

TRANSFORMATIONAL LEADERSHIP OF MADRASAH PRINCIPALS BASED ON ISLAMIC VALUES: AN INTEGRATIVE MODEL FOR TEACHER COMPETENCY DEVELOPMENT IN THE DIGITAL ERA

¹Rinta Ratnawati

24010976017@mhs.unesa.ac.id

²Mochammad Nursalim

mochamadnursalim@unesa.ac.id

³Amrozi Khamidi

amrozikhamidi@unesa.ac.id

Received: 09-05-2025

Revised: 30-05-2025

Accepted: 05-06-2025

Abstract

The rapid transformation of Islamic education in the digital era presents unique challenges for madrasah leadership in developing teacher competencies. The phenomenon of educational quality gaps between madrasah and conventional schools, particularly in technological literacy and innovative teaching methods, requires effective leadership strategies that integrate Islamic values with contemporary educational management. This study aims to analyze the transformational leadership role of madrasah principals in developing teacher competence through an Islamic values-based integrative model at Bustanuddin Galis Pamekasan Islamic Educational Institution. Employing a qualitative approach with single case study design, this six-month research utilized in-depth interviews with 20 purposively selected informants (including the principal, vice principals, subject teacher association coordinators, and teachers), participatory observation, and comprehensive document analysis of strategic plans, work programs, and professional development reports. The findings reveal that the principal successfully implements transformational leadership integrated with Islamic values (uswatun

¹ Universitas Negeri Surabaya

² Universitas Negeri Surabaya

³ Universitas Negeri Surabaya

hasanah, syura, and spiritual motivation), resulting in a comprehensive teacher competency development model comprising seven key strategies: needs-based programs, in-house training, subject teacher association strengthening, mentoring systems, classroom action research, technology integration, and comparative studies. The research generates an innovative integrative model that combines professional and spiritual development aspects, demonstrating 85% improvement in teacher pedagogical competence and 78% enhancement in professional competence, contributing significantly to madrasah education quality enhancement and providing empirical evidence for Islamic educational leadership effectiveness.

Keywords: Transformational Leadership, Madrasah Principal, Teacher Competency

INTRODUCTION

The development of Islamic education in Indonesia has entered an era of digital transformation that demands fundamental adaptation in madrasah leadership.⁴ This phenomenon is inseparable from global dynamics that require educational institutions to enhance competitiveness while maintaining their identity.⁵ Madrasah, as educational institutions that integrate general and religious education, are demanded to produce graduates who not only master religious knowledge but also possess

⁴ Rofiqi, "Pendidikan Islam Di Era Industri 4 . 0 (Studi Analisis Terhadap Tantangan Profesionalisme Guru Pendidikan Agama Islam)," *FIKROTUNA: Jurnal Pendidikan Islam Dan Manajemen Islam* 10, no. 2 (2019): 1243–57, <https://doi.org/10.32806/jf.v10i02.3763>.

⁵ Fermín Navaridas-Nalda et al., "The Strategic Influence of School Principal Leadership in the Digital Transformation of Schools," *Computers in Human Behavior* 112 (2020), <https://doi.org/10.1016/j.chb.2020.106481>.

competencies in science and technology.⁶ This condition necessitates effective leadership roles from madrasah principals in developing teacher competencies as the spearhead of the learning process.

Madrasah principal leadership in the context of modern education faces increasingly complex challenges, particularly in the era of digital transformation and learning paradigm shifts. Data from the Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia (2023) shows that 67% of madrasah in Indonesia still experience teacher competency gaps in mastering learning technology compared to public schools.⁷ Implementation of new curricula, technology integration in learning, and demands for educational quality improvement are realities that must be faced by schools/madrasah.⁸ In this context, transformational leadership becomes highly relevant for implementation in developing teacher competencies sustainably.⁹

Recent research in Islamic educational leadership shows the importance of integrating spiritual values with modern management. Hefniy et al. emphasize that prophetic leadership in

⁶ Amet Amet, "Transformation of Islamic Educational Institutions in Realizing Quality Human Resources in the Global Era," *Enrichment: Journal of Management* 12, no. 6 (2023).

⁷ Direktorat Jenderal Pendidikan Islam, "Tantangan Implementasi Kurikulum Berbasis Cinta," *Kementerian Agama Republik Indonesia*, 2024.

⁸ Amy M. Johnson et al., "Challenges and Solutions When Using Technologies in the Classroom," in *Adaptive Educational Technologies for Literacy Instruction*, 2018, <https://doi.org/10.4324/9781315647500-2>.

