Transformational Leadership as a Strategy to Improve Working Relations in Schools through Islamic Values

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ABSTRACT
The research investigates the role of transformational leadership as an effective strategy for improving working relationships in schools by integrating Islamic values. The study explores how leadership that motivates, inspires, and empowers individuals within the educational environment can create a positive work atmosphere. Islamic values such as honesty, cooperation, mutual trust, and responsibility are central to building harmonious relationships among teachers, students, and the broader school community. The research employs a systematic literature review methodology, gathering data from academic journals, books, and relevant articles. The principal findings suggest that transformational leadership based on Islamic values not only enhances collaboration but also fosters a warm, empathetic, and supportive school environment, contributing to both character development and academic success. In conclusion, transformational leadership, underpinned by Islamic values, plays a critical role in fostering a cooperative and trust-based school culture. This leadership model positively impacts the broader educational system, making it a significant contribution to the field of educational leadership, especially within Islamic education contexts.

Keywords: kepemimpinan transformasional, nilai Islami, hubungan kerja di sekolah.

INTRODUCTION

Transformational leadership has become one of the key approaches in strengthening working relationships in various institutions, including schools. This approach prioritizes the ability of leaders to motivate, inspire, and empower organizational members to reach their maximum potential, thereby creating a harmonious and productive work environment (Yuliastuti et al., 2023). In the context of schools, especially those based on Islamic values, transformational leadership plays a very important role in shaping a conducive work climate. This is because this approach allows leaders, such as school principals or madrasah leaders, to integrate Islamic values in daily life in the educational environment (Mahfudh, 2022). Values such as honesty, cooperation, trust, and sacrifice are important cornerstones in leadership to build harmonious relationships between teachers, students, and the school community.

Various studies show that transformational leadership based on Islamic values can improve the quality of working relationships and the performance of educational institutions. For example, research conducted at the Mamba'ul Ma'arif Islamic Boarding School shows that transformational leadership applied by women scholars has succeeded in improving school management and student quality through the application of religious values such as amanah and tawadu (Halimatus Sa'dyah et al., 2023). Furthermore, research at Madrasah Nurul Jadid found that school principals who use a transformational leadership

approach have succeeded in improving the school's image and building discipline among all school members, both in the academic and non-academic fields. This creates a positive and mutually trusting working relationship between teachers, students, and parents (Halim & Rofiki, 2022).

In addition, other studies show that the application of transformational leadership based on Islamic values also plays a role in improving work ethics among teachers. A study at Muhammadiyah 2 Sidoarjo Elementary School shows that school principals who implement this leadership strategy are able to encourage teachers to improve discipline and work spirit through empowerment and continuous motivation (A. Gafur, 2021). By prioritizing Islamic values, transformational leadership not only creates a harmonious work environment, but also contributes to improving the quality of education. The transformation carried out through this approach can foster a strong sense of mutual trust and commitment between teachers, students, and parents, which will ultimately encourage the achievement of better and sustainable education (Sari et al., 2023).

In the ever-evolving and challenging world of education, schools need a leadership that not only focuses on academic achievement, but is also able to build warm and trusting working relationships (Purwandoko et al., 2023). Transformational leadership, which is able to inspire and empower everyone in the school, opens up great opportunities to strengthen togetherness and better collaboration between teachers, students, and the entire school community. With this approach, every individual in the school can feel more valued, supported, and moved to contribute positively to the common progress (Mahdikhani & Yazdani, 2020).

This article aims to understand more deeply how transformational leadership based on Islamic values can create better and harmonious working relationships in the school environment. We hope that through this research, real ways to inspire, motivate and empower teachers, students and the entire school community to work together with trust and mutual respect can be found. In addition, this study wants to reveal how the application of values such as honesty, cooperation, and trust can help shape an educational environment that is not only productive, but also more meaningful and memorable for all parties involved.

RESEARCH METHODS

This study uses the Systematic Literature Review (SLR) approach to examine transformational leadership in the context of education, especially in improving working relationships in schools by applying Islamic values. This method allows researchers to conduct a systematic review of previous studies that are relevant to the topic, both from scientific journals, articles, and other related literature.

The object of research in this study is the working relationship in schools that is influenced by transformational leadership based on Islamic values. The phenomena raised include challenges in maintaining harmony and collaboration between teachers, students, and the school community in an educational environment that is influenced by Islamic values such as honesty, trust, and compassion.

The type of research used in this study is literature research with the SLR method. The primary data used came from relevant academic literature related to transformational leadership and Islamic values in the context of education. Secondary data in the form of books, journals, and previous research on the influence of transformational leadership on work relations in schools.

