

THE INFLUENCE OF SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP AND TEACHER INVOLVEMENT ON IMPROVING THE QUALITY OF EDUCATION AT MADRASAH ALIYAH NEGERI 2 AL-YASINI PASURUAN

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Abstract

This research aims to explore the influence of the principal's transformational leadership and teacher involvement on improving the quality of education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan. The method used is quantitative with a correlational study approach. The research population consisted of 52 teachers and staff. A sample of 42 respondents was selected using the Isaac & Michael table with an error rate of 5%. Data collection was carried out through a questionnaire with a Likert scale. Analysis was carried out using linear regression and multiple regression using SPSS version 25, including validity testing with Pearson correlation and reliability testing with Cronbach's alpha. The results of the research show that Transformational Leadership and Teacher Involvement have a significant impact on improving the quality of education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan. Statistically significant regression coefficients (with very low p-values, namely <0.001 for Transformational Leadership and 0.002 for Teacher Engagement) indicate that every one unit increase in Transformational Leadership and Teacher Engagement will contribute to an increase in Education Quality Improvement, while maintaining other variables remain constant. The regression coefficient for Transformational Leadership is 0.58, while for Teacher Engagement it is 0.42, indicating the relative magnitude of the impact of each independent variable on the dependent variable. In addition, the R Square value of 0.46 indicates that Transformational Leadership and Teacher Involvement together are able to explain 46% of the variation in Improving the Quality of Education. This confirms that the independent variables studied have a significant relationship with the dependent variable, and that these variables effectively explain the variations that occur in improving the quality of education. It is hoped that the results of this research will provide a deeper understanding of the important role of the principal's transformational leadership and teacher involvement in improving the quality of education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan.

Keywords : Leadership, Transformational, Teachers, Quality of Education

INTRODUCTION

Leadership in the world of education plays a very important role in determining the direction and quality of education in an institution (Northouse, 2018). Madrasah Aliyah Negeri (MAN) 2 Al-Yasini Pasuruan, as one of the Islamic educational institutions in Indonesia, has a big responsibility in producing a young generation who are competent and have noble morals (Leithwood & Jantzi, 2005). To achieve this goal, effective leadership is needed from the school principal (Day &

Sammons, 2016). One leadership style that is considered effective in the educational context is transformational leadership (Bass & Avolio, 1994). Transformational leadership is an approach in which the leader works with a team to identify needed changes, creates a vision to guide those changes through inspiration, and executes the changes in tandem with committed team members (Yukl, 2010). This type of leadership is able to increase follower motivation, morale, and performance through various mechanisms including stronger relationships, inspiration, and providing positive examples (Marzano, Waters, & McNulty, 2005).

Several previous studies have shown that transformational leadership has a positive impact on educational quality (Robinson, Lloyd, & Rowe, 2008). Principals who apply this leadership style tend to be able to inspire teachers and staff to work harder and smarter, and create a conducive learning environment for students (Hallinger, 2003). They are also more likely to adopt innovative approaches to teaching and learning, which can ultimately improve the quality of education (Fullan, 2011). However, the influence of the principal's transformational leadership on improving the quality of education at MAN 2 Al-Yasini Pasuruan has not been studied in depth (Sergiovanni, 2001). Considering the important role of school principals in improving the quality of education, this research aims to examine how the principal's transformational leadership can contribute to improving the quality of education at MAN 2 Al-Yasini Pasuruan (Harris, 2004).

This research is important because it will provide a clearer picture of the effectiveness of transformational leadership in the context of madrasa education (Burns, 1978). In addition, it is hoped that the results of this research can be a reference for other school principals and educational policy makers in implementing leadership strategies that can improve the overall quality of education (Kouzes & Posner, 2017). Based on the explanation above, this research aims to explore the influence of the principal's transformational leadership and teacher involvement on improving the quality of education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan. It is hoped that this research will not only contribute to the development of leadership theory in education, but also provide practical solutions that can be applied to improve the quality of education in other madrasas in Indonesia.

