

Transformational Leadership of the Madrasah Principal in Improving the Quality of Education

Mahmud Abdul Ghofur¹, Fahmi Hasbi Arrosyad², Wafi Bahrul Ilmi³, Ainur Rafiq⁴

^{1,2,3,4} KH. Mukhtar Syafaat University, Banyuwangi, Indonesia

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ABSTRACT

The madrasah principal serves not only as an administrator but also as a leader capable of mobilizing all components of the madrasah to achieve educational goals effectively and sustainably. This study aims to conduct an in-depth analysis of how the transformational leadership of the principal at MTs Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi, is implemented in efforts to improve the quality of education through the development of an institutional vision, teacher empowerment, the fostering of a culture of quality, and the strengthening of educational organizational performance. This study employs a qualitative approach with a case study design to examine the principal's transformational leadership in improving the quality of education at MTs Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi. Research informants were selected through purposive sampling and consisted of the principal, the vice principal, two teachers, and one educational staff member. Data were collected through in-depth interviews, observations, and documentation. Data analysis utilized the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing conclusions. Data validity was ensured through source triangulation, methodological triangulation, and member checking to obtain credible and in-depth findings. The research results indicate that the madrasah principal's transformational leadership plays a significant role in improving the quality of education through the development of an institutional vision, teacher empowerment, and educational program innovation. These findings confirm that transformational leadership is capable of driving institutional transformation, enhancing human resource capacity, and creating madrasahs that are adaptive, effective, and competitive.

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Corresponding Author:

Mahmud Abdul Ghofur

KH. Mukhtar Syafaat University, Banyuwangi, Indonesia; mahmudabdulghofur@gmail.com

1. INTRODUCTION

Developments in the world of education in the era of globalization and digital transformation require every educational institution to continuously improve the quality of its educational services in order to produce graduates who are competitive, possess strong character, and are capable of adapting to the changing times (Humam et al., 2024; Sayuti et al., 2025). However, various educational

institutions, particularly madrasahs, still face a number of challenges in their efforts to improve educational quality, such as limited human resources, a lack of innovation in learning, suboptimal institutional management, and increasingly high public demands for educational quality. In this context, the leadership of the madrasah principal is one of the strategic factors that determine the success of educational delivery (Suhada, 2019).

The madrasah principal serves not only as an administrator but also as a leader capable of mobilizing all components of the madrasah to achieve educational goals effectively and sustainably (Maryati, 2025; Prabowo, 2025). Social evidence indicates that madrasahs led by principals with a transformational leadership style tend to be more effective at fostering a positive work culture, boosting teacher motivation, promoting educational innovation, and building harmonious cooperation between the madrasah community and the broader society. Conversely, leadership that is purely administrative and lacks vision often results in low teacher participation, a lack of educational program development, and stagnation in institutional quality improvement. Amid increasingly fierce competition among educational institutions, the public is also becoming more selective in choosing schools or madrasahs that can provide quality educational services.

These conditions require madrasah principals to possess leadership skills that are not only focused on organizational management but also capable of driving change, empowering, and developing the potential of the entire madrasah community. MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi is one such educational institution that strives to improve the quality of education through various academic and non-academic development programs. These efforts are inseparable from the role of the madrasah principal in guiding, motivating, and inspiring teachers and educational staff to achieve the madrasah's vision and mission (Turochim, 2023; Prabowo et al., 2024). Therefore, the transformational leadership of the madrasah principal is an interesting phenomenon to study in greater depth in order to understand how this leadership role contributes to improving the quality of education at MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi.

Numerous studies have been conducted by previous researchers on the role of transformational leadership by madrasah principals in improving the quality of education. First, a study conducted by Putra et al.,(2023) showed that the transformational leadership of school principals has a significant impact on improving teacher performance and the quality of the learning process. The study found that principals who are able to motivate, inspire, and set an example for teachers can create a conducive work environment, thereby improving the overall quality of education. The results of this study confirm that the success of an educational institution is determined not only by facilities and infrastructure but also by the leader's ability to mobilize all of the school's available resources.

