

Transformational Leadership Development Patterns In Realizing Effective Madrasah

(Multisite Study At Madrasah Aliyah Negeri Deli Serdang Regency)

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ABSTRACT

The purpose of this research is to discuss the pattern of developing transformational leadership in creating effective madrasah (Multisite Study at Madrasah Aliyah Negeri Deli Serdang Regency). This research uses a multi-site qualitative research method, which was conducted at MAN 1 Deli Serdang and MAN 2 Deli Serdang. The results of this study concluded that the Head of MAN Deli Serdang carried out leadership with a Transformational model in accordance with the theory of M Bass and BJ. Valio which consists of 4 aspects viz.ideal influence, inspirational motivation, intellectual stimulus, as well as individual considerations that are maximally applied so as to increase the effectiveness of madrasahs at MAN Deli Serdan. The Pattern of Transformational Leadership Development for the Head of MAN Deli Serdang in Creating Effective Madrasahs by applying Transformational Leadership According to Bass and Valio, namely ideal influence, inspirational motivation, intellectual stimulus, and individual considerations by also implementing development, namely digital Leadership, Tangible, Reliability, Responsiveness, with this development will increase transformational leadership in realizing effective madrasahs.

Keywords: Transformational Leadership, Effective Madrasah

A. INTRODUCTION

The word effective means to be able to bring results or be effective. Thus, effective Madrasah head leadership means leadership that can achieve optimal results. The optimal achievement of the leadership results of the Madrasah head cannot be separated from his role and responsibility as an educational leader which Sergioivanni divides into 6 competencies, namely: statesperson leadership, educational leadership, organizational leadership, administrative leadership, supervisory leadership and team leadership (Mantja, 2008: 3). To achieve optimal results, four leadership skills are needed to support the leadership of Madrasah heads which not only accommodate the competencies of Madrasah heads as mentioned above but also other crucial elements, namely entrepreneur, role model, intelligent and democratic as well as five services that must be realized by Madrasah heads so that customers are satisfied, namely keeping promises (reliability), being able to guarantee the quality of learning (assurance), conducive Madrasah climate (tangible), devoting full attention to students (emphaty) and responsive to the needs of students (responsiveness) (Action, 2007: 7). This means that in order to achieve effective leadership in Madrasas, Madrasah heads must be able to devote and to customers by prioritizing entrepreneurial, exemplary, intelligent and democratic abilities. devote full attention to students (emphaty) and responsive to the needs of students (responsiveness) (Action, 2007: 7). This means that in order to achieve effective leadership in Madrasas, Madrasah heads must be able to devote and to customers by prioritizing entrepreneurial, exemplary, intelligent and democratic abilities. devote full attention to students (emphaty) and responsive to the needs of students (responsiveness) (Action, 2007: 7). This means that in order to achieve effective leadership in Madrasas, Madrasah heads must be able to devote and to customers by prioritizing entrepreneurial, exemplary, intelligent and democratic abilities.

Referring to the description above, it shows that the leadership of the Madrasah head is not only successful but must also be effective, which is marked by his ability to influence others to move towards goals without feeling coerced. This was explained by Blanchard that if managers are both successful and effective, their influence tends to lead to long run productivity and organization development (Syafaruddin, 2002: 62). This view describes that the effective leadership of the Madrasah head needs to be supported by the ability of the Madrasah head as an entrepreneur, as a role model, as an intelligent person, and as a democratic figure.

Madrasah heads need to have the ability to lead the institution. Drysdale, Goode, and Gurr provide a review of the core aspects of successful Madrasah leadership. Successful

Madrasah leadership involves: 1) establishing a vision and setting direction, 2) understanding and developing people, 3) redesigning the organization and managing teaching and learning programs. (Drysdales et al, 2009: 697-708) Furthermore, Eckman analyzed themes related to good Madrasah head leadership including: (1) being able to develop leadership that can work together, share workload, and maintain a balance of work, (2) share leadership and joint decision-making, and (3) able to cooperate with the district government. (Eckman, 2018: 189-203) Effective Madrasah leadership must have the ability to influence, bring change, set common goals, have a track record in leadership, form a solid team, always show high enthusiasm, motivate teachers, staff and students, make decisions together and be able to build a network to external parties both government and private.

