

Pancatransformasional Leadership in Madrasahs: Integrating Religious Values for Sustainable Environmental Education through Adiwiyata Programs

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Abstract:

This study aims to analyze the characteristics of the transformational leadership of the madrasah principal in the development of Madrasah Adiwiyata. This study uses a qualitative approach of the case study type through a multi-site approach. Data collection techniques include in-depth interviews, participatory observation, and documentation. Data analysis techniques use an interactive model consisting of four stages: data collection, data presentation, data condensation, and concluding. The study results indicate that The 4 "I's" of Transformational Leadership are refined into Pancatransformational by adding elements of Idealized Religious Influence. Pancatransformational in madrasah leadership includes Religious Influence, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration with leadership principles based on *wasathiyah*/moderate religious values that can realize the development of a more holistic Adiwiyata school program. The implications of this study indicate that the concept of Pancatransformational, with elements of Idealized Religious Influence, strengthens the implementation of the Adiwiyata program in madrasahs. Based on *wasathiyah*/moderate values, this leadership integrates religious values in environmental conservation efforts. It motivates the entire school community to participate actively, creating an inclusive and sustainable school culture.

Keywords: *Adiwiyata Program, Pancatransformasional, Transformational Leadership*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang karakteristik kepemimpinan transformatif kepala madrasah dalam pengembangan Madrasah Adiwiyata. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus melalui pendekatan multisitus. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. teknik analisis data menggunakan model interaktif yang terdiri dari empat tahap: pengumpulan data, penyajian data, kondensasi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa The 4 "I's" of Transformational Leadership disempurnakan menjadi Pancatransformasional dengan menambahkan unsur Idealized Religious Influence. Pancatransformasional dalam kepemimpinan madrasah meliputi Idealized Religious Influence, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration dengan prinsip kepemimpinan yang berlandaskan nilai-nilai keagamaan *wasathiyah*/moderat dapat mewujudkan pengembangan program sekolah adiwiyata yang lebih holistik lagi. Implikasi penelitian ini menunjukkan bahwa konsep Pancatransformasional, dengan unsur Idealized Religious Influence, memperkuat pelaksanaan program Adiwiyata di madrasah. Dengan berlandaskan nilai *wasathiyah*/moderat, kepemimpinan ini mengintegrasikan nilai-nilai religius dalam upaya pelestarian lingkungan, serta

memotivasi seluruh komunitas sekolah untuk terlibat aktif, menciptakan budaya sekolah yang inklusif dan berkelanjutan

Kata Kunci: *Program Adiwiyata, Pancatransformasional, Kepemimpinan Transformasional*

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INTRODUCTION

The issue of education leadership has become one of the most relevant topics in improving the quality of schools, especially in facing increasingly complex social and environmental challenges (Pont, 2020; Glavič, 2020; Norman & Paramansyah, 2024). In Indonesia, the implementation of transformational leadership in madrasahs is an important concern, considering the need for leaders who can mobilize all elements of the school to face change and achieve sustainable environmental goals (Mansoor et al., 2021; Maulidah et al., 2023; Sliwka et al., 2024). According to data from the Ministry of Environment, the Adiwiyata program - which aims to create schools that care about and have an environmental culture - has been implemented in many schools, including madrasahs, as part of a national effort to increase environmental awareness (Nuzulia et al., 2019). The application of transformational leadership in madrasahs in this context is very important because it can be a driving force for social change that not only has an impact on improving academic achievement but also in forming collective awareness of the environment (Alrowwad et al., 2020; Navaridas-Nalda et al., 2020; Hasanah & Hefniy, 2023). Therefore, this study needs to explore how the transformational leadership of madrasah principals plays a role in developing Adiwiyata schools and how this strategy can significantly contribute to the sustainability of Islamic education in Indonesia.

