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## The effect of transformational leadership on the effectiveness of madrasah management

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### Abstract

The definition of leadership is advanced by some experts but it depends on the perspective of each unit of analysis. According to Wahyudi the leadership is; The ability of a person in moving, directing also influence the mindset, the workings of each member to be independent on working, especially in the decision-making for the benefit of accelerated achievement of the goals set <sup>[1]</sup>. Whereas According to Muhyi Leadership is: Leadership or lead activities is an effort that people do with all their ability to: influence, encourage, direct and mobilize people who led so they will work with passion and confidence in achieving organizational goals <sup>[2]</sup>. Experts define leadership according to the characteristics, behaviors, influences on others, patterns of interaction, the relationship of roles and place to an administrative position. The philosophy of education says that leadership can be interpreted as the interpersonal influence undertaken in certain situations. And directed through the process of communication in the direction of achieving one or several specific purposes "(Weschler 1961). According to Wahjosumidjo, in the practice of organization, the word "lead" has the connotation of moving, directing, guiding, protecting, nurturing, giving example, giving encouragement, giving help and so on. From the notion of leadership, it basically contains common assumptions, such as (1) in a group phenomenon involving the interaction between two or more persons, (2) in involving the process of influence, in which the intentional influence is used by the leader against subordinates.

**Keywords:** Leadership, Transformation, Management, Madrasah

### 1. Introduction

#### The Approach of Educational Leadership Theory

This approach of theory is based on the premise that a leader's success is determined by the traits or characteristics that the leader possesses. Such traits can be physical in nature and can also be psychological. According to the theory of nature, only individuals with certain characteristics can be a leader. The individual is better known as a super (greatman).

A Dale Timpe argues that the qualities that a leader must have in order for his leadership to make the organization effective is the leader must have leadership qualities that include: (1) Smooth speech; (2) Problem solving ability; (3) Views into group problems; (4) Dexterity; (5) Intelligence; (6) Willingness to accept responsibility; (7) Social skills; (8) Awareness of him/her self and his environment <sup>[3]</sup>. There are four qualities of a leader must have in order to succeed in his task: "*Management of attention, management of meaning, management of trust, management of self.*" <sup>[4]</sup> *Management of attention* is the ability of leaders in communicating goals or directions that can attract the attention of members of the organization. *Manajement of meaning* is the ability of leaders in creating and communicating the meaning of purpose clearly and can be used. *Management of trust* is the ability of leaders to be trusted and consistent so that people will pay attention to him/her. *Management of self* is the ability of leaders to know, control and self-control within the limits of strength and weakness of him/her self. Approach of properties theory and find properties associated with leadership effectiveness, can be seen in the following table::

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<sup>1</sup> Wahyudi., *Principal Leadership in Learning Organization*, (Bandung: Alfabeta, 2012), p.120.

<sup>2</sup> Encep Syafrudin Muhyi, *Transformational Education Leadership*, (Jakarta: Diadit Media, 2011), p.126.

<sup>3</sup> A Dale Timpe. *Human Resources Management Productivity Series* (Jakarta: PT Gramedia, 1993), p.38.

<sup>4</sup> Paul Hersey, Blanchard. *Management Of Organizational Behavior* (New Jersey: Prentice Hall. Inc.1998), p.89.

**Table 1:** <sup>[5]</sup> Personal Characteristics of Effective Leaders

Physical Characteristics	Personality	Characteristics of social The ability of cooperation Popularity and liability Social participation, diplomacy Interpersonal skills
Activity	Vigilance	
Energy	Creativity	
Dynamic	Personal integrity	
Social background	Confidence	
Mobility	Have an ethics	
	Characteristics of workplace	
Intelligence	Motivation on achievement,	
Ability	The desire for perfection	
Knowledge	Responsibility	
Balance	Task orientation	
Eloquence		

The table above shows that an effective leader is, if the leader has traits or personal characteristics are steady. These characteristics include physical characteristics, personality, social background, confidence, interpersonal skills, intelligence ability and workplace characteristics. A leader will be effective if you have a high activity supported by a strong personality, good ability to work together have confidence in the duties and supported by good interpersonal skills and responsible attitude.