The theory that is the basis of this research is the Transformational Leadership Theory initiated by James MacGregor Burns in 1978. This theory emphasizes the importance of leaders to inspire, motivate, and empower members of the organization, which in this context are teachers, students, and school staff, to achieve common goals by paying attention to ethical and moral values.

The research process is carried out through systematic stages. The first step is to formulate a specific research question. Then, the researcher developed a research protocol that included literature search strategies in electronic databases using relevant keywords, such as "transformational leadership," "working relationships in schools," and "Islamic values." Relevant literature is identified, evaluated for quality, and analyzed systematically.

The data analysis technique used in this study is content analysis. Researchers study and process data from various sources to identify patterns, relationships, and important information that can support the research objective, which is to understand how transformational leadership based on Islamic values can improve working relationships in schools.

RESULTS AND DISCUSSION

Transformational leadership is an approach that puts humans at the core of every process of change and achievement (Fadilah & Hamami, 2021). More than just giving orders or leading from above, transformational leaders are present as figures who move hearts and minds, inviting those around them to dream bigger, beyond the boundaries they have believed in (Murti & Sabarudin, 2023). These leaders not only motivate through an inspiring vision, but also provide personal attention to each individual by understanding the needs, aspirations, and challenges they face. (Armiyanti et al., 2023).

In transformational leadership, leaders and followers build mutually supportive and enriching relationships, where trust is the ultimate foundation. This leader cares for each individual in an empathetic way, recognizes the unique potential in each person, and sincerely strives to develop it. They are not only demanding results, but also caring about the journey and personal growth of the people they lead (Budiyanti et al., 2022; Kim & Park, 2019).

This leadership fosters an environment where everyone feels heard, valued, and actively engaged. Transformational leaders are able to create a meaningful work atmosphere, where everyone feels they have an important role in achieving common goals (Jena et al., 2018; Kim & Park, 2019). In an atmosphere full of respect and trust, individuals feel more motivated to innovate, take initiative, and dare to face challenges without fear of failure (Afza et al., 2022).

With this approach, transformational leaders not only succeed in directing the organization in a better direction, but also form a strong emotional bond among all team

members. The relationships that are built are not only professional, but also very personal, because leaders are able to make everyone feel recognized as a valuable person. This leadership, ultimately, brings about transformation not only in the way the organization achieves its goals, but also in the lives of individuals who feel empowered, valued, and deeply connected to a shared vision and mission. This is the essence of transformational leadership: a shared journey that transforms not only the outcome, but also the heart, mind, and spirit of every individual involved in it (Budiyanti et al., 2022; Jena et al., 2018; Yogasari & Budiasih, 2019).

1. **Application of Transformational Leadership in Schools**

The application of transformational leadership in schools is about building more human and meaningful relationships, where everyone in the school feels recognized as a person, not just a part of the system (Fitri Wahyuni & Binti Maunah, 2021). A transformational leader in a school sees teachers, students, and staff not only as educational actors, but as individuals who have great potential to thrive if given the right support (Lamirin et al., 2023).

In this leadership, the principal or leader does not only focus on academic achievement alone, but also on how to create an environment full of warmth, mutual trust, and positive encouragement. Transformational leaders recognize that every teacher has a unique way of educating, every student has different dreams and challenges, and every staff member has an important role to play in keeping school day-to-day running smoothly. With this understanding, they work hard to create an atmosphere that supports the growth of each individual, where people feel heard, valued, and empowered (Faruq & Supriyanto, 2020; Wilson Heenan et al., 2023).

Transformational leaders invite teachers to continue to innovate, not by force, but by giving them trust and opportunities to grow. They encourage teachers not to be afraid to try new things in teaching, knowing that their leaders will fully support every effort to improve the quality of student learning (Purwandoko et al., 2023). On the other hand, students are also treated as partners in the learning process. They are encouraged to take an active role, express opinions, and learn in the way they believe is most effective, so that they feel empowered and more responsible for their own progress (Litz & Blaik-Hourani, 2020).

More than that, transformational leaders build close relationships with parents and the surrounding community. They realize that education is a joint process, involving all parties. Open, empathetic, and supportive communication between schools and families creates a strong synergy to help students grow, not only academically but also as balanced and characterful individuals (Wilson Heenan et al., 2023).

In a transformationally led school, everyone feels part of something bigger. Every day is an opportunity to grow together, both personally and professionally (Palar et al., 2023). The principal is not only a leader, but also a role model and friend to everyone in the school environment. They are present, listen, and provide

encouragement in a very human way, creating a vibrant work atmosphere and a sense of community (Smith, 2020).

