



Transformational Leadership in Islamic Educational Institutions: Building Commitment, Innovation, and Quality of Education

Hapsa Pariboko¹, Surni Kadir², Hamdi Rudji³, Hajar Anna⁴

^{1,2,3,4} Universitas Muhammadiyah Palu, Indonesia

¹hapsa32@admin.paud.belajar.id, ²surnikadir@uindatokarama.ac.id, ³hamdirudji74@gmail.com,

⁴hajarannasister@gmail.com

Article Info

Article history:

Received 26-08-2025

Revised 03-09-2025

Accepted 17-10-2025

Keyword:

Transformational Leadership,
Islamic Educational
Institutions, Innovation

ABSTRACT

This article examines the transformational leadership model in Islamic educational institutions to improve commitment, innovation, and quality of education. Transformational leadership is characterized by the leader's ability to provide inspiration, build strong relationships, and drive positive change in the work environment. In the context of Islamic educational institutions, transformational leadership functions not only as an agent of change, but also as a role model in instilling Islamic values that support the development of character and organizational culture. Leaders with a transformational style play an important role in directing members of the institution to have a strong commitment to common goals, encourage innovation in teaching methods, and improve the quality of educational services provided. This study employs a qualitative descriptive approach, with data collected through in-depth interviews, observations, and document analysis. The data were then analyzed using thematic analysis to identify recurring patterns and insights related to transformational leadership practices. Through an approach that focuses on change, work culture transformation, and collaboration, this article highlights the importance of implementing transformational leadership to create Islamic educational institutions that are oriented towards quality, sustainability, and competitiveness in the modern era.



©2025 Authors. Published by PT Mukhlisina Revolution Center.. This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. (<https://creativecommons.org/licenses/by/4.0/>)

INTRODUCTION

The development of the era, the science that studies organizations and leadership develops in accordance with the development of human civilization (Nguyen, Malik, et al., 2024; Tambaip et al., 2023). This requires organizations to produce quality products that are able to compete in modern times. This is influenced by the success of a leader in controlling and managing his organization. The leader is the most important and responsible position in determining the organization and moving the members of his organization towards the desired goals. Not only that, when a leader is weak in moving his organization, the organization will slump and no longer be able to compete in modern times. (Saputra et al., 2024)

Leadership is the ability and readiness possessed by a person to be able to influence, encourage, invite, guide, move and if necessary force others to accept that influence and then do something that can help achieve certain goals (Özgül & Zehir, 2023; Ünsal, 2024). Important things about leadership are that leadership is essentially related to human power and only exists in organized groups and as a force or potential (Rostiawati, 2020). Leadership (leading) can be said to be part of management, it is included in the process and function of management. Leadership as a process of influencing others to do something in a certain situation in achieving organizational goals (Nurmiyanti & Candra, 2019).

Leadership plays a very important role in an organization, including Islamic educational institutions. Leadership style is something used by a leader in running the organization in an

institution or agency, so that the leadership pattern used by a leader has a very large influence on the success or failure of the leadership he runs (Nguyen, Pontes, et al., 2024). Transformational leadership style is a leadership style that can influence attitudes, views or responses (perceptions), and also the behavior of members of an institution with the occurrence of trust in the leader, work enthusiasm and also job satisfaction so that it can reduce and overcome all conflicts that occur. In this era of globalization, a leader is needed who applies management science in his institution effectively and efficiently. With the existence of transformative leadership in an educational institution. Currently, humans live in the midst of the confusion of modern civilization in finding their true form. This is proven by the emergence of various problems in the field of education, such as problems of orientation, goals and educational processes, causing inequality and a decline in moral values including honesty. (Batalipu et al., 2019)

The importance of an effective leadership model in Islamic educational institutions to overcome the challenges and complexities faced in today's world of education. As an institution that aims to form a generation with noble character and broad knowledge, Islamic educational institutions are faced with the demand to not only teach Islamic values, but also build a quality and competitive education system. The quality of education is highly dependent on the effectiveness of the leadership applied within the institution. Leadership is believed to be one of the important factors that influences the performance of subordinates. One important factor that influences the success of the leadership process is the behavior of the leader concerned or the leadership style. (Hasrawi et al., 2019)

Transformational leadership emerges as one of the relevant approaches in creating an innovative educational environment that is oriented towards quality development (Adriani, 2019; Pham et al., 2023). This leadership style encourages leaders to act as agents of change who are able to inspire members of educational institutions, both teachers and students, to have a strong commitment to the mission and vision of the organization. In addition, transformational leadership focuses on increasing creativity, encouraging innovation in learning methods, and creating a work culture that is conducive to dynamic learning.

In the context of Islamic educational institutions, the application of transformational leadership not only includes aspects of modern management, but also the integration of strong Islamic values. This approach is expected to be able to build superior Islamic educational institutions, highly competitive, and committed to improving the quality of education, both intellectually and spiritually.