Educational leadership, characteristics of educational leaders to be possessed, namely: Intelligence, maturity and power of social views, have motivation and desire for achievement, have the ability of humankind <sup>[6]</sup>.

**Theory of transformational leadership approaches**

According to Leithwood in Danim said: *Transformational leadership is seen to be sensitive to organization building, developing shared vision, distributing leadership and building schools necessary for current restructuring efforts in schools.* Transformational leadership is a process whereby leaders and followers stimulate each other to create a high level of morality and motivation linked to their common tasks and shared their function. Leadership styles will be able to bring followers awareness by generating productive ideas, synergistic relationships, responsibility, educational awareness, shared goals and moral values <sup>[7]</sup>.

**Table 2** <sup>[8]</sup> The Differences of Transformational Leadership Construction With Transactional Leadership

Leader	Transformational	Transactional
Bass and Avilio	1. Attributes of ideal influence 2. Behavior of ideal influence 3. Inspirational motivation 4. Intellectual stimulation 5. Individualization of consideration	1. Contingency of rewards 2. Management with active exception 3. Management with passive exception
Bass, 1985	1. Higher motivational skills 2. Better performance	1. Moderate motivating ability 2. Moderate performance

Transformational leadership was first proposed by Bernard M. Bass which was developed by Burns, the term of transformational derived from the word "to transform" which

<sup>5</sup> Tiantoro Safaria. *Leadership* (Yogyakarta: Graha Ilmu, 2004), p.40.  
<sup>6</sup> Abdul Aziz Wahab, *Anatomy of Organization and Educational Leadership*, (Bandung: Alfabeta, 2008), p.86.  
<sup>7</sup> Encep Safrudin Muhyi, *Op.Cit*, p. 179-180.  
<sup>8</sup> Sudarwan Danim. *Op.Cit*, p.5.

has the meaning of transforming something into another different form <sup>[9]</sup>. The transformational leadership theory arose from the ideas developed by James Mc Gregor Burns in 1978 applying in a political context and subsequently into the organizational context by Bernard Bass. Yukl, in Triatna., Transformational leadership can enhance morality and higher motivation. Burn (1978) in Yukl, explains that, "transformational leadership is a process whereby leaders and followers mutually improve themselves to the level of morality and higher motivation <sup>[10]</sup>. As Maslow stated in Yukl that, "transformational leaders move higher level needs on followers. Followers are raised from 'self' to their 'better self'. Furthermore, according to Yukl in Rosmiati and Kurniadi, the essence of transformational leadership is to empower its followers to perform effectively by building commitment to new values, developing skills and beliefs, and creating a climate conducive to the development of innovation and creativity <sup>[11]</sup>.

Transformational leadership regards change as the core of leadership. Regarding to the change in the organizational context, in this case is school, Cohen, in Gilley et. AL, states that: "organizations face competition, therefore they must be able to support and implement continuous and transformational changes", the above indicates that only organizations that make continuous changes will be able to survive based on the progress of the times.

**Characteristics of Transformational Leadership**

Each style of leadership has its own characteristics, as well as in transformational leadership. Bass & Aviola, in the Komariah proposes four characteristics or dimensions of transformational leadership, with the concept of "4I" which means:

- 1) **The first "I" is Idealized influence**, which is described as a behavior that generates the respect and trust of the person it leads. Idealized influence implies sharing of risk through consideration of needs on staff above personal needs and ethical moral conduct.
- 2) **The second "I" is Inspirational motivation**, reflected in behaviors that always provide challenges for the work of staff and pay attention to the meaning of work for staff. Leaders demonstrate commitment to organizational goals through behavior that staff can observe. The leader is a motivator who is eager to continue to arouse the enthusiasm and optimism of the staff.
- 3) **The third "I" is Intellectual stimulation**, a leader who practices innovations. His leadership attitudes and behaviors are based on intellectual knowledge and intellectually translated into productive performance, as intellectuals, leaders always explore new ideas and creative solutions from staff and do not forget to always encourage staff to learn and practice new approaches in doing the work.
- 4) **The fourth "I" is Individualized consideration**, the leader reflects himself as an attentive person in listening and following up on complaints, ideas, expectations, and any feedback that the staff provides.

