

The impact of transformational, transactional, and visionary leadership styles on the quality of education of Madrasah Aliyah

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Abstract

Background: The head of the madrasah has the responsibility to influence all parties involved to work together in achieving the objectives of the madrasah. This study used a quantitative approach. This type of research uses descriptive research to solve or answer problems at hand by collecting data, classification, analysis, conclusions, and reports. Research Objectives Want to know transformational leadership – transactional and visionary madrasah heads have a simultaneous influence on the quality of education at the research site.

Method: The population in this study is all teachers and education staff in Madrasah Aliyah Negeri 1 and 2 Serang city, Madrasah Aliyah Negeri 1 Serang Regency and Madrasah Aliyah Negeri 2 Tangerang totaling 200 people. Sampling technique Using the formula from Slovin, the number of samples of this study was obtained as many as 136 people. The data collection technique uses documentation studies and questionnaire techniques. Research Objectives Want to know transformational leadership – transactional and visionary madrasah heads have a simultaneous influence on the quality of education at the research site.

Findings: The results showed that there was a significant influence of transformational leadership style, transactional leadership style and visionary leadership style together on the quality of madrasah education in Banten with an adjusted R2 of 72.2% and the remaining 27.8% influenced by other factors not studied in this study.

Keyword; Madrasah Aliyah, Transformational Leadership, Transactional Leadership, Visionary Leadership, quality of education

INTRODUCTION

Improving the quality of education is not only in one aspect, but includes all aspects related to the educational process starting from inputs, processes and outputs (Hidayah, A., & Syahrani, S., 2022). One of the benchmarks for such improvement is the improvement of good management aspects. If management has been implemented properly, any institution, including educational institutions, will be able to produce quality performance and work (Anwar, 2017).

There are two factors that cause the low quality of madrasah education in Indonesia, including, First, the education development strategy has been more input oriented. Such a strategy relies more on the assumption that if all educational inputs



have been met, such as the provision of books and other learning tools, the provision of educational facilities, teacher training and other educational personnel, then automatically educational institutions will be able to produce quality outputs as expected. It turns out that the input-output strategy introduced by the theory of education production function does not function fully in educational institutions, but only occurs in economic and industrial institutions (Hanushek and Eric A: 2005). Second, the management of education has been more macro-oriented (Riinawati, R., 2022), regulated by the ranks of the bureaucracy at the central level. As a result, many factors projected at the macro level do not occur or do not work as they should at the micro level. Or briefly it can be said that the complexity of the scope of educational problems often cannot be thought of completely and accurately by the central bureaucracy.

An important factor that has a great influence on the quality of education is the head of the madrasah as an educational leader (Sugiri, U., & Ma'shum, S. R., 2022). The head of the madrasah is the sole leader in the madrasah who has the responsibility to teach and influence all parties involved in educational activities in the madrasah to cooperate in achieving the objectives of the madrasah. In modern management a leader must also play the role of manager. Judging from the management functions, namely planning, organizing and supervising, the head madrasah must also act as a teaching supervisor and as an evaluator of the madrasah program. Effective leadership of the head of a madrasah will be created if the head of the madrasah has good characteristics, behavior, and skills to lead a madrasah organization (Salim, S., et.al, 2021). In his role as a leader, the head of the madrasah must be able to empower all aspects that support the improvement of the quality of education in the madrasah.

Based on this description, the author is interested in conducting research on the influence of transformational, transactional and visionary madrasah head leadership on the quality of education by partially analyzing the influence of these leaderships on the quality of Islamic education in madrassas. The success of education in madrassas depends on the leadership of the head of the madrassa. Leadership is also a mutually beneficial interaction between the leader and followers or subordinates who want significant changes that represent personal and group goals (Indriarti, T., et.al., 2024). Kasih, E. W., et.al., (2024) claims that productivity which is significantly influenced by the leadership and motivation of each employee is the best indicator of the performance of individuals, teams, or organizations. According to Morgan, a good leader is a leader who is able to identify the needs of his subordinates and provide appropriate coaching, as stated on page 14 in Hamdan Dimiyati's book (2014), *Leadership Models and Decision-Making Systems*.

Leadership has a relationship with the performance of educational organizations (Iqbal, Q., & Ahmad, N. H., 2021). Leadership is needed in education to inspire its members to be able to achieve their desired goals and values. A leader has a significant impact in motivating his team members to work better. In the following section, various research findings are presented regarding the impact of the transformational leadership style of madrasah heads, transactional leadership styles, and visionary leadership styles on the quality of madrasah education in Banten.

First, research from Rachmad, Y. E., et.al., (2023), entitled *The effect of principal transformational leadership and motivation on performance of teacher in Islamic elementary school*. The results showed there was a direct effect of the principal's transformational leadership on teacher performance by 31.5%. The findings of the study from "The Influence of Transformational Leadership of Madrasah Heads and Teacher Performance on Madrasah Quality" by Daher, M., & Fransiska, J. (2022) show the influence of transformational leadership style on the quality of education shown by the results of calculations from $F_{cal} (239,669) > F_{table} (1; 18; 0.05) \text{ is } 4.414$, then H_0 minus means H_a is accepted, and the linear model between transformational.

