



Leadership Success System in Improving Education Quality at Madrasah Diniyah Takmiliyah Awaliyah

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Abstract

This study was motivated by the researcher's interest in examining the leadership success system of Madrasah Diniyah Takmiliyah Awaliyah principals, particularly the leadership methods applied to improve the quality of education. The head of Madrasah Diniyah Takmiliyah Awaliyah is considered capable of bringing positive changes every year, improving the quality of education even though the facilities and infrastructure are not yet adequate, and becoming a role model for teachers and students. In addition, the head of Madrasah Diniyah Takmiliyah Awaliyah has an open attitude towards change by providing training to teachers and conducting comparative studies with other Madrasah Diniyah Takmiliyah Awaliyah. This condition is different from the two comparative Madrasah Diniyah Takmiliyah Awaliyah, which show weak leadership that has resulted in the stagnation and even demise of the institution. This study aims to determine the system of successful leadership of the head of Madrasah Diniyah Takmiliyah Awaliyah in improving the quality of education at Madrasah Diniyah Takmiliyah Awaliyah. This study uses a qualitative method with a field study approach. Data collection techniques were carried out through observation, interviews, and documentation, with instruments in the form of observation guidelines, interview guidelines, and documentation guidelines. Data analysis results were carried out through the stages of data reduction, data presentation, and data verification, while data validity was tested through source triangulation and method triangulation. The results of the study show that the leadership of Madrasah Diniyah Takmiliyah Awaliyah applies three main methods, namely *uswatun hasanah*, democracy, and transformational. The application of these methods has a positive impact on the moral character of students, increased participation of teachers, parents, and the community, as well as the development of teacher quality, enthusiasm for learning, and curiosity about new knowledge. The results of this study are expected to serve as a reference in the development of leadership at Madrasah Diniyah Takmiliyah Awaliyah to improve the quality of education.

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INTRODUCTION

The issue of education quality is always a hot and interesting topic for discussion and study (Agustina et al., 2023; Hidayah, 2022; Puspita & Andriani, 2021; Sakdiah & Syahrani, 2022). The quality of education in Indonesia is influenced by several factors. Islamic education management plays an important role in character building and improving the quality of education in Islamic communities (Apriliana et al., 2022; Noor & Islamiya, 2023). In this context, leadership plays a key role in the management of educational institutions, particularly Madrasah Diniyah Takmiliyah Awaliyah, to effectively achieve the goals of Islamic education.

Islamic education at Madrasah Diniyah Takmiliyah Awaliyah aims not only to develop knowledge, but also to shape the character and morals of students in accordance with Islamic values (Marzuqi, 2022; Nando & Rivauzi, 2022). However, leadership practices in Islamic education management still face various obstacles that require further study, especially in countries with cultural and social diversity. Islamic education can respond to these challenges with appropriate innovations and strategies (Azhar & Asykur, 2024; Hajri, 2023). Several studies mention the importance of a transformational leadership approach that can inspire and motivate all elements in educational institutions to work together to achieve common goals (Aulia et al., 2024). This controversy is important to study further in order to find the leadership model that best suits the needs and characteristics of Islamic education in Madrasah Diniyah Takmiliyah Awaliyah. Good relationships with parents and the community greatly assist Madrasah Diniyah Takmiliyah Awaliyah in achieving educational goals and obtaining additional support in implementing educational programs (Fauzi & Nikmatullah, 2016; Kudus et al., 2024). This study also aims to provide practical recommendations for madrasah leaders in implementing more effective and efficient management strategies. Thus, this study makes an important contribution to efforts to improve the quality of Islamic education, particularly at the Madrasah Diniyah Takmiliyah Awaliyah level.

