

The Role of Transformational Leadership Management of Madrasah Principals in Improving the Accreditation of Madrasah Aliyah in Tarakan City

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ABSTRACT

This study aims to analyze the role of transformational leadership management of madrasah principals in improving the accreditation of Madrasah Aliyah in Tarakan City, North Kalimantan. The study used a qualitative approach with a case study design. The research subjects were the principals of MAN Tarakan, MA Tahfidz Putri Hidayatullah Tarakan, and MA Raudatul Qur'an Tarakan. Data collection techniques were carried out through observation, in-depth interviews, and documentation. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results show that madrasah principals who apply transformational leadership through four main dimensions, namely exemplary behavior (idealized influence), inspirational motivation (inspirational motivation), intellectual stimulation (intellectual stimulation), and individualized consideration (individualized consideration). The implementation of this leadership has an impact on strengthening the culture of quality, increasing teacher professionalism, learning innovation, and optimizing the fulfillment of the eight National Education Standards. The strategy for improving accreditation is carried out through madrasah-based management, strengthening administration, and developing partnerships with various parties. This study confirms that the transformational leadership of madrasah principals plays an important role in continuously improving the quality and accreditation of madrasahs.

Informasi Artikel

Kata Kunci:

Kepemimpinan Transformasional, Kepala Madrasah, Akreditasi Madrasah, Mutu Pendidikan

ABSTRAK

Penelitian ini bertujuan menganalisis peran manajemen kepemimpinan transformasional kepala madrasah dalam meningkatkan akreditasi Madrasah Aliyah di Kota Tarakan, Kalimantan Utara. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Subyek penelitiannya adalah kepala MAN Tarakan, MA Tahfidz Putri Hidayatullah Tarakan, dan MA Raudatul Qur'an Tarakan. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil menunjukkan bahwa kepala madrasah yang menerapkan kepemimpinan transformasional melalui empat dimensi utama, yaitu keteladanan (*idealized influence*), motivasi inspiratif (*inspirational motivation*), stimulasi intelektual (*intellectual stimulation*), dan perhatian individual (*individualized consideration*). Implementasi kepemimpinan tersebut berdampak pada penguatan budaya mutu, peningkatan profesionalisme guru, inovasi pembelajaran, serta optimalisasi pemenuhan delapan Standar Nasional Pendidikan. Strategi peningkatan akreditasi dilakukan melalui manajemen berbasis madrasah, penguatan administrasi, dan pengembangan kemitraan dengan berbagai pihak. Penelitian ini menegaskan bahwa kepemimpinan transformasional kepala madrasah berperan penting dalam peningkatan mutu dan akreditasi madrasah secara berkelanjutan.

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1. Introduction

Education is a fundamental aspect of national development because it plays a role in improving the quality of human resources and the social progress of society. The quality of education is a crucial indicator of an educational institution's success in producing competent and competitive graduates. One instrument for ensuring educational quality is accreditation, a process that assesses the suitability of an educational institution based on its compliance with National Education Standards. For Islamic Senior High Schools (Madrasah Aliyah), accreditation is not only a form of administrative recognition but also reflects the superior quality of Islamic education services relevant to community needs.[1]

Madrasah Aliyah plays a strategic role in shaping a generation that excels academically and religiously. However, efforts to improve the quality of madrasahs still face various challenges, such as limited resources, varying competencies among teaching staff, and increasingly complex demands for meeting educational quality standards. In these circumstances, the leadership of the madrasah principal is a crucial factor in mobilizing the full potential of the madrasah to build a culture of quality and continuously improve accreditation achievements.[2]

Transformational leadership is considered relevant in supporting the improvement of madrasah quality because it emphasizes the leader's ability to provide role models, motivation, innovation, and attention to individual development. Through transformational leadership, madrasah principals are expected to build a shared vision, enhance teacher professionalism, and create a collaborative and productive work environment. Thus, all components of the madrasah can work synergistically to meet accreditation indicators and improve educational quality.

In Tarakan City, there is variation in the accreditation achievements of Madrasah Aliyah (Islamic Senior High Schools), ranging from A to C. This difference indicates that accreditation success is influenced not only by facilities and policies, but also by the effectiveness of the madrasah principal's leadership in managing resources and building a culture of quality. This situation is important to examine, particularly regarding the implementation of transformational leadership in improving the quality and competitiveness of madrasahs.