Second, research from Havizah, S., & Zakso, A, in the *Journal of Equatorial Education and Learning (JPEK)*, 4(12), entitled "Transactional Leadership Style of Homeroom Teachers at MAN Pontianak, with the results of the study showing that the description of the transactional leadership style of homeroom teachers has the same method, namely the application of rewards and punishments but only the form of rewards and punishments is somewhat different. At MAN 1 Pontianak, the rewards and punishments applied to students are in the form of points. The addition of points, and the giving of award certificates and prizes are forms of rewards), while the punishment given is in the form of point deduction and the summoning of the student's guardian. The application of rewards at MAN 2 Pontianak is in the form of award certificates and prizes (exemption from school administration fees). Meanwhile, the punishment applied is the summoning of students' guardians and memorization of the Qur'an.

Although it has not been found in previous studies, transactional leadership styles have a positive and substantial direct impact on the quality of education. This impact is beneficial and significant for the performance of the instructor or worker. Research findings that show a significant relationship between transactional leadership style and work loyalty to employee performance at the Nabil Husein Samarinda Islamic Boarding School Foundation are discussed in the research Qasanah, U. (2020) entitled "The Influence of Transactional Leadership Style and Work Loyalty on Employee Performance."

Third, Wahyuni & Satiman research in 2020 entitled "The Influence of School Principals' Visionary Leadership Styles, Teacher Performance, and Learning Facilities on the Quality of Graduates of SMK Pelayaran Samudera Indonesia Medan" resulted in a finding that partially the variable of Visionary Leadership Style had an effect on the Quality of Education in Vocational Schools by 51.6%; then partially the variable of Teacher Performance affects the Quality of Education in Vocational Schools by 78.2%; and partially the variable of learning facilities affects the quality of education in vocational schools by 84.1%, and simultaneously there is a positive and significant influence between Visionary Leadership Style, Teacher Performance and Learning Disabilities on the quality of education in vocational schools as much as 89.7%.

In essence, the author's research focuses on the educational standards of the state Madrasah Aliyah, but it is different from previous research because it pays attention to factors such as the place of study, the personality of the teacher, the educational background, and professional experience. There are two independent variables that have the same character, while the other independent variable has different characteristics, and there are also three independent variables that all have different characteristics in previous studies that involved the influence of several independent variables on the dependent variables. Similar to research conducted by Elvita, et.al., (2019).

The purpose of this study is to find out the extent of the influence of the leadership style of madrasah heads on the quality of education, because madrasahs that are less professional result in madrasahs in a state of not meeting standards. The impact is that educational activities intended to improve the quality of education are not achieved and are not of good quality.

Because the author develops independent variables with the characteristics of the same three independent variables: transformational leadership style, transactional leadership style, and visionary leadership style and does so despite the fact that each leadership style has a unique set of leadership traits that can have an impact on the educational standards of Madrasah Aliyah in Banten. Another novelty of the author relates the leadership style in this study to the quality of Madrasah education, then the leadership style developed is Islamic transformational leadership style, Islamic transactional leadership style and Islamic visionary leadership style.

METHODS

This research approach is quantitative research. Quantitative research methods can be interpreted as methods used to examine certain populations or samples, data collection using research instruments, statistical data analysis, with the aim of testing

hypotheses that have been set. The understanding that arises among developers of quantitative research is that researchers can deliberately make changes to the world around them by conducting experiments. This study shows more relationships between variables, so the research is correlational

While this type of research uses descriptive research. Descriptive research methods are used to solve or answer problems that are being faced by collecting data, classification, analysis, conclusions, and reports. This method is done by describing or describing the data that has been collected. The presentation of data in descriptive research can be done through tables, graphs, diagrams, pictograms, mode calculations, medians, mean, standard deviation, and percentage calculations.

This research site includes 4 madrasahs, namely: Madrasah Aliyah Negeri (MAN) 1 Serang City, Madrasah Aliyah Negeri (MAN) 2 Serang City, Madrasah Aliyah Negeri (MAN) 1 Serang Regency, and Madrasah Aliyah Negeri (MAN) 4 Tangerang Regency. The object of this study is the teachers and education staff at the research site. The selection of this madrasah is based on the results of a preliminary study that shows that the tendency of the leadership type in each madrasah has represented leadership practices that are transformational (MAN 1 Serang City and MAN 1 Serang Regency), transactional (MAN 2 Tangerang), and visionary (MAN 2 Serang City).

The population in this study is all teachers and teacher education staff in Madrasah Aliyah Negeri (MAN) 1 and 2 Serang city, Madrasah Aliyah Negeri (MAN) 1 Serang regency and Madrasah Aliyah Negeri (MAN) 2 Tangerang totaling 200 people. In this study, the sampling process is carried out using Random Sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample.