Human resources in educational institutions, namely educators and educational staff, often face various problems such as qualifications, professional development, welfare, and suboptimal performance. This condition requires continuous attention, guidance, and development so that educators and educational staff are able to carry out their duties and responsibilities professionally in accordance with established standards. In addition to human resources, the quality of education is also influenced by the availability of facilities and infrastructure, teacher welfare, equitable access to education, the relevance of education to community needs, and education funding. Poor quality in any of these factors has the potential to hamper the learning process and directly impact the quality of education produced (Satria et al., 2025).

In the context of Islamic education, particularly in Madrasah Diniyah Takmiliyah Awaliyah, Islamic education management plays a strategic role in shaping character and improving the quality of education based on Islamic values. The leadership of the head of Madrasah Diniyah Takmiliyah Awaliyah is a key factor in managing educational institutions effectively, both in terms of infrastructure management, teacher development, and the creation of a religious culture within the madrasah environment. Effective leadership not only plays a role in administrative management, but also as a mentor and role model who is able to guide teachers and students towards achieving the goals of Islamic education.

Previous studies have shown that leadership in Islamic educational institutions can be applied through various approaches, such as structural leadership that emphasizes discipline, as well as flexible and adaptive leadership that adapts to social and cultural dynamics. However, these differing views indicate that there is still room for research to find the leadership model that best suits the characteristics of Madrasah Diniyah Takmiliyah Awaliyah. In addition, studies on leadership in

Madrasah Diniyah Takmiliah Awaliyah that have succeeded in improving the quality of education amid limited facilities and infrastructure are still relatively limited, thus requiring more in-depth empirical studies.

Based on the initial observations of researchers at Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin Parak Tabu, an interesting leadership phenomenon was found to be studied. The principal of Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin Parak Tabu demonstrated leadership skills that differed from other Madrasah Diniyah Takmiliah Awaliyah, particularly in terms of leadership methods, institutional management, and managerial skills. Despite limited facilities and infrastructure, this Madrasah Diniyah Takmiliah Awaliyah has been able to improve the quality of education, provide continuous teacher training, and achieve student excellence in various activities. This contrasts with the two comparable Madrasah Diniyah Takmiliah Awaliyah, which exhibit weak leadership that has resulted in stagnation and even the demise of the institutions.

This phenomenon shows that the success of a Madrasah Diniyah Takmiliah Awaliyah is not solely determined by the completeness of its facilities, but is greatly influenced by the leadership system of the madrasah principal. Therefore, this research is important to strengthen theoretical studies on leadership in Islamic education management while providing practical contributions to Madrasah Diniyah Takmiliah Awaliyah administrators in the current and future contexts. Unlike previous studies that emphasized leadership styles in general, this study specifically examines the leadership success system of Madrasah Diniyah Takmiliah Awaliyah principals in improving the quality of education in an institution with real characteristics and dynamics in the field.

METHODS

This study uses qualitative research in the form of written or spoken words from people and observed behavior with a field study approach (Amani, 2023; Engkizar et al., 2023, 2024; Hamdi & Desvia, 2025; Irvansyah & Wijayanti, 2025; Kurniawati et al., 2020). The researchers selected eight informants for data collection in this study, consisting of key informants and supporting informants. The key informants in this study were the head of Madrasah Diniyah Takmiliah Awaliyah named AE, a third-grade teacher named PN, a first-grade teacher named ZH, a fourth-grade teacher named HS, a regular teacher named FD, a regular teacher named EF, a fourth-grade student named IS, and a third-grade student named RI. To gain an understanding, the researcher conducted research and requested data from the informants. The data sources in this study were divided into two categories: primary data and secondary data. Primary data was obtained directly from informants through interviews and observations of the leadership activities of the head of Madrasah Diniyah Takmiliah Awaliyah, the learning process, and the interactions between the head of Madrasah Diniyah Takmiliah Awaliyah, teachers, and students. Secondary data was obtained from supporting documents in the form of madrasah archives, organizational structures, vision and mission statements, activity records, and literature in the form of books and journals relevant to the focus of the research.