Theoretical review

Transformational leadership

Transformational Leadership Theory is one of the most influential leadership approaches and is widely applied in various organizational contexts, including education. This theory was first introduced by James MacGregor Burns in 1978 in his book "Leadership" (Burns, 1978) and then further developed by Bernard M. Bass. Burns identified two types of leadership: transactional and transformational. Transactional leadership focuses on the exchanges that occur between leaders and followers, where the leader provides rewards or punishments based on the follower's performance. In contrast, transformational leadership involves changing and transforming followers to achieve higher goals through changing their values, aspirations, and needs (Burns,

1978). Bernard M. Bass later expanded this concept and defined four main components of transformational leadership, known as the "Four I's" (Bass, 1985):

- **Idealistic Influence (Idealized Influence)**
Leaders behave as role models who are respected and trusted by their followers. Leaders demonstrate high moral and ethical standards and have integrity. Followers see leaders as role models and feel inspired to follow in their footsteps.
- **Inspirational Motivation (Inspirational Motivation)**
Leaders provide a clear and compelling vision, and inspire followers to achieve higher goals. Leaders use symbols and stories to convey messages and create enthusiasm within the organization.
- **Intellectual Stimulation (Intellectual Stimulation)**
Leaders encourage followers to think creatively and innovatively. Leaders challenge existing assumptions, encourage new problem solving, and support efforts to explore new ideas. Leaders do not emphasize conventional thinking but encourage learning and intellectual growth.
- **Individualized Consideration**
Leaders pay special attention to the individual needs of followers. Leaders act as mentors or coaches, providing constructive feedback, and helping followers develop their potential. Leaders treat each follower as a unique individual and value their contributions (Bass & Avolio, 1994).

Transformational leadership has a significant impact on various aspects of an organization:

- **Motivation and Job Satisfaction**
Transformational leaders increase followers' motivation and job satisfaction by providing meaning and purpose in their work. When followers feel that they are part of something bigger, they tend to be more motivated and satisfied with their work (Yukl, 2013).
- **Performance and Productivity**
By inspiring and motivating followers, transformational leaders can improve organizational performance and productivity. Motivated followers tend to work harder, innovate more, and collaborate more effectively.
- **Employee Development and Retention**
Transformational leadership focuses on individual development. By providing support and opportunities for growth, leaders help followers reach their full potential. This also increases employee retention because they feel valued and supported.
- **Organizational culture**
Transformational leaders help shape and direct an organization's culture. By emphasizing certain values and desired behaviors, leaders can create a culture that supports organizational goals (Northouse, 2018).

In an educational context, transformational leadership is very relevant. Principals who implement transformational leadership can inspire teachers and staff to work towards a shared vision, increase

teacher engagement and motivation, and encourage innovation in teaching and learning methods. This in turn can improve the overall quality of education.

Herzberg's Two Factor Theory of Motivation

Frederick Herzberg developed the Two-Factor Theory of Motivation, also known as the Motivation-Hygiene Theory, which differentiates between two groups of factors that influence job satisfaction and dissatisfaction. This theory was first introduced in 1959 in his book "The Motivation to Work" (Herzberg et al., 1959). Herzberg identified two types of factors that influence work motivation:

- **Motivator Factors (Motivators):** These factors are related to the content of the job and have the potential to increase job satisfaction. Motivator factors include:
 - ✓ **Achievement:** Success in achieving goals or completing tasks well.
 - ✓ **Recognition:** Recognition of achievements and contributions made.
 - ✓ **Responsibility:** The opportunity to assume greater responsibility and have autonomy in work.
 - ✓ **The Work Itself:** The opportunity to do work that is challenging and meaningful.
 - ✓ **Growth and Advancement:** Opportunities to learn, develop and advance in your career.
- **Hygiene Factors:** These factors are related to the work context or environment and can prevent job dissatisfaction, but will not significantly increase job satisfaction. Hygienic factors include:
 - ✓ **Working Conditions:** The physical environment and conditions of the workplace.
 - ✓ **Company Policies and Administration:** Fair and transparent management policies and practices.
 - ✓ **Relationships with Peers:** Interpersonal relationships with fellow employees.
 - ✓ **Salary:** Fair and adequate financial compensation.
 - ✓ **Job Security:** Security in work and stability of work position.

In the educational context, especially in schools, Herzberg's Two Factor Theory of Motivation can be applied to understand and increase teacher motivation and involvement. The principal's transformational leadership can play an important role in increasing motivator factors, which in turn will increase teacher performance and job satisfaction (Northouse, 2018) . The principal's transformational leadership can increase motivator factors in the following ways:

- **Achievement and Recognition**
Transformational school principals provide recognition and appreciation for teacher achievements. They actively celebrate success and reward teachers' contributions to achieving school goals.
- **Responsibility and Autonomy**
Transformational leaders encourage teachers to take greater responsibility and provide autonomy in the teaching process. They create an environment that supports teacher initiative and creativity.

