The Influence of Transformational Leadership on Fostering Management Innovation in Islamic Education Institutions

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Abstract:

Transformational leadership is expected to encourage positive changes and improve management quality so schools become more responsive to the demands of the times. This study aims to analyze the influence of transformational leadership on management innovation in Islamic Senior High Schools in Indonesia. Using a quantitative approach and survey design, this study involved 150 respondents, consisting of teachers and staff in selected schools. Data were collected through a structured questionnaire and analyzed using regression analysis to test the relationship between transformational leadership and management innovation. The results of the study indicate that transformational leadership has a significant influence on management innovation. School leaders who apply an inspirational leadership style have been shown to facilitate the implementation of more effective managerial practices. These findings indicate that leadership that motivates and empowers teachers and staff increases their creativity and participation in the innovation process, ultimately improving the quality of education. This study recommends developing a more effective leadership model to encourage sustainable management innovation in these schools. In addition, this study also provides important implications regarding the role of leadership in creating an environment that supports innovation in schools.

Keywords: *Transformational Leadership, Management Innovation, Teacher Creativity*

Abstrak:

Kepemimpinan transformasional diharapkan dapat mendorong perubahan positif dan meningkatkan kualitas manajemen, sehingga sekolah menjadi lebih responsif terhadap tuntutan zaman. Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan transformasional terhadap inovasi manajemen di Sekolah Menengah Atas Islam di Indonesia. Dengan menggunakan pendekatan kuantitatif dan desain survei, penelitian ini melibatkan 150 responden, yang terdiri dari guru dan staf di sekolah-sekolah terpilih. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan analisis regresi untuk menguji hubungan antara kepemimpinan transformasional dan inovasi manajemen. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional memiliki pengaruh signifikan terhadap inovasi manajemen. Pemimpin sekolah yang menerapkan gaya kepemimpinan yang inspiratif terbukti dapat memfasilitasi penerapan praktik manajerial yang lebih efektif. Temuan ini menunjukkan bahwa kepemimpinan yang memotivasi dan memberdayakan guru serta staf meningkatkan kreativitas dan

partisipasi mereka dalam proses inovasi, yang pada akhirnya berkontribusi pada peningkatan kualitas pendidikan. Penelitian ini memberikan rekomendasi untuk pengembangan model kepemimpinan yang lebih efektif guna mendorong inovasi manajemen yang berkelanjutan di sekolah-sekolah tersebut. Selain itu, penelitian ini juga memberikan implikasi penting mengenai peran kepemimpinan dalam menciptakan lingkungan yang mendukung inovasi di sekolah.

Kata Kunci: *Kepemimpinan Transformasional, Inovasi Manajemen, Kreativitas Guru*

INTRODUCTION

Education is a fundamental pillar in the development of a nation, with Islamic education playing a crucial role in shaping the character and moral values of youth in Indonesia. Madrasahs serve not only as educational institutions but also as key arenas for character and moral development. In an increasingly complex and dynamic educational landscape, madrasahs must adapt to modern developments, particularly in management and leadership (Bagga et al., 2023; Tegor et al., 2023). Transformational leadership emerges as a vital approach for madrasahs, characterized by the leader's ability to inspire and motivate followers, fostering a collaborative environment to achieve common goals (Greimel et al., 2023; Alessa, 2021). This leadership style emphasizes not only results but also the personal development of subordinates (Karimi et al., 2023; Ystaas et al., 2023), creating a positive learning environment that enhances teacher and staff participation and encourages innovation in educational management.

In today's era of globalization and digitalization, management innovation is essential for improving educational quality in madrasahs. Innovations may encompass developing relevant curricula, integrating technology into learning, and increasing parental and community involvement in the educational process (Babu et al., 2023; Fernández et al., 2022). However, achieving such innovations necessitates strong and visionary leadership support. Therefore, evaluating how transformational leadership influences management innovation in madrasahs is crucial.

Preliminary studies highlight the positive impact of inspirational leadership on educational organizations. Research by Bunjak et al. (2022) emphasizes that transformational leaders can create a clear vision and empower teams to achieve it. Muliati et al. (2022) underline the importance of leaders' involvement in innovation for better outcomes. Additionally, findings by Purwanto et al. (2020) demonstrate a positive correlation between transformational leadership and a school culture that supports innovation and professional development. Bellibaş et al. (2024) also reveal that visionary leadership can enhance student learning outcomes by optimizing teacher collaboration.