Regarding to transformational leadership, Leithwood, *et al.* Cited by Danim, suggests that: "*transformational leadership*

<sup>9</sup> Yukl, *Op. Cit*, p.35.  
<sup>10</sup> Yukl, *Op. Cit*.p. 296.  
<sup>11</sup> Yukl, *Op. Cit*, p. 151.

is seen to be sensitive to organization building, developing shared vision, distributing leadership and building school culture necessary to current restructuring effort in schools".<sup>12</sup>

The essence of this view is transformational leadership has the following dominant features:

- a. Having sensitivity to organizational development,
- b. Developing a shared vision among the organizational community,
- c. Distributing leadership roles,
- d. Developing a school culture,
- e. Conducting restructuring efforts at schools<sup>[13]</sup>.

Transformational leadership is a leadership style that prioritizes the provision of opportunities to and / or encourages all the elements that exist within the organization to work on the basis of a noble value system. All of elements willing to do something without coercion, achieving the maximum to achieve goals. According to Luthan quoted by Suyanto, in Danim, there are dominant traits of someone who has successfully applied transformational leadership style, these characteristics are:

- a. Identifying itself as a renewal agent,
- b. Having a brave,
- c. Trusting others,
- d. Acting base on the value system (not on the basis of individual leadership, and the interests and cronies),
- e. Improve its ability continuously,
- f. Have the ability to deal with complex situations, unclear and uncertain, and,
- g. Have a future vision.

### Transformational Leadership in Madrasah

Educational leaders in educational units (Principal) are responsible for managing educational processes of education, administration of madrasah, training of education personnel, and other resource empowerment. Thus, a Principal according to Supriadi on Mulyasa stated that "the relationship between principal quality and various aspects of school life such as school discipline, school culture climate, and the decline in misbehavior of learners"<sup>[14]</sup>. Although the appointment of Principal of madrasah is not done arbitrarily, it is even appointed from an experienced teacher or a long time as vice principal of madrasah, but not necessarily making the principal to be professional in performing the task<sup>[15]</sup>. The education department (formerly Depdikbud) has determined that a principal should be able to carry out its work, that are:

- 1) Principal as an Educator. In performing its function as an educator, the principal should have the right strategy to improve professionalism of the education personnel in the school. Creating a conducive school climate, advising madrasah. The professional principal should try to advise all school citizen, for example at every flag ceremony or regular meetings<sup>[16]</sup>.
- 2) Principal as a manager. All managers with their dexterity and skill have cultivated and utilized various interrelated activities to achieve the goal<sup>[17]</sup>. Based on the description, a manager or principal is essentially a

planner, organizer, and a manager of the existence managers in every organization is necessary, because the organization as a tool to achieve organizational goals in which there is a variety of knowledge developed, and organizations that become places to build and develop human resource careers, requires capable managers to plan, organize, lead and control in order to achieve its stated objectives<sup>[18]</sup>.

- 3) Principal as an administrator. Specifically, the principal should have the ability to manage the curriculum, manage the administration of learners, manage personnel administration, organizing of facilities and infrastructure, organizing archival administration and organizing financial administration<sup>[19]</sup>. In this case, the principal should be able to act situational, in essence the principal should be more prioritized task (*Task oriented*), so that the tasks assigned to each educational staff can be implemented with the best. Thus, the work effectiveness of principal depends on the degree of renewal between leadership styles and the level of fun in certain situations<sup>[20]</sup>.
- 4) Principal as a supervisor. The main activity of education in madrasah in order to realize the goal is learning activities, so that all the activities of madrasah organization boils down to the achievement of efficiency and effectiveness of learning. Therefore, one of the tasks of principal is as supervisor, that is supervising the work done by the educational staff<sup>[21]</sup>. The principal as supervisor should be realized in the ability to arrange, and carry out the educational supervision program, and utilize the results.
- 5) Principal as a leader. The principal as a leader should be able to provide a show and supervision there are several characters that must be owned by principal as a leader that is, personality, basic skills, experience and professional knowledge, and knowledge of administration and supervision<sup>[22]</sup>. While the personality of the principal as the leader will be reflected in his / her characteristics (1) honest, (2) confident (3) responsibility, (4) dare to take risks, (5) big spirits, (6) stable emotions, (7) exemplary<sup>[23]</sup>.
- 6) Principal as an innovator. In order to perform its roles and functions as an innovator, the principal must have the right strategy for harmonious relationships with the environment, seeking new ideas, integrating each activity, setting the example for all madrasahs, and developing innovative learning models. The principal as an innovator must be able to search, find, and carry out various reforms at madrasah.
- 7) Principal as a motivator. The principal should have an appropriate strategy to provide motivation to the education personnel of the students in performing various tasks and functions of principal as a motivator is very important in developing and achieving the goals of the madrasah that has been established.