Based on these conditions, this study aims to analyze the role of transformational leadership management by madrasah principals in improving Madrasah Aliyah accreditation in Tarakan City. This study also examines the supporting and inhibiting factors in the implementation of transformational leadership in efforts to improve madrasah quality. The results of this research are expected to provide theoretical and practical contributions to the development of Islamic educational leadership that is oriented towards improving the quality and accreditation of madrasahs in a sustainable manner.

2. Method

This study employed a qualitative research method with a field study approach. This approach was used to gain an in-depth understanding of the management of madrasah principals in implementing transformational leadership to improve the accreditation of madrasah aliyah (Islamic senior high schools) in Tarakan City.

Location and Time

This research was conducted at three different Islamic senior high schools (madrasah aliyah) in Tarakan City: MAN Tarakan, MA Tahfidz Putri Hidayatullah Tarakan, and MA Raudhatul Qur'an (RTQ) Tarakan, North Kalimantan, Indonesia. The research was conducted from February to April 2026. Subjects: Madrasah Principal, Vice Principal for Curriculum, Vice Principal for Student Affairs, Vice Principal for Facilities and Infrastructure, Teachers, Education Personnel, Madrasah Supervisors, and Committee Chairs.

Data Collection Techniques

- Observation
- In-depth interviews
- Documentation

Data Analysis Techniques

- Data reduction
- Data display
- Conclusion drawing and data verification

Data Validity

- Source triangulation
- Technique triangulation
- Time triangulation

3. Result and Discussion

Result

1. Implementation of Transformational Leadership of Madrasah Aliyah Principals in Tarakan City

Transformational leadership is one of the most relevant leadership models in the context of improving the quality of Islamic educational institutions in the modern era. As the top leader, the madrasah principal is required to mobilize all organizational components to collectively realize the established vision. [3] In the context of Islamic high schools in Tarakan City, the implementation of transformational leadership is key to success in achieving and maintaining high accreditation status.

Transformational leadership is conceptually characterized by four core dimensions known as the "4Is": idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four dimensions synergistically form a leadership pattern that is not merely oriented toward achieving administrative targets but rather more deeply touches on the dimensions of changing the values, culture, and work ethic of all madrasah members. [4]

At MAN Tarakan, which has successfully achieved A accreditation, the principal implements transformational leadership through a comprehensive and consistent approach. As a state Islamic educational institution recognized as a benchmark in Tarakan City, MAN Tarakan, under the leadership of a visionary

principal, has been able to build a strong institutional governance system. The principal of MAN Tarakan consistently carries out his idealized influence function by exemplifying discipline, integrity, and commitment to educational quality. The leader not only provides instructions but also actively participates in every quality improvement program, thus motivating all teachers and educational staff to deliver their best performance.

The inspirational motivation dimension at MAN Tarakan is manifested in intensive and inspiring vision communication. The principal regularly holds meetings with teachers, staff, and the madrasa committee to reinforce a shared understanding that accreditation improvement is part of the noble mission of Islamic education. Flagship programs such as strengthening the curriculum based on national standards, developing language, science, and computer laboratories, and strengthening religious extracurricular activities are concrete manifestations of the inspirational motivation fostered by the principal of MAN Tarakan.

Meanwhile, the intellectual stimulation dimension at MAN Tarakan is reflected in the principal's efforts to encourage teachers to continuously innovate in the learning process. The principal facilitates teacher participation in training, seminars, and workshops at both the regional and national levels. Well-institutionalized lesson study programs and academic supervision serve as strategic instruments in accelerating the improvement of teacher professional competence at MAN Tarakan. This has a direct impact on improving student learning outcomes, which are a component of the accreditation assessment. [5]

The individualized consideration dimension at MAN Tarakan is realized through the principal's policy of providing personal attention to each teacher and education staff member according to their individual needs and potential. Mentoring programs, individual consultations, and assignments tailored to competencies are concrete examples of this dimension. This warm yet professional, personal approach creates a conducive work climate and encourages all members of the madrasa community to contribute optimally to MAN Tarakan's quality assurance process.

At MA Tahfidz Putri Hidayatullah Tarakan, which also achieved A accreditation, the implementation of transformational leadership has a distinctive and unique character, given that the institution is based on an Islamic boarding school (pesantren) specializing in the Quranic memorization program. The principal at this institution implements transformational leadership by integrating Islamic boarding school values into a modern madrasah management system. The high level of trust from parents and students in this institution creates strong social capital, enabling the principal to easily build a shared commitment to improving the school's quality standards.

