

## **Transformational Leadership of Madrasah Principals in Instilling Religious Values in State Madrasah Aliyah Jambi Province**

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**Abstract:** Because of idealistic behavior, motivation encourages subordinates to be creative and innovative, and is very understanding and appreciative of subordinates, Transformational leadership of madrasa heads should have a positive effect in instilling religious values, but why is transformational leadership of madrasa heads not optimal in instilling religious values in MAN Jambi Province. The goal of this study was to determine the success of the madrasa head's transformational leadership in instilling religious values in MAN Jambi Province. The qualitative method was used in this study. Data collection methods include observation, interviews, and documentation. Data was analyzed by collecting data, reducing data, presenting data, and finally verifying data. The findings of this study are as follows: 1) the transformational leadership of the madrasah head in instilling religious values in MAN Jambi Province is too tolerant of subordinates' inability; 2) has not been able to do it persuasively; and 3) has not been able to improve skills continuously. 4). Not yet capable of converting potential into actual energy. The transformational leadership of the head of the madrasah aliyah Jambi Province has not been optimal in instilling religious values in MAN Jambi Province, according to the research findings.

**Keywords:** Leadership, Religiosity, Transformational

### **A. Introduction**

Transformational leadership can be seen in every madrasah through the vision and mission of the madrasah head, where the vision explains the various programs that will be carried out by the madrasah head to transform the team or madrasa towards the vision to be achieved so that the madrasah head's role in determining madrasah changes is very large (Iryani et al., 2023; Wibowo, 2013).

Transformational leadership emerges as a distinguishing feature of outstanding madrasah principals (Guthrie & Reed, 1986). According to the United States Department of Education Publication Guide's 1987 research, madrasah principals have a broad, clear, active, ambitious, and performance-oriented vision. These characteristics suggest that the madrasah principal is effective in creating the

conditions for this vision to be realized. Leaders and their role in vision development have been identified as critical aspects of organizational effectiveness. How important is vision and mission for the effectiveness of madrasah/madrasah heads, so that vision is a power and a dream whose realization is constantly sought by effective madrasah heads in shaping madrasah (Blumberg & Greenfield, 1986; Kouzes & Posner, 2006; Manasse, 1982; Rutherford, 1985; Sheive & Schoenheit, 1987).

Transformational leadership emphasizes the importance of value systems in raising followers' awareness of ethical issues and mobilizing energy and resources to reform institutions. Transformational leaders can compel their followers to participate actively in the change process. As a result, transformational leaders typically have strong personalities and can build emotional bonds with followers to achieve the institution's ideal goals.

Madrasa principal transformational leadership can be defined as the method or style used by the madrasa principal to persuade his subordinates (teachers, administrative staff, students, and parents) to achieve the desired educational outcomes. Transformational madrasa principals foster independence in educational implementation through an assessment process, specifically the values of honesty, fairness, independence, hard work, serving, caring, and innovation.

Transformational leaders can also be seen from the perspective of religion, namely leaders who, through their vision and mission, can change the shape of the institution in progress and benefit all elements within it. The essence of religious leadership is that a leader must bear responsibility not only to himself and the public but also to Allah SWT so that he does not believe he is a special human being because he is a mandate.

Identical religious values are realized to instill values in students. Instilling religious values is important not only for students but also for strengthening the work ethic and scientific ethos of teaching staff in madrasah so that they carry out their duties and responsibilities properly. It is also instilled in the souls of educational staff that providing education and learning for students is more than just a way to make money.

According to Law Number 22 of 1999 concerning regional autonomy, madrasah heads are given greater autonomy to improve their educational institutions, encouraging employee teachers, parents, and the community to be actively involved in the madrasah's progress. A truly elegant leadership style is required for the advancement of madrasas in the current technological era. The elegant meaning here is to demonstrate that madrasas require true leaders who are effective, productive, problem solvers, change supporters, excellent communicators, work standard setters, discipline builders, and work climate creators, good and adaptable to the environment (Sudarwan & Suparno, 2009).