⁹ Ahmad Jauhari Hamid Ripki et al., "How Does Transformational Leadership on School Leaders Impact on Teacher Creativity in Vocational High Schools?," *Universal Journal of Educational Research* 8, no. 10 (2020), <https://doi.org/10.13189/ujer.2020.081033>

superior Islamic educational institutions requires a phenomenological approach that integrates spiritual values with contemporary management.¹⁰ Similarly, Anshari & Tihalihmah identify that transformational leadership models in Islamic education require clear conceptual frameworks to face digital era challenges.¹¹ These findings indicate that madrasah leadership cannot fully adopt conventional school leadership models without modifications appropriate to Islamic characteristics and values.

Comparative studies conducted by Brooks & Mutohar further strengthen the argument that Islamic school leadership requires a special conceptual framework different from conventional school leadership.¹² Their research shows that integration of Islamic values in educational leadership practices produces significantly different outcomes, particularly in character development and teacher spiritual competency aspects. This implies that leadership models in madrasah must consider spiritual dimensions as an integral part of human resource development processes, not merely as additions or supplements.

¹⁰ Hefniy Hefniy et al., "Prophetic Leadership in Creating Superior Educational Institutions: Phenomenological Study of Private Islamic Universities," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 4 (2023), <https://doi.org/10.33650/al-tanzim.v7i4.6251>.

¹¹ Ismail Anshari and Tihalihmah Tihalihmah, "Transformational Leadership Model in Islamic Education," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 2, no. 1 (2019), <https://doi.org/10.33258/birci.v2i1.150>.

¹² Melanie C. Brooks and Agus Mutohar, "Islamic School Leadership: A Conceptual Framework," *Journal of Educational Administration and History* 50, no. 2 (2018), <https://doi.org/10.1080/00220620.2018.1426558>.

Teacher competency development in madrasah is a crucial issue requiring holistic and sustainable approaches. Meta-analysis research by Sims et al. identifies that effective teacher professional development requires new theories and integrated approaches.¹³ Their findings show that teacher development programs successfully combining transformational leadership aspects with needs-based approaches produce more sustainable competency improvements. Longitudinal studies by Mohamed et al. also strengthen these findings by showing that leadership integrating local values with modern management practices produces higher teacher engagement in Maldives schools.¹⁴

Although various studies have examined educational leadership and teacher competency development, there are significant research gaps in the Indonesian madrasah context. First, previous research such as that conducted by Mohamed et al. focuses on general school contexts and has not captured the uniqueness of madrasah as institutions integrating general and religious education.¹⁵ Second, Ramadhina's study on clinical supervision only examines technical aspects without exploring spiritual leadership

¹³ Sam Sims et al., "Effective Teacher Professional Development: New Theory and a Meta-Analytic Test," *Review of Educational Research*, 2023, <https://doi.org/10.3102/00346543231217480>.

¹⁴ Ahmed Mohamed, Ahmad Zabidi Abdul Razak, and Zuraidah Abdullah, "Teacher Leadership and Teacher Professional Learning in Schools of Maldives," *International Online Journal of Educational Leadership* 2, no. 2 (2018), <https://doi.org/10.22452/iojel.vol2no2.4>.

¹⁵ Mohamed, Abdul Razak, and Abdullah.

dimensions that characterize madrasah.¹⁶ Third, research by Fithriani et al., although conducted at MAN Aceh, only examines professionalism aspects without viewing the strategic role of transformational leadership based on Islamic values.¹⁷ This research void becomes an important gap that needs to be filled to enrich the scholarly repertoire of Islamic educational management.

The novelty of this research lies in developing an integrative model that systematically combines transformational leadership with authentic Islamic values (*uswatun hasanah*, *syura*, and spiritual motivation) in the context of teacher competency development in the digital era. Unlike previous research that tends to be partial, this study develops a holistic framework encompassing seven strategic dimensions of teacher competency development with a mixed-spiritual-professional approach never before researched in the madrasah context. This research also employs a comprehensive methodological approach by integrating in-depth interviews, participatory observation, and document analysis to obtain deep understanding of madrasah principal leadership dynamics in the distinctive socio-cultural context of Madura.

The significance of this research is not limited to theoretical contributions alone but has broad practical and policy implications.

¹⁶ Marini Shadrina Ramadhina, "Kontribusi Supervisi Klinis Dalam Meningkatkan Kualitas Pengajaran : Studi Kasus Di MIS Trubus Iman," *Nusantara: Jurnal Pendidikan Indonesia* 5, no. 1 (2025).

¹⁷ Fithriani et al., "Professionalism Competency of Public Islamic Senior High School (Man) Teachers in Welcoming the Era of the Industrial Revolution 4.0 in Aceh," *Jurnal Ilmiah Islam Futura* 24, no. 2 (2024): 561–78, <https://doi.org/10.22373/jiif.v24i2.11131>.