The distinctiveness of transformational leadership at MA Tahfidz Putri Hidayatullah lies in the principal's ability to combine strong Islamic boarding school traditions with the demands of national accreditation standards. On the one hand, the Quranic memorization program remains a hallmark and hallmark of the institution. On the other hand, the administration,

curriculum, and infrastructure are aligned with the eight national education standards that serve as the basis for accreditation. The head of the madrasah was able to wisely convince all parties that fulfilling accreditation standards would strengthen, not weaken, the institution's Islamic identity.

The idealized influence function at MA Tahfidz Putri Hidayatullah Tarakan is particularly strong because the principal is a memorizer of the Quran and possesses a depth of religious knowledge recognized by the entire Islamic boarding school community. This leadership, based on spiritual and intellectual example, provides the principal with strong legitimacy to drive change toward higher quality standards. The teachers and female teachers at this institution are highly motivated to follow the principal's direction because they see him not only as an administrative leader but also as a spiritual role model.

The process of preparing accreditation documents at MA Tahfidz Putri Hidayatullah is carried out collaboratively and in a structured manner under the direct coordination of the principal. The principal must form a solid accreditation team, involving senior teachers, the vice-chancellor of curriculum, the vice-chancellor of student affairs, and the treasurer. Intensive coordination meetings are held to ensure completeness of documents, data consistency, and achievement of each accreditation standard. As a result, MA Tahfidz Putri Hidayatullah succeeded in achieving an A accreditation grade which is clear evidence of the success of the transformational leadership model based on Islamic boarding school values.

Unlike the two previous madrasas, MA RTQ Tarakan still holds a C accreditation rating. However, this does not mean that the institution does not implement transformational leadership. The facts on the ground show that the principal of MA RTQ Tarakan has made every effort to implement transformational leadership principles within the existing institutional capacity and context. As a relatively new private madrasah with limited resources, MA RTQ Tarakan faces far more complex challenges in meeting accreditation standards.

The principal of MA RTQ Tarakan carries out an inspirational motivational function by continuously building enthusiasm and hope among all members of the madrasah community that the current situation is not a permanent end. The principal regularly conveys the institution's medium- and long-term vision in various forums, from teacher meetings and parent-teacher meetings to flag-raising ceremonies. This positive forward-looking orientation is crucial for maintaining the morale and motivation of the madrasah community, preventing them from becoming discouraged in the face of various limitations.

One of the main challenges faced by the principal of MA RTQ Tarakan in implementing transformational leadership is the limited availability of qualified human resources and adequate infrastructure. The principal responded to this challenge with a strategy of intellectual stimulation through internal training and mentoring from more advanced madrasas. Collaboration with MAN Tarakan and MA Hidayatullah Tarakan, through comparative studies and sharing of best practices, is a concrete effort undertaken by the

principal of MA RTQ to accelerate the process of improving the quality and accreditation of his madrasah.

Overall, a comparison of the implementation of transformational leadership in the three madrasahs shows that the intensity and consistency of the application of transformational leadership principles strongly correlates with accreditation achievement.[6] MAN Tarakan and MA Tahfidz Putri Hidayatullah, which fully and consistently implemented transformational leadership, successfully achieved A accreditation, while MA RTQ, which is still undergoing improvements, achieved C accreditation. These findings align with various studies that confirm that transformational leadership is a key determining factor in improving the quality of Islamic educational institutions.

2. Madrasah Principal's Strategy in Improving Madrasah Aliyah Accreditation in Tarakan City

The strategy for improving madrasah accreditation is a series of policies and actions systematically planned by madrasah principals to meet the standards set by the National School/Madrasah Accreditation Board (BAN-S/M). [7] In the context of the three Madrasah Aliyah (Islamic Senior High Schools) in Tarakan City that were the subject of this study, strategic patterns can be identified, although with varying degrees of success depending on the conditions and capacity of each institution.

The first strategy implemented by madrasah principals in Tarakan City to improve accreditation is strengthening content standards and learning process standards. The principal of MAN Tarakan and the principal of MA Tahfidz Putri Hidayatullah diligently ensured that the curriculum used aligns with the Independent Curriculum and Graduate Competency Standards (SKL) established by the Ministry of Religious Affairs. The preparation and revision of KTSP (Curriculum, Curriculum, Syllabus, Lesson Implementation Plans, and teaching modules were carried out on a scheduled basis, involving all teachers in the Subject Teacher Consultation (MGMP) forum at the madrasah level.