Madrasah Ibtidaiyah is the most basic level of formal education in Indonesia, equivalent to elementary school,

<sup>12</sup> Sudarwan Danim, Op.Cit, p.61.

<sup>13</sup> Ibid. p.61

<sup>14</sup> E. Mulyasa, *School Based Management: Concepts, Strategy and Implementation*, (Bandung: PT Remaja Rosdakarya, 2007), p.25.

<sup>15</sup> E. Mulyasa, 2007, *Becoming a Professional Principal*, Bandung: PT. Youth Rosdakarya, p. 97.

<sup>16</sup> Ibid., P. 98-99.

<sup>17</sup> Ibid., P. 103.

<sup>18</sup> Wahjosumidjo, 1999., *Principal Leadership: Theoretical Review and Problems*, Jakarta: PT. Raja Grafindo Persada, p. 95-96

<sup>19</sup> E.Mulyasa, Op. Cit., P. 107.

<sup>20</sup> Ibid., P. 108-109.

<sup>21</sup> Ibid., P. 111.

<sup>22</sup> Wahjosumidjo, Op.cit., P. 110.

<sup>23</sup> Mulyasa, Op. Cit., P. 115.

which is managed by the Ministry of Religious Affairs. Madrasah ibtdaiyah education is taken within 6 years, starting from grade 1 to grade 6. Madrasah ibtdaiyah graduates can continue their education to Madrasah Tsanawiyah or Junior High School (see Law No. 90 of 2013 Regulation of the Minister of Religion on Madrasah Education Implementation CHAPTER 1 Article 1). The curriculum of madrasah ibtdaiyah is the same as the elementary school curriculum, but in MI there are more portions of Islamic religious education. In addition to teaching subjects like elementary school, also added with lessons such as: Al Qur'an Hadith, Aqidah Akhlaq, Fiqh, History of Islamic culture and Arabic.

In 2013 KTSP curriculum began to not apply in some schools and madrasah. The 2013 curriculum that was launched by the government is a fresh breeze for education in addressing education issues. The 2013 curriculum based on the strengthen of reasoning is expected to produce productive, creative, innovative and affective Indonesian people. Through the strengthening of attitudes, skills, and knowledge, so that Indonesian people are not only known as human memorizers, but able to reason critically and sharply.

Referring to Education and Culture Ministerial Regulation number 18 A of 2013 on the implementation of 2013 curriculum, states that the 2013 curriculum is done gradually starting academic year 2013 / 2014. Ministry of Education and Culture make various efforts to support implementation of 2013 curriculum. But the implementation of the 2013 curriculum in 2014 Only half a year, new regulations issued by the new Education Minister (Anis Bawesdan), that the 2013 Curriculum needs to be reexamined, and returned to the 2006 Curriculum or KTSP curriculum. This is very confusing to the community and some educational institutions.

For madrasah, the Ministry of Religion decided that religious lessons (Qur'an Hadith, Aqidah Akhlaq, Fiqh, SKI and Arabic) continued to use the 2013 Curriculum based on Religious Affairs Ministerial Decree No. 207 of 2014 on Madrasah Curriculum. The Ministry of Religious Affairs in the field of education should prepare everything for the implementation and socialization of the Curriculum 2013. Madrasah or Islamic education is one aspect of Islamic teachings as a whole, because the goal of Islamic education is inseparable from the purpose of human life in Islam, namely to create person who always devoted to Him, and can achieve a happy life in this world and the hereafter<sup>[24]</sup>.