Furthermore, research conducted by Putra,(2023) reveals that the transformational leadership of madrasah principals plays a crucial role in fostering a culture of quality within the educational environment. Through a participatory and visionary approach, madrasah principals are able to enhance teachers' commitment to performing their duties and encourage innovation in the learning process. The study also found that effective communication between madrasah principals, teachers, and educational staff is a key supporting factor in achieving sustainable educational quality.

Furthermore, research conducted by Maryati,(2025) , shows that the implementation of transformational leadership by madrasah principals can improve the quality of education through the empowerment of human resources, the development of teacher competencies, and the strengthening of cooperation with the community. The results of this study indicate that madrasah principals with a vision for change are able to create various educational development programs that lead to improvements in students' academic and non-academic achievements. This study also confirms that transformational leadership is one of the most effective leadership models for addressing educational challenges in the modern era.

Based on these three previous studies, it can be concluded that transformational leadership makes a significant contribution to improving the quality of education by enhancing teacher performance, strengthening a culture of quality, and developing human resources in educational institutions. However, these three studies were primarily conducted in different school or madrasah contexts and have not specifically examined how the transformational leadership of the madrasah principal contributes to improving the quality of education at MTs Roudlotul Muta'allimin Simbar Tampo Cluring in Banyuwangi. Therefore, this study is urgently needed to gain a deeper understanding of the madrasah principal's transformational leadership practices within the context of this institution and its contribution to improving the quality of education.

The novelty of this study lies in its specific focus on examining the implementation of transformational leadership by madrasah principals in the context of religion-based madrasahs, which have social, cultural, and institutional characteristics that differ from those of public schools. Previous studies have generally discussed the influence of transformational leadership on teacher performance, organizational culture, or the quality of education in general, but few have examined in depth how madrasah principals implement the values of transformational leadership through the processes of motivating staff, developing an institutional vision, empowering teachers, and fostering a culture of quality that is integrated with Islamic values within the madrasah environment.

Furthermore, this study not only focuses on the outcomes of educational quality improvement but also examines the processes, strategies, and leadership practices employed by madrasah principals in addressing ever-evolving educational challenges. Thus, this study is expected to yield more contextually relevant empirical findings regarding transformational leadership models in madrasahs and to make a scholarly contribution to the development of Islamic educational leadership theory, particularly regarding efforts to improve educational quality in madrasah-based educational institutions. The novelty of this study also lies in its research location, which has not been studied previously namely, MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi—and is thus expected to offer a new perspective on transformational leadership practices within the context of Islamic education at the madrasah tsanawiyah level.

This study aims to conduct an in-depth analysis of how the transformational leadership of the principal at MTs Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi, is implemented in efforts to improve the quality of education through the development of an institutional vision, teacher empowerment, the fostering of a culture of quality, and the strengthening of educational organizational performance. This objective is based on a *research gap* in the educational leadership literature, which indicates that most previous studies have focused more on the relationship between transformational leadership and teacher performance or general organizational effectiveness, while studies exploring the process of implementing transformational leadership in the context of madrasahs based on Islamic values remain relatively limited, particularly at the madrasah tsanawiyah level in Indonesia.

Furthermore, most studies tend to use quantitative approaches that emphasize aspects of influence or correlation, and thus have not yet provided an in-depth exploration of the strategies, practices, and leadership dynamics employed by madrasah principals in fostering sustainable educational quality. Therefore, this study aims to bridge this gap by presenting a contextual analysis of transformational leadership practices within the madrasah setting. The contribution of this article lies in enriching the body of knowledge on Islamic educational leadership by presenting empirical evidence on how the characteristics of transformational leadership can be integrated with madrasah culture and Islamic values to drive improvements in educational quality. The findings of this study are expected not only to expand the development of transformational leadership theory in the context of Islamic education but also to serve as a practical reference for madrasah principals, educational institution administrators,

and policymakers in designing more effective and sustainable strategies for improving educational quality.

2. METHODS

This study employs a qualitative approach using a case study design to conduct an in-depth examination of the transformational leadership of the madrasah principal in improving the quality of education at MTs Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi. The qualitative approach was chosen because this study seeks to understand the phenomenon of leadership holistically based on the experiences, perceptions, and perspectives of informants directly involved in the educational management process at the madrasah. Through this approach, the researcher can obtain a comprehensive picture of the strategies, policies, and practices of transformational leadership implemented by the madrasah principal to improve the quality of education. The case study design was used because this research focuses on a specific educational institution with unique characteristics relevant to the research focus, thereby allowing the researcher to conduct an in-depth exploration of the phenomenon under study (Kusumastuti & Khoiron, 2019; Abdussamad & Sik, 2021).

