



## TRANSFORMATIONAL- RELIGIOUS LEADERSHIP MODEL IN DEVELOPING LITERACY ACHIEVEMENT

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### Abstract:

Among these goals is achieving achievement, because achievement is an indicator of success in achieving an institution. The purpose of this study is to determine the leadership model at MA Islamiyah Senori Tuban by focusing on research on: (1) How the Transformational-Religious Leadership Model in Developing Literacy Achievements and (2) Implementation of the Transformational-Religious Leadership Model in Developing Literacy Achievements. The research method used is a case study qualitative method at MA Islamiyah Senori Tuban. Techniques used in data collection through direct observation, interviews with several informants, and documentation, the analysis of researchers using data reduction, data presentation, interpretation and drawing conclusions. Aspects of transformational-religious leadership include ideal influences, inspirational motivation, intellectual stimulation, considerations based on the individual. Meanwhile, the principles of transformational-religious leadership include building awareness and organizational responsibility. Characteristics include having charisma, individual consideration, intellectual stimulation. Religious includes honesty, discipline, humility, usefulness, and others. Implementation is realized in the form of a Literacy Program in the form of Prodistics (applied fields), Final work in the form of books, Passion for libraries, skimming, procurement of reading parks.

**Keywords:** *Model In Developing, Transformational-Religious Leadership, Literacy Achievemem*

### INTRODUCTION

In school principal politics, not all members understand a decision, this can lead to disputes which can hinder collective agreement, in the school structure there are groups or a handful of people who cause instability because their ideas are not accepted by the school. is the principal's decision, therefore it is very prone to disputes. When managing an institution, it is not permissible to make decisions based on the manager's ego/emotions. This causes managers' common sense to be limited and decisions to be made wrong.<sup>1</sup>

The head of the madrasah is the head of education. His role is to carry out and lead school activities by setting goals, maintaining discipline and monitoring the learning outcomes achieved. In this way, the principal can act as a guide who plays a role in developing cooperation between all school staff and helping children to easily participate in learning at school. <sup>2</sup> An effective leadership model that has been implemented in various international organizations that manages the relationship between leaders and their followers. by emphasizing several factors, including attention, communication, trust, respect and risk.

Transformational leadership explains the nature of change from one form to another. The origin of the word transformational is 'to transform', meaning to transform, namely changing something to be different from what it was before. Thus,

"transformational leadership contains the meaning of changing the followers or subordinates who are led to be brought towards organizational development."

Unifying the Vision and Mission between one member and another is not easy, because sometimes there are obstacles due to differences of opinion which will later trigger disputes so that the vision and mission cannot be achieved. The role of the leader here plays an important role in the policy of regulating and making decisions regarding the differences of its members, so this also happened at our madrasah MA Islamiyah Senori Tuban. Based on the context of the research above, our madrasah recently achieved a proud achievement, namely being awarded 1st place in Literacy as well as overall champion held by the Ministry of Religion, Tuban, which was followed from the RA-MA level in Tuban. Of course, This cannot be separated from the figure of the Madrasah Leader who is able to achieve these achievement goals. Therefore, this research article aims to determine the transformational-religious leadership model in developing the literacy achievements of MA Islamiyah Senori Tuban.

## **RESEARCH METHODS**

This research uses a qualitative approach with a case study type to translate phenomena into the findings of a transformational-religious leadership model in developing literacy achievements with a research background at MA Islamiyah Senori Tuban. The presence of researchers in the field is as the main instrument (Human Instrument) using three data collection techniques, namely observation, in-depth free interviews and documentation on data sources, both primary data and secondary data. The primary data in this research include: (1) madrasa head; (2) curriculum director; (3) teacher and OSIS supervisor; Meanwhile, secondary data in this research are documents, literature and all forms of information that support the research problem.

The researcher's analysis used data reduction, data presentation, interpretation and drawing conclusions

## **RESULTS AND DISCUSSION**

A leader is essentially someone who has the ability to influence the behavior of others by using power. In his position, the leader has the power to mobilize and influence his subordinates regarding the tasks that must be carried out. At the task assignment stage, the leader provides clear direction and guidance so that subordinates can easily carry out their duties and obtain results in accordance with the goals that have been set. The task of a leader in carrying out his leadership is not only limited to his ability to implement programs, but involves all levels of the organization, members or society to take an active role so that they make a positive contribution in efforts to achieve goals. Leaders are expected to have the ability to carry out their leadership. To exercise formal authority and status, the leader or head of the madrasah has at least three roles, namely interpersonal, informational and decision making.

