

Trends of Transformational Leadership Dimensions in Indonesia Islamic Educational Institutions

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Abstract: There are four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The application of the transformational leadership dimension in the setting of Islamic educational institutions in Indonesia can help improve the quality of education and student character building in a holistic way. This systematic library review research focuses on trends in topics, research objects, and types of transformational leadership dimensions reviewed in scientific papers published in 2019–2024. The study aims to provide a comprehensive overview of the application of the transformational leadership dimension to Islamic education in Indonesia over the past five years. Topics that associate quality education with the application of transformational leadership dimensions are most widely reviewed in scientific papers published in 2019–2024. The next finding is research related to the application of transformational leadership dimensions more effectively in the setting of MTs (junior high school). Idealized influence is the type of transformational leadership dimension most mentioned in the article on the implementation of the transformational leadership dimension in 2019–2024. Further researchers can undertake further studies on the implementation of the transformational leadership dimension on other related topics, setting up different institutions, and deeper exploration of the types of transformative leadership dimensions that can affect the performance of Islamic educational institutions as a whole.

Keywords: Bass and Avolio; systemic literature review; transformational leadership dimensions.

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INTRODUCTION

The concept of transformational leadership was first initiated by James V. Downton in 1973 and popularized by James Burns in 1978. Burns was one of the initiators who explicitly defined transformational leadership. The transformational leadership model focuses on inspiring and motivating subordinates to achieve common goals in innovative and visionary ways. In 1985, researcher Bernard M. Bass expanded the concept to include ways to measure the success of transformational leadership. In this model, a leader is expected to be able to change the paradigm and influence positive change in the organization. This transformational leadership concept integrates ideas developed in character, style, and contingency approaches, and also the concept of transformational leadership combines and refines previous concepts developed by sociologists (such as Weber) and political scientists (such as Burns). Several management experts explain leadership concepts that are similar to transformational leadership as charismatic, inspirational, and visionary leadership.

Refers to the word Transformative which means changing form (appearance, type, nature, condition, etc.) (Mufidah & Syafi'aturrosyidah, 2023). Transformational leadership in the context of Islamic education can also be interpreted as an effort to inspire and motivate positive changes in accordance with Allah's will. This is in line with the word of Allah in QS Al-Muzammil verse 20 which contains the word *yuqaddiru* which means determining measurements. In QS Al-Muzammil verse 20 Allah SWT uses the word *yuqaddiru* to explain His power in determining the size of night and day (Ulwiyah, Maunah, & Arifin, 2021). This verse strengthens the concept of transformational leadership in Islam which is interpreted not only as managerial, but also as having a deep spiritual dimension. Transformational leaders are agents of change, because they are closely related to the transformation that occurs in an organization (Ma'sum, 2019). As a catalyst for change, a transformational leader has a clear vision and has a holistic picture of what the organization will look like in the future when all its goals and objectives have been achieved.

The word "dimension" means size, whether related to quantity, size, area, length, width or height, while the word "dimension" in Arabic is translated into the word *qaddara* which means the size of something. (Ulwiyah et al., 2021). The word dimension can also refer to characteristics, components, and elements. Transformational leadership can be said to have multi dimensions. It is said to be multi-dimensional (many dimensions) because transformational leadership does not talk about a leader alone, but also talks about followers, the vision that binds the relationship between leader and follower, the values that underlie leadership behavior, and the achievement of better and higher performance. According to Gary Yukl (Umro'atin, Patoni, & Maunah, 2023), The original form of the Transformational leadership dimension proposed by Bernard M. Bass includes three main components, namely charisma, intellectual stimulation, and individual-oriented attention.