RESEARCH METHODS

This research is a type of library research, where this research is based on library sources in the form of books and studies that raise the issue of transformational leadership in Islamic education. The sources were selected using clear inclusion criteria, namely: (1) publications in the last ten years to ensure relevance, (2) peer-reviewed journal articles, books, and reputable reports focusing on Islamic education and leadership, and (3) studies explicitly addressing transformational leadership or related leadership theories. The scope of sources covered both international and national literature to provide a comprehensive perspective. Data organized through the process of collecting, reading, processing and analyzing the data into data that can be presented and concluded. Ismunadi & Khusni, (2021) The analysis employed a thematic content analysis framework, where data were categorized into major themes such as commitment, innovation, quality of education, and integration of Islamic values. These themes were then synthesized to build a conceptual understanding of transformational leadership in Islamic educational institutions.

By using this qualitative research method, this study aims to provide deeper insights into how transformational leadership based on Islamic values can inspire and motivate teams. This approach allows researchers to explore the subjective experiences of leaders and team members in an organizational context, as well as identify key factors that can enhance leadership effectiveness in creating a productive and harmonious work environment.

RESULTS AND DISCUSSION

There are several researchers who have conducted research relevant to this, including:

Lutfi Firdausi, Achmad Patoni, Bintih Manuah (2023). Title: Transformational leadership is very effective in improving teacher performance in Islamic educational institutions. The results of this study conclude that: Leaders who adopt a leadership style are able to provide a clear vision and mission, encourage innovation and creativity, provide training and development, provide support and recognition, develop partnerships and strengthen organizational culture. By providing a clear vision and mission, transformational leaders help provide clear direction and focus for all members of the educational institution (Hooi & Chan, 2022a; Ureña Espaillat et al., 2022). By encouraging innovation and creativity, transformational leaders encourage teachers to find new and more effective solutions in providing education to students. By providing training and development, transformational leaders help improve teachers' skills and knowledge in carrying out their duties. By providing support and recognition, transformational leaders help motivate teachers and increase their self-confidence. By developing partnerships, transformational leaders help integrate educational institutions and the surrounding community. And finally by strengthening organizational culture, transformational leaders help create positive and supportive work and build trust among all members of the educational institution.

The Multifaceted Impact of Transformational Leadership



In these ways, transformational leaders can build productive work teams and optimize the potential of teachers to achieve the goals of educational institutions. As teacher performance improves, the quality of education provided by educational institutions can also improve, so that students can learn and develop more optimally. Therefore, adopting a transformational leadership style can be very important in achieving better and more meaningful educational goals.

Ismunadi & Khusni, (2021) Title: Transformational Leadership in Islamic Educational Institutions. The results of this study convey that: 1) Superior leaders implement at least eight or nine of the twenty-five basic characteristics of quality leaders, including high commitment, honesty, visionary, consistency, innovation, high spirituality, good communication, charismatic, and transformational leadership (Hooi & Chan, 2022b; Nguyen & Sharma, 2024). According to Nanus, Burn, Bernard M Bass, quality leaders are indicated by four behavioral components or called four dimensions (4I), including idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Transformational leadership in Islam is found in the example of the Prophet and is reflected in several things: having innovation and anticipating challenges (rabbul'alamin), who understands the needs of his members (rahman), and always pouring out his affection appropriately to each member who has a more noble behavior than others (rahim). Second, well-implemented transformational leadership has a significant impact on improving the quality of education in five formal institutions, including MI Maarif NU Pageraji, MTsN South Jakarta, MTSN Principals throughout Kediri City, MTsN 2 Medan and MI Maarif Depok Sleman. The principals in the five

institutions were able to internalize the four main dimensions of transformational leadership well. Meanwhile, the Kyai in Islamic boarding schools is shown by his charismatic characteristics being able to bind the commitment of all its members so that they are able to create quality institutions with Al Azhar, Muamar Asykur (2024) Research title: Challenges and Innovations in Curriculum Development to Improve the Quality of Islamic Education, this study concludes that: innovation in curriculum development is important to improve the quality of Islamic education in Indonesia. Integration of traditional Islamic values with modern learning approaches, utilization of technology in learning, responsive curriculum development, and ongoing teacher training are key factors in achieving these goals. However, this study has several limitations. One of them is the limited primary data available, especially in terms of accessibility and responsiveness from all stakeholders. In addition, the scope of this study may not cover all aspects or areas relevant to the development of Islamic education curriculum in Indonesia. Based on the implications of the study, there are several recommendations for further research:

1. Conduct a longitudinal study to track the long-term impact of innovations in curriculum development on the quality of Islamic education in Indonesia.
2. Conduct comparative research to compare the effectiveness of various strategies in developing Islamic education curricula, both at the national and local levels.
3. Conduct research on the perceptions and experiences of students, parents, and the community regarding the Islamic education curriculum, to understand more about their needs and expectations.
4. Conduct research on the evaluation of the implementation of innovative curricula in various Islamic educational institutions in Indonesia, to evaluate the success of implementation and identify influencing factors.