A leadership model is a method used in the leadership process that is implemented in a person's leadership behavior to influence. The typical pattern of behavior of a leader when influencing his members, what the leader chooses to do, the way the leader acts in influencing group members form the leadership style. Theoretically, there are many leadership styles known, but which style is the best is not easy to determine.

In the leadership system, the principal has a plan. Planning involves many people, which results in programs that are student-centered, become a special path that continues to develop, is flexible and able to adapt to needs, can be accounted for and becomes an explanation of the desired stages with involving school resources in decision making to achieve goals. The planning process is carried out collaboratively or in cooperation, meaning by involving school personnel in all stages of planning. The school community is responsible for the educational planning that has been determined.

In Transformational-Religious leadership there are aspects, principles and characteristics of leadership. It is explained as follows: Transformational leadership is a leadership model that prioritizes providing opportunities and encouraging all elements within the school to work on the basis of a noble value system. So, it can inspire its followers to put aside their personal interests, for the good of the organization, both individuals and groups, and make continuous changes. Transformational leadership is not only based on the need for self-esteem, but also fosters awareness in leaders to do their best in accordance with studies of management and leadership development which view human and organizational performance and growth as mutually influencing

sides. Meanwhile, in the aspects of transformational leadership, which include ideal influence, inspirational motivation, intellectual stimulation, considerations based on the individual.

Application of aspects of transformational leadership at MA Islamiyah Senori which includes the following: Ideal influence Leaders are seen as role models for other people with a transformative leadership style is a role model for members. Leaders tend to follow established rules and achieve ideal influence. This is why many members admire and respect him. Inspirational motivation, A leader who always helps people develop and reach their full potential. Leaders realize that their colleagues must also be involved in realizing the madrasah vision. People with this type of leadership, especially in the MA Islamiyah Senori environment, are people who care about individuals. These leaders don't hesitate to hold one-on-one meetings with employees to build relationships with them or just to hear what they have to say. Intellectual stimulation: The ability to provide intellectual stimulation. In other words, leaders encourage people to think outside the box and take risks. Leaders can also create an environment full of creativity. This allows members to learn many new things about work. Considerations based on the individual; Individual-based consideration (includes leaders acting as mentors or advisors to individuals within an institution. Leaders can encourage members to work together to achieve their vision. A leader is someone who provides members with shared energy and advice. Ensure that every sentence spoken is an inspirational sentence that motivates members at MA Islamiyah Senori.

Principles of Transformational Leadership Transformational Leadership To become a successful leader, madrasa leaders must inspire the commitment of their followers (in this case the entire school community) to build the values of the madrasa organization with their own awareness, to develop a vision. madrasas, make changes, and look for new breakthroughs to increase madrasah productivity. To become a transformational leader, a school principal must carry out his duties in two ways, namely building awareness of all school members and developing responsibility and organizational awareness. Application of Transformational Leadership Principles at MA Islamiyah Senori Tuban. To become a successful leader, the head of the MA Islamiyah Senori Tuban madrasah must arouse the commitment of his followers (in this case all school members) to build the values of the madrasah organization with his own awareness, develop the vision of the madrasah, make changes, and look for new breakthroughs to increase madrasah productivity. . To become a transformational leader, a school principal must carry out his duties with two principles:

Building awareness of all school members of the importance of all parties developing the values of hard work in an effort to increase school productivity. In cultivating the values of awareness, open sharing is needed so that it will foster a sense of togetherness and synergy. Self-awareness can help a person understand the strengths, weaknesses, drives, and values that exist within themselves and others. Developing organizational responsibility and awareness by developing awareness of belonging to the school (sense of belonging), and awareness of responsibility for maintaining the integrity of the madrasa, as well as trying to improve the school (sense of responsibility). A sense of responsibility is achieved if you are serious, try as hard as possible, obey the norms, dare to take risks and are willing to make sacrifices for the sake of the goal you want to achieve.

Characteristics of Transformational Leadership has three characteristics, namely charisma, individual consideration and intellectual stimulation. Application of Transformational Leadership Characteristics at MA Islamiyah Senori Tuban. The characteristics possessed by the leader of MA Islamiyah Senori Tuban are as follows: Having charisma. Researchers interviewed research informants and found the characteristics of a leader at MA Islamiyah Senori, according to what the informant said, there are characteristics of a transformational leader, including the presence of charisma. triggers several things, namely hereditary or genetic factors, extensive knowledge, relationships with the wider community, the formation of good morals, and the sharpness of intuition or God's grace where the leader is. regardless of the actions of its members. Managers can observe the characteristics of each of their members to find additional areas of weakness and award contracts according to their members' human resources. In addition, the manager determines the basic tasks to improve the quality of the trainer's work. Individual Considerations; Leaders know the character of the members they lead, both in terms of strengths and weaknesses, so they are careful in speaking proportionally between members. Intellectual Stimulation; Transformational leaders always provide intellectual stimulation. This reflects the ability to create, copy and develop symbols that appear in life and invite subordinates to think new. From the research results, it was concluded that intelligence is an indication of strong physical and mental stamina. Brain intelligence makes someone intellectual. And the intelligence of the heart triggers moral ethics. Which is amazing, calming and