- **Meaningful Work**
Transformational principals help teachers see value and meaning in their work. They convey a clear vision of how joint efforts can improve the quality of education and have a positive impact on students.
- **Growth and Development**
Transformational leaders support teachers' professional development through training, workshops, and other learning opportunities. They encourage teachers to continue to grow and develop new skills.

By creating a supportive and inspiring work environment, the principal's transformational leadership can increase motivator factors among teachers. This will increase teacher motivation and engagement, which will ultimately have a positive impact on the quality of education. Teachers who are motivated and engaged tend to be more passionate about teaching, innovate in teaching methods, and contribute more to school development.

Employee Engagement

William A. Kahn developed a theory of employee engagement, which emphasizes the importance of the emotional, cognitive, and behavioral dimensions of workers' participation in their work environment. In his theory, Kahn highlighted that employee engagement occurs when individuals feel safe, meaningful, and have energy in their work (Kahn, 1990). Employee engagement is a psychological state in which individuals feel connected to their work, the organization they work for, and have a strong desire to contribute to the organization's success. According to Kahn, there are three main dimensions of employee engagement:

- **Safe (Engagement)**
Employees feel emotionally involved in their work. They feel enthusiastic and enthusiastic about their tasks, and feel responsible for the results of their work.
- **Meaningful (Meaningfulness)**
Employees feel that their work has meaning and relevance that is important to them personally. They see connections between their work and larger goals, values, or needs.
- **Energy (Energy)**
Employees have high energy levels and are enthusiastic in carrying out their tasks. They feel inspired to give their best in their work and have an intrinsic drive to achieve good results.

In the educational context, teacher involvement is very important to improve the quality of education. Teachers who are involved tend to be more enthusiastic, dedicated, and effective in teaching. They have a positive impact on their students and contribute to creating a dynamic and inspiring learning environment (Northouse, 2018).

The principal's transformational leadership can play a key role in creating an environment that supports teacher engagement. Through an approach that emphasizes individual development, attention to teacher needs, and building positive relationships, principals can increase teacher engagement in several ways:

- **Providing Attention and Support**
Transformational leaders pay attention to and value the contributions of each teacher. They provide the support necessary to improve teachers' well-being and performance, as well as help them overcome the challenges they may face.
- **Building a Climate of Trust and Collaboration**
Transformational principals create a work climate based on trust, mutual understanding, and collaboration. They encourage open communication and build strong relationships between teachers, staff, and school management.
- **Provide Space for Growth and Development**
Transformational leaders provide opportunities for teachers to develop and improve their skills. They encourage participation in training, professional development, and collaborative learning initiatives.

By creating an environment that supports teacher involvement, the principal's transformational leadership can increase motivation, teaching quality and teacher performance. This in turn will have a positive impact on the overall quality of education, by creating a more meaningful and inspiring learning experience for students.

Quality of Education (Educational Quality Theory)

Educational Quality Theory is a conceptual framework that covers various aspects that influence educational quality, including school leadership and teacher engagement. According to this theory, the quality of education increases when there is commitment from all parties in the educational environment. Education Quality Theory highlights that the quality of education does not only depend on the physical infrastructure or subject matter taught, but is also influenced by human factors, such as school leadership and teacher involvement (Hallinger, 2003).

- **School Leadership:**
School leadership plays a key role in determining the direction and culture of the school. An effective school principal is able to inspire, motivate and provide clear direction to staff and students. They also play a role in creating an environment that supports learning and growth for all school members (Leithwood & Jantzi, 2005).
- **Teacher Involvement:**
Teacher engagement encompasses their level of emotional, cognitive, and behavioral engagement in their work and in overall school life. Engaged teachers tend to be more enthusiastic, dedicated, and focused on achieving educational goals. They are also more likely to participate in curriculum development, extracurricular activities, and school improvement initiatives (Robinson, Lloyd, & Rowe, 2008).
- **Shared Commitment:**
Education Quality Theory emphasizes the importance of shared commitment from all parties involved in education, including school principals, teachers, students, parents and the

community. When all parties have a strong commitment to the goals and values of high education, the quality of education can improve significantly (UNESCO, 2017).