Madrasah culture, or the realization of religiosity values in madrasas, is an effort to internalize the value of religiosity within students. It also demonstrates the function of madrasas, as stated by Abdul (2007), as an institution whose function is to transmit culture. Because Islamic education management is a process of utilizing owned resources (Muslims, educational institutions, or others), both hardware and software, religious values are part of the application.

Religious values are a picture that depicts the beliefs, values, norms, and habits that have been built over time by all residents in collaboration at the madrasah, up to habituation in the madrasah, so that they influence not only the activities of madrasah residents but also their motivation and enthusiasm.

Madrasas are places where students can internalize religious values, giving them a strong fortress to form noble characters, and noble character is the basic foundation for improving this declining human resource. Continuous improvement in human resources will result in higher educational quality. Because the presence of abundant human resources is one indicator of rising educational quality.

Instilling religious values is important not only for students but also for strengthening the work ethic and scientific ethos of educational staff in madrasah so that they can carry out their duties and responsibilities well. It is also embedded in the soul of educational staff that providing education and learning for students is more than just a way to make money.

Religious values are a comprehensive method of value education. Because it embodies value inclusion, modeling, and preparing the younger generation to be self-sufficient through the teaching and facilitation of responsible moral decision-making and other life skills. As a result, embodying religious values in schools can be seen as an effort to instill religious values in students (Aryati et al., 2022; Firman et al., 2022; Indriyani et al., 2023; Remiswal et al., 2021, 2022; Remiswal & Firman, 2018; Zuchdi, 2008).

With the description above as a backdrop, it is critical to investigate the transformational leadership of the madrasa principal, particularly in instilling the values of madrasa religiosity, both from the performance system of the madrasa head, teachers, and staff in the madrasa to achieve changes towards the vision and mission that have been proclaimed by the principal madrasa so that there is a relationship between each element in the madrasa.

## **B. Methods**

A descriptive qualitative research approach will be used in this research activity because it is more consistent, namely by the conditions in the field in obtaining the results of the description in the field (Creswell & Poth, 2018; Moleong, 2019; Sugiyono,

2019; Zuhriah, 2006). Madrasah Aliyah Negeri 2 Jambi City, Madrasah Aliyah Negeri 1 Sungaipuh City, and Madrasah Aliyah Negeri 1 Tanjung Jabung Timur Regency participated in this study. The type of data collected by a researcher in this study is in the form of words, and behavior, and the rest is additional data such as documents and others (Miles et al., 2014; Yusuf, 2014).

Participatory observation, interviews, and documentation studies were used to collect data in this study. The Miles and Huberman model was used for data analysis. Analyzing qualitative data interactively occurs and continues until the data obtained is saturated. Data analysis is performed in three steps, the first of which is data reduction. Display of data and conclusion/drawing/verification.

### **C. Results and Discussion**

#### **1. The transformational leadership of the madrasa's head in instilling religious values in the MAN Jambi Province**

##### **Madrasah Aliyah Negeri 2 Kota Jambi**

Based on the characteristics of a transformative leader, the figure of the Madrasah head is qualified to be called a Transformative leader. It will be stated in detail as follows: Idealized Influence is another word for charisma. This is the psychological aspect of leadership. Ideal Influence refers to leaders who serve as strong role models for their followers. Followers identify with these leaders by closely imitating them. These leaders typically have very high moral and ethical standards and can be counted on to do the right thing. They provide followers with a vision and a sense of direction. They provide followers with a vision and a sense of purpose. Leaders create a vision that is expected to elicit the enthusiasm of their followers for the benefit of the institution as a whole, rather than for personal or group interests.

The Head of Madrasah Aliyah Negeri 2 Jambi City has developed a mature vision for the advancement of Madrasah Aliyah Negeri 2 Jambi City under his leadership. This is also what motivates all madrasah residents to support this vision for the long-term viability of madrasah plans. Inspirational Motivation, which describes a transformational leader, is defined as a leader who can articulate clear expectations for his subordinates' achievements, demonstrate his commitment to all organizational goals, and inspire team spirit in the organization to foster enthusiasm and optimism. The hope is that transformational leaders will inspire, motivate, and modify their subordinates, making what was previously thought impossible possible.