The foundations for the establishment and development of the first and foremost Islamic education are the Qur'an and Sunnah. On this basis, Islamic education can be placed within the framework of sociology, become a tool of transmitting the inheritance of a positive cultural heritage for human life. From the basis of Islamic education, then developed Islamic education system that has its own characteristics and different from other education systems<sup>[25]</sup>.

### Concept of Madrasah Effectiveness

In line with the guidance of the society for quality education in Indonesia, lately emerging modern school idea about various school names, such as Favorite School, Superior School, Model School, Pilot School and so on. In some

developed countries this movement is called the Ideal School / Madrasah idea. According to Syamsul Ma'arif: Madrasah is a place to instill a noble character in the soul of students and foster it with guidance and advice, so that become a soul that produces virtue, goodness and love to work that is useful for the homeland<sup>[26]</sup>. Abu Ahmadi gives understanding of Madrasah is a place where there are business effort consciously, systematically and plan to help students in accordance with the teachings of Islamic religion, so that they live a decent, happy and prosperous<sup>[27]</sup>.

Azyumardi Azra in his book *"Islamic Education Tradition and Modernization Amid the Millennium Challenge II"* defines madrasah: The word "madrasah" in Arabic is the word "place description" (zharaf makan) from the root of "darasa". Literally "madrasah" is defined as "learning place for students," or "a place for learning." From the root word "darasa" can also be derived the word "midras" which means "books studied" or "place of learning"; The word "al-midras" is also defined as "the home to study the Torah." The word "madrasah" is also found in Hebrew or Aramaic, from the same root word "darasa", meaning "read and learn" or "seat to learn". The fact that the word "madrasah" is derived from Arabic, and not translated into Indonesian, causes the public to better understand the "madrasah" as an Islamic educational institution, ie "a place for religious learning" or "a place for giving religious lessons." Educational historians such as A.L.Tibawi and Mehdi Nakosteen, said that madrasah (Arabic) refers to the vast institutions of higher learning in the pre-modern (classical) Islamic world. That is, the term madrasah in classical Islam is not the same terminology with madrasah in the sense of the Indonesian language.

A school is said to be effective if it can display the expected level of performance in the learning process alignment shown by the quality of learning outcomes for learners in accordance with the main task. According to Satori, quoted by Wawan, said that "The quality of learning and satisfactory learning outcomes is an accumulative product of all services performed by the school and the influence of the atmosphere or the conducive climate created by the school".<sup>28</sup> According to Saud, the school effectively has the following indicators:

- 1) Vision, mission and quality targets to be achieved in accordance with standards established locally and globally.
- 2) Quality of education output (academic and non-academic) which always increase every year.
- 3) A safe, orderly, child-friendly school environment.
- 4) All school personnel (principals, teachers, staff, students) have a vision, mission and high expectations to perform optimally.
- 5) Implementing continuous staff development programs in accordance with the development of science and technology.
- 6) A continuous and comprehensive evaluation system for various academic and non-academic aspects for the improvement of school quality and the quality of student learning.
- 7) Intensive support and participation of the community and parents<sup>[29]</sup>.

<sup>24</sup> Azumardi Azra, 2012, *Islamic Education Tradition and modernization amid the Millennium Challenge*, Jakarta: Kencana Perdana Media Group, p.

<sup>25</sup> Ibid, p. 10.

<sup>26</sup> Ma'arif, Op cit, p. 69.

<sup>27</sup> Http // www.abdimadrasah.com.

<sup>28</sup> Djaman Satori, *Accountability Efectif School*, (Bandung: UPI, 2008), p.116.

<sup>29</sup> Ibid.