In its development, Bass and Avolio adding four components of transformational leadership known as 4I, namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Afrin et al., 2019; Assingily & Mesiono, 2019; Aziz & Rachman, 2021; Indarti, 2017; Mayangsari et al., 2023; Nahdiyah KY & Maunah, 2021; Rofiq, 2019; Umam, 2020; Umro'atin et al., 2023). Those researches studied transformational leadership. These four components of transformational leadership can be further elaborated into 16 dimensions of transformational leadership when connected to the perspective of the Qur'an (Ulwiyah et al., 2021): 1) The transformative leader is a role model, as *uswatun hasanah*. Allah says in QS al-Aḥzāb: 21. 2) Exhibiting high and visionary behavior as stated in QS al-Naḥl: 90. 3) Providing inspirational motivation as stated in QS ar-Ra'd: 11. 4) Having concern for members as stated in QS at-Tawba: 128. 5) Providing intellectual stimulation. as stated in QS Āl 'Imrān: 110. 6) Have integrity as stated in QS al-Ṣaff: 2-3. 7) Always innovate as stated in QS al-'Ankabūt: 69. 8) Pay attention to and appreciate the success of subordinates as stated in QS Āl 'Imrān: 159. 9) Identifying oneself as the agent of change as stated in QS al-Aḥzāb: 43. 10) Courage (courage) in making all decisions as stated in QS at-Tawba: 73. 11) Believe in what one is fighting for as stated in QS an-Nisā': 65. 12) Trusting its members as stated in QS al-Anfāl: 27. 13) Transformative leaders are the driving force behind commendable moral values in life as stated in QS al-Shu'arā': 192-194, shows the value of sincerity (QS. al-A'raf: 29), honesty (QS. al-Aḥzab: 24, al-Zumar: 33, at-Taubah: 119, Muhammad: 21), Trustworthiness (QS. an -Nisa': 58), justice (QS. ar-Rahman: 7-90, al-Maidah: 8), and responsibility (QS. al-Baqarah: 286). 14) Respect other people's differences (tolerance) as in QS Ṭāhā: 44. 15) Transformative leaders are able to

act in moderation, neither extreme left nor extreme right as stated in QS al-Baqarah: 143. 16) Transformative leader is always learning throughout his life.

This investigation aims to conduct a Systematic Literature Review on the transformational leadership dimensions of Bass and Avolio associated with the transformative leadership dimension in accordance with the Al-Qur'an perspective on its implementation in the less-available Islamic educational institutions in Indonesia. The results of this study are expected to help madrasah leaders to develop their leadership skills in line with Islamic values. In addition, the study is expected to provide basis for further study on the implementation of transformational leadership dimension in the Islamic educational environment.

METHOD

This study uses a method of systemic literature review of the results of previously existing journals on the implementation of the transformational leadership dimensions of Bass and Avolio that are associated with the transformative leadership dimension according to the Al-Qur'an perspective in Indonesian Islamic educational institutions. The implementation of the Bass and Avolio transformational leadership dimensions associated with the transformational leadership dimensions in accordance with the Al-Qur'an perspective in Indonesian Islamic educational institutions provides benefits in improving the quality of Islamic education institutions. Other benefits of applying the transformational leadership dimensions of Bass and Avolio that are associated with the transformative leadership dimension according to the Al-Qur'an perspective in

This research article is designed to provide an understanding of the implementation of the transformational leadership dimensions of Bass and Avolio associated with the transformative leadership dimension in accordance with the Al-Qur'an perspective in Indonesian Islamic educational institutions. The scientific database uses Google Scholar and studies are conducted in Indonesia.