The definition of a leader according to Harsey and Blanchard is "a person who is able to influence a group of people to achieve the goals of the organization (Chaniago, 2017). Another definition is mentioned by Morgan (1996), according to him a leader must be able to apply three things, namely: Alighting, igniting the enthusiasm of his followers, Alighning, combining two goals, namely individual and organizational goals, allowing, giving his followers the freedom to change and challenge the way they work. (KY & Maunah, 2021) Meanwhile, the definition of leadership has been put forward by several figures, including:

Burwash (1996) stated that superior leadership has at least eight or nine of the twenty-five best leadership qualities. Indications of leadership with the best qualities are: commitment, visionary, high discipline, not making repeated mistakes, enthusiastic, broad-minded, high communication skills, able to manage time, able to manage every pressure, able to be an educator for subordinates, empathy, positive thinking, high spirituality, and always ready to serve. Superior leadership at least establishes eight or nine of these attitude components as the basis for carrying out its leadership duties.

Bennis and Burt Nanus (1985) have another definition of leadership, according to them leadership must have four competencies the ability to manage including: attention (vision), meaning (communication), Trust (trust or emotional glue), and self (commitment). In another definition, Burns, gives the meaning that transformational leadership is "a situation where a process occurs between leaders and their followers to reach the highest level in terms of morality and motivation, such as in upholding humanity, justice. (KY & Maunah, 2021)

Transformational leadership in Islamic education is a leadership style that focuses on creating positive change and building an educational environment oriented towards Islamic values. Transformational leaders in Islamic educational institutions strive to inspire, motivate, and guide teachers, staff, and students to not only achieve good academic results but also instill Islamic values in every aspect of life.

In this context, transformational leadership aims to build high commitment and involvement among members of educational institutions, so that they have a sense of responsibility for character development and the quality of Islamic-based education. Transformational leaders also encourage

innovation in learning methods and create an environment that supports creativity and openness to positive change. (Anwar et al., 2022)

Thus, transformational leadership in Islamic education does not only focus on the final result but also on the process of developing individuals who have noble morals and are qualified in knowledge, so that the education produced is able to produce a generation that is knowledgeable, faithful, and pious.

Understanding Transformational Leadership

The essence of leadership is the ability possessed by individuals to be able to utilize, develop, and empower everything in the universe, both in the form of human resources or natural resources. (Artanto, 2022). Transformational leadership is a leadership style that focuses on the leader's ability to inspire and motivate the people he leads to achieve positive and sustainable change in the organization. This leadership is not only aimed at achieving short-term targets or results, but also to develop individual potential and lead them towards greater and more meaningful common goals. Transformational leadership has several key characteristics that distinguish it from other leadership styles (Coopasamy & Botha, 2022; Wang, 2024):

a. **A Strong and Inspiring Vision**

Transformational leaders have a clear and inspiring vision for the organization or group they lead. This vision is not just an operational goal, but includes a big desired direction for the future. These leaders are able to communicate this vision in a way that motivates and inspires their team to work together to achieve it.

b. **Ability to Motivate and Inspire**

One of the main roles of transformational leaders is to provide intrinsic motivation, where team members are motivated to work not just for material gain or rewards, but because they feel connected to the goals and values of the organization. With this approach, transformational leaders can increase team member engagement, commitment, and job satisfaction.

c. **Attention to Individual Development**

Transformational leaders have a high concern for developing the potential of each team member. They see each individual as a valuable asset and provide guidance, training, and opportunities for individuals to grow and develop. In doing so, they help members of the organization reach their full potential.

d. **Encouraging Innovation and Creativity**

Transformational leadership gives freedom to members of the organization to think creatively, create new ideas, and innovate. Transformational leaders create an environment that supports exploration and is not afraid of failure, because they view failure as part of the learning process. With this encouragement, organizations can adapt to change and face challenges more effectively.

e. **Strong Example (Idealized Influence)**

Transformational leaders act as role models with integrity and good morals. They demonstrate attitudes that are consistent with the values they uphold, so that team members feel inspired to emulate them. This positive example encourages team members to develop the same commitment and work attitude as their leaders.

Transformational leadership has a profound impact on organizational members and the organization as a whole:

- a. **Increased Commitment and Job Satisfaction:** When team members feel motivated and inspired by the vision and values brought by their leaders, their commitment to the organization increases. Job satisfaction increases because individuals feel valued and involved in a process that is bigger than themselves.
- b. **Creating a Positive Work Culture:** Transformational leadership tends to create a work environment that is open, collaborative, and supportive of innovation. This culture encourages effective communication and solid teamwork, which ultimately increases productivity.
- c. **Driving Sustainable Positive Change:** By focusing on individual development and innovation, transformational leadership can drive positive, sustainable change within an organization. This change may include improvements in work processes, the use of new technologies, or even new approaches to serving customers or other stakeholders.