Leadership is a very important thing to pay attention to in forming an effective madrasa, the leadership that is needed in improving an effective madrasa is leadership that 1. Has a clear vision 2. Has the ability to motivate 3. Has the ability to make good decisions 4. Be a good role model. 5. Conduct human resource development. 6. Able to work well together. This is also in accordance with the theory of transformational leadership expressed by M. Bass and BJ Avolio who expressed the theory as 4i namely (Individual consideration), (Intellectual Stimulation), (Inspirational Motivation), and (idealized influence).

Leadership success can be done by using a transformative leadership style, because transformative leadership in principle motivates subordinates to do better than what they can do, in other words it can increase the confidence or self-confidence of subordinates which will affect performance improvement.

Many have conducted research on transformative leadership such as: Reidy Muhammad, Mochamad Djudi and Yuniadi Mayowan (2016) concluded that there is a partial and simultaneous influence between Transformational Leadership Style and Transactional Leadership Style on Employee Job Satisfaction. It can be concluded that the average employee criteria at CV Kalingga Jaya is the type of employee who expects high risks. small on the job and hard to get out of the safe zone and working conditions that this Transactional Leadership Style can create. In accordance with research conducted by Bass that the private sector leadership style is more inclined to the transactional leadership style.

Eko Yudhi Setiawan (2015) Fitri Wahyuni (2021) Chaerul Rofik (2019) Ida Siswatiningsih, Kusdi Raharjo, Arik Prasetya (2018) has conducted research related to transformational leadership. where at Madrasah Aliyah Negeri 2 Deli Serdang illustrates that the leadership of the Madrasah head in carrying out innovation and educational creation pays close attention to circumstances in accordance with the situation that develops in society, so

that it has an impact on the ability of the Madrasah head to carry out work programs that can be said to be effective, and will also affect the the effectiveness of madrasah performance, which in turn can improve the quality of education in Deli Derdang Regency. Another condition, which was found through observations and interviews with the deputy head of the madrasa, found that the effectiveness of madrasah performance, this can be seen from the number of students who almost every year has increased the number and number of alumni, as in MAN 2 Deli Serdang in 2020/2021 has the number 1048 students divided into 30 groups,

From initial findings regarding the leadership style that exists at MAN 2 Deli Serdang, the leadership that is applied always inspires and motivates teachers and staff, communicates well so that all members understand what the leadership expects for achieving educational goals at MAN 2 Deli Serdang.

Then the results of initial observations and interviews with the Deputy Head of MAN 1 Deli Serdang regarding the leadership situation of the madrasa head in driving the organization of the educational institution illustrates that the leadership attitude of the madrasa head holds high discipline, seen from the punctuality of the madrasa head to attend the madrasa and sets an example for teachers and students. The head of the madrasa also has firmness in his opinion, but still has an open nature to suggestions and opinions of other teachers who are positive in advancing the madrasa. The leadership of the madrasa principal always involves teachers in various activities, team work is always promoted in motivating teachers in carrying out activities to achieve something big.

From the initial findings of the two Madrasah Aliyah Negeri in Deli Serdang Regency, it can be seen that the two madrasahs were led by madrasah heads who applied the characteristics of a transformational leadership style, perhaps the main focus or vision formulated was different, different environmental conditions, resulting in things are different, however, from early studies of the leadership of the head of the madrasah in making madrasahs effective in each madrasa, it is clear that the achievements have been achieved, increasing public trust and continuing to improve the quality of human resources and infrastructure.

In this study it was intended to describe each of how the development in the application of transformative leadership of the madrasah head, so that it would create an effective madrasah, by using the two findings from each madrasah would later get a comparison of the developments carried out, so that from this research it would get new things about transformative leadership of the madrasah head in creating an effective madrasa where the combined style can be applied in various madrasahs in achieving an effective madrasa.

So it is from this basis that this research is very important to do, bearing in mind that realizing effective madrasas is the goal as well as the hope of all of us as observers of education, and we can make this happen by developing various leadership studies such as transformational leadership which is a leadership style that is expected to create effective madrasas and will be a better reference in the implementation of educational improvements.

Thus, this research study focuses on the problem of transformational leadership in realizing effective Madrasas with the title: "Patterns of Transformational Leadership Development in Creating Effective Madrasas (Multisite Study at Madrasah Aliyah Negeri Deli Serdang Regency)"

B. LITERATURE REVIEW

Transformational Leadership

Transformational leadership expressed by M. Bass and B.J Avolio who expressed the theory called 4i namely (Individual Consideration), (Intellectual Stimulation), (Inspirational Motivation), and (ideal influence).