Education Quality Theory recognizes the importance of joint commitment from all parties in improving the quality of education. Through collaboration and strong commitment, schools can create an environment that supports quality learning and sustainable growth for all students.

METHOD

This research uses quantitative methods with a correlational study approach. Quantitative methods allow statistical measurement and analysis of data to understand the relationship between the variables studied (Creswell, 2014). A correlational study approach is used to explore the relationship between two or more variables without any attempt to establish cause and effect (Fraenkel, Wallen, & Hyun, 2012). In the context of this research, this approach is used to identify whether there is a correlational relationship between the variables studied, namely Transformational Leadership (X1), Teacher Engagement (X2), and Improving the Quality of Education (Y) (Neuman, 2014). Thus, this research will measure the level of relationship between these variables and understand how they relate to each other statistically.

Quantitative methods with a correlational study approach can provide deeper insight into the relationship between the variables studied, which in turn can assist in decision making and policy planning in the education sector (Gravetter & Forzano, 2018).

Variables and indicators

The Transformational Leadership variable (X1) in this study is measured through four main indicators. The first is an inspirational vision, which refers to the principal's ability to imagine and communicate a future that motivates and inspires. Second, leadership by example, highlights the importance of school principals as role models who practice the values desired by the school. Next, encouraging innovation, which emphasizes the principal's efforts to encourage new ideas and positive change. Lastly, providing support, which includes the principal's ability to provide resources and guidance to staff.

The Teacher Engagement variable (X2) is identified through four different indicators. The first is participation in decision making, which refers to teacher involvement in the school decision-making process. Second, involvement in curriculum development, which reflects the teacher's role in designing and evaluating learning programs. Next, involvement in extracurricular activities, which highlights the teacher's contribution to activities outside the main curriculum. Lastly, involvement in professional improvement, which includes teacher participation in training and self-development.

The Education Quality Improvement variable (Y) is measured through four different indicators. The first is an increase in exam results, which reflects an increase in student academic achievement. Second, the level of student attendance, which is an indicator of student engagement

and discipline. Furthermore, improving the quality of teaching, which highlights efforts to improve teaching and learning methods. Lastly, recognition and appreciation, which includes recognition of student and staff achievements as additional motivation.

These indicators are used as a tool to measure variables in research and understand their impact on improving the quality of education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan.

Population and sample

In this study, the population that was the research subject was teachers and staff at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan, with a total of 52 people. To determine the number of representative samples, a sampling method was used based on the Isahac & Michael table (Isahac & Michael, 1995). This table is a tool used to determine the number of samples required in a study with a predetermined error rate, in this case 5%. By using this table, a sample size of 42 people was obtained.

Data collection technique

Data was collected using a questionnaire, with a rating scale using a Likert scale. This method is commonly used in quantitative research to collect data about respondents' perceptions, attitudes and opinions regarding the variables studied (Creswell, 2014). The Likert scale allows respondents to rate the extent to which they agree or disagree with statements related to research variables (Joshi, Kale, Chandel, & Pal, 2015). Answer choices in a Likert scale usually take the form of a series of statements with a predetermined response range, such as "strongly agree," "agree," "neutral," "disagree," and "strongly disagree" (Boone & Boone, 2012).

The use of a questionnaire with a Likert scale allows researchers to collect data systematically and facilitates further statistical analysis to explain the relationship between research variables (Likert, 1932).

Data analysis

Validity and reliability test

Validity testing using Pearson correlation and reliability testing using Cronbach's alpha are the two methods used in this research to ensure the validity and reliability of the data collected. In research on "The Influence of the Principal's Transformational Leadership (X1) and Teacher Involvement (X2) on Improving the Quality of Education (Y) at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan," these two tests are very important.

Validity test

This validity test is used to evaluate the extent to which the relationship between two variables is continuous in research. In this case, the Pearson correlation validity test will help to determine the extent of the relationship between the variables "Principal Transformational Leadership" (X1) and "Teacher Involvement" (X2) with the variable "Improving the Quality of Education" (Y). A high

correlation coefficient indicates a stronger relationship between these variables (Hair et al., 2014; Fraenkel et al., 2012). The formula is (Sugiyono, 2017) .
$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum X^2 - (\sum x)^2\} \{\sum Y^2 - (\sum y)^2\}}}$$

Reliability Test

This reliability test is used to measure the internal consistency of a measurement tool or instrument. In this research, a reliability test using Cronbach's alpha will help assess how consistent each variable ("Principal Transformational Leadership" and "Teacher Involvement") is in measuring the same construct, namely the influence on "Improving the Quality of Education". A high reliability value indicates that the measurement tool has good reliability (DeVellis, 2016; Nunnally & Bernstein, 1994). The formula is:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{V_t^2} \right]$$

By carrying out these two tests, you can ensure the validity and reliability of the data collected in the research, so that the resulting analysis results can be relied upon and provide a valuable contribution to understanding the influence of the variables studied (Babbie, 2016).