Theoretically, transformational leadership includes four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual attention (Saad Alessa, 2021; Kariuki, 2021; Ansori et al., 2023). This model is very relevant in the context of madrasahs, where leaders are not only required to manage administratively but also to be moral role models and inspirations for teachers and students in achieving higher goals (Haq et al., 2022; Chafik & Drechsler, 2022; Hamidah, 2023). Previous research by Alzoraiki et al. (2023) has shown that transformational leadership has a significant impact on increasing organizational commitment and encouraging innovation in education. However, applying this leadership in the context of Adiwiyata schools in madrasahs is still under-explored, especially in environmental culture (Sanjani, 2023; Zaini, 2024).

The results of field observations show that although the Adiwiyata program has been implemented in Madrasah Tsanawiyah Negeri 1 Paiton, Probolinggo, and Madrasah Tsanawiyah Al-Hikam Jombang, not all madrasahs have succeeded in achieving their main goal, which is to create a sustainable environmental culture. This is a significant problem because, as an Islamic educational institution, madrasahs have a great responsibility to form a young

generation with character in academic achievement and social awareness of environmental preservation.

From direct observation, the success of the Adiwiyata program is highly dependent on the quality of the madrasah principal's leadership. The lack of literature that specifically discusses the role of transformational leadership in the context of madrasas and the implementation of environmental programs further emphasizes the importance of this study. The study focuses on understanding how madrasah principals can influence, motivate, and mobilize all elements of the school in supporting the Adiwiyata program, as well as examining its impact on school culture and environmental success in madrasas.

Previous research on this topic shows that transformational leadership positively influences various aspects of education. A study by Serin & Akkaya. (2020) found that principals who apply a transformational leadership style tend to be able to create an innovative school climate and support project-based learning, especially those related to the environment. Another study by Kwan. (2020) shows that transformational leadership directly impacts increasing students' environmental awareness in schools through collaborative learning and integrating social values into the curriculum. Meanwhile, research by Prabawani et al. (2022) revealed that transformational leadership in schools oriented towards environmental programs such as Adiwiyata encourages environmental awareness and strengthens the school community's commitment to environmental conservation. Although these studies show the positive influence of transformational leadership on environmental culture, they have not explored in depth how implementing this leadership style in madrasas can affect the success of the Adiwiyata program, especially in the context of Islamic education in Indonesia. This study fills the gap in the literature by focusing on the integration

The novelty of this study lies in the Pancatransformational concept, which is a development of transformational leadership theory by adding elements of Idealized Religious Influence. This approach combines the dimensions of transformational leadership with religious values based on Islamic teachings, especially in environmental conservation. This study offers a new perspective on how transformational leadership inspired by Islamic teachings can mobilize school communities to achieve sustainability goals. This research method also provides a multi-site approach that observes two madrasahs in different locations, providing a more comprehensive picture of the application of this theory in the field. This study aims to analyze the characteristics of transformative leadership of Madrasah Principals in the Development of Adiwiyata Madrasahs at Madrasah Tsanawiyah Negeri 1 Paiton, Probolinggo and Madrasah Tsanawiyah Al-Hikam Jombang. The urgency of this study lies in the importance of the role of madrasah principals in developing Adiwiyata Madrasahs that focus on environmental awareness, especially amid the global environmental crisis. As a leader, the madrasah principal is responsible for academic achievement and for forming a culture of environmental care in schools. This research is important to identify effective transformational leadership strategies in the context of Islamic education

so that it can be a reference for other madrasas that want to integrate religious values with environmental programs.

RESEARCH METHOD

This study uses a qualitative approach with a multi-site case study type. The qualitative approach was chosen because it aims to understand the phenomenon of transformational leadership of madrasah principals in the development of Adiwiyata schools in depth and contextually (Levitt, 2021). The type of multi-site case study research was chosen to allow researchers to explore in detail two different madrasahs, namely Madrasah Tsanawiyah Negeri 1 Paiton and Madrasah Tsanawiyah Al-Hikam Jombang, each of which has a unique strategy in implementing transformational leadership.