Madrasah Effective

Madrasah effectiveness is the ability of existing resources in Madrasahs to carry out their functions and optimally achieve Madrasah goals. The Madrasah effectiveness variable will be analyzed based on aspects of the characteristics of an effective Madrasah, including: 1) Madrasah resources, 2) Madrasah cooperation with students' parents, 3) Monitoring student progress, 4) Commitment to human resources.

C. METHODS

Research design

This research was designed with a qualitative approach. The research design used in this study is multi-site. Multi-site studies were chosen in conducting this research because multi-site studies are a form of qualitative research which can indeed be used primarily to develop theories drawn from several similar research backgrounds, so that theories can be generated that can be transferred to a wider and more general situation. coverage is stated.

Research Presence

In this study the researchers came directly to the research location, namely the two educational institutions MAN 1 Deli Serdang and MAN 2 Deli Serdang. Researchers will come to the location to conduct research in the field. Researchers see and follow activities directly

while still based on the ethical principle of a researcher. For this reason, the presence of researchers is needed to obtain comprehensive and intact data.

Location and Time of Research

The research locations were MAN 1 Deli Serdang and MAN 2 Deli Serdang. The research object chosen in this study is the Transformational Leadership of Madrasah Heads. Spradley (1979) explains that all social situations consist of three main elements, namely places, actors and activities. It can be understood that the social situation consists of three elements, namely place, actors and activities which are the main dimensions in the totality of the setting in which this research takes place.

In addition, researchers collected data on various activities to explain the meaning of the Madrasah Principal's Transformational Leadership in Creating an Effective Madrasah. Regarding research time, researchers can at any time go to research sites (institutions) to conduct research during working hours between March and July.

Research subject

In this study, the research subjects as informants were:

1. Head of Madrasah Education Section of Deli Serdang Regency
2. Principal of Madrasah Aliyah Negeri 1 and 2 of Deli Serdang Regency
3. Teachers and Education Personnel of MAN 1 and 2 of Deli Serdang Regency
4. Students of State Islamic Senior High School 1 and 2 in Deli Serdang Regency

Data Collection Techniques and Instruments

The collection method is urgent in a study, because this method is a step in obtaining the necessary data. The data collection methods in this study are observation, interviews, and documentation studies.

Data analysis technique

Data analysis techniques are "the process of systematically searching for and organizing all interview transcripts, field notes, and other materials that have been collected to obtain knowledge and experience regarding the data and communicate what has been found." (Bokdan and Biklen: 1982)"The forms of activities carried out in data analysis are: grouping, sorting, organizing, categorizing and coding in order to find themes." (Moleong, 1998: 281) From the data collected, researchers analyzed it to find data regarding transformational leadership patterns in creating effective madrasahs (multi-site study at Madrasah Aliyah Negeri 1 and 2,

Deli Serdang Regency). as an Islamic high school. In this study there are two ways to analyze data, namely: 1. Analysis of Individual site data 2. Cross-Site Data Analytics

D. RESULTS AND DISCUSSION

Research result

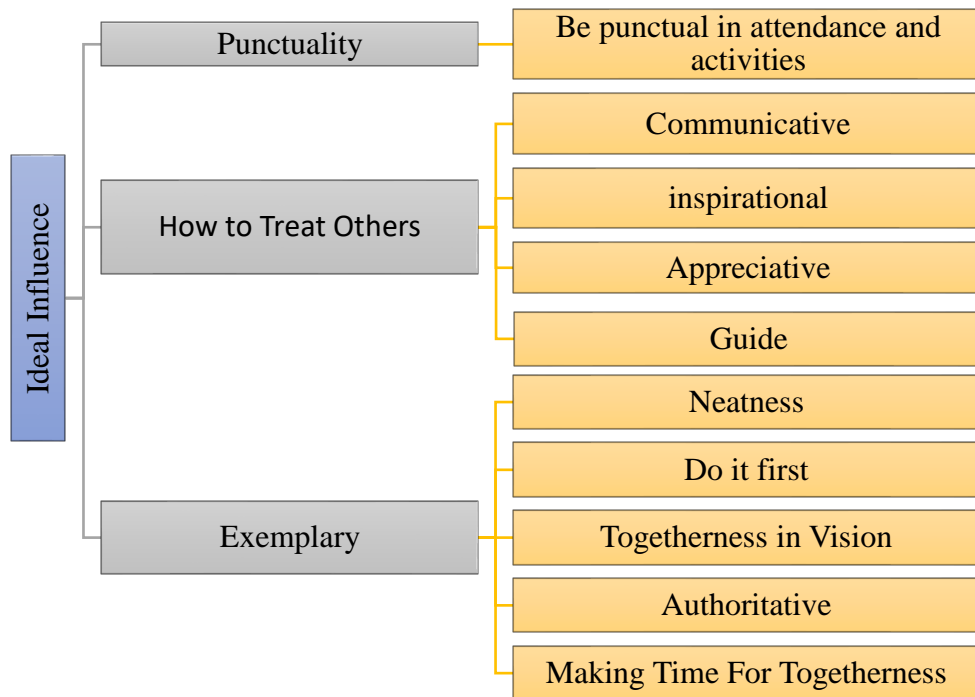
1) The Idealist Influence of the Madrasa Head in Creating Effective Madrasas at State Aliyah Madrasas, Deli Serdang Regency.