In the context of education or religious institutions, transformational leadership is very relevant because it requires leaders who are able to inspire and guide educators, teachers, or other religious leaders to improve the quality of services provided. Transformational leaders in educational environments will focus on achieving long-term goals that have a major impact on the quality of education or character development of students, and in religious environments, these leaders strive to form a society that is more moral, ethical, and caring for others. Transformational leadership behavior for individual consideration must be present in a teacher, where he will reflect, think, and always identify the needs of his students. The personality of a teacher is a person who has individually shown his personality as a leader. (Saputra et al., 2024)

Overall, transformational leadership is a leadership style that is oriented towards the growth, change, and development of individuals and organizations. Transformational leaders become the main driving force in leading the team towards progress, innovation, and continuous improvement, both in the short and long term. (Armiyanti et al., 2023) Top of Form Bottom of Form

The Qur'an that explains about transformational leadership, we can refer to several principles contained in the Qur'an that are relevant to the concept of leadership that inspires positive change and focuses on fostering the people. Although the term transformational leadership is not specifically found in the text of the Qur'an, there are many verses that describe leadership characteristics that can be associated with the principles of transformational leadership, such as vision, inspiration, and fostering.

Some relevant verses include:

1. **Surah Al-Imran (3:159)**

So by mercy from Allah, you are lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and consult them in the matter. And when you have and ask forgiveness for them .[decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him

Translation

"So it is by the mercy of Allah that you are gentle towards them. If you were harsh and harsh-hearted, they would have distanced themselves from around you. Therefore, forgive them, and ask forgiveness for them, and consult with them in the matter. Then, when you have decided, put your trust in Allah. Indeed, Allah loves those who put their trust in Him."

Explanation: This verse describes the attitude of gentleness, forgiveness, and deliberation in leadership. Transformational leadership often involves the ability to encourage others with love and tenderness, as well as invite them to participate in decision-making (deliberation).

1. **Surah Al-Ahzab (33:21)**

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

"The parable (infaq) issued by those who spend their wealth in the way of Allah is like a seed that

grows seven stalks, on each stalk there are a hundred seeds."

Explanation: This verse describes the positive influence that can be fostered by right and sincere actions. Transformational leaders inspire others to contribute and innovate in order to create a greater impact.

Transformational leadership emphasizes a clear vision, motivation, empowerment of others, and development of potential in followers. These principles can be seen in various verses of the Qur'an that teach about how a leader should be able to inspire, nurture, and encourage positive change in society.

2. The Role of Transformational Leadership in Islamic Educational Institutions

Talking about Islamic educational institutions will certainly be faced with a fact that must be clearly portrayed, in order to determine what an ideal leader is like in carrying out his role (Mukhlis, 2025b; Mukhlis, Suradi, et al., 2023). There are several global problems that arise in Islamic educational institutions, including: the unclear concept of Islamic education, so that dualism arises between general education and Islamic education (madrasah), Islamic education functions as a cultural and social polarization of frictions and factions of the existing Islamic movement, in the learning tradition conventional learning is still strong, physical conditions, human resources are very different from general education, the leadership pattern is rigid and does not have a vision of changing or transforming and there are still many institutions that pursue quantity rather than quality. We can find this in madrasahs which are still thick with conventional systems, in the transformational leadership of kyai in Islamic boarding schools, the role of kyai has a fairly strong influence with his charisma. This certainly does not exist in the modern leadership system.

In another definition, transformational leadership can be defined as follows: (Idealized Influence) charisma or ideal influence is setting a vision, self-confidence, and setting high standards or ideal ideals to be carried out together. His inspirational motivation motivates followers with full involvement in achieving common goals and efforts. His intellectual stimulation helps followers to question assumptions and to generate more creative solutions to solve problems. His individual consideration treats each follower as an individual and provides opportunities for coaching, mentoring, and growth (Bass, 1985). (KY & Maunah, 2021)

The role of transformational leadership in building commitment is very significant, especially in the context of Islamic education. Transformational leaders have the ability to create an environment that supports commitment through inspiration, motivation, and coaching that focuses on achieving common goals. Here are some ways transformational leadership can build commitment in educational institutions (Adams & Velarde, 2021; ElKaleh, 2019):

1. Provide a clear vision and mission

Transformational leaders formulate a clear and inspiring vision and mission that leads to a common goal. With a strong vision, leaders are able to unite all members of the organization under the same goal. This vision provides direction and meaning for each individual in the educational institution, so that they feel part of something bigger. When individuals feel that their roles are meaningful and in line with the common goal, their commitment to the work and the organization will increase.

2. Be a Positive Role Model

Transformational leaders do not just give instructions, but also become role models in integrity, dedication, and professionalism. The positive attitude shown by the leader becomes a concrete example for all staff and teachers, so that they are encouraged to imitate the attitude. By giving direct examples, leaders can inspire and build commitment among members of the organization, so that they are more enthusiastic to work with full dedication. Indonesian Muslims should not only be busy being pious individually while forgetting the substance or essence of the commands or prohibitions in Islam. The commands and prohibitions of Islam are actually not only a form of obedience of servants to their God, but have a high human dimension. (Ismunadi & Khusni, 2021)

3. Encourage Personal and Professional Development

Transformational leadership emphasizes the importance of individual development.

Transformational leaders seek to mentor, coach, and provide opportunities for members of the organization to develop their potential. By providing this support, leaders help individuals feel

valued and motivated to grow. When members feel that they are growing and supported in reaching their full potential, their commitment to the organization is strengthened.