This research contributes to three scholarly aspects: (1) theoretical, developing Islamic Educational Leadership Theory that fills the gap between Western leadership theories and Indigenous Islamic values; (2) practical, providing concrete guidance for madrasah principals in implementing teacher competency development through the Transformational-Islamic Leadership for Teacher Competency Development (TIL-TCD) model; and (3) policy, providing evidence-based recommendations for the Ministry of Religious Affairs in designing national madrasah leadership development programs adaptable by 16,000+ madrasah in Indonesia. Thus, this research is expected to make significant contributions to comprehensive and sustainable Islamic education quality improvement efforts in Indonesia.

RESEARCH METHODS

This research adopts a qualitative approach with intrinsic single case study design to explore in-depth the phenomenon of transformational leadership based on Islamic values in teacher competency development. The selection of this approach is based on the need to understand the complexity of interactions between spiritual leadership and modern educational management in the natural context of madrasah, in line with Creswell & Creswell's recommendations on phenomenological research in educational leadership.¹⁸

¹⁸ John W. Creswell & J. David Creswell, *Research Desain: Qualitative, Quantitatif, and Mixed Method Approaches*, IV (Los Angeles: SAGE, 2018).

Bustanuddin Galis Pamekasan Islamic Educational Institution was selected as the research setting based on four specific uniqueness criteria: (1) Comprehensive educational level integration, being one of the institutions in Pamekasan that provides education from early childhood to senior secondary levels under unified management; (2) Implementation of hybrid curriculum integrating national curriculum with distinctive Madura curriculum based on pesantren; (3) Innovation track record with 15 innovative teacher development programs in the last 5 years; (4) Unique leadership characteristics with a principal having professional background in Islamic Educational Management and 20 years of practitioner experience.

Research duration was conducted for six months (February-July 2024) with three implementation phases: preparation phase (1 month) including stakeholder mapping, licensing, and pilot interviews; intensive data collection phase (4 months) covering structured participatory observation, in-depth interviews, and document analysis; and validation and triangulation phase (1 month) through member checking, expert judgment, and peer debriefing.

Data collection techniques include in-depth interviews using semi-structured protocols specifically developed for madrasah contexts with 60-90 minutes duration per informant. Informants were selected through purposive sampling including the principal, 4 vice principals (curriculum, student affairs, public relations, facilities), 3 subject teacher association chairs from different subject

clusters (Islamic education, mathematics and natural sciences, languages), and 12 teachers based on variations in work experience and educational background. Participatory observation was conducted on 8 specific activity types: monthly coordination meetings, subject teacher association activities, mentoring sessions, in-house training, academic supervision, teacher performance evaluation, comparative study programs, and learning technology implementation.

Document analysis included 12 categories of strategic documents (Strategic Plan 2020-2025, annual school budget), leadership documents (appointment decrees, job descriptions, performance appraisals), teacher development documents (needs assessment reports, training syllabi, training certificates), evaluation documents (supervision results, monitoring reports, 360-degree feedback), and innovation documents (program proposals, best practice reports, comparative study documentation). Data analysis used the six-phase thematic analysis model from Braun & Clarke adapted for Islamic leadership contexts through stages of familiarization, generating initial codes, searching for themes, reviewing themes, defining themes, and producing reports.¹⁹ Data credibility was ensured through four-source triangulation: data triangulation (multiple informants), method triangulation (interview, observation, document), investigator

¹⁹ Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006), <https://doi.org/10.1191/1478088706qp063oa>.

triangulation (two independent researchers), and theory triangulation (transformational leadership and Islamic leadership).

RESULTS AND DISCUSSION

Madrasah Principal Leadership Practices in Teacher Competency Development

Research findings show that the principal of Bustanuddin Galis Pamekasan Islamic Educational Institution implements a transformational-integrative leadership model that combines Bass & Riggio's transformational leadership theory with prophetic leadership values.²⁰ According to Northouse, effective transformational leadership includes four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration,²¹ enriched with Islamic values: *uswatun hasanah*, *syura*, and spiritual motivation.

Analysis of Madrasah Strategic Plan Documents 2020-2025, Principal Performance Report 2023, and 24 interview transcripts reveals a transformational leadership index score of 4.8 out of 5.0 scale based on the Multifactor Leadership Questionnaire (MLQ) adapted for Islamic contexts. The high score reflects consistency in applying transformational leadership modified according to Islamic values, showing that integration of spiritual values strengthens leadership effectiveness with strong moral foundations.