Comparison of the ideal influence of the head of the Deli Serdang district Madrasah Aliyah Negeri can be seen from the aspect of punctuality, how to treat others and the exemplary aspect, from this indicator it can be seen that the two madrasas have almost the same ideal influence, from the aspect of punctuality the two principals of madrasas namely Madrasah Aliyah Negeri 1 Deli Serdang and Madrasah Aliyah Negeri 2 Deli Serdang have punctuality in attending the madrasa and attending planned activities, from the aspect of how to treat other people the two principals of the madrasa are communicative and always inspire and motivate teachers and staff, always appreciate performance teachers, and continue to provide guidance and high concern, in exemplary it can be seen that the head of Madrasah Aliyah Negeri 1 Deli Serdang set an example in the form of neatness in dressing and building commitment with teachers and staff to develop the madrasa, but the example given by the head of Madrasah Aliyah Negeri 2 Deli Serdang by setting an example first, did not never leaving responsibility, authority, and always taking time for togetherness and the progress of the madrasa.

Thus, from the comparison above, it can be concluded that the ideal influence of the head of the Deli Serdang district Madrasah Aliyah Negeri can be described as follows:

Figure 4.7

The Ideal Influence of the Head of State Madrasah Aliyah, Deli Serdang Regency



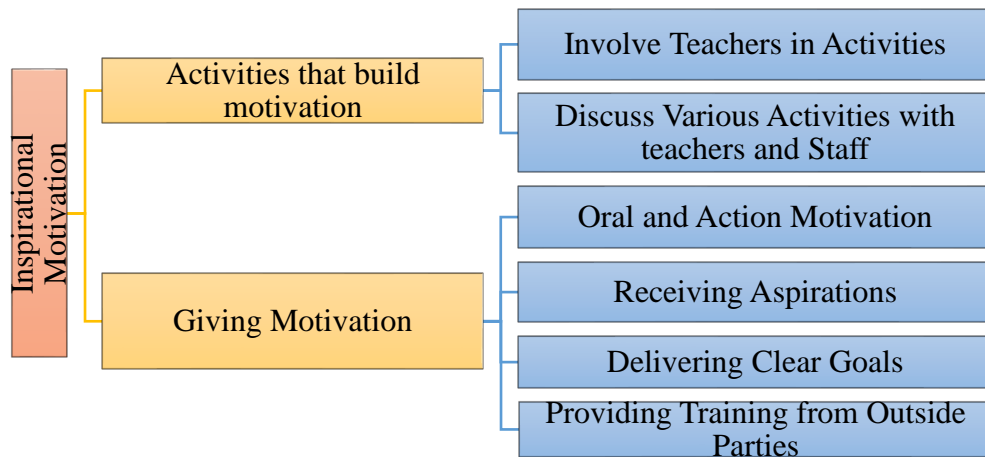
2) Inspirational Motivation of Madrasah Principals in Creating Effective Madrasas at State Aliyah Madrasas, Deli Serdang Regency.