The research instruments used were observation guidelines, structured interview guidelines, and documentation guidelines. Data collection techniques were carried out through observation, structured interviews, and documentation. Observation was used to directly observe leadership activities and educational processes without the direct involvement of researchers. Structured interviews were conducted to obtain systematic and targeted data from informants regarding leadership methods, their application, and the successes achieved. Documentation was used to supplement field data through a search of official institutional

documents (Arikunto, 2022; Armita, 2025; Eltoukhi et al., 2025; Engkizar et al., 2022, 2025).

The data analysis technique used in this study is the interactive data analysis model developed by Miles and Huberman, which includes data reduction, data presentation, and verification or conclusion drawing. Data reduction was carried out by sorting, summarizing, and focusing the data in accordance with the research objectives, namely the leadership methods of Madrasah Diniyah Takmiliyah Awaliyah principals, their application in improving the quality of education, and the successes achieved. Data presentation was carried out in the form of narratives and matrices so that the data was organized systematically and easy to understand. The verification stage is carried out to draw conclusions based on the analyzed data in order to answer the focus and objectives of the research. Data validity is maintained through persistent observation and data triangulation. Persistent observation was carried out through continuous observation and rechecking of data using various techniques. Triangulation was carried out by comparing data from various sources and data collection techniques, such as observation, interviews, and documentation, so that credible and scientifically accountable data was obtained (Arikunto, 2022; Az-Zahra et al., 2025; Hamdi & Desvia, 2025; Maki et al., 2022; Mubayin et al., 2024; Purwanto et al., 2020; Pusvitasari & Sukur, 2020).

RESULT AND DISCUSSION

Leadership Methods of Madrasah Diniyah Takmiliyah Principals

Based on in-depth interviews and direct observations conducted by researchers in the field:

"Demonstrating the implementation of three complementary leadership approaches, namely the uswatun hasanah (role modeling) method, the democratic (openness) method, and the transformational (development and inspiration) method. These three approaches are applied simultaneously and adapted to the conditions and needs of the educational institution, thereby creating a healthy, harmonious learning climate that is oriented towards improving the quality of education and the character of students." From the researcher's explanation above, based on the results of in-depth interviews and direct observations conducted by the researcher, it appears that there are three methods applied by the principal of Madrasah Diniyah Takmiliyah Awaliyah Nurul Yaqin Parak Tabu in his leadership: uswatun hasanah, democratic, and transformational, with the following descriptions:

The Democratic Method (openness) is a leadership method that emphasizes active participation, freedom of expression, and deliberation in the learning/leadership process in decision making.

This is in line with the leadership model described by David Held, who explains that democratic leadership is leadership that discusses the principles, forms, and practices of government based on public participation. This leadership emphasizes that legitimacy of power can only be obtained through a participatory process that actively involves citizens in decision-making, for example, in the case of Madrasah Diniyah Takmiliyah Awaliyah, teachers, parents of students, and the surrounding community.

"The results of observations and interviews indicate that the principal of Madrasah Diniyah Takmiliyah Awaliyah Nurul Yaqin Parak Tabu has a leadership style that is open to suggestions and input from teachers as well as the surrounding community"

The next informant explained:

"I often discuss with parents, pay attention to the condition of students, and involve all parties in drafting regulations, activities, and decision-making. Democratic leadership methods are applied through openness in communication and actively involving all elements in the decision-making process."

The Head of Madrasah Diniyah Takmiliah Awaliyah provides space for teachers to express their opinions, propose ideas, and participate in formulating policies related to madrasah management. He is also active in dialoguing with parents and the surrounding community to listen to their aspirations and pay attention to the conditions and needs of students. In various meetings or discussions, decisions are made through joint discussions rather than authoritatively. This is in line with what informant HS explained:

"Informant AE is the principal of Madrasah Diniyah Takmiliah Awaliyah who is very open and receptive to suggestions, always listens to input from parents, and engages in dialogue with them once a month."

This approach creates an inclusive and collaborative working atmosphere, where each party feels valued and has an important role in the progress of the institution. This encourages a spirit of togetherness and a sense of shared responsibility for the development of the madrasah.