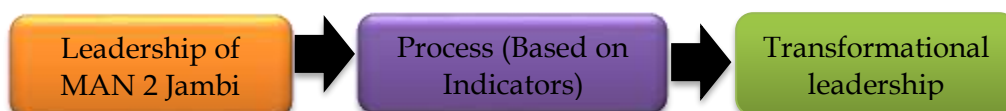
The madrasah head of MAN 2 Jambi City is an inspiring madrasa head. The efforts of the madrasah head to foster a competitive spirit among other madrasah communities should be emulated by all madrasah residents. The madrasa head was also successful

in instilling religious values within the madrasa. Because Madrasah Aliyah Negeri 2 Jambi City is also an upper secondary level Islamic-based madrasa, the religious environment in the Madrasah cannot be questioned. Leadership that stimulates followers to be creative and innovative, as well as their own beliefs and values, as well as the assessment and beliefs of leadership and the organization, is an example of intellectual stimulation. A transformative leader's ability to encourage his subordinates to solve problems carefully and rationally. A good intellect is also required of a leader. The head of the MAN 2 Madrasah Jambi City is a wise leader. Leading and carrying out the task of continuing education is not an easy task. All of this was done sincerely for the betterment of the organization he was leading.

The madrasa head's intellectualism can also be seen in the way he liberates teachers in organizing learning, supporting, and guiding teachers. The head of the madrasah held several programs to develop the professionalism of staff and teachers, including sending staff and teachers to independent curriculum training, language training, and a variety of other training courses. For the MGMP, it is a forum established by the madrasah's head to foster the enthusiasm and culture of learning among teachers in order to establish a learning community. Individualized Consideration (adapted consideration) already exists in the head of Madrasah Aliyah Negeri 2 Jambi City, where he reflects, thinks, and always identifies his employees' needs. A leader's personality is a person who has demonstrated his personality as a leader.

The Head of Madrasah Aliyah Negeri 2 Jambi City has an idealized role of influence, which includes instilling self-confidence (trust) in those he leads, sharing risks by putting his members' needs ahead of his own, developing a shared vision among institutional communities, and distributing leadership roles.

The inspirational motivation, namely the head of Madrasah Aliyah Negeri 2 Jambi City, always provides challenges for his members' work. Intellectual stimulation, specifically the head of Madrasah Aliyah Negeri 2 Jambi City, behavior that practices innovations to effect change, his leadership behavior is based on developing science and intellectually he is able to translate it into productive performance, explore new ideas and creative solutions from its members. The flow of Leadership and Transformational Leadership can be described using the indicators as the basis for conducting the research process:



**Figure 1. Leadership-Transformational Leadership Flow of the head of MAN 2 Jambi City**

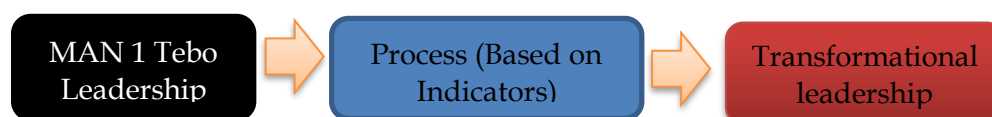
## **Madrasah Aliyah Negeri 1 Tebo**

Madrasah Aliyah Negeri 1's principal Tebo is a leader who understands the needs of teachers and education staff in order to achieve a predetermined goal by providing guidance, orders, and establishing cooperation, with the ability to influence its members, who provides guidance, orders, and coordinates, consistently provides effective contribution, establishes and builds good cooperation, designs and organizes activities, and realizes the goals that have been set.