This study was conducted at MTs Roudlotul Muta'allimin in Simbar Tampo, Cluring, Banyuwangi. The selection of the research location was based on the consideration that this madrasah has demonstrated various efforts to improve the quality of education, supported by the active role of the madrasah principal in developing organizational culture, enhancing teacher professionalism, and strengthening the quality of educational services. Research informants were selected using purposive sampling, which involves selecting informants based on the consideration that they possess knowledge, experience, and direct involvement in the leadership and management of education at the madrasah. The number of informants in this study consisted of five individuals: one madrasah principal as the primary informant, one vice principal, two teachers, and one educational staff member (Roosinda et al., 2021). These five informants were selected because they were deemed capable of providing in-depth information regarding the implementation of the madrasah principal's transformational leadership and its impact on improving the quality of education.

Data collection methods included in-depth interviews, observation, and documentation. In-depth interviews were used to gather data on leadership vision, strategies for improving educational quality, organizational communication patterns, teacher empowerment, and various programs implemented by the madrasah principal. Observations were conducted to directly observe leadership activities, interactions between the madrasah principal and the madrasah community, and the implementation of educational programs that support quality improvement at the institution (Niam et al., 2024). Meanwhile, documentation was used to supplement the research data through various relevant documents, such as the madrasah profile, organizational structure, work programs, activity reports, student achievement data, and other supporting documents.

Data analysis in this study utilized the interactive model proposed by Matthew B. Miles and A. Michael Huberman, which comprises three stages: data reduction, data presentation, and drawing conclusions. Data reduction was conducted by selecting and focusing on data relevant to the research focus. Next, the data were presented in the form of narrative descriptions to facilitate the researcher's identification of patterns, relationships, and meanings within the collected data. The final stage involved drawing conclusions, a process carried out continuously throughout the research. To ensure data validity, this study employed source triangulation, methodological triangulation, and member checking (Sari et al., 2022). Through these procedures, the data collected is expected to have a high level of credibility, thereby accurately depicting the implementation of transformational leadership by the madrasah principal in improving the quality of education at MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi.

3. RESULTS AND DISCUSSION

Research Results

Development of an Institutional Vision Based on Educational Quality

The research findings indicate that the development of an institutional vision is one form of transformational leadership implemented by the principal of MTs Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi, in an effort to improve the quality of education. The institutional vision is not merely treated as a formal document included in the madrasah's profile but is utilized as a strategic direction for the implementation of all educational programs. The principal strives to instill this vision in the entire madrasah community through various activities, such as coordination meetings, regular teacher training, program evaluations, and institutional development activities. The process of instilling the vision is carried out continuously so that all teachers and educational staff share a common understanding of the goals the madrasah aims to achieve.

These findings indicate that madrasah principals serve not only as educational administrators but also as agents of change capable of fostering collective awareness to achieve higher educational quality. Through a clear and focused vision, every program designed by the madrasah shares the same orientation: improving the quality of learning, strengthening students' character, and fostering academic and non-academic achievements. These conditions reflect the characteristics of transformational leadership, which emphasizes the importance of inspiration and ideal influence in motivating organizational members to achieve common goals.

These findings were reinforced by interviews with madrasah principals, who explained that developing an institutional vision is the first step in building a culture of quality within the madrasah. The madrasah principal stated:

"We always strive to make the madrasah's vision a guiding principle in every activity we carry out. This vision must be understood not only by the leadership but also by all teachers and educational staff. Therefore, at the beginning of each school year and during various evaluation meetings, we always reiterate the shared goals we aim to achieve so that all programs proceed in line with the madrasah's quality development objectives."

This statement indicates that the madrasah principal is strongly committed to fostering a shared understanding among all members of the madrasah community regarding the importance of the institutional vision as the foundation for improving the quality of education. Based on the interview results and field findings, it is clear that the success of developing an institutional vision is determined not only by a well-formulated vision but also by the madrasah principal's ability to communicate, internalize, and implement that vision into various educational policies and programs. Thus, the development of an institutional vision based on educational quality has become a key strategy in the madrasah principal's transformational leadership to bring about positive change and improve the quality of education at MTs Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi.