comfortable in the surrounding area. Religious; According to Jalaluddin, Religious means religion, religion means divinity or power or superpower which is worshiped as the creator and sustainer of the universe, an expression of the above beliefs in the form of worship and a state of mind or lifestyle that reflects love or belief in God in accordance with the will, His demeanor and demeanor. behavior that is in accordance with God's rules that are applied in everyday life.

According to Gay Hendrick and Kate Ludeman in Ari Ginanjar, there are several religious attitudes that appear in a person when carrying out their duties, including Honesty, Justice, Beneficial to others, High discipline, Maintaining balance, Humility. Application of Religious Leadership at MA Islamiyah Senori Tuban A person's religiosity is measured by his behavior, his ability to act honestly, and his attitude towards justice, having high discipline, always maintaining balance, and remaining humble, beneficial to others, benefits if

felt that it would be a pleasure, because because of "Khorunnas Anfauhum Linnas", discipline / high work ethic, the advantage is that work goals are quickly achieved, balance between members and humility / Tawadu is likened to the 3 letters of the word 'ilmun' the letter 'ain, so be greedy good knowledge, then compare it with the letter Lam which means defending the truth with knowledge because you know what is right and what is wrong. If you can defend the truth then don't be arrogant because arrogance will destroy you so submit like the letter of the mim.

The implementation of the research on the Transformational-Religious Leadership Model which has been conveyed by research informants is that in developing Literacy Achievement, it is realized by programs for madrasah heads who ask all teachers to often gather in the office so that all teachers who take part in literacy activities in the form of a program read 10 minutes before the activity. KBM starts. Apart from that, the head of the madrasah sensitizes teachers, students and parents to understand the importance of literacy to motivate students and gives rewards or prizes to students who rank in the first ten at the end of the course, namely KA (Final Work) in the form of books encouraging students to carry out literacy programs. Provide action or punishment for students who do not complete KA (final work) assignments in the form of books so that students are not taken lightly and take part in literacy programs and take part in literacy activities in a fun way. The development of literacy achievements is through increasing students' ability to respond verbally and in writing to enrichment books and through increasing students' abilities to become critical, analytical, creative and innovative thinkers. The book that is read/read is a book that is not a textbook. Reading/reading books are books that are of interest to students, doing, writing, doing or working on tasks that can be evaluated as non-academic, with an emphasis on the student's attitude. In this implementation, there are supporting factors and inhibiting factors in developing literacy achievement. Supporting factors: The AMI MA Islamiyah Senori Team has good intentions, always makes efforts to pray to Allah SWT, maintaining team cohesion and harmony is needed to fulfill the required instruments, the books provided are good. In the reading garden, each class is able to answer the instruments given and present complete data evidence, has the MA Flagship Program, namely the Prodistik and Falakiyah Programs which are a plus for the MA Islamiyah Senori Tuban madrasah. The inhibiting factors are too many extra madrasa programs, so that students are less able to focus on one area, namely Literacy, limited number of books in the library, incomplete infrastructure, lack of student interest in reading and lack of parental involvement in the Madrasah Literacy Movement

## **CONCLUSION**

The Tuban Regency Ministry of Religion is developing educational literacy. The leadership of MA Islamiyah Senori or the head of the madrasa welcomed this policy, and implemented it in a transformational leadership model reflected in the vision and mission of the AMI MA Islamiyah Senori Tuban team, communicating and uniting through various activities, and ultimately being able to create literacy champions in Tuban Regency. This is done to demonstrate further development of reading and writing skills. Awards were given to the top 10 students who submitted final reports, punishments were given to those who did not, and awareness was raised about the importance of reading and writing in madrasahs. A leader with a transformative spirit and extraordinary dedication to what researchers create and record. Holds subordinates accountable and motivates them to communicate with members who have

different views on cognition so that problems can be resolved in a positive way, especially since he has a religious spirit. Whatever situation one lives in is always linked to one's religion. Realizing or practicing one's religious teachings based on one's own beliefs.

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