Madrasa principals can transform potential (or seek potential) into achievements for madrasas by working together to set goals based on respect, confidence, commitment, innovation, and the courage to face challenges. With idealized influence indicators, generate respect and confidence (trust) from those they lead, share risks by putting the needs of its members ahead of personal needs, develop a shared vision among institutional communities, distribute leadership roles, develop a work culture, carry out restructuring efforts, empower its members, and act ethically and morally.

Inspirational motivation, providing challenges for its members' work, paying attention to the meaning of work for its members, showing or demonstrating commitment to organizational goals through behavior that its members can observe, and an enthusiastic motivator to continue to arouse the enthusiasm and optimism of its members. Leadership behavior is based on developing knowledge and intellectually capable of translating it into productive performance, exploring new ideas and creative solutions from its members, and never forgetting to always encourage its members to learn and practice new ways of doing work.

Individualized consideration, behavior reflects himself as a person who is attentive in listening to and following up on complaints, ideas, hopes, and all inputs provided by its members, as well as being sensitive to institutional development. The flow of Leadership and Transformational Leadership can be described using the indicators as the basis for conducting the research process:



**Figure 2. Transformational Leadership Flow of the Head of Madrasah Aliyah Negeri 1 Tebo**

In this study, the head of Madrasah Aliyah Negeri 1 Tebo plays the role of a transformer leader based on his religious integrity. Direction setter, designer, change agent, motivator, spokesperson, barrier breaker, and role model are some of these roles. The transformational leadership of Madrasah Aliyah Negeri 1 Tebo begins with vision communication. Each madrasa head has a clear and realistic vision for the

madrasa's progress. They also have strong communication skills with all academics and stakeholders. Madrasah Aliyah Negeri 1 Tebo's Head of Madrasah communicated his vision and mission to all Madrasah residents.

Intelligent designers include the heads of Madrasah Aliyah Negeri 1 Tebo, MAN 2 Jambi City, and MAN 1 East Tanjung Jabung. They have excellent design ideas. As a result, before they design their ideas, they form a team, identify and analyze problems to determine the institution's strengths and weaknesses, as well as the amount of potential it has, and determine and prepare the programs that will be drawn up in their plans. This is done to ensure that the design is prepared and useful. After forming the team, they identify problems through mapping and qualification tests, and they identify problems through reports from team members, which are then analyzed and determined by the needs of the leadership.

They demonstrated design results in the form of a plan to develop human resources for teachers and employees through intensive coaching and expert assistance, a plan to recruit new, quality students through psychological and academic tests and open five pathways, a plan to combine the previously distinct madrasah and ma'had curricula, a plan to develop student-centered creative, active, innovative, and effective learning methods; plans to optimize the function of media, facilities, and infrastructure through data collection and maintenance; plans to supplement learning resources; plans to create a better assessment and evaluation system; and plans to improve madrasah administration to be clearer, more complete, and more transparent.

Everything has been properly and systematically written and planned in the madrasah management manual and work plan. Describe how the vision can be realized. Leaders must not only convey a compelling vision; they must also persuade followers that the vision is achievable. It is critical to establish a clear connection between the vision and a credible strategy for achieving it. Act with discretion and optimism. If the leader lacks confidence and conviction, followers will not believe in the vision. It is critical to maintain optimism about the group's chances of achieving its vision, especially in the face of temporary setbacks and setbacks. The confidence and optimism of a manager can be highly contagious. It is preferable to emphasize what has been accomplished thus far rather than what remains to be done. It is preferable to emphasize the vision's positive aspects rather than the obstacles and dangers that will be encountered. Both words and actions demonstrate confidence. Lack of self-assurance is reflected in staggered and tentative language, as well as some nonverbal cues. One of the requirements for an effective leader, according to Danim (2010), is the ability to plan or organize.

Madrasah leaders must also devise a strategy to increase the professionalism of teaching and education staff so that they are not offended or humiliated. They offer

guidance and training by sharing information internally and involving them in various activities. It allows subordinates to express their opinions, but they must be supported by logical arguments and data. This is also an effort to guide and train subordinates to become accustomed to thinking and acting correctly and carefully. He also frequently sends them on outside trainings, workshops, and seminars. Expert assistance is also available. Subordinates feel more valued and gain knowledge when they share effectively and involve external experts.