Teacher Empowerment through Strengthening Professional Competencies

The results of this study indicate that empowering teachers by strengthening their professional competencies is one way in which the principal of MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi implements transformational leadership to improve the quality of education at the school. The principal recognizes that the quality of education is greatly influenced by the competencies of teachers, who are the primary agents of the learning process. Therefore, various efforts have been made to improve teachers' capacity and professionalism through academic supervision, training, mentoring, professional discussions, and ongoing motivation. The principal serves not only as a supervisor but

also as a facilitator and motivator who supports teachers in continuously developing their pedagogical, professional, social, and personal skills.

These findings indicate that transformational leadership is realized through efforts to empower human resources by providing teachers with opportunities to learn, innovate, and improve the quality of their performance. Through this strategy, teachers become more confident in conducting lessons, are able to develop more varied teaching methods, and are more responsive to students' needs. Furthermore, strengthening teachers' professional competencies also leads to improvements in the quality of the learning process, which ultimately contributes to enhancing the quality of education in madrasahs.

This finding was reinforced by the results of an interview with one of the teachers, who stated that the madrasah principal actively supports the development of teachers' competencies through various coaching and training programs. The teacher stated:

"The madrasah principal always encourages us to continue improving our teaching skills. We are frequently involved in training sessions, workshops, and professional development activities related to teaching. In addition, he also conducts supervision that not only evaluates our performance but also provides feedback and solutions to help us improve our teaching."

This statement indicates that the madrasah principal exercises transformational leadership by fostering motivation and providing tangible support for teachers' professional development. The supervision conducted is not only focused on administrative oversight but is also directed toward guidance and improving the quality of learning. Based on the interview results and field findings, it is evident that empowering teachers through the strengthening of professional competencies is an effective strategy for improving the quality of human resources within the madrasah environment. These efforts not only improve teachers' ability to carry out their duties but also strengthen their commitment to achieving educational goals. Thus, teacher empowerment through the strengthening of professional competencies is a key aspect of the madrasah principal's implementation of transformational leadership to achieve better educational quality at MTs Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi.

Based on the results of interviews, observations, and documentation, teacher empowerment through the strengthening of professional competencies is carried out systematically by madrasah principals through various strategies for teacher guidance and capacity building. These findings indicate a correlation between the madrasah principals' transformational leadership roles and improvements in teacher competencies, which in turn impact the quality of education. To facilitate understanding of the research findings, indicators of teacher empowerment through the strengthening of professional competencies are presented in the following figure.



Figure 1; Teacher Empowerment through Strengthening Professional Competence

These indicators show that empowering teachers by strengthening their professional competencies is a key strategy for madrasah principals in implementing transformational leadership. Through academic supervision, training, coaching, as well as ongoing motivation and guidance, teachers have the opportunity to improve their competencies and the quality of their performance. This capacity-building fosters learning innovations, boosts teachers' self-confidence, and improves the effectiveness of classroom instruction. The ultimate result is an overall improvement in the quality of education. Thus, the development of teachers' professional competencies is a critical factor supporting the success of the madrasah's transformation and its sustainable progress.

Program Innovations to Strengthen Organizational Performance

The research findings indicate that program innovation is one of the strategies employed by the principal of MTs Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi, in implementing transformational leadership to strengthen the performance of the educational organization. From a transformational leadership perspective, a leader not only carries out existing programs but is also capable of creating various innovations relevant to the institution's needs and the demands of educational development. Based on the research findings, the madrasah principal actively develops various innovative programs aimed at improving the quality of educational services, strengthening students' character, and enhancing the work effectiveness of all madrasah staff. These innovations are realized through the strengthening of academic programs, such as learning support for students, increased literacy activities, and the development of more active and creative learning methods.

In addition, the madrasah principal has developed a character-building program based on Islamic values through regular religious activities, fostering noble moral conduct, and strengthening a culture of discipline within the madrasah. Rather than focusing solely on internal aspects, the principal has also built closer relationships with the community and parents through various collaborative activities that support the madrasah's development. These innovations demonstrate efforts toward organizational transformation aimed at improving institutional effectiveness while strengthening the madrasah's competitiveness amid the ever-evolving dynamics of education.