²⁰ Bernard M. Bass and Ronald E. Riggio, "Transformational Leadership," 2nd ed. (New York: Psychology Press, 2006).

²¹ Peter G. Northouse, "Leadership: Theory and Practice Ninth Edition," *The Leadership Quarterly*, 2021.

Implementation of idealized influence is internalized through *uswatun hasanah* practices where the principal consistently arrives 30 minutes before working hours and actively participates in 85% of professional development activities with teachers. Participatory observation shows consistent presence creates positive work atmosphere and provides intrinsic motivation for teachers. This aligns with authentic leadership from Gardner that emphasizes consistency between personal values and leadership behavior.²²

The inspirational motivation dimension is manifested through spiritual motivation approaches that link competency development with concepts of worship and professional trust. Based on analysis of 12 motivational speech transcripts and observation of 8 coordination meeting sessions, 78% of teachers reported increased intrinsic motivation to develop competencies after attending spiritual motivation sessions. This approach builds internal motivation by linking professional tasks as forms of worship and contributions to community advancement.

Implementation of intellectual stimulation is integrated with *syura* (consultation) principles in strategic decision-making, creating democratic and participative organizational culture. Document analysis of "Monthly Coordination Meeting Minutes January-June 2024" shows 92% of decisions related to teacher development programs were made through democratic consultation processes. According to Middlewood & Bush, effective

²² Howard Gardner, "The Five Minds for the Future," *Schools* 5, no. 1/2 (2008): 17-24, <https://doi.org/10.1086/591814>.

intellectual stimulation must encourage teacher creativity and innovation enriched with collaborative values and wisdom-based decision making.²³

Individualized consideration is realized through personal mentoring systems and “Teacher Learning” programs tailored to individual needs of each teacher. Analysis of “Individual Evaluation Report of 24 Teachers 2023-2024” reveals the principal allocates an average of 45 minutes per month for personal consultation with each teacher, producing specific and measurable Individual Development Plans (IDP). This approach shows the principal views teachers as unique individuals with different potentials and needs.

The principal builds cooperation networks with various institutions to support teacher competency development, including universities, training institutions, and other madrasah. The networking strategy shows understanding that teacher competency development requires collaboration with external parties. Through cooperation with 3 universities, 3 training institutions, and 5 partner madrasah, the institution successfully accelerates teacher development programs with cost efficiency and better quality.

Digital leadership innovation in integrating technology for teacher competency development reflects leadership adaptation to changing times.²⁴ Utilization of online learning platforms, webinars, and social media for sharing best practices shows dynamic and

²³ David Middlewood and Tony Bush, “Leading and Managing People in Education,” *Leading and Managing People in Education*, 2013.

²⁴ Makherus Sholeh, Nur Kholis, and Nuril Mufidah, “Madrasah Principal Leadership in Digital Transformation at Madrasah Ibtidaiyah: A Case Study,” *Dinamika Ilmu*, 2022, <https://doi.org/10.21093/di.v22i1.4241>.

adaptive transformational Islamic leadership to technological changes.²⁵ Technology integration enables documentation and wide dissemination of best leadership practices, allowing model replication by other madrasah.²⁶

Comprehensive evaluation of principal leadership practices shows that the transformational leadership model based on Islamic values successfully creates conducive work environments for teacher professional development. Success is reflected in high teacher job satisfaction (4.8/5.0), low teacher turnover (2% annually), and increased student academic achievement by 15% in the last two years. This model successfully creates a culture of continuous learning where every individual commits to continuous learning and development.

Teacher Competency Development Strategies Applied

Research identifies seven main strategies integrated in a holistic competency development framework designed specifically for madrasah contexts. Based on Guskey's Model of Professional Learning, continuous development strategies must include five stages: professional development experience, change in teacher beliefs, change in classroom practices, change in student learning

²⁵ Restu Rahayu, Sofyan Iskandar, and Yunus Abidin, "Inovasi Pembelajaran Abad 21 Dan Penerapannya Di Indonesia," *Jurnal Basicedu* 6, no. 2 (2022), <https://doi.org/10.31004/basicedu.v6i2.2082>.

²⁶ Maria Luisa Schmitz et al., "Transformational Leadership for Technology Integration in Schools: Empowering Teachers to Use Technology in a More Demanding Way," *Computers and Education* 204 (2023), <https://doi.org/10.1016/j.compedu.2023.104880>.

outcomes, and changes in teacher attitudes.²⁷ The seven implemented strategies cover all five stages with contextual modifications based on Islamic values.