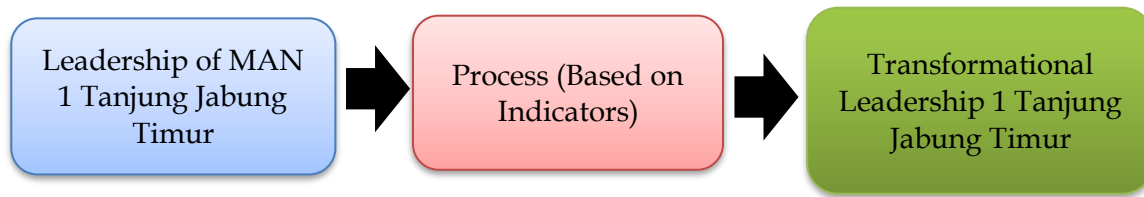
Komariah dan Triatna (2016) one of the characteristics of visionary leadership is guiding people toward the expected level of work professionalism. The ability of the leader to guide and train subordinates is also a form of empowerment. This empowerment exemplifies one of Adeyemi's characteristics of a visionary leader, namely empowerment. According to Wahjosumidjo (2007) , one of the leadership techniques is the leader's ability to provide motivation, so every leader must be confident in using motivation to carry out a variety of leadership functions. Rivai dan Mulyadi (2011) discuss leadership qualities, one of which is the ability to motivate employees. Musbikin went on to say that a motivator must have the right strategy in place to provide motivation. Mulyasa (2013) demonstrates that motivation can be increased by arranging the physical environment, creating a pleasant work environment, discipline, encouragement, effective rewards, and providing a variety of learning resources.

### **Madrasah Aliyah Negeri 1 Tanjung Jabung Timur**

As follows, the Head of Madrasah Aliyah Negeri 1 Tanjung Jabung Timur attempts to inspire and motivate his subordinates: Create a clear and appealing vision. Transformational leaders build commitment to a new vision or reinforce an existing vision. A clear vision of what an organization can achieve or will become will assist people in understanding the organization's goals, objectives, and priorities. It gives work meaning, provides self-assurance, and fosters a sense of shared purpose. Finally, vision influences the actions and decisions of others.

The Head of Madrasah Aliyah Negeri 1 Tanjung Jabung Timur has been active and effective in the following roles: Director, Designer, Agent of Change, Trainer, Motivator, Barrier Solver, and Role Model. These roles are carried out to effect change (transformation) in the following ways: 1) sharing a vision, developing strategies, making changes, enabling and empowering, providing inspirational motivation, establishing cooperation, overcoming obstacles, skirting regulations, and becoming *uswah*. Throughout the process, he always plays his roles with religious integrity. Thus, the Head of Madrasah Aliyah Negeri 1 Tanjung Jabung Timur has succeeded in improving educational quality, including academic and non-academic quality, as well as the quality of input, process, and results. Using the indicators as a foundation:





**Figure 3. The Transformational Leadership Flow of the Head of Madrasah Aliyah Negeri 1 Tanjung Jabung Timur**

The Head of Madrasah Aliyah Negeri Tebo and the Head of Madrasah Aliyah Negeri 1 Tanjung Jabung Timur carry out the role of transformer leaders who provide changes in aspects of the teaching and learning process, student learning achievements within the Madrasah and taking part in extracurricular events/activities outside the madrasah, improving the quality of teacher teaching through scientific activities, improving madrasah facilities to support the success of teaching and learning, establishing good cooperation internally within the madrasah and externally outside the madrasah, upholding the value of discipline among all madrasah residents and cultivating/getting used to carrying out religious commands such as praying in congregation, reading the Yasin letter Tahlil Takhtim Prayer, carrying out the practice of funeral prayers, carrying out the practice of ruqyah, memorizing the Qur'an specifically Juz 30, being able to read and write the Qur'an well, and cultivating the 5 S's (greeting, smiling, greetings, politeness and politeness), the value of discipline (arrive on time, fill in the attendance list, prepare work facilities for teachers, learning tools for students, subject books or learning tools, obey all regulations, carry out tasks that are obligations and authority, permission if absent and norms and values as regulations that become fruit of instilling religious values), in accordance with the indicators for increasing madrasa religiosity values, namely: 1) belief values, 2) worship values 3) norms and habits in madrasas that can be formed, strengthened and maintained through leaders and teachers in schools and madrasah religious values influence not only the activities of madrasah residents but also their motivation and enthusiasm.