These findings were reinforced by interviews with the madrasah's deputy principal, who explained that the principal consistently encourages the development of new programs capable of improving the quality of education and organizational performance. The informant stated:

"The madrasah principal always encourages innovation in every program implemented. He does not want the madrasah to simply follow the same routine every year, but is always looking for ways to improve educational programs. One example is strengthening literacy programs,

fostering students' character, and enhancing cooperation with parents to support students' development."

This statement indicates that the madrasah principal possesses a change orientation, which is one of the key characteristics of transformational leadership. The innovations developed are not only aimed at creating new programs but are also directed at improving the quality of educational services and the overall effectiveness of the organization. Based on the interview results and field findings, it is evident that program innovations have become a crucial instrument in strengthening organizational performance at MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi. Through various adaptive programs tailored to the madrasah's needs, the principal has been able to create a more dynamic, productive, and competitive educational environment. Thus, program innovation in strengthening organizational performance serves as a tangible manifestation of transformational leadership that contributes to improving educational quality and ensuring the sustainable development of the madrasah.

Discussion

Development of an Institutional Vision Based on Educational Quality

Research findings on the development of an institutional vision based on educational quality indicate that the transformational leadership of madrasah principals not only functions in administrative aspects but also serves as a strategic force capable of steering organizational change toward the achievement of higher educational quality. An institutional vision that is continuously developed and internalized among the entire madrasah community demonstrates the principal's efforts to foster shared goals, commitment, and work orientation within the organization. From a theoretical perspective, these findings align with the theory of transformational leadership proposed by Pirmanuddin et al.,(2025), which asserts that a transformational leader possesses the ability to inspire and influence organizational members through a clear and compelling vision (inspirational motivation). In this theory, vision serves as an instrument for building collective spirit and encouraging organizational members to work beyond their personal interests to achieve common goals.

Furthermore, these findings are also relevant to the concept of visionary leadership developed by Rohmad et al.,(2026) , which states that an organization's success is greatly influenced by a leader's ability to effectively formulate, communicate, and implement the organizational vision. The madrasah principals in this study not only formulated a vision but also internalized it through various organizational activities so that the vision became a living work culture within the madrasah environment. This situation indicates that the vision is not merely a normative statement but serves as an operational guideline that directs all educational activities.

Furthermore, these findings can be explained through the theory of educational quality management proposed by Yahya,(2024) , which emphasizes the importance of leadership commitment in building a sustainable culture of quality. According to this theory, organizational quality improvement cannot be achieved without a clear direction and the involvement of all members of the organization in realizing the established goals. Therefore, the success of madrasah principals in internalizing the institutional vision reflects their transformational leadership ability to build a culture of quality, strengthen organizational commitment, and create synergy among all members of the madrasah community to achieve sustainable improvements in educational quality. Thus, these findings reinforce the argument that the institutional vision is a fundamental element in the practice of transformational leadership oriented toward change and the development of educational institution quality.

Teacher Empowerment through Strengthening Professional Competencies

Research findings on teacher empowerment through the strengthening of professional competencies show that madrasah principals practice transformational leadership by prioritizing human resource development as a key strategy for improving the quality of education. These findings indicate that improving the quality of educational institutions depends not only on facilities and

infrastructure but also on the ability of madrasah principals to empower teachers as key actors in the learning process. Through academic supervision, training, mentoring, and ongoing motivation, madrasah principals strive to create a work environment that supports teachers' professional growth (Farleni et al., 2024). This demonstrates that transformational leadership does not merely focus on achieving organizational goals but also on developing the capacities of the individuals who are part of the organization.

From a theoretical perspective, these findings align with the theory of transformational leadership proposed by Ma-uy, (2025), particularly regarding the dimensions of individualized consideration and intellectual stimulation. The dimension of individualized consideration emphasizes that a leader must pay attention to the development needs of each member of the organization, while intellectual stimulation encourages members to think creatively and innovatively and to continuously develop their competencies. In the context of this study, the madrasah principal not only provides work directives but also creates opportunities for teachers to enhance their professional capacity through various competency-development activities. This demonstrates leadership practices oriented toward empowerment and the improvement of human resource quality.