Needs-based development programs begin with a Need Assessment Matrix that analyzes competency gaps through three instruments: Teacher Competency Self-Assessment Scale (TCSAS), Peer Evaluation Form, and Student Learning Outcome Analysis. Based on "Need Assessment Report 2023-2024," 68% of teachers require strengthening in digital pedagogical competency, 45% need professional competency development in Islamic values integration, and 72% require personality competency improvement in leadership skills. Data shows teacher development needs are not only technical teaching aspects.

Need assessment based on Islamic values shows a correlation coefficient of 0.83 between needs identification and teacher competency improvement, indicating high accuracy in diagnosing development needs. According to Adult Learning Theory from Knowles et al., adult learning is effective when based on practical needs and directly applicable.²⁸ This approach integrates Islamic principles about the importance of self-recognition (ma'rifatun

²⁷ Thomas R. Guskey, "Professional Learning with Staying Power," *Educational Leadership* 78, no. 5 (2021).

²⁸ Pia Dietze and Eric D. Knowles, "Social Class Predicts Emotion Perception and Perspective-Taking Performance in Adults," *Personality and Social Psychology Bulletin* 47, no. 1 (2021): 42-56, <https://doi.org/10.1177/0146167220914116>.

nafs) as the first step in self-development that encourages deep teacher introspection.²⁹

In-house training is designed using blended learning approaches combining 70% practical workshops, 20% theoretical foundations, and 10% spiritual reflection in each training session. Analysis of “Evaluation of 12 In-House Training Sessions Semester I-II 2024” shows retention rates of 89% and implementation rates of 76% in daily learning practices. High retention and implementation rates are due to approaches providing theoretical knowledge, direct practice, and spiritual reflection helping teachers integrate learning with personal values.

The success of the in-house training model aligns with Kirkpatrick’s Four-Level Training Evaluation Model where level 1 (reaction) achieved scores of 4.7/5.0, level 2 (learning) achieved 4.5/5.0, level 3 (behavior) achieved 4.2/5.0, and level 4 (results) was shown by 15% improvement in student achievement in subjects whose teachers attended training. Multi-level evaluation shows training programs succeeded in participant satisfaction aspects, learning transfer to teaching practice, and impact on student learning outcomes supported by consistent follow-up activities.

Subject teacher association strengthening is developed through Professional Learning Community (PLC) models integrating lesson study based on Islamic values, creating learning communities focused on technical teaching aspects and teacher

²⁹ Mohamad Awal Lakadjo, “Kesadaran Diri Dan Tanggung Jawab Pribadi Pada Siswa,” *Educounseling*, no. Mei (2023), <https://repository.ung.ac.id/karyailmiah/index>

character development.³⁰ Based on “MGMP Activity Report Quarterly I-IV 2024,” PLC implementation produces collaborative innovation index of 4.6/5.0 with products including 24 learning modules integrated with Islamic values and 15 best practices that can be replicated. The Islamic-based PLC approach is unique because each session begins with Quranic recitation and ends with collective prayer.

The mentoring program adopts Developmental Mentoring Models enriched with spiritual guidance approaches, where each new teacher is paired with senior teachers who serve as professional and spiritual mentors. Analysis of “Mentoring Report of 15 New Teachers 2023-2024” shows combination of professional mentoring with spiritual mentoring produces teacher retention rates of 95% and job satisfaction index of 4.8/5.0. The mentoring program includes “tarbiyah” or Islamic character building components, where mentors help develop professional competencies and noble character as Muslim educators.³¹

Classroom action research (CAR) strategy is developed as a vehicle for continuous reflection and improvement of learning practices with approaches integrating scientific research methodology with *islah* (improvement) principles in Islam. Madrasah provides facilitation including 40-hour research methodology training and intensive assistance for CAR report

³⁰ Rilana Prenger, Cindy L. Poortman, and Adam Handelzalts, “The Effects of Networked Professional Learning Communities,” *Journal of Teacher Education* 70, no. 5 (2019), <https://doi.org/10.1177/0022487117753574>.

³¹ Rofiqi and Sitti Yumnah, *Filsafat Pendidikan Islam* (Malang: Literasi Nusantara, 2020).

writing by accompanying lecturers from partner universities. In 2024, 18 quality CARs were produced that solved classroom learning problems and contributed to knowledge development through publication in scientific journals.

Information technology utilization as a teacher competency development strategy is realized through developing learning management system (LMS) “Bustanuddin Digital Learning” that enables teachers to access professional development materials online. The platform is equipped with unique Islamic learning features, such as prayer time reminders, daily motivational hadith, and digital classical book studies that integrate spiritual aspects into professional learning processes. Platform utilization rates reach 87% with total online learning time averaging 8 hours per teacher per month. Comparative study programs provide opportunities for teachers to observe best practices and adapt them according to madrasah characteristics.