Madrasah Tsanawiyah Negeri 1 Paiton and Madrasah Tsanawiyah Al-Hikam Jombang were chosen as research locations because both successfully implemented the Adiwiyata program, although with different leadership models. Both madrasahs succeeded in creating a sustainable environmental culture, which is reflected in various achievements, such as the success of Madrasah Tsanawiyah Negeri 1 Paiton in obtaining the Adiwiyata Mandiri award in 2023 thanks to their initiative in managing waste and increasing environmental awareness among students.

Data collection techniques were conducted through in-depth interviews, participant observation, and documentation. Interviews were conducted with principals, teachers, students, and parents. The number of respondents in this study was 12 people from each madrasah, consisting of 2 principals, four teachers, four students, and two parents. This study is expected to contribute significantly to the literature on educational leadership and environmental development, especially in understanding the role of madrasah leadership in implementing the Adiwiyata program to create a sustainable environmental culture. The selection of informants was based on the principle of intentionality (purposive sampling), where each respondent was selected because they had in-depth information related to transformational leadership and the impact of the Adiwiyata program in their school.

The data collected was analyzed using descriptive data analysis techniques through the Interactive Model approach from Miles and Huberman (Asipi et al., 2022; Khoa et al., 2023; Salmona et al., 2024). This analysis involves four stages: data collection, data reduction, data presentation, and conclusion. Data collected through interviews and observations were analyzed continuously to find relevant patterns related to transformational leadership in both madrasahs. Data reduction was carried out by filtering the most important information and by the focus of the study, and then the data presentation was arranged in a systematic narrative form. Data validation was carried out through triangulation techniques, where information from various sources (interviews, observations, and documents) was compared to ensure consistency and accuracy of the findings. The conclusion is drawn based on testing the analyzed data's credibility, transferability, and confirmability.

RESULT AND DISCUSSION

Result

Idealized Religious Influence in the Development of Adiwiyata Schools

The transformational leadership implemented by the principals of madrasahs in two research sites, Madrasah Al-Hikam Jombang and Madrasah Tsanawiyah Negeri 1 Paiton, shows a significant influence of Islam in developing a culture of environmental care in schools. In Madrasah Al-Hikam, the Principal applies the values of wasathiyah (moderation) as the main foundation of his leadership.

Observations at Madrasah Tsanawiyah Al-Hikam Jombang showed a strong integration between Islamic values and environmentally friendly practices in the school. The principal set a real example by directly leading various environmental projects, such as creating an organic garden integrated into the science curriculum. Field observations also showed how students actively managed the school environment through greening initiatives, waste management, and water conservation. Student involvement in these activities was measured through a high level of participation, with more than 80% of students involved in each environmental project implemented. Teachers and school staff, who also followed the teachings of the principal, were also involved in these activities, demonstrating the influence of effective leadership.

On the other hand, at Madrasah Tsanawiyah Negeri 1 Paiton, field observations revealed how the Eco-Wudhu program was implemented to reduce water use during ablution as part of an Islamic-based water conservation initiative. The success of this program was measured through a 30% reduction in water use in the ablution area in one semester. The principal also encourages greening and maintaining open green spaces around the school, inspired by Islamic teachings about preserving Allah's creation.

The results of the above observations are supported by the interviews conducted with several informants regarding the integration of Islamic values and environmentally friendly practices in schools. In one interview, the principal stated: "We always base every activity in this school on religious principles, because preserving nature is a mandate from Allah (I_KMJ)." The results of this interview indicate that environmentally friendly activities in schools are based on Islamic religious principles, where preserving nature is considered a mandate from Allah. The principal emphasized that integrating Islamic values with environmental practices strengthens the commitment of the entire school community to environmental conservation. This approach provides a spiritual dimension that motivates students and teachers to be more active in environmental programs, seeing it as part of their religious obligations.