Comparison of the inspirational motivation of the heads of Deli Serdang 1 State Madrasah Aliyah and Deli Serdang 2 State Madrasah Aliyah can be seen from two aspects, namely activities that can build motivation, and how the head of the madrasa provides motivation, from the aspect of activities that can build motivation the two heads of madrasas have a way that is almost the same way, namely by involving teachers in various activities and discussing various activities with teachers and staff, but from the aspect of how the head feels to provide motivation is slightly different, namely the head of Madrasah Aliyah Negeri 1 Deli Serdang provides motivation verbally and actions in achieving a shared vision and provide training to teachers, however, the provision of motivation was carried out by the head of the Deli Serdang 2 State Madrasah Aliyah by accommodating all aspirations and input of teachers and staff and conveying clear goals to the teacher so that the teacher was motivated to carry out his duties to the fullest, and the head of the Deli Serdang 2 State Madrasah Aliyah also

providing training by bringing in external parties to increase the motivation of teachers and staff at Madrasah Aliyah Negeri 2 Deli Serdang.

Thus, from the comparison above, it can be concluded that the inspirational motivation of the head of the Deli Serdang district Madrasah Aliyah Negeri can be seen in the following figure:

Figure 4.8 Inspirational Motivation of the Principal of the Deli Serdang Regency State Madrasah Aliyah

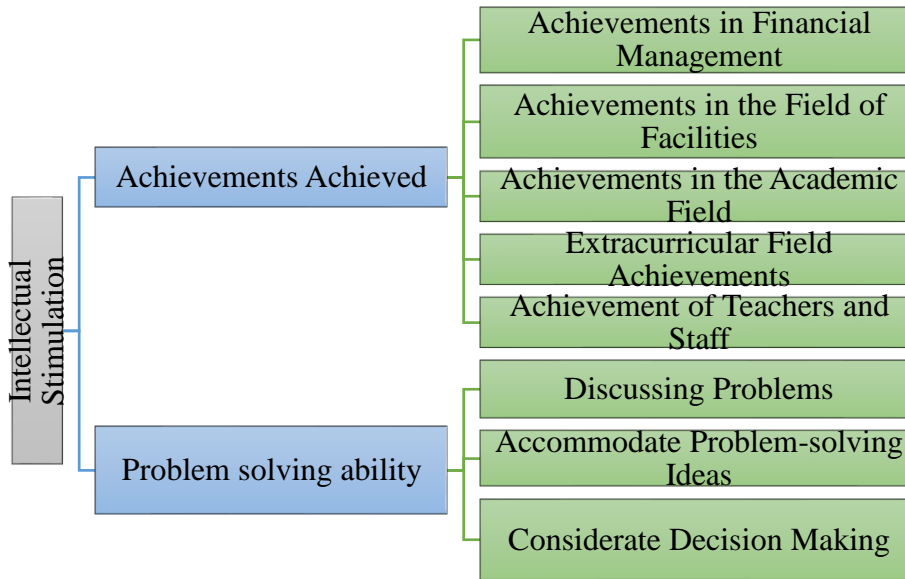


3) Intellectual Stimulation of Madrasa Heads in Creating Effective Madrasas at State Aliyah Madrasas, Deli Serdang Regency.

Comparison of the intellectual stimulus of the head of the Deli Serdang District Aliyah Madrasah Negeri 2 shows that the achievements that have been achieved by the Deli Serdang 2 State Madrasah Aliyah are more numerous and more complex both from the teacher and staff and student institutions, if the achievements at MAN 1 Deli Serdang are seen only in the management financial and on students only, then the ability of the problem solver of the head of the madrasa at Madrasah Aliyah Negeri Deli Serdang district, namely MAN 1 Deli Serdang and man 2 Deli Serdang both have a way of solving problems by deliberation or discussion and making decisions with considerations of benefit.

Thus the intellectual stimulus of the head of the Deli Serdang district Madrasah Aliyah Negeri can be described as follows:

**Figure 4.9 Intellectual Stimulation of the Principal of the Deli Serdang District
Madrasah Aliyah Negeri**

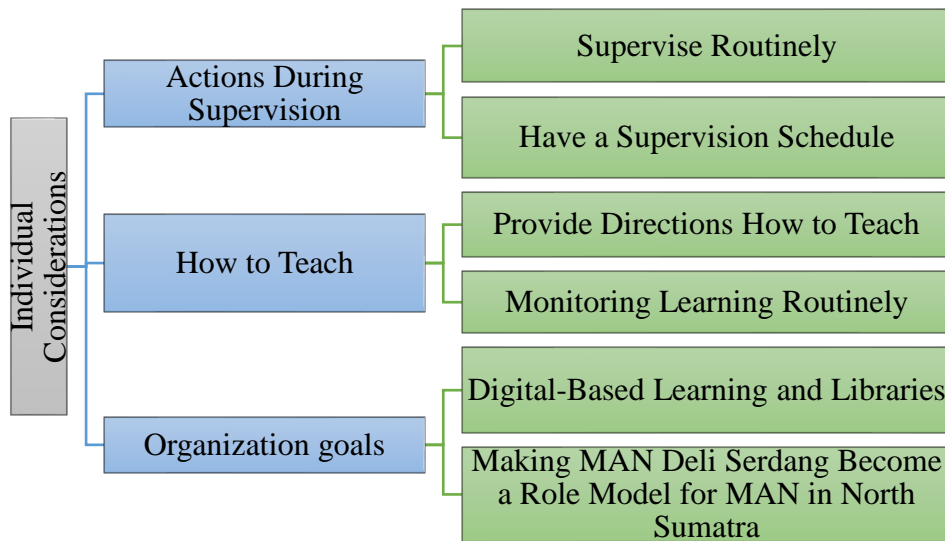


4) Individual Considerations of Madrasa Heads in Creating Effective Madrasas at State Madrasah Aliyah, Deli Serdang Regency.

However, at Madrasah Aliyah Negeri 1 Deli Serdang in supervision activities to develop learning the head of Madrasah Aliyah Negeri 1 Deli Serdang developed learning in digital form and provided training to teachers in using digital libraries to improve the quality of learning. From the aspect of teaching methods, it can be seen that the two heads of the Deli Serdang district Madrasah Aliyah have never been the rule model of teaching, but the madrasah head always sets an example and gives directions on how to teach well, the difference is visible only that the head of the Deli Serdang 2 State Madrasah Aliyah always monitors learning to see how the quality and way of teaching the teacher and the presence of the teacher by monitoring the class regularly.

Thus, from the above comparison, it can be concluded that the individual considerations of the head of the Deli Serdang district Madrasah Aliyah Negeri can be seen in the following figure:

Figure 4.10 Individual Considerations of the Principal of the State Madrasah Aliyah in Deli Serdang Regency

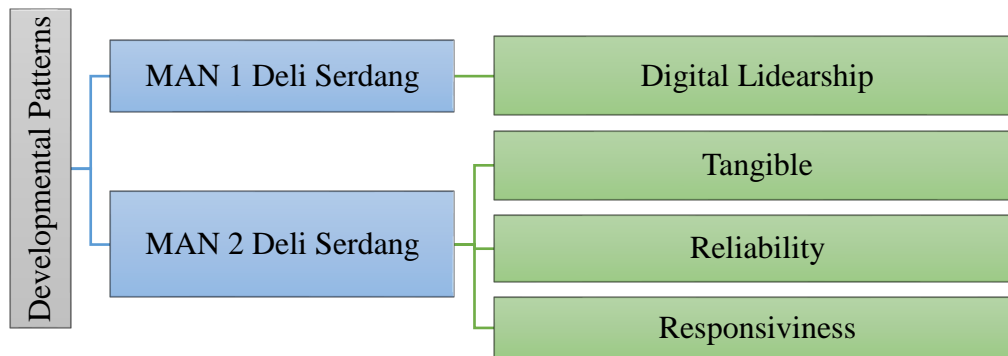


5) Patterns of Transformational Leadership Development for Madrasah Heads in Creating Effective Madrasahs at Madrasah Aliyah Negeri Deli Serdang Regency.

Comparison of the pattern of transformational leadership development for the head of the Deli Serdang district Madrasah Aliyah Negeri shows that the application of leadership and transformational theory consists of four aspects, namely: ideal influence, inspirational motivation, intellectual stimulus, and individual considerations. It can be seen from the table above that the two heads of the Deli Serdang district Madrasah Aliyah Negeri 1 Deli Serdang State Madrasah Aliyah and Deli Serdang 2 State Madrasah Aliyah both apply 4 aspects of transformational leadership in carrying out their leadership, but each head of the district Madrasah Aliyah Deli Serdang has a different pattern of development, the pattern of transformational leadership development at Madrasah Aliyah Negeri 1 Deli Serdang is digital, which can be seen from the implementation of e-learning, digital libraries, as well as having a website that has a large enough capacity. However, the pattern of developing transformational leadership for the head of Madrasah Aliyah Negeri 2 Deli Serdang is tangible or real, reliability or consistency in carrying out tasks and activities as well as responsiveness to circumstances and subordinates.