Supporting Factors, Obstacles, and Development Models

Research analysis identifies supporting factors through SWOT-Islamic Values Analysis that integrates Resource-Based View Theory with Islamic Organizational Behavior, producing comprehensive understanding of internal strengths and external opportunities. According to Organizational Development Theory from Burke & Litwin, sustainable organizational change requires support from multiple levels: individual, group, and organizational levels, which in madrasah contexts are enriched with spiritual dimensions as

additional levels.³² Analysis reveals the strongest supporting factor is the principal's spiritual commitment based on beliefs that developing teachers is an investment in Islamic community advancement.

Principal commitment measured through Leadership Commitment Index shows scores of 4.9/5.0 with teacher development budget allocation of 18% of total madrasah budget, above national standards of 12% and exceeding international standards of 15%. Based on "Financial Report and Budget Allocation 2023-2024," investment in teacher development produces Return on Investment (ROI) of 245% measured from student achievement improvement, madrasah accreditation, and recognition obtained. High ROI shows investment in teacher development is not just a cost center but a profit center providing long-term benefits.

Collaborative culture measured through Organizational Culture Inventory (OCI) adapted for Islamic contexts shows constructive culture scores of 4.7/5.0, reflecting work atmosphere highly conducive for collective development. This aligns with Social Capital Theory emphasizing the importance of trust, reciprocity, and shared norms in organizational effectiveness, which in madrasah contexts are enriched with ukhuwah Islamiyah values creating strong brotherhood bonds among teachers.³³ Collaborative culture

³² Celeste A. Coruzzi, "Leading Change With Intelligence: The Power of Diagnosis in Creating Organizational Renewal," *Journal of Applied Behavioral Science* 56, no. 4 (2020), <https://doi.org/10.1177/0021886320953982>.

³³ Asha Thomas and Vikas Gupta, "Social Capital Theory, Social Exchange Theory, Social Cognitive Theory, Financial Literacy, and the Role of Knowledge Sharing as a Moderator in Enhancing Financial Well-Being: From Bibliometric

is manifested in various activities such as weekly sharing sessions, peer coaching, and team teaching that improve individual competencies and team cohesiveness.

Support from madrasah committees and student parents becomes significant external supporting factors, with external stakeholder satisfaction levels reaching 4.6/5.0 based on annual surveys. Madrasah committees play active roles not only in supervision but also in contributing ideas and resources to support teacher development programs. Student parents show high appreciation for teacher quality improvement efforts that positively impact their children's learning, reflected in 78% participation rates in madrasah activities and 4.5/5.0 satisfaction levels with educational services.

Research also identifies obstacles that need systematic and continuous solutions. Obstacle analysis using Force Field Analysis identifies three categories of restraining forces: structural constraints (time and financial limitations), individual resistance (resistance to change from some senior teachers), and systemic challenges (bureaucratic regulations and national standards sometimes not synchronized with madrasah needs). Based on "Professional Development Obstacle Survey 2024" of 45 teachers, 62% reported time constraints as main obstacles due to high teaching loads and heavy administrative responsibilities, 38% mentioned financial limitations for attending quality external

Analysis to a Conceptual Framework Model," *Frontiers in Psychology* 12 (2021), <https://doi.org/10.3389/fpsyg.2021.664638>.

training, and 24% acknowledged personal resistance to technology integration.

Time limitations as main obstacles require creative solutions including flexible scheduling and more effective time management. Madrasah implements “compressed schedule” systems for teacher development activities where intensive training is conducted in shorter but focused time, and utilization of semester breaks for long-term development programs. Financial obstacles are overcome through cost-sharing strategies with partner madrasah, seeking sponsors from alumni and donors, and optimizing internal resources by utilizing senior teachers as internal trainers. Resistance to change is overcome through persuasive approaches respecting senior teacher experience while providing understanding about the importance of adaptation to changing times.

To overcome systemic obstacles in the form of complex bureaucratic regulations, madrasah conducts advocacy involving teacher professional organizations and Islamic education stakeholders to propose procedure simplification and increased flexibility in educational policy implementation. Madrasah also develops efficient documentation and reporting systems to meet administrative requirements without reducing focus on teacher development substance. This proactive approach enables madrasah to remain compliant with applicable regulations while maintaining innovation in teacher competency development, creating balance

between regulatory compliance and sustainable educational innovation.³⁴

Based on comprehensive analysis of supporting factors and obstacles, research produces “Transformational-Islamic Leadership Model for Teacher Competency Development (TIL-TCD)” integrating seven main components in holistic frameworks. The TIL-TCD model has been validated through expert judgment from 5 Islamic educational leadership experts with Content Validity Ratio (CVR) of 0.89, showing very good content validity levels. Construct validity was confirmed through Structural Equation Modeling with goodness of fit index of 0.94, indicating the model is statistically valid and reliable for implementation in madrasah contexts. This model has become a reference for 12 other madrasah in Madura and is beginning to be adopted by madrasah outside Madura.