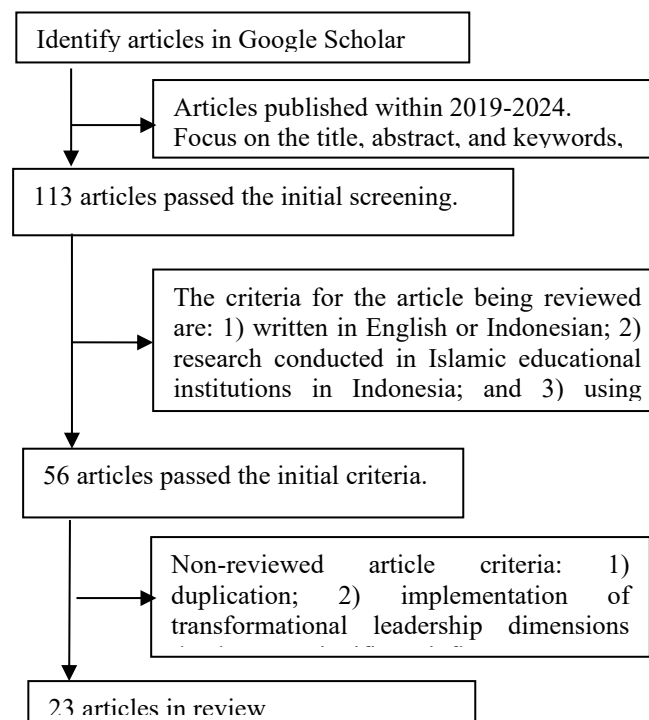


Figure 1. Screening process of articles related to the implementation of the transformational leadership dimension in the Islamic Educational Institution in Indonesia

In Figure 1, the initial screening in this process refers to the first-level filtering of sources by examining titles, abstracts, and, keywords from the articles published 2019-2024. The remaining potential studies then goes to the filtering process based on the initial criteria. The criteria involve the application of predefined inclusion and exclusion rules—such as focusing on transformational leadership, studies conducted within Indonesian Islamic educational contexts, published within a specific timeframe, and the use of primary data. This two-step process ensures both efficiency and methodological rigor in narrowing down the final body of literature.

This research began with a search for literature in Google Scholar using the keyword “Indonesian transformational leadership”. Figure 1 shows the literature being reviewed. The first stage of the screening process is to obtain literature over a period of five years. According to Ramli, the research with a five-year time frame can show better insights than longer research time frame (Triyanto & Kurniawan, 2023). In the second phase, the literature in the screening is separated by literature criteria written in English & Indonesian, research carried out in Indonesia and using primary data. The research was written in English or Indonesia because it was possible for researchers to publish their research articles in the National Journal or the International Journal, and for the study could only be done in Indonesia, because researchers wanted to know the areas that were researching about the implementation of transformational leadership dimensions in the Indonesian Islamic Educational Institution. Further in phase 3, there are some studies that have been eliminated related to duplication and research objectives that have no influence on the implementation of the transformational leadership dimension in the Indonesian Islamic Education Institution. There are 23 articles analysed in the final review.

The results of the article review were then grouped to find out the research topic trends related to the implementation of transformational leadership dimensions in Indonesian Islamic educational institutions over five years (2019–2024). The research also reviews the dominant research object during the five-year period and provides insight into the type of transformational leadership dimension that appeared mostly. Thus, this research is expected to make valuable contributions to the development of transformational leadership research in the context of Islamic education in Indonesia.

RESULT AND DISCUSSION

Four Dimensions of Transformational Leadership in Islamic Educational Context serves as basic leadership traits to enhance school’s performance. The first dimension, Idealized Influence, represents the foundational dimension where transformational leaders serve as role models. By embodying high ethical standards and moral values, the transformational leader aspires the followers to match the standards. The leaders in Islamic educational institutions (madrasah principals and kyai) manifest the dimension through the demonstration of exemplary Islamic character (akhlaq karimah) and professional integrity. The consistent display of Islamic principles and educational excellence behaviors enable the madrasah principals and kyai to have a powerful impact on their educational communities. They also gain respect and admiration not only through positional authority alone, but also their authentic commitment to Islamic values and educational transformation. The second dimension, Inspirational Motivation, encompasses the leader's ability to articulate a compelling vision for the future while fostering team spirit and enthusiasm among followers. The application of this dimension in Islamic educational context is quite complicated since the leaders must balance traditional Islamic educational