Regression analysis

In research on the influence of the principal's transformational leadership (X1) and teacher involvement (X2) on improving the quality of education (Y) at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan, simple and multiple linear regression analysis can be used to evaluate the relationship between these variables (Kutner et al., 2005) .

Linear analysis is used when there is only one independent variable that predicts the dependent variable. The general formula is: $Y = \beta_0 + \beta_1 X + \varepsilon$

Multiple Regression Analysis is used when there is more than one independent variable that predicts the dependent variable. The general formula is: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \varepsilon$

By carrying out simple and multiple linear regression analysis, you can evaluate how much each independent variable (the principal's transformational leadership and teacher involvement) contributes to the dependent variable (improving the quality of education) at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan.

RESULTS

Validity test

Table 1. Validity Test Results

Variable	Product Moment	
	Correlation	p-value
Transformational leadership	0.75	< 0.001
Teacher Engagement	0.68	< 0.001
Improving the Quality of Education	0.72	< 0.001

Validity test results for the variables Transformational Leadership (X1), Teacher Involvement (X2), and Improving the Quality of Education (Y) at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan. From these results, it can be seen that each variable has a factor loading which indicates how strong its relationship is with the factors identified in the factor analysis. Transformational Leadership has a factor loading of 0.75, Teacher Involvement of 0.68, and Improving the Quality of Education of 0.72. These values indicate that these three variables have a fairly strong relationship with the factors analyzed. In addition, the statistical significance of the factor loadings was evaluated with the p-value. All variables show very high significance, with a p-value of less than 0.001. This confirms that the relationship between these variables and the identified factors is statistically significant. Thus, the results of this validity test provide confidence that Transformational Leadership, Teacher Involvement, and Improving the Quality of Education are valid and relevant constructs in the context of Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan.

Reliability Test

Table 2. Reliability test results

Variable	Number of	
	Items	Cronbach's Alpha
Transformational leadership	20	0.83
Teacher Engagement	15	0.79
Improving the Quality of Education	10	0.85

Reliability test results show the level of consistency or reliability of each variable measured in the research context. In this research, the variables whose reliability was tested were Transformational Leadership, Teacher Involvement, and Improving the Quality of Education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan. The reliability test results are represented by the Cronbach's Alpha coefficient. A high Cronbach's Alpha coefficient value indicates a good level of reliability of the measured variables. From the table, it can be seen that Transformational Leadership has a Cronbach Alpha coefficient of 0.83, Teacher Engagement of 0.79, and Education Quality Improvement of 0.85. These values are in the range that is considered generally acceptable, indicating that the instruments or questions used to measure these variables are reliable and consistent. Thus, the results of this reliability test provide additional confidence in the validity and reliability of these variables in the context of Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan.

Multiple Regression Analysis

Table 5. Multiple Regression Test Results Between Transformational Leadership and Teacher Involvement in Improving Education Quality

Independent Variable	Regression Coefficients	p-value	R Square
Intercept (c)	0.32	<0.001	
Transformational leadership	0.58	<0.001	0.46
Teacher Engagement	0.42	0.002	0.46

Results of multiple regression analysis between the variables Transformational Leadership and Teacher Involvement in Improving the Quality of Education. In this context, Intercept (c) is a constant value in the regression model, which shows the predictive value of Improving Education Quality when both independent variables are zero. The statistically significant Intercept value, supported by a very low p-value (<0.001), indicates the existence of a strong influence even when there is no contribution from Transformational Leadership and Teacher Engagement.

Transformational Leadership and Teacher Engagement each have statistically significant regression coefficients with very low p-values (<0.001 for Transformational Leadership and 0.002 for Teacher Engagement). This regression coefficient shows the expected change in Education Quality Improvement when there is a one unit increase in the independent variable, while holding other variables constant. The regression coefficient for Transformational Leadership is 0.58, while for Teacher Engagement it is 0.42.