CONCLUSION

This research concludes that madrasah principals effectively implement transformational leadership integrating Islamic values (uswatun hasanah, syura, spiritual motivation). Teacher competency development strategies include seven approaches: needs-based programs, in-house training, subject teacher association strengthening, mentoring, classroom action research, technology integration, and comparative studies. Supporting factors

³⁴ Ismail Tolla Ansar, “Kepemimpinan Dalam Peningkatan Mutu Pendidikan Melalui Manajemen Berbasis Sekolah,” *SEMINAR NASIONAL HASIL PENELITIAN 2021 “Penguatan Riset, Inovasi, Dan Kreativitas Peneliti Di Era Pandemi Covid-19”* 6, no. 2 (2021).

include principal commitment and collaborative culture, while main obstacles are time and financial limitations. The resulting TIL-TCD model proved to improve pedagogical competency by 85% and professional competency by 78%, providing integrated frameworks for sustainable Islamic educational transformation.

REFERENCES

- Amet, Amet. "Transformation of Islamic Educational Institutions in Realizing Quality Human Resources in the Global Era." *Enrichment: Journal of Management* 12, no. 6 (2023).
- Ansar, Ismail Tolla. "Kepemimpinan Dalam Peningkatan Mutu Pendidikan Melalui Manajemen Berbasis Sekolah." *SEMINAR NASIONAL HASIL PENELITIAN 2021 "Penguatan Riset, Inovasi, Dan Kreativitas Peneliti Di Era Pandemi Covid-19"* 6, no. 2 (2021).
- Anshari, Ismail, and Tihalihmah Tihalihmah. "Transformational Leadership Model in Islamic Education." *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 2, no. 1 (2019). <https://doi.org/10.33258/birci.v2i1.150>.
- Bass, Bernard M., and Ronald E. Riggio. "Transformational Leadership," 2nd ed. New York: Psychology Press, 2006.
- Braun, Virginia, and Victoria Clarke. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3, no. 2 (2006). <https://doi.org/10.1191/1478088706qp063oa>.
- Brooks, Melanie C., and Agus Mutohar. "Islamic School Leadership: A Conceptual Framework." *Journal of Educational Administration and History* 50, no. 2 (2018). <https://doi.org/10.1080/00220620.2018.1426558>.
- Coruzzi, Celeste A. "Leading Change With Intelligence: The Power of Diagnosis in Creating Organizational Renewal." *Journal of*

- Applied Behavioral Science* 56, no. 4 (2020).
<https://doi.org/10.1177/0021886320953982>.
- Dietze, Pia, and Eric D. Knowles. "Social Class Predicts Emotion Perception and Perspective-Taking Performance in Adults." *Personality and Social Psychology Bulletin* 47, no. 1 (2021): 42–56. <https://doi.org/10.1177/0146167220914116>.
- Direktorat Jenderal Pendidikan Islam. "Tantangan Implementasi Kurikulum Berbasis Cinta." *Kementerian Agama Republik Indonesia*, 2024.
- Fithriani, Darmiah, Warul A.K. Walidin, Syabuddin, and Sulaiman. "Professionalism Competency of Public Islamic Senior High School (Man) Teachers in Welcoming the Era of the Industrial Revolution 4.0 in Aceh." *Jurnal Ilmiah Islam Futura* 24, no. 2 (2024): 561–78. <https://doi.org/10.22373/jiif.v24i2.11131>.
- G. Northouse, Peter. "Leadership: Theory and Practice Ninth Edition." *The Leadership Quarterly*, 2021.
- Gardner, Howard. "The Five Minds for the Future." *Schools* 5, no. 1/2 (2008): 17–24. <https://doi.org/10.1086/591814>.
- Guskey, Thomas R. "Professional Learning with Staying Power." *Educational Leadership* 78, no. 5 (2021).
- Hefniy, Hefniy, Dina Mardiana, Dwi Enggal, and Hasan Baharun. "Prophetic Leadership in Creating Superior Educational Institutions: Phenomenological Study of Private Islamic Universities." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 4 (2023). <https://doi.org/10.33650/al-tanzim.v7i4.6251>.
- John W. Creswell & J. David Creswell. *Research Desain: Qualitative, Quantitatif, and Mixed Method Approaches*. IV. Los Angeles: SAGE, 2018.
- Johnson, Amy M., Matthew E. Jacovina, Devin G. Russell, and Christian M. Soto. "Challenges and Solutions When Using Technologies in the Classroom." In *Adaptive Educational Technologies for Literacy Instruction*, 2018.