The transformational method is a leadership style that focuses on inspiration, empowerment, and individual development to create positive change in the organization being led. Observations and interviews indicate that:

"The principal of Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin Parak Tabu motivates and inspires teachers to work toward common goals in order to achieve good educational outcomes and student achievement. The transformational method is evident in the way the Principal of Madrasah Diniyah Takmiliah Awaliyah inspires and motivates teachers and educators to continue to develop and innovate. He not only directs but also accompanies the process of developing teacher competencies through training, guidance, and providing constructive challenges."

This is in line with what Informant EF explained during the interview session:

"Informant AE provides training for us teachers once a month at this Madrasah Diniyah Takmiliah Awaliyah."

This is in line with the transformational leadership model according to Bernard M. Bass, who explains that the transformational leadership model is a process in which leaders work with their teams to identify the need for change, create a vision for that change, and inspire and guide team members in realizing it.

The principal of Madrasah Diniyah Takmiliah Awaliyah has a long-term vision, which is to make Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin parak tabu an educational institution that excels in shaping an Islamic generation that is intelligent, has noble character, and is ready to face the challenges of the times. In realizing this vision, he encourages teachers to continue learning, improve the quality of teaching, and work together in developing relevant and creative programs. He also consistently gives awards and recognition for the achievements of teachers and students, which in turn increases work motivation and enthusiasm for learning.

The researcher's analysis states, *"By combining exemplary behavior, openness, and transformational leadership, the leadership of the Head of Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin Parak Tabu has proven capable of creating a conducive learning environment oriented towards continuous improvement. This approach not only has a positive impact on the quality of learning, but also strengthens the emotional bonds between leaders, educators, students, and the community. This type of leadership is highly relevant and needed in the context of Islamic education today, which demands synergy between traditional values and modern managerial approaches."*

The application of leadership methods by the head of Madrasah Diniyah Takmiliah Awaliyah in improving the quality of education at Madrasah Diniyah Takmiliah Awaliyah

The head of Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin Parak Tabu improves the quality of education by applying *uswatun hasanah*, democratic, and transformational leadership methods, with the following explanations:

The application of the *ustwawn hasanah* (role modeling) method is in accordance with the interview with informant AE:

"He explained that before teachers apply, teach, and instruct santri and santriah, teachers must first do it themselves, said informant AE, such as praying in congregation at maghrib and isha at the Nurul Yaqin Parak Tabu mosque, and praying Fajr in congregation at the mosque when teaching Fajr on Sundays with the parents of santri and santriah. This is an example of uswatun hasanah (good role modeling) for the students and their parents."

Parents of students who do not pray Fajr at the mosque will be penalized by giving one book and one pen to be distributed to students who answer random questions correctly before the Fajr lesson ends each week. This is one form of firmness in education, namely the obligation to perform the dawn prayer for students, female students, and parents. This approach demonstrates the integration of religious values, discipline, and social contribution in one constructive activity.

This is reinforced by Mulyasa's opinion that the application of *Uswatun Hasanah* leadership is a form of leadership based on exemplary behavior that prioritizes moral, spiritual, and professional integrity. Leaders set an example in their attitudes, behavior, and decision-making, which in turn improves the quality of education: This exemplary behavior creates a character-building learning environment, disciplines teachers and students, and increases academic responsibility, which has a direct impact on the quality of learning.

Tafsir's opinion is also in line with this, explaining that leaders in Islamic education must be role models or *uswab hasanah*, namely people who can be emulated in worship, ethics, and social behavior, and their relationship with improving the quality of education: The application of Islamic values in leadership shapes the noble character of students, builds a religious atmosphere, and improves academic integrity in schools.

This is also reinforced by Azra's opinion, which states that *uswatun hasanah* leadership emphasizes that quality education needs to be led by leaders who are role models in public ethics and religious morals and its relationship with improving the quality of education: The exemplary behavior of school principals or teachers in acting ethically encourages a positive academic culture, reduces disciplinary violations, and increases student trust in educational institutions.