The increase in madrasa religious values cannot be separated from the role of a transformational leader carried out by the head of Madrasah Aliyah Negeri 2 Jambi City, the Head of Madrasah Aliyah Negeri 1 Tebo and the Head of Madrasah Aliyah Negeri 1 Tanjung Jabung Timur, namely: direction setter, designer (designer), agent of change, trainer, motivator, spokesperson, problem solver and role model. These roles are carried out actively and optimally and are characterized by religious integrity in realizing the improvement of madrasa culture through the following methods: (sharing vision, developing strategies, making changes, enabling and empowering, providing inspirational motivation, establishing cooperation, overcoming obstacles, getting around regulations, and being exemplary example (uswatun hasanah).

### **Madrasah Aliyah Negeri 1 Tanjung Jabung Timur**

Madrasah Aliyah Negeri 1 Tanjung Jabung Timur cultivates religious values by acquainting students with the Yasin tahlil takhtim prayer letter, midday prayers in congregation, cultivating discipline and maintaining environmental cleanliness, carrying out restructuring efforts in the madrasah, namely changing the form of the madrasah to be sensitive to the surrounding environment and being able to utilize the environment as the potential for the madrasa, The indicators of madrasa religiosity values are 1) beliefs, 2) policies, and 3) norms and habits in madrasahs that can be formed, strengthened, and maintained by school leaders and teachers, and religiosity values influence more than just the activities of madrasah residents. but also, motivation and enthusiasm.

Academic culture, cultural culture, and democratic culture are three religious values that must be developed in madrasahs. These three cultures must be prioritized in the madrasah setting. Madrasah Aliyah Negeri 1 Tanjung Jabung Timur's transformer leadership has been active and optimal in fulfilling its roles by sharing vision, developing innovative strategies, making changes, enabling and empowering, creating creativity, providing creative inspirational motivation, building cooperation, eliminating obstacles, and becoming uswah.

### **Transformational leadership in instilling religious values in Jambi Province**

#### **Madrasah Aliyah Negeri 2 Kota Jambi**

The head of Madrasah Aliyah Negeri 2 Jambi City's leadership in instilling madrasa religiosity values, namely: 2nd Madrasah Aliyah Negeri Head of Madrasah Aliyah Negeri 2 in Jambi as a change Jambi City is concerned about institutional development, according to the Head of Madrasah Aliyah Negeri 2. Jambi City 2 Public Madrasah Aliyah distributes leadership roles, Jambi City 2 Public Madrasah Aliyah develops madrasa culture, Jambi City 2 Public Madrasah Aliyah undertakes madrasah restructuring efforts, and Jambi City 2 Public Madrasah sets an example and empowers subordinates.

The application of transformational leadership by the Head of Madrasah Aliyah Negeri 2 Jambi City increased the culture of the madrasa, namely 1) the results of madrasa culture in the form of rules and manners for students at Madrasah Aliyah Negeri 2 Jambi City were made based on belief, and 2) the application of transformational leadership by the Head of Madrasah Aliyah Negeri 2 Jambi City increased the culture of the madrasa, 2) Madrasah Aliyah Negeri 2 Jambi City cultural outcomes in the form of policies that can become habits that are obeyed by all madrasah residents implementing religious culture (dzuhur prayers in congregation,

greeting culture, maintaining environmental cleanliness and discipline), 3) At Madrasah Aliyah Negeri 2 Jambi City, norms and habits are formed, strengthened, and maintained by leaders and teachers, and the culture of the madrasa influences not only the activities of the madrasa residents, but also their motivation and enthusiasm.