In addition, the R Square value is 0.46, which indicates that Transformational Leadership and Teacher Engagement together explain 46% of the variation in Education Quality Improvement. This means that the independent variable studied is able to explain most of the variations that occur in the dependent variable, showing that there is a significant relationship between Transformational Leadership, Teacher Engagement, and Improving the Quality of Education.

Overall, these findings indicate that both the principal's transformational leadership and teacher involvement have a significant influence on improving the quality of education. Transformational leadership shows a stronger influence, but the two variables together explain almost half of the variation in educational quality. These results emphasize the importance of developing inspirational and supportive leadership practices, as well as increasing the active involvement of teachers in decision making, curriculum development, and other professional activities to improve the quality of education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan.

DISCUSSION

The results of the research can be concluded that Transformational Leadership and Teacher Involvement have a significant influence on improving the quality of education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan. The statistically significant regression coefficient value, supported by the low p-value, indicates that every one unit increase in Transformational Leadership and Teacher Engagement contributes to an increase in Education Quality

Improvement. In addition, the R Square value of 0.46 indicates that around 46% of the variation in Education Quality Improvement can be explained by Transformational Leadership and Teacher Involvement together. Therefore, these results highlight the importance of Transformational Leadership and Teacher Involvement in improving the quality of education at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan.

Previous research has consistently highlighted the important role of transformational leadership and teacher involvement in improving the quality of education. Transformational leadership that is inspirational, innovative, and provides support has been proven to be a significant factor in motivating teachers to perform better. Transformational leadership theory, as emphasized by Bass (1985), emphasizes the importance of a clear vision, the ability to inspire, provide a good example, and provide strong support to subordinates (Bass, 1985).

Teacher involvement in decision making, curriculum development, extracurricular activities, and their professional development is also known to have a positive impact on the quality of education. Research by Yukl (2013) and Fraenkel, Wallen, & Hyun (2012) has highlighted the importance of teachers' active participation in the decision-making process and curriculum development as one of the key factors in increasing educational effectiveness (Yukl, 2013; Fraenkel et al., 2012)

Through developing teacher involvement in these aspects, teachers can feel more emotionally involved and more deeply committed to their work, which in turn will improve the quality of teaching and overall educational outcomes (Hargreaves & Fink, 2003). Thus, these findings are consistent with previous findings which confirm that transformational leadership and teacher involvement are key factors in improving the quality of education, which can provide a basis for the development of more effective educational strategies and policies.

The implications of these findings are very relevant in the context of developing the quality of education in madrasahs. Findings that emphasize the importance of effective transformational leadership and teacher involvement as key factors in improving the quality of education provide direction for efforts to improve the education system at Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan.

First of all, the principal at the madrasah needs to implement leadership practices that motivate, inspire and provide support to the teaching staff. They must be role models in conveying a clear vision and providing inspirational direction for all team members. The transformational leadership practices described by Bass (1985) can be the basis for developing effective leadership in the context of madrasah education (Bass, 1985). Furthermore, educational staff, including teachers and other educational employees, need to be encouraged to be actively involved in decision making and curriculum development (Leithwood et al., 1999). They need to be given the opportunity to participate in the decision-making process related to school policies and curriculum development so that they feel they have a significant role in improving the quality of education (Yukl, 2013; Fraenkel et al., 2012). This is in accordance with the principles of democratization in educational management put forward by several experts such as Yukl (2013) and Fraenkel, Wallen, & Hyun (2012).

It is also important for educational staff to continue to improve their professionalism through training and self-development (Fullan, 2001). Involvement in professional development activities, such as workshops, seminars, and training programs, can help them improve their skills, knowledge, and competencies in carrying out their educational tasks more effectively (Sergiovanni, 2001; Hallinger & Heck, 1998). By implementing effective transformational leadership practices and increasing teacher involvement, Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan has the potential to create a dynamic, inspiring and high-quality educational environment, which will have a positive impact on students' learning experiences and improve the quality of education overall. whole.

Research limitations

This study also has several limitations. First, the generalization of the results only applies to Madrasah Aliyah Negeri 2 Al-Yasini Pasuruan and cannot be applied directly to other contexts. In addition, the use of questionnaires as a data collection tool can cause response bias from respondents. Therefore, further research with a larger sample and more diverse data collection methods can provide a more comprehensive understanding of the influence of principals' transformational leadership and teacher involvement on improving the quality of education.

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