values with contemporary educational demands. The leaders in Islamic educational setting should be able to effectively communicate the importance of educational excellence as a form of worship (ibadah) and service to the community (khidmah), by this means inspiring teachers and students to pursue higher levels of achievement. The third dimension, Intellectual Stimulation, involves challenging existing assumptions, encouraging innovation, and promoting creative problem-solving approaches among followers. This dimension takes on unique characteristics especially in Islamic educational institutions. In this setting, leaders must be able to balance respect for traditional Islamic scholarship with the need for educational innovation and adaptation to contemporary challenges. The transformational leaders in madrasahs and pesantren effectively stimulate intellectual growth by encouraging teachers to question conventional teaching methods while maintaining fidelity to Islamic educational principles. Transformational leaders create environments where critical thinking and creative pedagogical approaches are valued and supported. The dimension is crucial for the leaders to respond the contemporary challenges such as the integration of technology in Islamic education, the adaptation to new curricula like Kurikulum Merdeka, and the management of educational institutions during these periods of disruption. The fourth dimension, Individual Consideration, represents the personalized attention and mentorship that transformational leaders provide to each follower. This dimension when applied based on the followers' unique needs, abilities, and aspirations will eventually lead to personal and institutional growth. This dimension aligns closely with the Islamic principle of recognizing individual differences and potential (fitrah) while providing appropriate guidance and support. The transformational leaders in madrasahs and pesantren display it through genuine care for the personal and professional development of their teachers and the holistic growth of their students. These leaders act as mentors, coaches, and supporters, recognizing that each individual has unique strengths and areas for improvement. The leaders who practice individual consideration create comfortable working environments that enhance teacher performance and job satisfaction. In Islamic educational settings where the leader-follower relationship is viewed not merely as a professional arrangement but as a sacred trust (amanah), the leaders are required to genuinely care for the welfare and development of those under their guidance. Table 1 shows the Four Dimensions of Transformational Leadership Research in Indonesian Islamic educational institutions over five years (2019–2024).

Table 1: The Dimensions of Transformational Leadership Research in Indonesian Islamic educational institutions over five years (2019–2024)

1. Temporal Trends	
2019-2020	2
2020-2021	4
2021-2022	5
2022-2023	6
2023-2024	6
2. Geographical and Institutional Pattern	
Regions:	
Java	17
Sumatera	2

Sulawesi	2
Unidentified	2
Institutional Type:	
Elementary Islamic School (Madrasah Ibtidaiyah (MI))	2
Junior Islamic High School (Madrasah Tsanawiyah (MTs))	9
Senior Islamic High School (Madrasah Aliyah (MA))	4
Boarding School (Pondok Pesantren)	4
Islamic High Education (Perguruan Tinggi Islam)	2
Unidentified	2
3. Research Methodology Trends	
Quantitative	9
Qualitative	14

There are three interesting trends based on the research related to transformational leadership from 2019-2024. The first trend is a consistent increase in the number of studies, starting from only 2 studies in the 2019-2020 period to 6 studies in the last two periods (2022-2023 and 2023-2024). Geographical trend of transformational leadership from 2019-2024 showed highly concentrated research done in Java with 17 studies, while Sumatra and Sulawesi each contributed only 2 studies. Since Indonesia has

In terms of institution type, Madrasah Tsanawiyah (MTs) is the main focus with 9 studies, followed by Madrasah Aliyah (MA) and Islamic Boarding Schools with 4 studies each. It means that Madrasah Tsanawiyah (Islamic Junior High School) is the primary location for research on the use of transformational leadership in Indonesian Islamic educational institutions (Adzkiya, 2020; AF & Nugraha, 2023; A. Muliati, 2022; Musfiah, Nur Kholis, & Hanun Asrohah, 2022; Nurdiansyah, Arief, & Kahfi, 2021; Rukmana, Wiguna, & Muchtar, 2022). However, there were only two researches done at the higher education level on the implementation of transformational leadership in Indonesian Islamic educational institutions (M. Muliati & Ernawati, 2020). This gap provides an opportunity for further research to explore the impact of transformational leadership in higher education settings.