Culture can be defined in at least three ways: as 1) a complex of ideas, ideas of values, norms, regulations, and so on, 2) a complex of human activity in society, and 3) as a thing. -artificial objects. Madrasah Aliyah Negeri 2 Jambi City, including madrasahs that have developed with the availability of complete facilities, the number of teachers who have begun to be fulfilled not only in terms of quantity but also in terms of quality is already very capable because several teachers, including the madrasa's head, already have masters (S2). According to the concept of transformational leadership, which is made up of two words: leadership and transformational.

### **Madrasah Aliyah Negeri 1 Tebo**

The Head of Madrasah Aliyah Negeri 1 Tebo forms beliefs with confidence, and hard work, and produces change results, namely good progress in the teaching and learning process and the availability of facilities, policies, norms, and habits in madrasahs that can be formed, strengthened, and maintained through leaders and teachers in schools and the culture of madrasahs influences not only the activities of madrasa residents but also their motivation and enthusiasm. Culture can take at least three forms: 1) a complex of ideas, such as values, norms, and regulations, and so on, 2) a complex of human activities in society; and 3) as human-made objects.

Instilling religious values in Madrasah Aliyah Negeri 1 East Tanjung Jabung Regency through transformational leadership. The findings of researchers at the East Tanjung Jabung 1 State Madrasah Aliyah regarding transformational leadership, the steps of change taken by the East Tanjung Jabung 1 State Madrasah Aliyah in instilling madrasa culture, and the application of discipline as a form of cultural results cultivated at the Tanjung Jabung 1 State Madrasah Aliyah East.

### **Madrasah Aliyah Negeri 1 Kabupaten Tanjung Jabung Timur**

The development of Tanjung Jabung Timur 1 Public Middle School still faces several challenges, particularly the natural factor of its geographical location near the sea; however, we from the madrasa always strive to carry out the teaching and learning process properly by what was conveyed by the Head of Tanjung Jabung Timur 1 Madrasah Aliyah Negeri 1, and there have been several advances and efforts made by the Head of Tanjung Jabung Timur 1 Madrasah Aliyah Negeri 1: 1) Teachers must complete learning devices because they prepare teachers to teach effectively; 2) Strive for laboratory equipment, which is still lacking, as well as many K-13 books for both general subjects and religion; 3) In terms of the personality of the Head of Madrasah

Aliyah Negeri 1 Tanjung Jabung Timur, the person is wise in dealing with various problems, friendly, hardworking, establish good cooperation, and is sensitive to the latest information. Although many teachers are still less sensitive to technological information, the Head of Madrasa Aliyah Negeri 1 Tanjung Jabung Timur always encourages and provides explanations on the importance of using IT; 4) The Head of MAN 1 Tanjung Jabung Timur's cooperation with government agencies and educational institutions; 5) There are already alumni of MAN 1 Tanjung Jabung Timur at IAIN Sulthan Thaha Saifuddin Jambi, UNJA, but the National College of Health is still missing due to the economy of middle and lower students. 6) Madrasah culture at Madrasah Aliyah Negeri 1 Tanjung Jabung Timur, namely reading Yasin letters everyday active learning except for Monday ceremonies and Friday sports, midday prayers in congregation, cults after finishing midday prayers in congregation, and maintaining a sense of deliberation the essence of transformation, according to the Deputy Head of Curriculum Division, is turning potential into real energy.

### **Strategic efforts of the Madrasah Principal's transformational leadership in instilling the religious values of the State Aliyah Madrasa in Jambi Province**

#### **Madrasah Aliyah Negeri 2 Kota Jambi**

With transformational leadership, the strategic efforts of the Head of Madrasah Aliyah Negeri 2 Jambi City will be able to bring awareness to followers by generating productive ideas, synergistic relationships, responsibility, educational concern, shared ideals, and moral values. The Head of Madrasah Aliyah Negeri 2 Jambi City can effect change because he has a vision and mission, a work program, leadership charisma, and the ability to manage and motivate his subordinates. This includes encouraging subordinates to propose solutions to problems and supporting subordinates who take on the responsibility of solving problems on their own. Giving people more authority over how their work is done. Finally, granting authority entails providing adequate resources for subordinates to complete a task assigned to them.