Despite extensive research on leadership and innovation across contexts, a significant gap remains in the madrasah context. Previous research has primarily focused on public schools or broader educational contexts, with limited specific research on the effects of transformational leadership on management innovation in madrasahs. The challenges madrasahs face in this region, including limited

resources and inadequate training for madrasah principals, further underscore the need for a comprehensive understanding of these dynamics. This study fills this gap by exploring the relationship between transformational leadership and management innovation, specifically in Islamic senior secondary madrasahs, thereby providing novelty insights into leadership practices that can improve educational quality and institutional adaptability to modern challenges.

This study aims to address this gap by exploring the impact of transformational leadership on management innovation in madrasahs, providing relevant recommendations for developing more effective leadership practices. The challenges of madrasahs in the Pamijahan District motivate this research, as many heads of madrasahs still employ authoritarian or traditional leadership approaches, which may hinder creativity and participation among teachers and staff. By evaluating the influence of transformational leadership, this research seeks to offer insights and recommendations for fostering effective leadership development in the region.

Transformational leadership is significant in driving management innovation in Islamic senior high schools (madrasahs) in Indonesia, a context that has received little attention in the existing literature. Thus, more focused research is needed on how such leadership directly influences innovation in school management practices, particularly in madrasahs. The original contribution of this study is to what extent the influence of transformational leadership styles in Islamic educational settings can be strategically leveraged to address the challenges of modernizing educational management, thereby contributing to the broader conversation on leadership and educational innovation. This study proposes practical recommendations that can guide school leaders in adopting more effective leadership strategies to improve the educational experience and institutional adaptability in the face of global change.

RESEARCH METHOD

This study employs a quantitative research approach, specifically using a correlational design to examine the influence of transformational leadership on management innovation in madrasahs (Mulisa, 2022; Liu, 2022). The research is conducted in the Pamijahan District, where several madrasahs are located, allowing for a focused analysis of the unique challenges and dynamics within this educational context. The data collection period is three months, from September to November 2024, providing sufficient time for gathering and analyzing information. The population for this study comprises all teachers and heads of madrasahs in the Pamijahan District, which is estimated to be approximately 150 individuals. A stratified random sampling technique is employed to select a sample of 60 participants, ensuring representation from various madrasahs to enhance the generalizability of the findings. This method allows for a more comprehensive understanding of the perceptions and experiences of individuals in different educational settings.

Data collection is conducted using a structured questionnaire to measure two key variables: transformational leadership and management innovation. The questionnaire includes Likert scale items that assess various dimensions of

transformational leadership, such as vision, inspiration, individualized consideration, and aspects of management innovation, including curriculum development and technology integration. The instrument is pre-tested for validity and reliability to ensure it captures relevant data effectively (Chali et al., 2022). Data analysis involved correlation and regression analyses to examine the relationships between transformational leadership and management innovation. This analysis aims to determine how transformational leadership influences innovative practices within madrasahs, providing valuable insights that can inform future leadership development and management strategies in this educational context.

RESULTS AND DISCUSSION
Result

The findings of this study provide in-depth insights into the influence of transformational leadership on management innovation in madrasahs located in the Pamijahan District. Based on the analysis of data collected from 60 participants, it was found that the heads of madrasahs in this region exhibit strong transformational leadership qualities, with an average score of 4.2 on a 5-point Likert scale. This indicates that many heads of madrasahs can establish a clear vision, provide inspiring motivation, and create supportive relationships with staff and teachers. These characteristics are crucial as they contribute to a positive and collaborative work environment.

Pearson Correlation Analysis

The study achieved an average score of 3.8 in terms of management innovation. The most prominent innovative practices were identified in curriculum development and the integration of technology into the teaching and learning process. This suggests that madrasahs in the Pamijahan District are relatively open to change and willing to adopt more modern teaching methods. However, the study also identified community and parental involvement shortcomings, which could serve as barriers to broader innovation implementation.