4. Build Trust and Sense of Security

Transformational leaders create an open work environment where trust and communication are two-way. By building trust, leaders create a sense of security for staff and faculty to express their ideas, criticisms, and aspirations without fear of rejection or punishment. This sense of security and comfort contributes to increased commitment, as individuals feel emotionally involved and motivated to perform to their full potential.

5. Increase Intrinsic Motivation

Transformational leaders provide motivation that is more intrinsic than just material rewards. They are able to inspire members of the organization with a higher purpose and meaningful values. This intrinsic motivation encourages staff and faculty to work wholeheartedly not just for financial rewards or status, but because they want to contribute to the common good. As this intrinsic motivation grows, commitment to the organization will be stronger and more lasting.

6. Recognize and Appreciate Performance

Recognition and appreciation for individual performance are important elements of transformational leadership. Transformational leaders provide honest praise, appreciation, and recognition for the hard work of organizational members. This appreciation provides a sense of satisfaction and recognition that increases their commitment to organizational goals. When organizational members feel appreciated, they will be more motivated to continue to give their best to the educational institution.

Overall, transformational leadership can build commitment in Islamic education by providing inspiration, building trust, and motivating intrinsically. Leaders who are able to combine vision, role models, and attention to individual development will create a highly dedicated and committed team to achieve the goals of the institution together.

3. Transformational Leadership in Encouraging Innovation and Quality of Islamic Education.

The quality of education can be achieved if the leader in the institution is able to continue to carry out continuous evaluation and transformation of the institution towards a better direction. Transformational leadership is a situation where a process occurs between leaders and their followers to reach the highest level in terms of morality and motivation, such as in upholding humanity, justice, freedom, and not based on emotions, greed, jealousy or likes and dislikes. (Artanto, 2022)

The role of leadership is very important in motivating organizations to face change and manage organizational management. Therefore, leadership is not only a symbol of existence, but also has a positive impact on the development of the organization. An effective leader can lead and direct the people he leads in a positive and constructive way, as well as provide support and development for his subordinates or team members.

Transformational leadership can effectively drive innovation and increase the motivation needed to create an innovative environment through an inspiring approach, a focus on individual development, and encouragement of creative thinking. Here is a breakdown of how transformational leadership plays this role.

a. Inspiring a Vision that Drives Change

Transformational leaders have a clear and inspiring vision that motivates members of the organization to think beyond the daily grind and pursue a bigger purpose (Mukhlis, 2025a; Mukhlis & Saidah, 2025). When this vision includes values such as innovation and growth, team members are encouraged to see challenges as opportunities. Leaders who are able to communicate this vision effectively create a sense of enthusiasm and engagement within the team, which is an essential foundation for innovation.

For example, in an educational institution, a transformational leader can convey a vision that teaching methods must always be adaptive to the times. With this vision, teachers or educational staff will be more motivated to find and develop new methods that are relevant to students' needs.

b. Providing Support for Exploration and Creativity

Transformational leadership creates a safe environment for experimentation, testing new ideas, and innovating without fear of failure. Transformational leaders understand that innovation requires an exploratory process that can result in occasional failures, but they support team members' efforts to learn from each experience. By removing the fear of being wrong or being punished, leaders create a culture that encourages creativity. In this context, transformational leaders might give teachers the freedom to try new teaching methods or provide time and support for teams to take new skills training. This support encourages individuals to think creatively and step outside their comfort zones, making innovation more likely.

c. Giving Recognition and Appreciation

One important aspect of transformational leadership is the ability to provide honest recognition for the efforts and accomplishments of individuals on the team. This recognition is not only for the final success, but also for the process of achieving progress. When team members feel recognized and appreciated, their intrinsic motivation to continue to innovate and produce increases. For example, in an educational setting, a leader might recognize a teacher who is trying to implement new technology in the classroom, even though the results may not be optimal. By recognizing the innovative efforts, the leader helps the teacher feel motivated to continue to innovate, which ultimately leads to better results.

d. Developing Individual and Team Potential

Transformational leaders focus not only on results but also on developing the potential of team members. They provide training, mentoring, and learning opportunities for members to hone their skills and expertise. With this support, team members are better equipped to contribute new ideas and engage in innovation because they feel their skills and confidence are growing. In an educational setting, this might mean providing staff with training to use digital technology, develop interactive teaching materials, or explore collaborative teaching methods. With this development, leaders help educational staff become more willing to try new things, which in turn enriches the learning experience for students.

e. Opening Up Open and Collaborative Communication

Transformational leadership creates a culture of open communication, where ideas and opinions can be shared without fear or hesitation. These leaders encourage collaboration among team members, so that they feel that their contributions are valued and heard. This collaborative and communicative environment is essential for fostering innovation, as new ideas often emerge from close discussion and collaboration between individuals. For example, in a teaching team, a transformational leader would encourage teachers to discuss and exchange ideas about more effective teaching methods. This open discussion allows for brainstorming, where creative ideas and solutions can emerge, ultimately enriching the learning and innovation process.

f. Becoming a Role Model in Innovation

Transformational leaders are leaders who set a real example. They not only motivate members to innovate, but also become innovators themselves in their work. By being role models, transformational leaders set an example of how to think creatively, face challenges, and remain optimistic in finding new solutions.