Further research on the topic of the implementation of transformational leadership dimensions within Indonesian Islamic higher education institutions can lead to improvements in Islamic education institution management and overall effectiveness in achieving educational goals (Aziz & Rachman, 2021; Fadilah & Hamami, 2021; Puspasari, 2023; Rukmana et al., 2022; Rulitawati et al., 2021). Understanding the implementation of leadership style in different level of education institutions can provide valuable insights into improving overall academic performance, student engagement, and organizational culture. Exploring the role of transformational leadership in these settings can also shed light on the unique challenges and opportunities that exist within the Indonesian Islamic education system.

The research methodology approach tends to be more qualitative (14 studies) than quantitative (9 studies), indicating a tendency for researchers to explore the phenomenon of transformational leadership in depth and contextually. These findings also show that

quantitative studies used various sampling techniques such as random, purposive, and saturated sampling, and employed statistical analysis tools like SPSS, LISREL, and SEM to measure influence and relationships among variables. The qualitative studies, in the other hand, mostly adopt descriptive methods using interviews, observations, and documentation as the data collection techniques. This trends shows the gap and opportunity to use of mixed methods approach, which could provide a more comprehensive understanding by combining the strengths of both approaches.

The research trends show that the quality of education has become the most associated research topic with the implementation of transformational leadership dimensions in Indonesian Islamic educational institutions over five years (2019–2024). Teacher achievement, teacher commitment, and school climate also gained much emphasis in research related to the implementation of transformational leadership dimensions in Indonesian Islamic educational institutions. Whereas, the topics of conflict management (AF & Nugraha, 2023), teacher competence (Adzkiya, 2020), administrative staff performance (Sitisyarah, Aisyah, & Wardiah, 2019), gender of the school principal (Musfiah et al., 2022), student character (Effendi, 2021), self-efficacy (Naziroh, Entang, & Setyaningsih, 2021), and financial reporting accountability (Alfani, Harmain, & Syahriza, 2023) are less highlighted in relation to the implementation of transformational leadership dimensions in Indonesian Islamic educational institutions as shown in Figure 1.

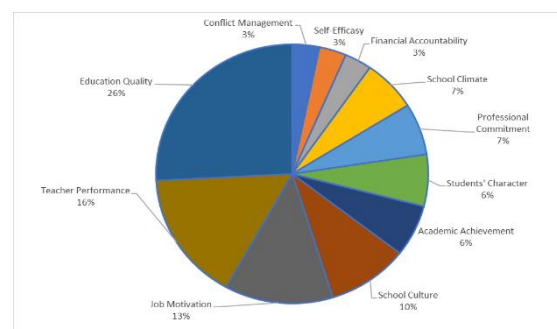


Figure 1. Research trends related to the implementation of transformational leadership dimensions in Indonesian Islamic educational institutions (2019-2024)

More highlights on the topics of education quality associated with the implementation of the transformational leadership dimension in Islamic educational institutions in Indonesia indicate the importance of education quality as a key factor in achieving success and excellence in the institutions (Artanto, 2022; Daheri & Fransiska, 2022; Nisa, Rochman, & Edy, 2021; Nurdiansyah et al., 2021; Putra, Rama, & Mardhiah, 2023; Rukmana et al., 2022; Suhada, 2019). The implementation of transformational leadership in Islamic educational institutions can lead not only to increased education quality but also teacher motivation, student engagement, and a strong sense of community within the school environment. However, further research is still needed to dig into the impact of the implementation of the transformational leadership dimension on other elements of school management, such as conflict management, teacher competence, administrative staff performance, gender of the head of school, student character, self-efficacy, and financial reporting accountability.

The exploration of these less highlighted topics could provide valuable insights into how transformational leadership can impact various aspects of Islamic educational

institutions in Indonesia. Understanding how conflict management, teacher competence, and administrative staff performance play a role in the success of these institutions can lead to more effective leadership strategies. The exploration can also contribute to a more comprehensive understanding of the complexities involved in implementing transformational leadership in Islamic educational institution settings.