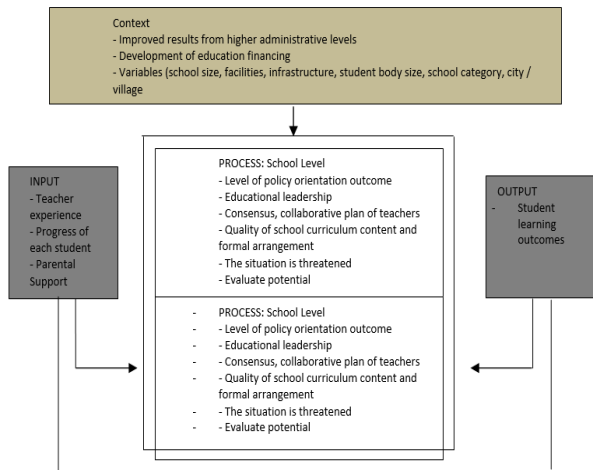


Fig 1: Cycle of Effective School Model [30]

The above effective school model shows that teacher experience, student progress and parental support are the inputs of effective schools and it will have an impact on effective school development. The input will be processed at the school level and grade level. Where process quality at the school level and at the classroom level will determine student learning outcomes. In other words between input, process and output is one of the most influencing entities. Transformational leadership will realize the effectiveness of schools / madrasah that include the following:

**1. Ability of Principal in Developing Effective School / Madrasah**

**a. Vision and Working Ethics as Essential Values of Leadership of Madrasah / School Principals in Developing Effective Schools**

The principal's leadership is linked to at least two essential underlying values of awareness of the educational vision in the school he leads and the work ethic he has.

"Vision is a sketch of the future of the organization that can be seen now that encourages everyone to start living and working in the desired situation" [31]. Therefore, the vision is the values and beliefs of the administrators team about its future organizational form. Vision as a representation of the confidence of the management team on how future organizational forms should be in the view of customers, employees, voters and other important stakeholders.

The other important ability of the principal is to describe and internalize the vision of educational organizations in this school. Helgeson's opinion reveals that vision is "an explanation of what an organization should look like if it goes well" [32] Sanusi's opinion, that vision or insight is "deep vision, containing knowledge (cognitive), love (affective) and professional awareness as well as ability" [33] Ethos is defined as "The basic attitude toward themselves and the life-emitted world" [34]

The professional work ethic is characterized by a number of

superior organizational infrastructures that is a far-reaching business vision, strong binding organizational mission, coherent and synergistic business strategy, coherent holistic basic values, harmony of ideal business philosophy, work behavior which consistent positive, friendly and harmonious environment, commitment to organizational vision and work orientation on human excellence based on the spirit to move forward.

**b. Managerial Leadership of Madrasah / School Principals in Developing Effective Madrasah / School**

Management is essentially a process of planning, organizing, executing, leading and controlling the efforts of members of the organization and utilize all the resources of the organization in order to achieve the goals set. There are three important things to note from description that is the process of utilizing all organizational resources and achievement of organizational goals that have been established.

- 1) Process, is a systematic way of doing things. Management as a process, because all of managers, however, with special dexterity and skill in pursuing various activities to achieve goals. These activities include:
  - a. Planning, in the sense that the principal must really think and formulate in a program goals and actions to be done.
  - b. Organizing means that the principal must be able to collect and coordinate human resources and school material resources, because the success of the school depends heavily on the skills to organize and utilize as a source in achieving the goal.
  - c. Leading, in the sense that the principal is able to direct and influence all human resources to perform its essential tasks, by creating the right atmosphere the principal helps human resources to do the best things.
  - d. Controlling, in the sense that the principal obtains assurance, that the school runs to achieve the goal if there is a mistake between the parts of the school, the principal must provide guidance and formulate it.
- 2) The resources of a school include funds, equipment, information, and human resources, each of which functions as a thinker, planner, actor and supporter to achieve the goal.
- 3) Achieving predetermined organizational goals. It means that the principal strives to achieve specific ends. These specific ends vary from organization to organization. This purpose is unique and special. Management is as "A process that includes planning, organizing, leading and controlling".<sup>35</sup> The detailed management process can be seen in the following figure:

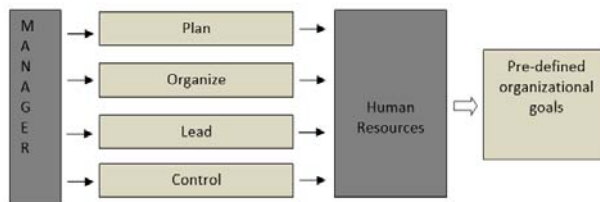


Fig 2: School Management [36]