Educational institutions or institutions need a leader to advance, develop and bring the institution they lead towards a better direction (Mukhlis, Janwari, et al., 2023; Mukhlis & Abdullah, 2025). Transformational leadership is one of the modern leadership styles that is able to change from vision and mission to action and is carried out by creating a clear vision, motivating staff to be creative, innovative, building a learning culture, and building effective communication. (IAI Sunan Giri Ponorogo & Azizah, 2021)

In an educational setting, a leader who is actively involved in innovative learning processes will inspire teachers and staff to follow suit. When leaders lead by example and demonstrate a dedication to innovation, they send a strong message that innovation is an important part of the organization's culture. Islamic educational institutions use management to improve the quality of human resources by matching programs and resources with the behavior of the academic community to achieve this goal. The quality, timeliness, and success of the program must be prioritized by everyone in the Islamic educational institution, including the foundation administrators, leaders, instructors, and education staff. Then there is the teaching and learning process, which focuses on customer service and

stakeholder satisfaction, as well as the ability to apply managerial best practices to the management and development of educational institutions.

Improving the quality of Islamic educational institutions is a new model in various scenarios, both as a background and as a current reality, as well as various potential future trends or situations seen from many angles. Educators and planning are the latest predictions for managing performance that is more prepared to implement Islamic human resource development programs and to meet the demands of training future generations to be more trustworthy and responsible in this arrangement.

Islamic educational institutions must be able to compete with regular educational institutions throughout Indonesia during this pandemic (Mukhlis, Maryam, et al., 2023; Mukhlis et al., 2024). Increasing competition forces every educational institution to strive for higher quality in order to achieve client satisfaction. There must be two main justifications for the quality framework: (1) Marketing management, where Islamic educational institutions must be able to accommodate as many stakeholder demands and criteria as possible; (2) Internal management, where educational institutions must be able to prevent inefficiency and loss of resources. Work is done to optimize the efforts of each staff member, employee, and teacher, save energy in human resources, and uncover prospective problem-solving opportunities. (Bahri, 2022)

Based on the description above, it can be concluded that transformational leadership creates an innovative environment through inspiring ways that increase individual motivation and commitment to work creatively (Mukhlis, Arifin, Ridwan, & Zulbaidah, 2025; Mukhlis, Arifin, Ridwan, Zulbaidah, et al., 2025). Through a strong vision, support for exploration, appreciation for effort, development of potential, and open communication, transformational leaders create a culture that accepts change and is oriented towards sustainable growth. In an environment like this, innovation does not just happen occasionally, but becomes part of the way of working and the values that are held together.

CONCLUSION

Transformational leadership is an effective approach to improving the quality of Islamic educational institutions. Transformational leaders not only act as directors, but also as inspirators who are able to build shared commitment among all elements of education, from teachers, staff, to students. Through a clear vision, innovation in learning methods, and continuous professional development, leaders can encourage improvements in the quality of education that are in line with Islamic values. Thus, transformational leadership plays an important role in creating Islamic educational institutions that are more adaptive, relevant, and superior amidst modern challenges. Theoretically, this study contributes to the development of leadership studies by integrating Islamic values into the transformational leadership framework, offering a culturally grounded perspective that enriches existing leadership theories. Practically, the findings provide guidance for policymakers, school principals, and educators to adopt transformational practices—such as vision sharing, innovation support, and professional development—to strengthen institutional performance. For future research, it is recommended to conduct empirical studies that combine qualitative and quantitative approaches in order to test the effectiveness of transformational leadership models across different levels and types of Islamic educational institutions.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest associated with this research. All data, analyses, and conclusions presented in this article are the result of objective research and are not influenced by the personal, financial, or professional interests of the authors or any other parties involved. This research was conducted in accordance with the principles of scientific integrity and high research ethics.