Where the pattern of transformational leadership development for the Head of the Deli Serdang District Madrasah Aliyah Negeri can be described as follows:

Figure 4.11 Pattern of Transformational Leadership Development for the Head of the State Madrasah Aliyah, Deli Serdang Regency



Discussion of Research Results

Thus, from a comparison of the patterns of transformational leadership development for the heads of the Deli Serdang District Madrasah Aliyah, it can be concluded that in addition to the 4 aspects of the transformational leadership of the Madrasah heads, there are 4 other aspects in the Deli Serdang District State Madrasah Aliyah, namely digital leadership, tangible, reliability and responsiveness.

The basis for moving education management is the statement that all children can learn. This reminds us that madrasahs prepare vehicles that provide opportunities for children to learn. That is, all management and leadership efforts that occur in madrasahs are directed entirely to learning students. If looking for other relevance to the statement above, Taylor's 1990 definition in Komariah 2006:33 regarding effective schools is quite consistent as "a school that organizes and utilizes its assets to ensure that all students regardless of gender or socio-economic status can learn essential things at school".

An independent concept that is only carried out by students unilaterally, but is an interaction with the environment and with various other supporting forces. Madrasah effectiveness is not only seen from student learning outcomes but also the things that cause children to learn. That is, qualifications, the performance of teachers and other personnel, leadership and school climate, developing culture, relations with the community, student learning support services, such as extracurriculars, libraries, laboratories, and so on are aspects of learning effectiveness.

Effectiveness is a measure that states the extent to which the objectives of quantity, quality and time have been achieved. In equation form, effectiveness is equal to actual results divided by expected results. Effective schools show compatibility between the results achieved and the expected results. Abin 1999:11 in Komariah 2006:34 confirms that school effectiveness

basically shows the degree of suitability between the results achieved in the form of achievements or observed outputs and the expected results in the form of objectives, targets, intended outputs as set out.

Effective madrasahs are identified as madrasahs that can carry out an effective learning process because the hallmark of a madrasah institution is the teaching and learning process. With the following characteristics: 1 Active, not passive 2 Invisible 3 Complicated not simple 4 Influenced by individual differences among students 5 Influenced by various contexts Mortimore Suyanto, 2003:2 in Komariah 2006:37 The emphasis on madrasah effectiveness is on learning process that takes place actively or there is involvement of various parties, especially students and teachers as learning subjects. The World Bank 2000 in its report on experience in conducting education quality improvement programs in Cambodia, identified four groups of characteristics of effective Madrasahs, in terms of supporting inputs, enabling conditions, school climate, and teaching learning process. Judging from the characteristics of organizational management, the signs of an effective madrasah are viewed from three aspects, namely aspects of institutional management, learning services and aspects of student competence.

The effectiveness of Madrasahs using digital leadership will of course be seen from the results brought by these leaders which of course also improve in terms of the learning process the quality of teachers in teaching and have high standards of achievement, which are the characteristics of an effective Madrasah.

Digital leadership will of course also improve the quality of education. This is because the analysis of effective madrasahs from the perspective of quality of education can be said that an effective school is a school that:

1. have the input of students with potential in accordance with the demands of the curriculum
2. can provide quality learning services
3. having school facilities that support the effectiveness and efficiency of teaching and learning activities
4. has the ability to create a conducive school culture as a reflection of the principal's professional leadership performance.

Thus, it can be concluded that digital leadership by presenting digital-based learning and digital-based libraries will certainly provide and provide quality learning services and create a good school culture and of course will increase the potential of students according to the demands of the times.

With the pattern of developing transformational leadership for madrasa heads in the form of tangible or real work, this will certainly improve the process of implementing the attainment of educational goals more focused and better.

Then the second pattern of transformational leadership development found at Madrasah Aliyah Negeri 2 Deli Serdang is reliability, where reliability means that carrying out activities regularly and continuously, this will certainly form a pattern of a good educational process because doing things good things, both small and big activities but carried out regularly will increase the effectiveness of the madrasa.