<https://doi.org/10.4324/9781315647500-2>.

Lakadjo, Mohamad Awal. "Kesadaran Diri Dan Tanggung Jawab Pribadi Pada Siswa." *Educounseling*, no. Mei (2023). <https://repository.ung.ac.id/karyailmiah/index>.

Middlewood, David, and Tony Bush. "Leading and Managing People in Education." *Leading and Managing People in Education*, 2013.

Mohamed, Ahmed, Ahmad Zabidi Abdul Razak, and Zuraidah Abdullah. "Teacher Leadership and Teacher Professional Learning in Schools of Maldives." *International Online Journal of Educational Leadership* 2, no. 2 (2018). <https://doi.org/10.22452/iojel.vol2no2.4>.

Navaridas-Nalda, Fermín, Mónica Clavel-San Emeterio, Rubén Fernández-Ortiz, and Mario Arias-Oliva. "The Strategic Influence of School Principal Leadership in the Digital Transformation of Schools." *Computers in Human Behavior* 112 (2020). <https://doi.org/10.1016/j.chb.2020.106481>.

Prenger, Rilana, Cindy L. Poortman, and Adam Handelzalts. "The Effects of Networked Professional Learning Communities." *Journal of Teacher Education* 70, no. 5 (2019). <https://doi.org/10.1177/0022487117753574>.

Rahayu, Restu, Sofyan Iskandar, and Yunus Abidin. "Inovasi Pembelajaran Abad 21 Dan Penerapannya Di Indonesia." *Jurnal Basicedu* 6, no. 2 (2022). <https://doi.org/10.31004/basicedu.v6i2.2082>.

Ramadhina, Marini Shadrina. "Kontribusi Supervisi Klinis Dalam Meningkatkan Kualitas Pengajaran : Studi Kasus Di MIS Trubus Iman." *Nusantara: Jurnal Pendidikan Indonesia* 5, no. 1 (2025).

Ripki, Ahmad Jauhari Hamid, Sylviana Murni, Mochamad Wahyudi, Suryadi Suryadi, Burmansah Burmansah, Ayu Wulandari, and Sisca Cletus. "How Does Transformational Leadership on School Leaders Impact on Teacher Creativity in Vocational High Schools?" *Universal Journal of Educational Research* 8, no. 10 (2020). <https://doi.org/10.13189/ujer.2020.081033>.

- Rofiqi. "Pendidikan Islam Di Era Industri 4 . 0 (Studi Analisis Terhadap Tantangan Profesionalisme Guru Pendidikan Agama Islam)." *FIKROTUNA: Jurnal Pendidikan Islam Dan Manajemen Islam* 10, no. 2 (2019): 1243–57. <https://doi.org/10.32806/jf.v10i02.3763>.
- Rofiqi, and Sitti Yumnah. *Filsafat Pendidikan Islam*. Malang: Literasi Nusantara, 2020.
- Schmitz, Maria Luisa, Chiara Antonietti, Tessa Consoli, Alberto Cattaneo, Philipp Gonon, and Dominik Petko. "Transformational Leadership for Technology Integration in Schools: Empowering Teachers to Use Technology in a More Demanding Way." *Computers and Education* 204 (2023). <https://doi.org/10.1016/j.compedu.2023.104880>.
- Sholeh, Makherus, Nur Kholis, and Nuril Mufidah. "Madrasah Principal Leadership in Digital Transformation at Madrasah Ibtidaiyah: A Case Study." *Dinamika Ilmu*, 2022. <https://doi.org/10.21093/di.v22i1.4241>.
- Sims, Sam, Harry Fletcher-Wood, Alison O'Mara-Eves, Sarah Cottingham, Claire Stansfield, Josh Goodrich, Jo Van Herwegen, and Jake Anders. "Effective Teacher Professional Development: New Theory and a Meta-Analytic Test." *Review of Educational Research*, 2023. <https://doi.org/10.3102/00346543231217480>.
- Thomas, Asha, and Vikas Gupta. "Social Capital Theory, Social Exchange Theory, Social Cognitive Theory, Financial Literacy, and the Role of Knowledge Sharing as a Moderator in Enhancing Financial Well-Being: From Bibliometric Analysis to a Conceptual Framework Model." *Frontiers in Psychology* 12 (2021). <https://doi.org/10.3389/fpsyg.2021.664638>.