This is a requirement for male and female students to receive blessings in their learning process at Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin Parak Tabu, which is in line with what informant ZH explained:

"Yes, it is true that every student who does not attend the dawn prayer with their child will be punished with 1 book and a pen."

Informant HS also added:

"Talking about the penalty, it is true that all the books obtained will be redistributed to students who excel and get the right answers in the quiz."

The strictness in this worship obligation is believed to open the door to blessings in the educational process, as well as teaching spiritual responsibility not only to students but also to parents.

The application of democratic methods (openness) is in accordance with the interview with informant AE, who explained that:

"His leadership is open to receiving input and complaints from both the parents of male and female students as well as from teachers."

The principal of Madrasah Diniyah Takmiliah Awaliyah also applies a democratic leadership method characterized by an open attitude towards suggestions, criticism, and active participation from all components of the madrasah. Informant AE explained:

"Openness in accepting input from teachers and parents of students is a key principle that he upholds in carrying out his leadership duties."

This was also confirmed by informants PN and Mrs. EF, two teachers at Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin, who stated:

"The principal of Madrasah Diniyah Takmiliah Awaliyah always provides a space for them to express their aspirations, whether related to the learning process, school management, or problems encountered in the classroom. One concrete example of this openness is the implementation of regular monthly meetings involving teachers and parents. These meetings serve as a forum for discussion to convey complaints, evaluate programs, and formulate joint policies."

This is reinforced by Lewin's opinion that democratic leadership is characterized by the active participation of group members in decision-making, open dialogue, and the distribution of responsibilities and its relationship to improving the quality of education: In education, this increases the motivation of teachers and students, encourages collaboration, and strengthens a sense of belonging to the school.

Similarly, James MacGregor Burns emphasizes the principles of democracy in the relationship between leaders and followers, namely openness and equality of roles and their relationship with improving the quality of education: Fostering a learning environment that supports freedom of thought, innovation, and initiative-taking by teachers and students.

Hersey and Blanchard reinforce this by arguing that a democratic style is appropriate when teachers or staff are sufficiently competent and motivated, so that their participation will strengthen the educational process and its relationship with improving the quality of education: Increasing the effectiveness of school programs because decisions are made jointly and in accordance with field needs, as well as increasing loyalty and work enthusiasm.

No important decisions are made unilaterally by the head of Madrasah Diniyah Takmiliah Awaliyah, but always through a democratic deliberation process. This is in accordance with what was explained by informant PN:

"Informant AE is a very open person and welcomes suggestions and input," he said.

Informant EF added:

"He is a very open person and accepts our suggestions and input," he said.

This is evident in the fact that he holds a meeting once a month with teachers and parents of male and female students to listen to their complaints. This was also explained by Informant HS:

"Yes, it is true that informant AE held meetings with the parents of male and female students to discuss the progress of Madrasah Diniyah Takmiliah Awaliyah and listen to their complaints, both from parents and teachers."

Interview session with researcher Informant AE also added:

"We decide everything through deliberation, both in decision-making and when there are problems, we resolve them and all decisions are made through joint deliberation. not unilaterally by the head of the Madrasah Diniyah Takmiliah Awaliyah, but based on the agreement of teachers, parents, and other parties. If they disagree with a policy or experience a problem, they are given the space to express their opinions directly, and the head of the Madrasah Diniyah Takmiliah Awaliyah is quick to accept them wisely."

Informant IS, a student who participated in the learning process, added:

"Informant AE is a cool and pleasant person who always listens to our complaints." RI, a student in grade 3, also added:

"We also participated in the meeting with our parents."

The application of the transformational method is in accordance with the interview with Informant AE who said:

"One of the ways he motivates teachers is by providing regular competency development training. Every month, the madrasah organizes training aimed at improving teachers' knowledge of learning strategies, technology utilization, and adaptation to curriculum developments. This training

is important to ensure that teachers do not fall behind the times, especially amid rapid digital transformation and changes in the learning methods of the younger generation."