Furthermore, these findings are also relevant to the Human Capital theory developed by Attsaury et al., (2024), which states that investment in improving individuals' knowledge, skills, and competencies will lead to increased productivity and better organizational performance. In the context of education, teachers with strong professional competencies will be able to create more effective and high-quality learning processes. This finding is also consistent with the concept of the Professional Learning Community developed by Darmuh & Kadar, (2025), which emphasizes the importance of continuous learning and professional collaboration in improving the quality of education. Thus, teacher empowerment through the strengthening of professional competencies can be understood as a manifestation of transformational leadership oriented toward individual capacity development, improved learning quality, and the continuous enhancement of educational quality. These findings reinforce the argument that the success of an educational institution is greatly influenced by the leader's ability to foster a culture of learning and professional development for all educators.

Program Innovations to Strengthen Organizational Performance

Research findings on program innovations aimed at strengthening organizational performance indicate that madrasah principals exercise transformational leadership through their ability to bring about change and innovation focused on improving the quality of education. These findings suggest that madrasah principals function not only as administrators who carry out the institution's routine programs but also as change agents capable of identifying organizational needs and translating them into various innovative programs. The development of academic programs, character building for students, and the strengthening of partnerships with parents and the community demonstrate systematic efforts to improve the organization's overall effectiveness. The innovations implemented are not merely focused on program changes but are also aimed at building an organizational culture that is adaptive, responsive, and competitive in the face of ever-evolving educational challenges.

From a theoretical perspective, these findings align with the theory of transformational leadership proposed by Mailizar & Setyaningsih, (2024), particularly regarding the dimension of intellectual stimulation. This dimension emphasizes that transformational leaders must be able to encourage organizational members to think creatively, develop new ideas, and seek innovative solutions to various organizational challenges. In the context of this study, the madrasah principal demonstrated these characteristics through the development of programs that not only maintain the quality of education but also strive to continuously improve the effectiveness of educational services. Thus, program innovation serves as a tangible manifestation of the leader's ability to transform the organization toward a more advanced state.

These findings can also be explained through the theory of organizational innovation proposed by Muttaqin et al., (2023). According to Muttaqin, innovation is the process of introducing and implementing new ideas, practices, or programs that are believed to benefit the organization. The

success of innovation is greatly influenced by the leader's role in communicating, guiding, and ensuring the acceptance of innovation by all members of the organization. In this study, the madrasah principal not only created new programs but also fostered support and participation among the madrasah community so that the innovations could be implemented effectively. Furthermore, these findings align with the theory of the learning organization developed by Yunus et al., (2021), which asserts that organizations capable of growth are those that continuously learn, adapt, and renew themselves in response to environmental changes. Therefore, the program innovations implemented by the madrasah principal can be understood as a transformational strategy that not only strengthens organizational performance but also ensures the sustainability of educational quality and enhances the madrasah's competitiveness in the long term. These findings reinforce the view that innovation is a crucial element of effective educational leadership because it serves as the primary driver of change and the sustainable development of educational organizations.

4. CONCLUSION

Based on the research findings and discussion, it can be concluded that the transformational leadership of the principal of MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi plays a significant role in improving the quality of education through the development of an institutional vision, teacher empowerment, and educational program innovation. The development of an institutional vision based on educational quality is carried out by internalizing the madrasah's vision among all members of the madrasah community, thereby fostering shared goals, commitment, and a common direction for the institution's development. This vision serves not merely as a formal document but as a guiding principle for implementing various educational programs focused on improving the quality of learning and fostering students' character development. In addition, the madrasah principal also implements teacher empowerment strategies by strengthening professional competencies through academic supervision, training, mentoring, and ongoing motivation.

These efforts contribute to improving the quality of human resources and the effectiveness of the learning process. In addition, program innovation serves as a key instrument in strengthening organizational performance through the development of academic programs, character building, and the strengthening of partnerships with the community. Research findings indicate that transformational leadership is not only oriented toward achieving organizational goals but also toward the development of individual capacity and sustainable institutional transformation. Thus, the success of improving educational quality at MTs Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi is influenced by the principal's ability to inspire, empower, and encourage innovation within the madrasah, thereby creating an adaptive, effective, and competitive educational organization.

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