Strengthening process standards is implemented through programmed and ongoing academic supervision. The principal, assisted by the vice principals for curriculum, conducts regular classroom observations to ensure that the learning process is proceeding according to expected standards. The results of the supervision are followed up with reflection activities and individual coaching for teachers who need to improve their pedagogical competencies.[8] This approach is non-judgmental, but rather oriented towards the continuous development of teacher professionalism.

The second strategy is improving the standards of educators and education personnel. The principal of MAN Tarakan pursued this strategy through several concrete steps, including encouraging teachers who do not yet have a bachelor's degree (S1) to complete their studies, facilitating teachers in the teacher certification process, and sending selected teachers to participate in national-level education and training. As a result, the teacher qualification and certification rate at MAN Tarakan has reached 100 percent, significantly

contributing to achieving an A accreditation grade.

At MA Tahfidz Putri Hidayatullah Tarakan, the strategy for improving teacher competency is implemented in a more organic manner and is based on the Islamic boarding school community. The madrasah principal recruits new female teachers who have bachelor's or master's degrees and are also Quran memorizers, thus simultaneously fulfilling the duality between formal academic and religious competencies. Furthermore, the in-house teacher development program, held weekly by the madrasah principal, serves as an effective vehicle for improving the pedagogical, personal, and social competencies of the female teachers.

The third strategy implemented was improving madrasah facilities and infrastructure in accordance with national standards. The principal of MAN Tarakan successfully optimized School Operational Assistance (BOS) funds, the state budget (APBN), and support from the Tarakan City government to build and equip various physical facilities at the madrasah. The construction of a representative science laboratory, a computer lab with internet access, a digital library, and air-conditioned classrooms are concrete manifestations of the strategy to meet infrastructure standards, implemented gradually but consistently by the principal of MAN Tarakan.

The principal of MA Tahfidz Putri Hidayatullah pursued a different strategy in developing infrastructure. Given that the institution is under the auspices of the Hidayatullah Foundation, which has a national network, the principal utilized this network to obtain infrastructure assistance from the foundation's headquarters and philanthropists sympathetic to the Quran memorization program. Donations of reference books, computer equipment, and improvements to the student dormitory significantly improved the condition of the madrasah's infrastructure, which in turn contributed to an increase in its accreditation score.

The fourth strategy implemented by madrasah principals in Tarakan City to improve accreditation is strengthening the institutional management system by improving management standards. The principal of MAN Tarakan developed an information technology-based administration system that streamlined the documentation, reporting, and evaluation of madrasah programs. The integrated madrasah management information system enables the principal to monitor the progress of various quality indicators in real time, allowing for faster and more targeted interventions and improvements.

Strengthening management standards at MA Tahfidz Putri Hidayatullah was implemented through the preparation and improvement of institutional documents such as the Madrasah Work Plan (RKM), the Medium-Term Work Plan (RKJM), and the Madrasah Activity and Budget Plan (RKAM). The madrasah principal proactively invited consultants from the Tarakan City Ministry of Religious Affairs Office to provide assistance in the preparation of these documents, ensuring their quality and compliance with accreditation standards.

The fifth, equally important strategy is strengthening the madrasah's relationship with the community and stakeholders. The principal of MAN

Tarakan is intensively building partnerships with the local government, business and industry, universities, and community organizations in Tarakan City. These partnerships are not only financial but also encompass aspects of developing a locally-based curriculum, student internship programs, and utilizing resource persons from various institutions to enrich the learning experience for MAN Tarakan students.

For MA RTQ Tarakan, the most urgent strategy to be implemented is improving management standards and the standards of educators and education personnel. Despite existing limitations, the principal of MA RTQ Tarakan is striving to meet the minimum accreditation requirements by preparing institutional documents, recruiting qualified teachers, and gradually improving infrastructure. Although the current accreditation level remains at C, the direction and commitment demonstrated by the principal of MA RTQ Tarakan offers hope that with the right strategy and adequate support, the institution can improve its accreditation status in the future.

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Overall, the strategic patterns implemented by the principals of Islamic senior high schools (madrasah aliyah) in Tarakan City to improve accreditation reflect a comprehensive understanding of the eight national education standards. The success of MAN Tarakan and MA Tahfidz Putri Hidayatullah in achieving A accreditation demonstrates that a well-planned strategy, consistent implementation, and transformative leadership are key components in the process of improving madrasah accreditation.