This is also in line with the interview with informant FS, who stated:

"Informant AE made a training schedule with us teachers at Madrasah Diniyah Takmiliah Awaliyah." Informant PN explained in the interview conducted:

"Informant AE not only formed a team with good cooperation but also provided training for teachers to enhance their competencies and knowledge of technology."

Leithwood and Jantzi's opinions in their research are also in line with this. Leithwood and Jantzi reveal that transformational leadership plays a major role in school reform and improving student achievement and its relationship with improving the quality of education (Al Faruq & Supriyanto, 2020; Kidam & Isyanto, 2025; Mustofa, 2019; Zulwiddi, 2024): Helping schools adapt to changes in curriculum and education policy, and creating schools that are oriented towards progress.

Reinforced by Bass's opinion, he explains that transformational leaders encourage followers to go beyond personal interests for the sake of collective goals and its relationship with improving the quality of education: Teachers and students become more motivated to contribute to the overall success of the school.

The success of the leadership of the head of Madrasah Diniyah Takmiliah Awaliyah

a. The successful implementation of the *uswatun hasanah* (role modeling) method in the educational process at Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin has had a significant impact, both on the development of students and on the surrounding social environment. This has received direct recognition, as stated by informant AE:

"Those who usually did not pray at home now pray. Progress in Positive Habits Children are getting used to reading prayers and performing religious activities regularly, showing positive spiritual development. Slowly, they are beginning to show changes in behavior by diligently performing prayers independently."

This is reinforced by the opinions of experts cited by researchers. According to Mahmud, the *Uswatun Hasanah* method, or exemplary leadership, is one of the most effective methods of Islamic education, where the success of a leader lies in their ability to be a good role model for their subordinates (Mustofa, 2019; Zulwiddi, 2024). Leaders who demonstrate noble character, honesty, hard work, and empathy will find it easier to build trust and loyalty among their followers. Application of Success: Leaders who consistently uphold moral and spiritual values are able to create a harmonious and religious work culture. Leaders who set an example in discipline and responsibility will increase the productivity and discipline of organizational members.

This reflects that character building is not enough with verbal instructions alone, but must be accompanied by real examples that can be seen, felt, and consistently imitated. Behavioral changes and discipline gradually improved, bad habits began to disappear, and the rules of Madrasah Diniyah Takmiliah Awaliyah were well enforced because they were obeyed by all teachers, students, and the surrounding community.

Furthermore, the progress resulting from this method is also evident in the positive habits developed among students. Children are becoming accustomed to reciting prayers before and after activities such as studying, eating, or returning home. They are also actively participating in routine religious activities such as Quran recitation, congregational prayer, and commemorating Islamic holidays. These changes demonstrate significant spiritual development, reflecting not only increased religious knowledge but also the instilling of moral and ethical values in daily life. Bad habits, such as swearing, being undisciplined, or disrespecting parents and teachers,

are gradually decreasing as understanding and appreciation of Islamic values increase. The rules enforced within the Madrasah Diniyah Takmiliyah Awaliyah environment are becoming easier to implement and enforce because all parties involved teachers, students, female students, and the surrounding community have a collective awareness to comply with them. All of this reflects the success of the exemplary method, applied consistently and comprehensively.

The success of implementing democratic (openness) methods lies in the implementation of democratic leadership methods based on the principle of openness, which also contributes significantly to creating a conducive and harmonious educational environment. This method allows every element of society to be involved in the decision-making process related to activities and policies within the Madrasah Diniyah Takmiliyah Awaliyah environment. This was explained by informant AE:

"Getting participation and support from the community for events and activities that will be held such as commemorating Islamic holidays, community service, fundraising, and other social and religious activities."