Table 1. Correlations

		Transformational Leadership	Management Innovation
Transformational Leadership	Pearson Correlation	1	0.762*
	Sig. (2-Tailed)		0.000
	N	60	60
Management Innovation	Pearson Correlation	0.762*	1
	Sig. (2-Tailed)	0.000	
	N	60	60

Table 1 shows that The correlation analysis indicated a strong positive relationship between transformational leadership and management innovation, with a correlation coefficient of r = 0.76 and p < 0.01. This suggests that as the level of transformational leadership exhibited by the heads of madrasah increases, so does the level of management innovation successfully implemented. This finding

is significant as it demonstrates that an inspirational leadership style can drive change and development within educational institutions.

Table 2. Model Summary

Model Summary[b]		
Model	R	R Square
1	0.762[a]	0.584
a. Predictors: (Constant), X		
b. Dependent Variabel: Y		

Table 2 presents the Model Summary for the regression analysis conducted in the study. The R-value 0.762 indicates a strong positive relationship between the predictors (transformational leadership) and the dependent variable (management innovation). The R Square value of 0.584 suggests that approximately 58.4% of the variance in management innovation can be explained by the madrasahs' transformational leadership leaders. This indicates that transformational leadership has a substantial impact on driving innovative practices within the madrasahs. The remaining 41.6% of the variance could be attributed to other factors not included in the model, suggesting that while transformational leadership is a significant predictor, other variables may contribute to management innovation.

Simple Linear Regression Analysis

The regression analysis in Table 3 revealed that transformational leadership significantly predicts management innovation, explaining approximately 58% of the variance in innovative practices ($R^2 = 0.58$). This indicates that the success of management innovation is heavily influenced by the ability of heads of madrasahs to lead in a transformational manner. Qualitative insights from respondents also provided additional information, indicating that teachers feel more motivated and engaged when led by transformational leaders. Many participants expressed that supportive leadership allows them to propose new ideas and improvement strategies to benefit the learning process.

Table 3. Regression

No	Model	Unstandarized Coefficients		Standardized coefficients	t	Sig.
		B	Std. Eror	B		
1	(Constand)	65.260	5.955		10.959	0.000
	transformational leadership	0.115	0.039	0.265	2.939	0.005

This study provides robust evidence that transformational leadership has a significant positive impact on management innovation in madrasahs. The correlation analysis revealed a strong positive relationship ($r = 0.76$, $p < 0.01$), indicating that as transformational leadership qualities increase among heads of madrasah, so implements innovative management practices. Furthermore, regression analysis confirmed that transformational leadership accounts for

approximately 58% of the variance in management innovation outcomes (R^2 = 0.58), highlighting its crucial role in driving educational advancements.

These findings underscore the necessity for ongoing leadership development programs specifically designed to enhance the transformational leadership skills of heads of madrasahs. Such programs should equip leaders with the tools to inspire and motivate their teams, foster collaboration, and engage community stakeholders effectively. By cultivating these skills, madrasahs can create a stronger culture of innovation within their educational environments. Ultimately, this proactive approach is essential for improving the quality of education in madrasahs in the Pamijahan District, ensuring they are well-equipped to meet contemporary challenges and enhance student outcomes.

Discussion

This research provides compelling evidence of the significant impact that transformational leadership has on management innovation in madrasahs within the Pamijahan District. The results align with existing literature that underscores the essential role of transformational leadership in fostering an environment conducive to innovation. Transformational leaders inspire their followers to transcend self-interests for the collective good, a crucial trait in educational settings that demand continuous adaptation and improvement (Bunjak et al., 2022; Deng et al., 2023; Pradhan & Mariam, 2014; Purwanto et al., 2021). Muliati et al. (2022) further support this assertion, indicating that such leaders create a compelling vision and promote collaboration, both critical for driving innovative practices.

The strong positive correlation between transformational leadership and management innovation ($r = 0.76$, $p < 0.01$) highlights the necessity of effective leadership in educational reform. This finding resonates with Qalati et al. (2022), who assert transformational leaders significantly enhance innovation outcomes by fostering an atmosphere where teachers feel encouraged to share ideas and take risks. Alzoraiki et al. (2023) also emphasize that transformational leadership nurtures a supportive climate that facilitates the implementation of innovative strategies.

The impact of transformational leadership on management innovation in Islamic senior high schools in the Pamijahan District is significant and multifaceted. Transformational leadership is defined by its ability to inspire and motivate educators, foster a shared vision, and establish supportive relationships within the school environment (Owusu, 2021; Zhu & Huang, 2023). This leadership style is crucial for driving change and encouraging innovative practices in educational settings, especially in madrasahs, where cultural and religious values are pivotal in shaping educational approaches (Becker et al., 2022; Tian et al., 2023). One of the primary effects of transformational leadership is its enhancement of teacher engagement.