The reliability that exists at Madrasah Aliyah Negeri Deli Serdang district is of course illustrated by the process of supervising the head of Malaysia towards coaching teachers in teaching which is carried out continuously and conducting coaching for students which is carried out routinely every day, this will certainly accelerate progress and improve quality education where the quality of education is something that must be achieved to achieve the title of an effective Madrasah.

The next pattern of transformational leadership development for madrasah heads is responsiveness, where this is an activity or leadership behavior carried out by the leader or head of Madrasah Aliyah Negeri 2 Deli Serdang who always responds to subordinates and the conditions that exist in Madrasah Aliyah Negeri Deli Serdang district.

Among education leaders at the national level to the local level, such as the Minister of National Education, the Director General, the Head of the Education Office, Supervisors and School Principals; The principal is an educational leader at the operational level who is at the forefront of coordinating efforts to improve the quality of education. Of course the principal is not the only determinant of the effectiveness or failure of a school because there are many other factors that need to be considered. However, the Principal plays a very decisive key role. Studies of the sociological approach to school effectiveness show that the principal's leadership plays a very important and vital role (Lightfoot, 1983). Research conducted by Wohlstetter, Priscilla (1997) concluded that the principal's high concern for quality development, his commendable behavior, and his responsive attitude in dealing with problems that arise in school significantly reduce the frequency of misbehavior in students and conversely improve school life. (Ekosiswoyo, 2007: 76-82)

From the opinion above, it can be concluded that the responsive pattern of the head of the Madrasah Aliyah Negeri, Deli Serdang district, will certainly be able to significantly lead to good quality and directed quality of education because the head of the madrasa always

responds to quality development in response to existing behavior in Madrasas and responds to problems This will certainly improve and make the Madrasah more effective

E. CONCLUSION

- a. The idealistic influence of the Head of MAN Deli Serdang in Creating an Effective Madrasah can be seen from 3 aspects, in the aspect of punctuality, the two principals of the Madrasah show that they have good timeliness and attendance in various activities, in the aspect of how to treat other people the head of MAN Deli Serdang has communicative characteristics , inspiring, appreciative, and guiding, while in the exemplary aspect the head of MAN Deli Serdang shows that having sufficient neatness, carrying out activities first or exemplifying, being authoritative, being together in achieving the vision and spending time together, of these three aspects can certainly increase effectiveness madrasas both from improving teacher performance and improving the quality of madrasas
- b. Inspirational Motivation of MAN Deli Serdag in Creating Effective Madrasahscan be seen from two aspects, namely activities that can build motivation, the two madrasah heads have almost the same way, namely by involving teachers in various activities and discussing various activities with teachers and staff, from the aspect of how the principal feels motivating the head of MAN Deli Serdang provides motivation verbally and in action, accommodates all aspirations and input of teachers and staff, conveys clear goals and provides training by bringing in external parties to increase teacher motivation which can increase the effectiveness of madrasas at MAN Deli Serdang
- c. Intellectual Stimulation of the Head of MAN Deli Serdang in Creating an Effective Madrasah can be seen from the aspect of madrasa achievement, with various achievements that have been achieved by MAN Deli Serdang, both in the field of financial management, facilities, academics, extracurriculars, educators and education, the effectiveness of the madrasa will certainly can be improved in terms of these achievements, as well as increasing the effectiveness of madrasas will also be carried out with the head of MAN Deli Serdang handling various problems by deliberating problems, accommodating ideas, and making decisions taking into account the quality and benefit of the madrasah wagra, so that will improve the quality and madrasa effectiveness.
- d. Individual considerations of the Head of MAN Deli Serdang in Creating an Effective Madrasah can be seen from 3 aspects. First, from the aspect of action during supervision, the head of MAN Deli Serdang has routine supervision activities and has a predetermined schedule, from the aspect of teaching methods, the head of the madrasa provides monitoring

in learning routinely and provide directions on how to teach well, then from the aspect of organizational goals, the head of the madrasa prepares digital-based learning and digital libraries and makes MAN Deli Serdang a Role Model for MAN North Sumatra

- e. The Pattern of Transformational Leadership Development for the Head of MAN Deli Serdang in Realizing Effective Madrasas by applying Transformational Leadership According to Bass and Avolio, namely ideal influence, inspirational motivation, intellectual stimulus, as well as individual considerations by implementing development namely digital Leadership, Tangible, Reliability, Responsiveness, with this development will enhance transformational leadership in creating an effective madrasah.

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