Based on the picture, that a manager or a principal in essence is a planner who is able to plan the organization well. The manager is also an organizer who is able to organize or

<sup>30</sup> Jaap Scheerens, *Making Effective School*, (Jakarta: Logos, 2003), p.14.  
<sup>31</sup> Salusu. *Strategic Decision Making for Public Organizations and Non-Profile Organizations* (Jakarta: Gramedia, 1996), p.130.  
<sup>32</sup> Helgeson (1996), p. 45.  
<sup>33</sup> Sanusi. *Studi Development of Professional Education Teaching Staff Model* (Bandung: IKIP Bandung, 1995), p.145.  
<sup>34</sup> Geertz. *Educational Administration as a Social Process: Theory, Research, Practice* (New York: Harper & Row, 1986), p.14.

<sup>35</sup> James A.F. Stoner. *Management* (New Jersey: Prentice Hall Inc, 2003), p.95.  
<sup>36</sup> *Ibid* (2003), p.95.

mobilize all members to be able to perform the task well. A manager is essentially a leader who must lead an organization, and a manager is a controller capable of controlling the organization in order to run in accordance with its intended purpose. Stoner, stated that there are eight kinds of functions of a manager needs to implement in an organization, namely:

- 1) Working with and through others.
- 2) Responsible and accountable.
- 3) With limited time and resources able to face various problems.
- 4) Thinking realistically and conceptually.
- 5) Intermediate interpreter.
- 6) A politician
- 7) A diplomat and
- 8) Tough decision makers <sup>[37]</sup>.

The eight functions of managers put forward by Stoner are of course applicable to any manager of any organization, including the principal so that the principal who plays the role of managing school activities should be able to realize the eight functions in everyday behavior. Although in practice it is strongly influenced by human resource factors, such as teachers, staff, students and parents, and the means and circumstances and environmental factors where the school is located.

## 2. The Influence of Principal Leadership to Effectiveness of Madrasah

The principal as an organization leader must be able to provide examples and role models, increase the willingness of educators and educational staff, able to plan, implement and evaluate madrasah. The principal of a madrasah as a leader must have a special character that includes personality, basic skills, experience and professional knowledge as well as administrative and supervisor knowledge.

The principal of madrasah should be able to improve the quality of education in the madrasah, the principal of madrasah should be able to create a conducive situation for the achievement of a fun learning system. The principal of madrasah should also be able to build a conducive and positive communication and cooperation with madrasah committees, parents, community, teachers, students and government. The principal of madrasah should be able to present his ideas and views in the development of education in the madrasah so that the madrasah become really the center to gain knowledge on the development of character and culture that ultimately parents have high hopes for madrasah. Madrasah effectively demonstrate the ability of madrasah / schools to perform their functions maximally, both in terms of economic function, social function, political function, cultural function and educational function. In order the school could perform its function hence required the leadership of good and qualified principal of madrasah. An effective Madrasah is a madrasah that capable of providing comfort and shade and discipline to all school citizen. The effective Schools / Madrasahs are madrasah / schools that emphasize basic skills, monitoring progress of students and the clear formulation of madrasah / school objectives.

### Close

A qualified Madrasah / School can be achieved if led by a good and qualified leader or principal. This statement shows that the leadership of the school is very important in

developing an effective school / madrasah education. Based on the description and previous explanation, it is clear that there is a significant influence between transformational leadership towards the effectiveness of madrasah. The leadership of principal in order to realize effective madrasahs can be seen from the ability of principal to create a positive and conducive climate for students to learn, strong leadership implementation, clearly stated and specific madrasah objectives, partnerships between school citizen, parents and community, The progress of students who are frequently monitored, there is high expectation for all madrasah citizens. While the effectiveness of madrasah can be seen from the purpose of the madrasah is clearly stated and specific, the implementation of strong educational leadership by the principal, expectation of teachers and high staff, there is partnership cooperation between madrasah, parents and community, the existence of positive and conducive climate for students to learn, Student progress is often monitored and emphasizes student success in achieving essential activity skills.

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