Meanwhile, at Madrasah Tsanawiyah Negeri 1 Paiton, an interview with the principal revealed that the teachings of Kiai Zaini Mun'im inspired the Adiwiyata program at his school. The principal stated, "Kiai Zaini's teachings about the importance of fighting for the interests of the people are very relevant to our efforts to protect the environment. We try to instill these values in students through the Adiwiyata program (I_KMP)." Interviews with teachers and school staff also supported this observation. A teacher of faith and ethics said, "We often teach students that protecting the environment is part of Islamic teachings, and

this is applied in every aspect of our school life (I_GR)." The interview activities above explain that Madrasah Al-Hikam Jombang is a pesantren-based school where Islamic values are integral to everyday life. The green and beautiful school environment is one of the characteristics of this madrasah. The principal, who leads with the principle of idealized religious influence, emphasizes the importance of maintaining a balance between worldly life and the afterlife, including efforts to preserve the environment.

Idealized Influence in the Development of Adiwiyata Schools

Transformational leadership implemented at Madrasah Tsanawiyah Al-Hikam Jombang through Idealized Influence plays a crucial role in driving the success of the Adiwiyata program. The Islamic boarding school's caretaker, the Head of the Madrasah, Mrs Maftuhah Mustiqowati, is a central figure who leads by example, inspiring the entire school community to care about the environment. The Adiwiyata program at this madrasah has been running since 2014, and this program is integrated into the Environmental Education (PLH) curriculum, which Mr. Pulung manages as a teacher and Head of the Adiwiyata Program Team. Mrs. Ika's idealized influence is seen in policies that support environmental sustainability, her firm yet inspiring leadership attitude, and close collaboration between students, teachers, and the surrounding community.

During the study, the researcher observed that the Adiwiyata program was implemented in the madrasah's internal environment and extended to the surrounding community. As the Principal, observations showed that Mrs. Ika was often directly involved in environmental activities, such as planting trees, cleaning the school area, and managing community gardens. This involvement is an example for teachers and students. The school also has an integrative curriculum where all teachers, especially Islamic Religious Education teachers, must combine religious studies with environmental education. Community involvement is also seen through collaboration between the school and the community in managing school gardens and other environmental activities.

In an interview with Mrs. Ika, she explained how the vision of the Adiwiyata program began with her concern about the lack of student concern for the environment. Mrs. Ika said: "I see young people today who are indifferent to the environment, starting from me who likes to take care of plants, then I thought, why don't I just implement Adiwiyata in the school? At the same time, changing the mindset of children and developing their character who care about their environment (I_KMJ)."

Meanwhile, at Madrasah Tsanawiyah Negeri 1 Paiton, Idealized Influence also plays a significant role in developing the Adiwiyata program. The Principal of the school here demonstrates a transformational leadership style that emphasizes personal example and commitment to sustainability. The Adiwiyata program has been integrated into the school structure through environmental policies, the development of environmentally friendly infrastructure, and educational and training activities. The Principal is always at the forefront of every activity, thus encouraging active participation from teachers, students, and the surrounding community. This initiative includes school cleaning activities, tree planting, and energy and water-saving campaigns. Field observations show that

Madrasah Tsanawiyah Negeri 1 Paiton has infrastructure strongly supports the green school program. Every corner of the school is decorated with trees and gardens managed by students and staff. The principal not only sets standards but is also actively involved in every initiative, from developing environmentally friendly policies to implementing activities in the field. The study also found that the transformational leadership of the principal positively impacts safety and health in the madrasah, where teachers and students voluntarily comply with the established safety protocols.