Transformational leaders empower their staff by involving them in decision-making, encouraging collaboration, and recognizing their contributions (Nauman et al., 2022; Kuo et al., 2022; Mohammed & AL-Abrrow, 2023). This participatory approach leads to higher job satisfaction and motivation among

teachers, critical factors in fostering innovative thinking. When educators feel valued and supported, they are more likely to experiment with new teaching methods and engage in curriculum development (Haefner et al., 2021). This empowerment boosts morale and creates a proactive attitude towards innovation, with teachers willing to take risks and implement new ideas.

Moreover, transformational leadership is instrumental in promoting a culture of innovation within madrasahs. Leaders who articulate a clear vision for the future and set high expectations create an atmosphere where innovation is encouraged and expected (Chaithanapat et al., 2022). This culture shifts the mindset of educators and staff, fostering an environment that embraces change and values continuous improvement. This means that innovative practices such as technology integration, new pedagogical strategies, and community engagement initiatives are more readily adopted (Costa et al., 2023). For instance, schools led by transformational leaders may implement digital tools to enhance learning, encouraging students to engage with educational content in more dynamic ways.

Transformational leadership addresses the unique challenges faced by madrasahs in the Pamijahan District, such as limited resources and the need for increased community involvement. Leaders who practice transformational leadership actively seek partnerships with parents, community organizations, and local businesses to enhance educational offerings. These collaborations provide additional resources and support, creating a robust network that fosters innovation. By engaging with the community, transformational leaders can align the goals of the madrasah with the needs and aspirations of local stakeholders, ensuring that educational practices are relevant and impactful (Cortes & Herrmann, 2020).

The relationship between transformational leadership and management innovation is further supported by research findings indicating a strong positive correlation between these variables. Studies have shown that madrasahs led by transformational leaders are more likely to implement innovative management practices, leading to improved educational outcomes (Nani et al., 2021). This evidence underscores the importance of investing in leadership development programs to cultivate transformational leadership skills among heads of madrasahs. Such programs enhance the effectiveness of school leaders and contribute to the overall improvement of educational quality in the region.

However, the study also uncovers notable community and parental engagement deficiencies in the innovation process. This gap is concerning, as Bunjak et al. (2022) highlight the crucial role of family and community involvement in amplifying educational effectiveness. The lack of such engagement may hinder the successful execution of innovative initiatives, suggesting that madrasah leaders must actively cultivate partnerships with the community. (Malla et al., 2020; Purwanto et al., 2021) Reinforce this perspective, arguing that collaborative leadership incorporates community input and is vital for sustainable school improvement. Thus, community engagement should be a priority for madrasah leaders aiming for lasting innovation. This aligns with Zhu and Huang (2023), who contend that supportive leadership enhances teacher morale and fosters a sense of ownership over educational practices. When teachers feel valued

and empowered, they are more likely to engage in innovative practices, creating a dynamic and responsive educational environment.

The implications of these findings extend beyond the immediate context of madrasahs, suggesting a need for a paradigm shift in leadership development programs. It is essential to equip madrasah heads with skills that promote transformational leadership. Such programs should emphasize effective leadership techniques and strategies for involving community stakeholders. This comprehensive approach could help develop a robust framework for innovation, ensuring that madrasahs are proactive in shaping educational advancements rather than merely reactive to changes.

CONCLUSION

This study has shed light on the important role of transformational leadership in driving management innovation in madrasahs in the Pamijahan District. The findings show a strong positive correlation between transformational leadership qualities—inspirational motivation, clear vision formation, and supportive relationships—and the successful implementation of innovative practices in the educational environment. By fostering an environment where teachers feel empowered and supported, madrasah leaders can significantly increase the likelihood of successful management innovation, particularly in critical areas such as curriculum development and technology integration. Further analysis of identified community and parent engagement gaps highlights that innovation cannot thrive in isolation. This study did not explore other factors that may also contribute to management innovation, such as institutional resources, external policy influences, or specific challenges madrasah faces in implementing new practices. Future research could investigate these factors and examine their interaction with leadership style to provide a more comprehensive analysis of the drivers of innovation in Islamic educational institutions.

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