3. Supporting and Inhibiting Factors in Improving Madrasah Aliyah Accreditation in Tarakan City

The process of improving madrasah accreditation does not occur in a vacuum, but is always influenced by various internal and external factors that can be both supportive and inhibiting. A thorough understanding of these factors is a crucial prerequisite for madrasah principals in formulating effective and realistic strategies. Based on research conducted at three Madrasah Aliyah (Islamic Senior High Schools) in Tarakan City, several supporting and inhibiting factors were identified that directly and indirectly influence the accreditation improvement process.

The first and most significant supporting factor is the commitment and leadership vision of the madrasah principal. At MAN Tarakan and MA Tahfidz Putri Hidayatullah Tarakan, the principal's strong and consistent commitment to quality improvement is the

primary driving force behind the entire accreditation improvement process. Madrasah principals with a clear vision, strong communication skills, and steadfastness in executing quality improvement programs are able to create an organizational climate conducive to the realization of high-quality madrasahs.

The second supporting factor is support from the Tarakan City Ministry of Religious Affairs Office, the supervising agency for madrasahs. The technical guidance, accreditation assistance, and infrastructure assistance provided by the Tarakan City Ministry of Religious Affairs have significantly contributed to madrasahs striving to improve their accreditation status. Madrasah supervisors play a crucial role as strategic partners with madrasah principals in identifying gaps between actual conditions and the standards required by the accreditation instrument. [9]

The third supporting factor is the quality of human resources, particularly teaching staff. At MAN Tarakan, the presence of highly qualified, experienced, and certified teachers is a valuable asset in meeting the standards for educators and education personnel set out in the accreditation instrument. Beyond formal quantification, teachers at MAN Tarakan also possess a strong dedication and work ethic, which drives them to continuously innovate in creating a quality learning process.

The fourth supporting factor is community and parental support. The trust and active participation of the community, particularly the madrasah committee, in supporting quality improvement programs is a valuable source of social energy for madrasah principals. At MA Tahfidz Putri Hidayatullah Tarakan, support from the Islamic boarding school community and the Hidayatullah alumni network spread throughout Indonesia is a unique and distinctive supporting factor, creating a conducive ecosystem for the growth and development of a quality Islamic educational institution.

The fifth supporting factor is the availability of adequate information systems and educational technology. In today's digital era, a madrasah's ability to utilize information technology for administration, learning, and documentation is crucial to the smooth running of the accreditation process. MAN Tarakan, with its integrated madrasah management information system, can easily prepare various physical evidence and supporting documents required for the accreditation visitation process.

On the other hand, various inhibiting factors are also faced by Islamic high schools (madrasah aliyah) in Tarakan City in the process of improving their accreditation. The most significant inhibiting factor is limited budget and financial resources, particularly for MA RTQ Tarakan, a newly developing private madrasah. The costs required to meet various accreditation standards, from improving infrastructure and improving teacher qualifications to developing information systems, are substantial and often exceed the financial capabilities of private madrasahs, which rely on student fees and donations.

Tarakan City's geographical location, as an archipelago, is relatively isolated from educational centers on Java. Limited access to quality training, seminars, and learning resources is a real obstacle faced

by teachers and madrasah principals in Tarakan City. High transportation costs for participating in professional development activities outside the region are a particular obstacle that is not easily overcome, especially for madrasahs with limited budgets.

The problem of excessive rotation and transfer of madrasah principals has the potential to disrupt the sustainability of quality improvement programs established by previous principals. The accreditation process requires long-term consistency in program implementation and the development of a culture of quality. Changing madrasah principals too quickly, without ensuring program continuity, can lead to regression in hard-won quality achievements.

Resistance to change by some teachers and educational staff. Shifts toward higher quality standards are often perceived by some madrasah members as an increased workload without commensurate compensation. Madrasah principals are required to wisely manage this resistance through effective communication, adequate rewards and incentives, and the creation of a work environment that makes quality improvement a shared need, not a burden imposed from above.

A crucial inhibiting factor is the weak documentation and administration culture in some madrasahs. Many programs and activities are substantially well-run, but they are not properly documented, making them unable to serve as strong physical evidence during accreditation visits. This weakness in documentation often results in madrasahs receiving scores that do not reflect their actual performance, as accreditation assessors can only assess what is documented and verifiable, not simply what has been done.

In addressing these various inhibiting factors, madrasah principals in Tarakan City have demonstrated creativity and leadership resilience worthy of recognition. The adaptive strategies they have implemented, such as building broader collaborative networks, utilizing online platforms for teacher development, and prioritizing programs with maximum impact on accreditation scores, are concrete examples of transformational leadership in action.