An interview with the Principal of Madrasah Tsanawiyah Negeri 1 Paiton revealed his commitment to developing the Adiwiyata program and the importance of role models in leadership. He explained, "Green schools are one of our main focuses. We want to create a conducive learning environment, but also environmentally friendly and sustainable (I_KMP)." Meanwhile, one of the teachers said, "The Principal always motivates us to be directly involved in the Adiwiyata program. He often holds meetings and gives real examples of how to manage the school environment. This makes us, as teachers, feel more responsible for involving students in every greening activity." (I_KLT). In addition, a student, Abdullah, shared his experience, "When the Principal invited us to join in planting trees and taking care of the organic garden, I felt inspired to contribute more. He always intervened directly, not just giving orders. This made us feel more connected to the program and excited to keep the school clean."

This interview confirmed the observation findings that the principal was often involved in environmentally friendly activities with students. The Head of the Adiwiyata Team added that the principal always provided motivation and appreciation to students and teachers who participated in the Adiwiyata program, thus creating a high spirit of collaboration (I_KTA). The findings above indicate that transformational leadership based on Idealized Influence plays an important role in the success of the Adiwiyata program, with the integration of religious values as the basis for managing the school environment.

Inspirational Motivation in the Development of Adiwiyata Schools

The Principal of Madrasah implements transformational leadership focusing on Inspirational Motivation at Madrasah Tsanawiyah Al-Hikam Jombang. The principal encourages environmental care movements that inspire the madrasah and the surrounding community, such as the Ecobrick Movement, composting, and tree planting. Through her inspirational motivation, Bunyai Ika has fostered the same spirit among her followers to create positive environmental changes.

The researcher observed how the environmental movement pioneered by Bunyai Ika at Madrasah Tsanawiyah Al-Hikam has succeeded in inspiring all members of the madrasah. One of the movements that attracted attention was the Ecobrick Movement, which is part of the madrasah's efforts to reduce plastic waste. In addition, planting 3,200 tree seedlings and creating biopores in the madrasah environment demonstrate the madrasah's commitment to environmental preservation. During the observation, the researcher also saw student involvement in organic fertilizer-making activities, an educational activity that emphasizes the importance of dealing with organic waste.

The results of the above observations are reinforced by interviews with the Principal of Bunyai Ika, who explained that inspirational motivation is the core of his leadership in developing green schools. He said: "I share stories and examples of how our actions have a positive impact on the environment and future generations. I also set ambitious but achievable goals, celebrating our progress so far (I_KMP)." The head of the Adiwiyata team reinforced this statement, Mr. Pulung, who said that Miss Ika is always motivated by examples and a clear vision. This is in line with the researcher's observations, which show the enthusiasm of students and staff for participating in the environmental movement at the madrasah (I_PP).

Meanwhile, at Madrasah Tsanawiyah Negeri 1 Paiton, Inspirational Motivation is also a main pillar in driving the Adiwiyata program. The Principal of the Madrasah here is committed to making the madrasah a model of a green school by integrating sustainability principles into all aspects of school life. The principal articulates the vision of a sustainable school very clearly, motivating students, teachers, and staff to work together to achieve ambitious environmental goals. Initiatives like rooftop gardens and recycling programs are concrete evidence of inspiring leadership.

During observations at Madrasah Tsanawiyah Negeri 1 Paiton, researchers saw how the principal consistently communicated the vision of a green school through various initiatives such as installing biopores, donating used cooking oil, and planting trees. Observations also showed that the principal was directly involved in every environmental activity, from student projects to collaborative activities with the surrounding community. The presence of the principal in these activities strengthened the motivation of teachers and students to participate in sustainability programs.

An interview with the Principal of Madrasah Tsanawiyah Negeri 1 Paiton revealed how the school's sustainability vision was clearly articulated and used as a guideline for all members of the madrasah. He explained: "Our main motivation is to create a sustainable future for future generations. We integrate sustainability principles into the curriculum and daily life at school (I_KMP)."