REFERENCES

- Adams, D., & Velarde, J. M. (2021). Leadership in a culturally diverse environment: Perspectives from international school leaders in Malaysia. *Asia Pacific Journal of Education*, 41(2), 323–335. Scopus. <https://doi.org/10.1080/02188791.2020.1732295>
- Adriani, Z. (2019). Improving performance through transformational leadership and utilization of information technology: A survey in mosque-based islamic cooperatives in Indonesia. *Academy of Strategic Management Journal*, 18(2). Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85068450118&partnerID=40&md5=036fa9972c93e349c283915c29028769>
- Anwar, R. N., Mulyadi, M., & Soleh, A. K. (2022). Kepemimpinan Transformasional Kepala PAUD untuk Meningkatkan Mutu Pendidik. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2852–2862. <https://doi.org/10.31004/obsesi.v6i4.1577>
- Armiyanti, A., Sutrisna, T., Yulianti, L., Lova, N. R., & Komara, E. (2023). Kepemimpinan Transformasional Dalam Meningkatkan Kinerja Layanan Pendidikan. *Jurnal Educatio Fkip Unma*, 9(2), 1061–1070.
- Artanto, D. (2022). Strategi Kepemimpinan Transformasional untuk Meningkatkan Mutu Layanan Pendidikan Islam. *Adaara: Jurnal Manajemen Pendidikan Islam*, 12(2), 108–122. <https://doi.org/10.30863/ajmpi.v12i2.2706>
- Bahri, S. (2022). Meningkatkan Kualitas Manajemen Lembaga Pendidikan Islam Melalui Sumber Daya Manusia di Era Pandemi. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(1), 43–56. <https://doi.org/10.31538/munaddhomah.v3i1.158>
- Batalipu, A. I., Kadir, S., & Said, C. M. (2019). Dampak Kecerdasan Spiritual Dalam Meningkatkan Nilai-Nilai Kejujuran Siswa Di Smp Muhammadiyah Kodolagon Kecamatan Bokat *Jurnal Kolaboratif Sains*, 1, 791–802.
- Coopasamy, S., & Botha, A. P. (2022). LEADERSHIP 4.0: LEADERSHIP CHANGES REQUIRED IN THE SOUTH AFRICAN PETROLEUM INDUSTRY TO SUPPORT THE FOURTH INDUSTRIAL REVOLUTION. *South African Journal of Industrial Engineering*, 33(2), 96–110. Scopus. <https://doi.org/10.7166/33-2-2681>
- ElKaleh, E. (2019). Leadership curricula in UAE business and education management programmes: A Habermasian analysis within an Islamic context. *International Journal of Educational Management*, 33(6), 1118–1147. Scopus. <https://doi.org/10.1108/IJEM-10-2016-0220>
- Hasrawati, Surni, K., & Normawati. (2019). Kepemimpinan Wanita (Studi Perbandingan Antara Perspektifmuffasir Dan Feminis Muslim). *Jurnal Kolaboratif Sains*, 2(1), 1–13.
- Hooi, L. W., & Chan, A. J. (2022a). Innovative culture and rewards-recognition matter in linking transformational leadership to workplace digitalisation? *Leadership and Organization Development Journal*, 43(7), 1063–1079. Scopus. <https://doi.org/10.1108/LODJ-07-2021-0349>

- Hooi, L. W., & Chan, A. J. (2022b). Innovative culture and rewards-recognition matter in linking transformational leadership to workplace digitalisation? *Leadership and Organization Development Journal*, 43(7), 1063–1079. Scopus. <https://doi.org/10.1108/LODJ-07-2021-0349>
- IAI Sunan Giri Ponorogo, S. S., & Azizah, S. M. (2021). Karakteristik Kepemimpinan Transformasional Di Lembaga Pendidikan Islam. *AL-MIKRAJ: Jurnal Studi Islam Dan Humaniora (E-ISSN: 2745-4584)*, 1(2), 68–77. <https://doi.org/10.37680/almikraj.v1i2.763>
- Ismunadi, A., & Khusni, Moh. F. (2021). Rekonstruksi Pendidikan Islam Multikultural Indonesia Perspektif Filsafat Pendidikan Islam. *Tribakti: Jurnal Pemikiran Keislaman*, 32(2), 353–366. <https://doi.org/10.33367/tribakti.v32i2.1742>
- KY, N. N., & Maunah, B. (2021). Kepemimpinan Transformasional di Lembaga Pendidikan Islam. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 3(2), 76–84.
- Mukhlis, L. (2025a). A Phenomenological Study of Personal Spiritual Experiences in Navigating Religious Pluralism within Interfaith Communities. *Irfana: Journal of Religious Studies*, 1(6), 212–220.
- Mukhlis, L. (2025b). Spiritual Grounds for Economic Growth: A Qualitative Exploration of Rural Indonesian Women’s Transformative Journeys Through Mosque-Led Empowerment Programs. *Servina: Jurnal Pengabdian Kepada Masyarakat*, 1(8), 289–298.
- Mukhlis, L., & Abdullah, M. N. (2025). *Hukum Keluarga Islam di Indonesia* (1st ed.). Mukhlisina Revolution Center.
- Mukhlis, L., Arifin, T., Ridwan, A. H., & Zulbaidah. (2024). Integrating Artificial Intelligence and Maqāṣid al-Syarī‘ah: Revolutionizing Indonesia’s Sharia Online Trading System. *Computer Fraud and Security*, 2024(11), 301–309. <https://doi.org/10.52710/cfs.238>
- Mukhlis, L., Arifin, T., Ridwan, A. H., & Zulbaidah. (2025). Reorientation of Sharia Stock Regulations: Integrating Taṣarrufāt al-Rasūl and Maqāṣid al-Sharī‘ah for Justice and Sustainability. *Journal of Information Systems Engineering and Management*, 10(10s), 58–66. <https://doi.org/10.52783/jisem.v10i10s.1341>
- Mukhlis, L., Arifin, T., Ridwan, A. H., Zulbaidah, Rosadi, A., & Solehudin, E. (2025). Reformulation of Islamic Stock Law: The Application of Taṣarrufāt al-Rasūl and Maqāṣid al-Syarī‘ah to Develop a Dynamic and Sustainable Islamic Capital Market in Indonesia. *Journal of Posthumanism*, 5(3), 1–13. <https://doi.org/10.63332/joph.v5i3.913>
- Mukhlis, L., Janwari, Y., & Syafe’i, R. (2023). INDONESIA STOCK EXCHANGE: THEORETICAL AND PHILOSOPHICAL ANALYSIS OF MUDHARABAH AND MUSYARAKAH CONTRACTS. *Yurisprudencia: Jurnal Hukum Ekonomi*, 9(2), 243–264. <https://doi.org/10.24952/yurisprudencia.v9i2.8466>