Overall, the mapping of supporting and inhibiting factors for improving the accreditation of Islamic senior high schools (madrasah aliyah) in Tarakan City produces a comprehensive picture of the ecology of Islamic education quality in this border city. The findings of this study confirm that improving accreditation is not merely a technical-administrative issue, but rather an organizational transformation process that requires strong leadership, appropriate strategies, and the support of a conducive ecosystem. The success of MAN Tarakan and MA Tahfidz Putri Hidayatullah in achieving A accreditation amidst various geographical challenges and limited resources is an inspiration for all madrasahs in Tarakan City, especially MA RTQ Tarakan, to continue striving to improve the quality of Islamic education for a more qualified future generation.

The findings of this study have important implications for the development of madrasah management policies and practices in Tarakan City, particularly in the context of efforts to improve

accreditation. Based on an in-depth analysis of the three madrasahs, the following are several strategic recommendations that can serve as a reference for madrasah principals, madrasah supervisors, and the Tarakan City Ministry of Religious Affairs Office.

For the principal of MA Raudatul Qur'an (RTQ) Tarakan City, the top priority is building a strong foundation for a quality management system as a prerequisite for accreditation improvement. Concrete steps that can be taken include establishing a permanent madrasah quality assurance team, developing a digital-based documentation system, implementing scheduled and systematic academic supervision, and developing a medium-term madrasah development plan (RPM) oriented towards improving accreditation standards. The principal of MA Raudatul Qur'an (RTQ) Tarakan City also needs to develop his or her leadership competencies through madrasah principal training programs facilitated by the Ministry of Religious Affairs or related competency development institutions.

The Tarakan City Ministry of Religious Affairs Office needs to develop an intensive mentoring program for madrasahs still holding C accreditation, utilizing experienced madrasah principals from MAN Tarakan and MA Tahfidz Putri Hidayatullah Tarakan City as mentors. A best practice sharing program among madrasah principals in Tarakan City can be an effective and efficient learning platform. Support in the form of accreditation standards-based management training also needs to be strengthened and expanded.

For madrasah supervisors, the intensity and quality of guidance for MA Raudatul Qur'an (RTQ) Tarakan City needs to be significantly improved. Madrasah supervisors can act as facilitators, assisting the principal in developing a realistic and measurable development program and regularly monitoring its implementation progress. A collaborative and empowering supervisory approach, rather than simply inspection and reporting, needs to be the primary paradigm in madrasah development by supervisors.

More broadly, the findings of this study indicate that investing in improving the leadership quality of madrasah principals is the most strategic strategy for improving madrasah accreditation. As Fullan (2014) emphasized, school/madrasah principals are the most influential agents of change in the education ecosystem. Therefore, the recruitment, selection, development, and evaluation of madrasah principals require more serious attention from all stakeholders in madrasah education in Tarakan City.

Conclusion

Research findings indicate that the transformational leadership of madrasah principals significantly influences the accreditation of Islamic senior high schools (madrasah aliyah) in Tarakan City. Madrasah principals who effectively implement transformational leadership dimensions tend to succeed in building a culture of quality and improving the quality of educational management.

At MAN Tarakan and MA Tahfidz Putri Hidayatullah Tarakan, the implementation of transformational leadership is evident in the madrasah principals' ability

to develop a shared vision, motivate teachers, create innovation, and foster harmonious cooperation among madrasah members. This has resulted in improved learning quality, educational administration, and compliance with accreditation standards.

The success of these two madrasahs demonstrates that transformational leadership is not solely oriented toward administrative management but also shifts organizational culture toward a culture of quality. Madrasah principals act as agents of change, mobilizing all components of the organization to achieve common goals.

Meanwhile, the condition of the Tarakan RTQ MA indicates that the implementation of transformational leadership requires adequate resource support for optimal implementation. Although the madrasah principal has demonstrated commitment to improving the institution's quality, limited facilities and human resources pose a major challenge to improving accreditation.

The findings of this study align with Bass's theory, which states that transformational leadership can enhance motivation, commitment, and organizational performance through idealized influence, inspirational motivation, intellectual stimulation, and individual attention. This study also reinforces the view that the principal of a school or madrasah is a strategic factor in determining the quality of education and the success of an institution's accreditation.

Thus, it is understandable that improving madrasah accreditation requires visionary, innovative, and collaborative transformational leadership. The madrasah principal serves not only as an educational administrator but also as a leader of change capable of building a sustainable culture of quality.

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