Intellectual Stimulation in the Development of Adiwiyata Schools

This research was conducted in two madrasahs, namely Madrasah Tsanawiyah Al-Hikam Jombang and Madrasah Tsanawiyah Negeri 1 Paiton, which focus on transformational leadership with the application of intellectual stimulation in the development of Adiwiyata schools. Intellectual stimulation is one of the important dimensions in transformational leadership, which aims to create an environment open to new ideas, creativity, and collaboration between teachers, students, and staff in overcoming various environmental challenges.

The Principal of Madrasah Tsanawiyah Al-Hikam Jombang uses an intellectual stimulation approach to encourage creativity and innovation in the development of Adiwiyata schools. One of the main strategies used is applying the STEM (Science, Technology, Engineering, and Math) approach in the curriculum. Project-based learning, such as "Designing Sustainable Cities," allows students to design and build sustainable cities using recycled materials. This

involves active student involvement in solving real problems related to sustainability.

During the observation, it was seen that students were enthusiastically involved in this project, utilizing various recycled resources to build a sustainable city model. This project aims to encourage students' awareness of the importance of protecting the environment and integrating environmental education into learning.

This is reinforced by the results of interviews conducted with the principal: "This project is one way to encourage students' creativity in thinking of practical solutions to environmental problems. With the STEM approach, we try to provide students with a deeper understanding of their role in sustainability (I_KMJ)."

Meanwhile, at Madrasah Tsanawiyah Negeri 1 Paiton, the Principal's intellectual stimulation approach is focused on developing students' and teachers' creativity to implement the Adiwiyata program. The principal encourages teachers to use various innovative teaching methods to foster environmental awareness in students. Teachers are encouraged to think critically and take the initiative in creating environmental projects that involve students.

This is evident from the results of observation activities conducted, where it was found that the school environment looks well integrated into students' daily lives. Projects such as school gardens, tree planting, and energy-saving campaigns are well implemented. The results of the above observations are reinforced by the interview activities conducted with the principal of Madrasah Tsanawiyah Negeri 1 Paiton, who said, "We strive to create an environment that supports creativity and innovation. Each teacher is given the freedom to try new methods, and students are encouraged to think critically in every project they work on (I_KMP)." In addition, the Adiwiyata Program at Madrasah Tsanawiyah Negeri 1 Paiton focuses on integrating environmental education into the curriculum. The principal and teaching team integrate sustainability topics into science, social, and religious lessons so that each subject contributes to students' understanding of the importance of protecting the environment. Another thing that the Principal of the Madrasah also does is that the Principal of Madrasah Tsanawiyah Negeri 1 Paiton actively involves the community in running the Adiwiyata program. Programs such as environmental cleaning and waste management training involve students, parents, and the local community.

Individualized Consideration in Developing Adiwiyata Schools

The Individualized Consideration approach reflects transformational leadership at Madrasah Tsanawiyah Al-Hikam Jombang. Observations show that the principal is active in the personal development of team members and students, provides personal guidance and training, and understands the unique motivations of each individual. By their interests, teachers and students can lead Adiwiyata projects, such as plastic waste management and recycling. The principal consistently monitors individual development and provides moral support and resources, thus creating a collaborative and innovative environment for achieving Adiwiyata's goals.

This is evident from the interview activities conducted with the principal, where he said that the principal stated that "every student has a unique potential

that can have a positive impact on the environment. We strive to provide education that prepares them to become sustainable leaders (I_KMJ)." The Adiwiyata team supports this statement, emphasizing that "the individual-focused approach makes us feel valued and supported by our leaders, so we feel encouraged to innovate (I_KTA)."

Meanwhile, in implementing individualized consideration at Madrasah Tsanawiyah Negeri 1 Paiton, the Principal demonstrated the Individualized Consideration approach in the Adiwiyata program. The principal pays full attention to the individual needs of teachers and students by providing personal training and coaching. The focus of the principal is Prid close relationships with each member of the Adiwiyata team, both professional and personally evident from the observation activities conducted at the madrasah, where it was seen that the principal routinely held personal consultation sessions with teachers and staff to discuss their career development and training needs. Teachers were allowed to participate in relevant environmental training, and students were encouraged to participate in the Adiwiyata school project.