There are four transformational leadership dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (A. Muliati, 2022; Naziroh et al., 2021; Nisa et al., 2021; Rukmana et al., 2022). These dimensions are based on the idea that transformational leaders inspire and motivate their followers to achieve their full potential. Idealized influence refers to leaders who serve as role models and earn the respect and admiration of their followers (Adzkiya, 2020; AF & Nugraha, 2023; Fadli, 2023; Musfiah et al., 2022; Putra et al., 2023). Inspirational motivation involves motivating and inspiring followers to work towards a shared vision or goal (Prayoga, Muharomah, & Sutarti, 2019). Intellectual stimulation involves challenging followers to think creatively and critically (Artanto, 2022; Gusman, 2021; Maesaroh, Adib, & Wiyani, 2022; Prayoga et al., 2019; Purwanto, 2021; Sa'adah, Ainol, & Izzah, 2023; Safi'i, 2020), while individualized consideration involves showing care and support for each follower's unique needs and development (Daheri & Fransiska, 2022; Suhada, 2019; A. Muliati, 2022). According to the articles' analytical results Idealized influence is the transformational leadership dimension that is most commonly discussed in research publications about the use of transformative leadership dimensions in Indonesian educational institutions. However, research studies about the use of transformational leadership dimensions in Indonesian educational institutions tend to overlook two important aspects: intellectual stimulation and inspiring motivation, as shown in Figure 2.

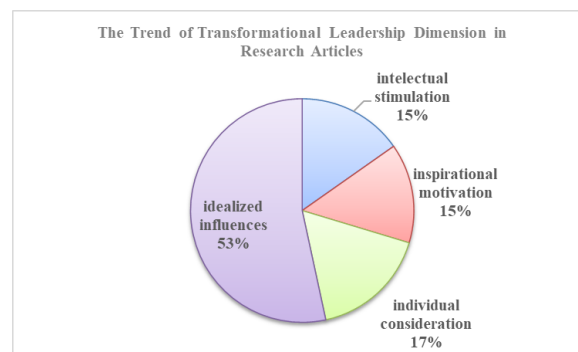


Figure 2. The Trend of Transformational Leadership Dimensions in Research Articles

The trend showed the implementation of each transformational leadership dimension in the Islamic educational institution in Indonesia. As the primary dimension discussed, idealized influence becomes a pivotal point in the implementation of transformational leadership. Transformational leaders who exhibit this dimension are considered to be able to instill a sense of trust and loyalty among their followers. Thus, leading them to increased commitment and engagement with the school's vision and missions. These leaders are able to create a positive and inspiring work environment that encourages growth and development. Transformational leaders who exhibit inspirational motivation are able to energize and empower their followers to achieve extraordinary results by communicating a compelling vision and setting high expectations for performance. Transformational leaders who excel in intellectual stimulation encourage their followers to question assumptions and explore new ideas, fostering a culture of

innovation and growth within the organization. Leaders who apply individualized consideration can build strong relationships with their followers, ultimately increasing engagement and commitment to the shared vision.

CONCLUSION

The research found that education quality became the most associated topic related to the implementation of transformational leadership dimensions in Islamic educational institutions in Indonesia. This finding provides wide opportunities for further research related to transformational leadership dimension implementation. The next finding showed that the research on transformational leadership dimension implementation was done in MTs (junior high school) settings. This finding allows further study on how transformational leadership practices are implemented in different Indonesian Islamic educational institutions. The research also found that idealized influences are the type of transformational leadership dimension that is mostly discussed. The exploration of the other transformational leadership dimensions in Indonesian Islamic educational institutions has the potential to drive positive change and improvement within the education system as a whole. Future researchers can explore the various elements of educational institution management in relation to the transformational leadership dimension in the context of Islamic education in Indonesia. They can also do research in other educational settings to get a better depiction of the specific challenges and opportunities faced by leaders in this unique setting. A deeper study of other transformational leadership dimensions can provide valuable data for future decision-making and policy development within Islamic educational institutions. This knowledge can then be used to develop targeted training programs and resources to support leaders in effectively implementing transformational leadership strategies.

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