According to Kurt Lewin, a democratic leadership style allows for active participation from members in decision-making. Leaders who apply democratic methods tend to increase motivation and job satisfaction, because members feel valued and involved in the leadership process. Successful Implementation: Leaders who provide space for dialogue and deliberation encourage the creation of innovative ideas and collective solutions. Democratic leadership increases a sense of ownership of the organization's vision, resulting in better work and education quality.

This shows that the leadership method *uswatun hasanah* which is accompanied by an open and democratic attitude is able to create a healthy and harmonious educational environment.

Researcher analysis of the application of the method *uswatun hasanah* *"This, coupled with the principle of open leadership, has successfully created an educational environment that not only educates intellectually and spiritually but also fosters healthy and harmonious social relationships. The Madrasah Diniyah Takmiliyah Awaliyah Nurul Yaqin has now developed into an active, religious, and collaborative learning community. This success is certainly inseparable from the role of all parties involved, directly and indirectly, in supporting the sustainability of education based on Islamic values that are rahmatan lil 'alamin."*

The success of transformational leadership is reflected in increased teacher motivation, commitment, and productivity. Transformational leaders successfully inspire and motivate their subordinates to achieve better performance, create a productive work culture, and encourage new innovations, as informant AE explained:

"By holding comparative studies and training, teachers are getting closer and closer to AE informants, and in terms of their competence, this is indicated by the achievements of students in every competition and contest, winning, gaining experience and knowledge. Likewise, in terms of students who register every year, the number of students and santriyah at Madrasah Diniyah Takmiliyah Awaliyah is now 170 in total, with the following concrete evidence."

According to Bass and Avolio, transformational leadership is a leadership style that inspires and motivates followers to achieve higher goals by fostering commitment, shared vision, and personal development. Implementation of Success: Transformational leaders can change the organizational culture to be more progressive and oriented towards developing the quality of education. By providing inspiration and clear direction, transformational leaders are able to shape teachers and students into agents of change.

From the application of the 3 leadership methods applied by the principal of Madrasah Diniyah Takmiliyah Awaliyah Nurul Yaqin Parak Tabu which has been explained by the researcher above, it is stated that he was successful in his leadership.

Therefore, it can be concluded that the leadership success achieved by informant AE is inseparable from the selection of methods and their good implementation, both related to his relationship with teachers, students and students, parents of students and the surrounding community.

CONCLUSION

Based on the research results that have been presented above, the researcher can conclude that the leadership method of the head of Madrasah Diniyah Takmiliah Awaliyah Nurul Yaqin Parak Tabu is as follows: Method *uswatun hasanah* (exemplary) is one of the most effective leadership approaches in the educational environment, especially at Madrasah Diniyah Takmiliah Awaliyah Nurul Yakin Parak Tabu. His exemplary behavior, such as diligently praying in congregation, reading and teaching the Quran, and being polite and humble, has a positive influence on teachers and students. The democratic method (openness) implemented by the Principal of Madrasah Diniyah Takmiliah Awaliyah has proven effective in creating an open, participatory, and collaborative environment. His leadership is characterized by openness to suggestions and input from teachers, parents, and the surrounding community. The transformational method (motivating and inspiring) implemented by the Principal of Madrasah Diniyah Takmiliah Awaliyah shows an important role in creating positive and sustainable change in the educational environment.

The application of the leadership method of the head of the Madrasah Diniyah Takmiliah Awaliyah in improving the quality of education at the Madrasah Diniyah Takmiliah is as follows: Application of the method *uswatun hasanah* (exemplary) at Madrasah Diniyah Takmiliah Awaliyah is strongly reflected in policies and practices that emphasize real role models from teachers before teaching them to students. The application of democratic leadership methods at Madrasah Diniyah Takmiliah Awaliyah demonstrates a strong commitment to openness, participation, and deliberation in decision-making. The application of transformational leadership methods by the Principal of Madrasah Diniyah Takmiliah Awaliyah is reflected in real efforts to provide inspiration, motivation, and empowerment to teachers in order to improve the quality of education.

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