The application of transformational leadership in schools, ultimately, is about creating a place where everyone feels valued, recognized, and encouraged to be the best version of themselves. Schools become more than just places to learn; it becomes a lively, warm, and energetic community, where growth and development are celebrated daily. It is the kind of leadership that touches the heart, fosters trust, and builds deep and meaningful relationships, bringing a positive impact that goes far beyond the walls of the school (Fitri Wahyuni & Binti Maunah, 2021; Lamirin et al., 2023).

1.   Application of Islamic Values

The role of Islamic values in leadership in schools is very important because they teach us to see and treat everyone with respect, honesty, and compassion. Islamic values such as honesty, trustworthiness (responsibility), cooperation, and compassion are not only moral rules, but also guidelines that form a more humane and deep relationship between teachers, students, staff, and the school community (Fadilah & Hamami, 2021; Muaz et al., 2023).

Islamic values that need to be applied in the school environment are:

1.   Honesty: Islamic values that are the foundation for building trust. An honest leader sets an example for all school members to always do the right thing, dare to admit mistakes, and be open in every situation. When teachers and students see their leaders being honest, they feel safe to do the same, creating a climate where trust grows, and everyone feels supportive of each other (Wicaksono & Hidayat, 2023; Wilson Heenan et al., 2023).

2.   Mandate or Responsibility: Islamic values that are very important in leadership. A leader who holds the mandate well always tries to maintain the welfare of the people they lead. In schools, this means principals or leaders ensure that every teacher, student, and staff feels valued, listened to, and protected. Responsibility also teaches teachers to not only care about students' academic achievements, but also pay attention to their character development and emotional well-being. When responsibility is held with full trust, everyone works with more sincerity and enthusiasm (Jaya, 2021; Muharyani, 2021).

3.   Cooperation: One of the core values in Islam, reminds us that no success can be achieved alone. In schools, cooperation creates an environment where everyone helps each other (Salsabila et al., 2023). Teachers share innovative teaching methods, students learn together and support each other, while parents participate in the educational process of their children. With cooperation, everyone feels like an important part of the school community, and success is achieved together (Sufiani & Putra, 2020).

4.   Compassion: A very strong Islamic value, especially in leadership. Compassionate leaders always empathize with the needs of others, treating everyone with genuine understanding and concern. In the school's compassionate atmosphere, the principal not only gives instructions, but also

supports teachers wholeheartedly, while teachers give warm and loving attention to their students. Compassion creates a sense of security and comfort for everyone, making them feel valued not only as part of the system, but as unique and valuable individuals (Saidah, 2021; Septiani et al., 2019).

By applying these Islamic values, schools are not only a place to learn, but also a second home where everyone feels respected and supported. Honesty builds trust, trust creates strong responsibility, cooperation strengthens bonds, and compassion fosters a loving environment. All of this contributes to the creation of a harmonious and vibrant atmosphere, where everyone can grow and develop together (Kurniawan et al., 2022).

Ultimately, Islamic values in leadership are not just about moral rules or principles, but about creating deeper and more meaningful relationships in schools. It's about building an environment where each individual feels cared for, heard, and empowered to give his or her best. Schools led by these values not only produce outstanding students, but also form human beings with strong character, caring, and high integrity. These Islamic values make the school environment a more humane, warm, and hopeful place for a better future (Fakhrurrazi et al., 2023; Mulyana et al., 2023).

CONCLUSION

Transformational leadership grounded in Islamic values has tremendous power to create a warm, empathetic, and meaningful school environment. Values such as honesty, trust, cooperation, and compassion form the basis that binds the entire school community in a relationship of mutual respect and support. Honesty builds trust, creates a safe atmosphere for everyone to be themselves, while amanah encourages the entire school community to take care of and support each other. Cooperation teaches that success is achieved together, and compassion creates an environment where everyone feels valued, accepted, and supported, both in the learning process and in their life journey.

Dengan menerapkan nilai-nilai ini, kepemimpinan transformasional tidak hanya berperan dalam meningkatkan prestasi akademik, tetapi juga membentuk karakter yang kuat dan penuh kasih.. Kepemimpinan ini menginspirasi setiap individu untuk peduli lebih dalam, bekerja sama, dan merasa sebagai bagian penting dari komunitas. Pada akhirnya, sekolah bukan hanya tempat belajar, tetapi juga rumah bagi pertumbuhan pribadi dan komunitas. Kepemimpinan ini menciptakan hubungan yang penuh cinta dan kepercayaan, menjadikan sekolah sebagai tempat penuh harapan untuk masa depan yang lebih baik, tidak hanya bagi sekolah itu sendiri tetapi juga bagi masyarakat secara keseluruhan.

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