The results of the observations were reinforced by an interview conducted with one of the teachers, Anis Widyawati, who said, "The principal always pays special attention to us. He listens to complaints and provides solutions that are to our situations. I feel valued as an individual, not just as part of the system (I_GR)." This statement emphasizes the importance of Individualized Consideration as part of the transformational leadership applied in the madrasah. This finding aligns with the characteristics of transformational leadership applied at both research sites.

Table 1. Cross-Site Findings

No	Indicator	Cross-site Findings
1	Idealized Religious Influence	Leadership in both madrasahs is guided by the primary sources of teachings of the Qur'an and Hadith and is based on the treasures of the books of ulama's heritage on the environment. Religious values with a wasathiyah (moderate) character are the main foundation in implementing the Adiwiyata School program.
2	Idealized Influence	Leadership in both madrasahs integrates the influence of religion, state, and local wisdom to create schools that care about the environment. Leaders become role models in implementing moral values and act as role models for the entire school community.
3	Inspirational Motivation	The principal of the madrasah articulates a vision and mission that combines Islamic and Indonesian values. The motivation of ukhrowiyah (afterlife) inspiration is balanced with worldly motivation, inspiring the entire community to be actively involved in environmental programs.
4	Intellectual Stimulation	The principal of the madrasah continues to update insights and ideas related to the development of Adiwiyata Schools, encourages collaboration through the exchange of new information, solves data-based problems, and involves the entire education community according to their respective abilities to work together.
5	Individualized Consideration	Leadership through a cultural approach, being a good listener to colleagues, providing treatment according to the character and personality of colleagues, and showing sympathy and empathy. The principal always supports teachers' ideas and suggestions and gives awards for positive performance.

This study shows that Individualized Consideration in transformational leadership effectively encourages engagement and innovation in the Adiwiyata program. The theoretical contribution of the findings of this study shows that Individualized Consideration in transformational leadership plays an important role in increasing engagement and innovation in environmental management in schools, which aligns with the principles of Islamic educational management that emphasize personal attention and character-building. This approach supports individual development and builds a collective spirit oriented towards social responsibility and sustainability, which is relevant to Islamic values about responsibility as a caliph on earth. In practice, these findings provide a foundation for leaders of Islamic educational institutions to implement more inclusive and adaptive leadership strategies, where leaders can provide personal attention to each individual in achieving the school's vision, especially in environmental programs such as Adiwiyata. This creates a conducive and sustainable learning environment and strengthens the role of Islamic educational institutions in teaching sustainability values to students and the community.

Discussion

The research findings on transformational leadership in Madrasahs, particularly through its integration of religious values, demonstrate a significant impact on developing environmental awareness and sustainability programs like Adiwiyata. These findings align with previous studies, such as Bashir et al. (2021), which emphasized that incorporating religious values into education can enhance ecological commitment. Hossain and Pasha (2020) also highlighted that moral and religious leadership fosters environmentally responsible behavior. However, this study presents a unique contribution by highlighting the environmental protection mandate as a religious duty, which has not been widely explored in earlier literature, such as Green & Huang (2020), which focused more on secular environmental ethics. This insight underscores the potential of religiously grounded leadership to shape a culture of environmental care more profoundly than secular approaches, suggesting that integrating religious teachings can create a more robust, sustainable commitment to environmental preservation.

The implications of this finding are twofold. Theoretically, it extends transformational leadership theory by incorporating religious values as a critical component of sustainable leadership. This could lead to a broader understanding of how religious values foster long-term commitment to environmental education. Schools, especially religious-based institutions, could practically leverage their religious teachings to instill ecological consciousness among students, providing a more holistic approach to environmental education.