- Mukhlis, L., Maryam, S., & Sormin, S. A. (2023). Model Pembelajaran Living History Berbasis PjBL Untuk Meningkatkan Keterampilan Histografi Mahasiswa. *Jurnal Educatio FKIP UNMA*, 9(4), 1800–1809. <https://doi.org/10.31949/educatio.v9i4.5595>
- Mukhlis, L., & Saidah, Y. (2025). Dynamics of Nature-Based learning in Developing Children's Motoric Skills: Teacher and Parent Perspectives. *HUMANISMA: Journal of Gender Studies*, 9(1), 64–79. <http://dx.doi.org/10.30983/humanisme.v4i2.9366>
- Mukhlis, L., Suradi, Janwari, Y., & Syafe'i, R. (2023). Sosialisasi Saham Syariah sebagai Instrumen Pengembangan Ekonomi Masyarakat di Badan Kontak Majelis Taklim (BKMT) Kabupaten Mandailing Natal. *Jurnal Pengabdian Multidisiplin*, 3(2), 2–9. <https://doi.org/10.51214/japamul.v3i2.604>
- Nguyen, M., Malik, A., Sharma, P., Kingshott, R., & Gugnani, R. (2024). High involvement work system and organizational and employee resilience: Impact of digitalisation in crisis situations. *Technological Forecasting and Social Change*, 205. Scopus. <https://doi.org/10.1016/j.techfore.2024.123510>
- Nguyen, M., Pontes, N., Malik, A., Gupta, J., & Gugnani, R. (2024). Impact of high involvement work systems in shaping power, knowledge sharing, rewards and knowledge perception of employees. *Journal of Knowledge Management*, 28(6), 1771–1792. Scopus. <https://doi.org/10.1108/JKM-04-2023-0345>
- Nguyen, M., & Sharma, P. (2024). Interactive impact of transformational leadership and organizational innovation on online knowledge sharing: A knowledge management perspective. *Journal of Knowledge Management*, 28(4), 1164–1182. Scopus. <https://doi.org/10.1108/JKM-09-2022-0758>
- Özgül, B., & Zehir, C. (2023). How Managers' Green Transformational Leadership Affects a Firm's Environmental Strategy, Green Innovation, and Performance: The Moderating Impact of Differentiation Strategy. *Sustainability (Switzerland)*, 15(4). Scopus. <https://doi.org/10.3390/su15043597>
- Pham, H. T., Pham, T., Truong Quang, H., & Dang, C. N. (2023). Impact of transformational leadership on green learning and green innovation in construction supply chains. *Engineering, Construction and Architectural Management*, 30(5), 1883–1901. Scopus. <https://doi.org/10.1108/ECAM-05-2021-0379>
- Saputra, D. A. B., Khozin, K., & Nurhakim, M. (2024). Implementasi Kepemimpinan Transformasional Muhammad Al-Fatih dalam Pendidikan. *Tsaqofah*, 4(2), 1070–1076. <https://doi.org/10.58578/tsaqofah.v4i2.2462>
- Tambaip, B., Tjilen, A. P., Riyanto, P., & Ohoiwutun, Y. (2023). Higher Education Transformational Leadership in Papua: Analysis of Behavioral and Competency. *Eurasian Journal of Educational Research*, 2023(106), 266–279. Scopus. <https://doi.org/10.14689/ejer.2023.106.016>

- Ünsal, E. (2024). How a leader in the footsteps of Atatürk enlightened the lives of thousands of children. *Emerald Emerging Markets Case Studies*, 14(1), 1–18. Scopus. <https://doi.org/10.1108/EEMCS-10-2023-0398>
- Ureña Espailat, H. J., Briones Peñalver, A. J., & Bernal Conesa, J. A. (2022). Influencing responsible green innovation in Dominican agribusiness performance. *Corporate Social Responsibility and Environmental Management*, 29(3), 675–685. Scopus. <https://doi.org/10.1002/csr.2228>
- Wang, S. (2024). Knowledge management practices learned from the COVID-19 pandemic: A case of knowledge-intensive organisation. *International Journal of Knowledge Management Studies*, 15(1), 93–108. Scopus. <https://doi.org/10.1504/IJKMS.2024.138067>