educational Institution stands strong in community support. So transformational leaders reinforce existing visions or build commitments to new visions. A clear vision of what an organization can achieve or will be whether an organization will help people to understand the goals, goals and priorities of the organization. This gives meaning to the work, serves as a source of self-confidence and fosters a sense of common purpose. Finally, the vision helps guide the actions and decisions of each member of the organization, which is especially useful when people or people are given considerable autonomy and flexibility in decisions to their work.

The success of a vision depends on how well it is delivered to people. This should be conveyed repeatedly at every opportunity and in different ways. Meet people in person to explain the vision and answer questions about it. Perhaps more effective than other forms of communication. When using a less interactive form of communication (e.g., letters or email messages to followers, newsletter articles, televised news conferences, speeches recorded on videotapes), it is useful to give followers the opportunity to ask questions afterwards (e.g., using email, hotlines, open meetings, or visits to departmental findings).

The ideological aspects of a vision can be communicated more clearly and persuasively with colorful emotional language that includes vivid parables, metaphors, anecdotes, stories, symbols and slogans in Islamic education.
institutionsMetaphors and analogies are very effective when generating imagination and engaging their listeners in an effort to understand them. Anecdotes and stories are more effective if they are more effective if they ask for symbols that have deep roots, such as legendary heroes, hallowed figures and ordeals and historical victories. Dramatic and expressive speaking style magnifies the use of colorful language in performing emotional appeal.

The development of Islamic educational institutions Is not enough just to convey an interesting vision; the leader must also convince followers that the vision is possible. It is important to make a clear connection between that vision and a strategy that is believed to achieve it. This relationship is easier to build if the strategy has some clear themes that are relevant to the shared values of the members of the organization.

Important themes in Islamic educational institutions become very necessary to overcome because of various problematic institutions. Labeling to help people understand things and problems. The number of themes should be large enough to focus attention on important issues, but not too large to cause confusion and waste of energy. It is not very necessary to present a meticulous plan with detailed action steps. Leaders should not pretend to know all the answers about how to achieve that vision, but instead must know to the followers that they will have an important role in finding what specific action is needed.

The confidence and optimism of a manager or principal can be highly contagious. It is better to emphasize what has been achieved so far than how much more to do. It is better to emphasize what has been achieved so far than how much more to do. It is good to emphasize the positive aspects of the vision rather than the dangers and dangers that will be faced. Confidence is shown in both words and actions. The lack of self-confidence is reflected in the tentative language and some nonverbal cues. When leaders are optimistic about the progress of the institution, all members are committed to moving forward together.

Transformative leaders must show confidence in their members. The influence that gives motivation depends on where subordinates are confident in their ability to achieve it. Research on the "pygmalion influence" found that people perform better when a leader has high expectations for them and shows confidence in them. There is a greater need to cultivate confidence and optimism in themselves. If appropriate, the leader should remind followers of how followers can overcome obstacles to achieving previous victories. If they never succeed the leader can at least make an analogy between the current situation and the success of a similar team or organizational unit. The influence of symbolic acts increases as they become the subject of stories and myths spread among members of the organization and are reflected over and over again over the years to new employees.
Leading by giving an example One way a leader can influence subordinate commitment is to set an example of behavior that can be used as a contoh in daily interactions with subordinates. Leading by providing examples is sometimes called "role model creation". This is essential for unpleasant, dangerous, unconventional, or controversial actions. A manager who asks subordinates to observe certain standards should also observe the same standards. A manager who asks subordinates to make special sacrifices should set an example by doing the same.

Some examples of transformational leadership are the most inspirational military leaders are the ones who lead their people at war and together face dangers and difficult circumstances instead of staying behind the relatif safely and comfortably. Granting authority means delegating authority to decisions about how to do work to people and teams. This means asking people to decide for themselves how best to set a strategy or achieve a goal, instead of telling them in detail about what to do. This means encouraging subordinates to propose problem solutions and support subordinates who hold responsibility for solving the problem themselves. Giving authority also means reducing bureaucratic barriers to how the work is done so that people have more flexibility. Finally, giving authority means providing adequate resources for subordinates to carry out a task in which they are given responsibility(Rahayu et al., 2018).

Islamic educational institutions need transformative leaders asna contained in the components described above, lembaga which is believed to be an institution that upholds Islam in every activity and management tidan will be able to advance if the leader is passive and does not have a high vision. All problems in this educational institution become the power of the leader and challenged to the solution. wise and forward-thinking leaders will make all existing problems become whips to continue to progress and develop.

CONCLUSION

Transformational leaders as role models for followers. Because followers believe and respect the leader, they imitate this person and internalize him. They believe in the philosophy that a leader can influence a leader only when the leader practices what he or she says. Thus, subordinates are determined and motivated to optimize effort and work towards common goals. Transformational leaders guide followers by providing sense, meaning and tangan. They work enthusiastically and optimistically to foster teamwork and commitment. leaders stimulate the creativity of subordinates. While monitoring is a form of individual attention shown through consultation actions, advice and demands given by seniors to juniors who are not experienced when compared to seniors. Influence on subordinates, among others, feel cared for and treated humanely from their superiors.
Institute of Islamic Education Dalam context of islamic education development management, transformational leadership model is believed to be more effective and very urgent. Islamic educational institutions have a very large opportunity for future development. As an alternative option for parents to put their daughter's son there. Because Islamic educational institutions offer general knowledge as well as religious sciences even accompanied by character education and habituation of worship. So it should be this Islamic educational institution as a complete package for parents to send their children to school. So Islamic educational institutions must have transformative leaders in response to the challenges of the times. The transformational leadership component is more complete as a reformer in Islamic educational institutions.

REFERENCES