To improve the quality of educators, the headmaster of Madrasah Aliyah Negeri 2 Jambi City always provides direction and guidance to teachers and administrative staff so that students are guided and given opportunities for creativity, such as in Olympic activities. The Ministry of Education's National Science (OSN) and Madrasah Science Competition (KSM) with this competition can be a self-forging experience for students of Madrasah Aliyah Negeri 2 Jambi City.

#### **Madrasah Aliyah Negeri 1 Tebo**

The strategic efforts undertaken by the Head of Madrasah Aliyah Negeri 1 Tebo include; openness of transparent administrative and financial systems, teaching teachers must be by their main tasks and functions (TUPOKSI), although there are still

obstacles, namely teachers who teach not according to their scientific specifications because there is still a shortage of teachers whose knowledge by the subjects he teaches, the construction of gates, parks, laboratories, and libraries, the Head of Madrasah Aliyah Negeri 1 Pulau Temiang also emphasizes teachers to make learning tools (RPP, daily program, monthly program).

Madrasah heads and teachers are working on a Poor Scholarship Program from the government, prioritizing students who truly cannot afford it and channeling it directly to each student's account. The funds are to be used as efficiently as possible for the benefit of students in meeting their learning needs, and the BSM distribution process adheres to both operational and technical guidelines.

### **Madrasah Aliyah Negeri 1 Tanjung Jabung Timur**

The madrasa head's efforts to improve the quality of learning at Madrasah Aliyah Negeri 1 Tanjung Jabung Timur, specifically by increasing the availability of Madrasah facilities, increasing teaching and learning activities by teachers by completing learning tools, and increasing the religiosity values that we apply at Madrasah Aliyah Negeri 1 Tanjung Jabung Timur, which has become a habit and necessity, namely that class upholding a sense of togetherness, caring.

Factors influencing the success of the transformational leadership role played by the Head of Madrasah Aliyah Negeri 1 Tanjung Jabung Timur in implementing changes in religiosity values, namely the leader's personality factors: enthusiasm, courage to take risks, integrity, responsibility, compassion, optimism, intelligence, persistence, positive thinking, good at motivating yourself and others, gentle but firm, hard-working, results-oriented, professional, disciplined, sets a good example.

The strategic efforts that the leadership of Madrasah Aliyah Negeri 1 Tanjung Jabung Timur, as well as the heads of Madrasah Aliyah Negeri 1 Jambi City and Madrasah Aliyah Negeri Tebo, will achieve in this research are due to several factors, including the leader's personality, educational and experience factors, internal factors, and external factors. These three elements interact and influence one another. However, Zamroni shared the factors for improvement as a whole process. Personality, education, and experience factors of leaders are included in school management factors because leadership exists in management. Similarly, internal and external factors influence school administration, learning processes, and school culture.

### **D. Conclusion**

Madrasah heads with transformational leadership are considered successful in instilling religious values in Jambi Province. Heads of Madrasah Aliyah Negeri 2 Jambi City, Madrasah Aliyah Negeri 1 Pulau Temiang Tebo Regency, and Madrasah

Aliyah Negeri 1 Tanjung Jabung Timur are considered not optimal in instilling religious values in Madrasah Aliyah Negeri Jambi Province because it can provide change with its charismatic attitude, has good religious integrity as a reflection of the inculcation of religious values, namely having a Muslim personality like Rasulullah SAW, knowing the needs of members, building self-confidence and members, building a shared commitment in making a move towards better change, be creative, productive and innovate, be exemplary and dare to face challenges, be sensitive to complaints and suggestions from members, hold meetings and have a spirit of motivation.

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