Further findings from the study show that inspirational motivation, a key element of transformational leadership, plays a pivotal role in engaging the school community in environmental conservation activities. This supports the work of Hadi et al. (2021), who recognized the importance of collective motivation in promoting sustainability, and Smith and Arif (2020), who found that motivating leadership spurs collective efforts in addressing environmental issues. However, this study adds a significant dimension by demonstrating the direct involvement

of school principals in environmental initiatives. In institutions like Madrasah Al-Hikam and MTsN 1 Paiton, the principal's active participation in environmental programs has proven to enhance motivational impacts, a detail not frequently emphasized in studies such as Li & Jones (2021), which focused more on theoretical aspects of leadership without the practical engagement of school leaders.

The implications of this finding are important both theoretically and practically. Theoretically, it confirms the importance of leaders' direct involvement in inspiring their communities, adding a practical layer to the understanding of transformational leadership. Practically, it highlights that the active participation of school leaders in sustainability programs can amplify the impact of motivational leadership, encouraging greater involvement and commitment from the school community.

Regarding intellectual stimulation, the study finds that transformational leadership encourages innovation within the Adiwiyata program, particularly at Madrasah Tsanawiyah Al-Hikam Jombang and Madrasah Tsanawiyah Negeri 1 Paiton. This finding aligns with Kim et al. (2020), who found that project-based learning increases student engagement with sustainability issues. The study, however, adds a novel perspective by integrating the STEM approach within the context of religious-based education, an area not widely discussed in prior research. This underscores the potential for religious schools to creatively incorporate environmental education into their curricula through innovative teaching methods and interdisciplinary approaches.

The theoretical and practical implications of this finding are significant. Theoretically, it advances the concept of intellectual stimulation in transformational leadership by showcasing its role in fostering creativity and innovation within specific educational contexts. Practically, religious schools could benefit from adopting project-based learning and STEM approaches to enhance student engagement with environmental issues, potentially leading to more effective and sustainable environmental education programs.

Lastly, the study emphasizes the importance of individualized consideration in leadership, particularly regarding sustainability efforts within Madrasahs. The research supports Bass and Riggio's (2020) findings that personalized attention from leaders boosts team performance and Yukl's (2021) assertion that valued individuals are more likely to innovate. Furthermore, Sun et al. (2020) demonstrated that individualized consideration triggers motivation and creativity, particularly in the context of environmental awareness. This study affirms these findings and underscores the importance of leaders giving personal attention to each school community member to foster motivation and creativity, which are essential in driving the sustainability agenda.

Theoretically, this finding enhances the understanding of individualized consideration within transformational leadership, linking it directly to environmental sustainability efforts. School leaders should adopt personalized approaches to motivate students and staff, providing them with the support and recognition needed to contribute to sustainability initiatives.

CONCLUSION

The conclusion of this study shows that transformational leadership with the Pancatransformational approach, which includes Idealized Religious Influence, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, has proven effective in developing the Adiwiyata school program in the two madrasahs studied. Integrating Islamic religious values through Idealized Religious Influence strengthens environmental awareness and the commitment of the entire school community to be actively involved in environmental conservation efforts. This approach creates leaders who can inspire and motivate students and staff and fosters a sense of collective responsibility for environmental sustainability. This study provides an important lesson that religious-based leadership can be a powerful driver in developing an environmentally friendly culture in educational institutions, especially madrasahs.

The significance of this study to science lies in the Pancatransformational concept that renews the perspective on transformational leadership by adding a religious dimension. This study enriches the literature on the role of religion in sustainable education. It provides new insights into how religious values can motivate school communities to act collectively in protecting the environment. However, this study has limitations related to its scope, which is limited to two madrasahs in East Java, so the generalization of the results is still limited. Further research is needed to test the Pancatransformational concept in various geographical contexts, cultures, and other educational institutions. In addition, an in-depth study of the influence of gender and age in responses to religious-based transformational leadership is also needed to broaden the understanding of these dynamics in a broader educational context.

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