Supardi (2013) said that for social, educational, economic and political research related to societies that have heterogeneous characteristics, sampling in addition to the requirements about the size of the sample must meet the requirements of representativeness or represent all components of the population.

Taking into account this statement, because the population is more than 100 people, the sampling in this study uses random sampling (Random sampling). While the sampling technique uses a formula from Taro Yamane or Slovin in Akdon, as follows.

$$n = \frac{N}{N \cdot d^2 + 1}$$

The Slovin formula is used for sampling from a large population (above 100) with a confidence level of 95 percent and a maximum error rate of 5 percent). A large number of research subjects are used to analyze the data

Based on this formula, the following sample number was obtained.

$$n = \frac{N}{N \cdot d^2 + 1} = \frac{200}{(200) \cdot 0,05^2 + 1} = \frac{200}{1,5} = 133,33 \text{ responden}$$

Because the basis of sampling is for generalization (i.e. the results of the sample data are informed into population data). The next calculation is to divide respondents proportionally $133.33/4 = 33.3 = > 34$ respondents per school. So, the total sample taken based on the formula from Taro Yamane or Slovin amounted to 136 respondents.

In this study, two main data collection techniques were used, namely documentation studies and questionnaire techniques. The study of documentation in collecting research data is intended as a way of collecting data by studying and recording parts that are considered important from various official treatises contained both at the research location and in other institutions that have an influence on the research location. Documentation Studies are aimed at obtaining direct data from agencies/institutions including books, reports on their activities in agencies/institutions that are relevant to the research focus. While the questionnaire was distributed to respondents in this case as many as 136 teachers and education staff.

A questionnaire is a list of questions given to other people who are willing to provide respondents based on the user's request. The use of closed questionnaires in this study is: a) Easy to collect in a short time b) The data obtained is easy to process because it is uniform c) Does not require the presence of the researcher directly d) It is more efficient and efficient in terms of time, cost and effort.

Literature studies in research data collection are designed as a means of data collection by studying and recording parts that are considered important from various official treatises that exist both at the research site and in other agencies that affect the research location.

The analysis techniques used in this study are pearson product moment correlation analysis and multiple correlation. This analysis will be used in testing the magnitude of the influence and contribution of variables X1, X2 and X3 to Y. This analysis is to determine the contribution or contribution of the leadership of the head of the transformational madrasah (X1), the leadership of the head of the transactional madrasah (X2), the leadership of the head of the visionary madrasah (X3) together contributes significantly to the quality of Islamic education (Y) in MAN 1 and MAN 2 Serang city and MAN 1 Kragilan Serang regency and MAN 2 Tangerang regency both collectively and individually.

Further testing is a significance test that functions if the researcher wants to find the meaning of the influence of variable X on Y, then the results of the PPM correlation are tested with a Significance Test with the formula:

$$t_{hitung} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Furthermore, to determine the influence between variables X1, X2 and X3 on variable Y, a double correlation formula is used as follows:

$$R_{X1.X2.X3.Y} = \sqrt{\frac{r_{yx1}^2 + r_{yx2}^2 + r_{yx3}^2 - 2r_{yx1} \cdot r_{yx2} \cdot r_{yx3} \cdot r_{x1.x2.x3}}{1 - r_{x1.x2.x3}^2}}$$

Further analysis used correlation techniques both simple and multiple. Ease of calculation of computer applications in the form of SPSS (Statistical Product and Service Solutions) Windows Version 24 software.

RESULTS AND DISCUSSIONS

Validity testing is carried out with the help of a computer using the SPSS for Windows Version 25 program. In this study, validity testing was carried out on 136 respondents. Decision making based on the value of rcalculate (Corrected Item-Total Correlation) > rtable of 0.168, for df = 136-2 = 134; α = 0.05 then the item/question is valid and vice versa.

The following are the results of the calculation of the validity test of the variables of transformational leadership style of the head of the madrasah, transactional leadership of the head of the madrasah, visionary leadership of the head of the madrasah, and the quality of Islamic education.

Results of Calculation of Validity Test of Transformational Leadership Variables of Madrasah Heads (X1)

The results of the calculation of the validity test of the Principal Transformational Leadership variable with 32 question items are as follows:

Based on Table 1, it can be seen that all statement items in category are valid, because of the 32 items that are declared valid the rcalculate value (Corrected Item-Total Correlation) > rtable is 0.168.

Table 1. Variable Validity Test Results X1

| Grain | Total Corrected Item Value / r hitung | Sig. | rtabel | Criterion |
|-------|---------------------------------------|------|--------|-----------|
| 1 | 0.713 | 0 | 0.168 | Valid |
| 2 | 0.650 | 0 | 0.168 | Valid |
| 3 | 0.702 | 0 | 0.168 | Valid |
| 4 | 0.517 | 0 | 0.168 | Valid |
| 5 | 0.685 | 0 | 0.168 | Valid |
| 6 | 0.605 | 0 | 0.168 | Valid |
| 7 | 0.610 | 0 | 0.168 | Valid |
| 8 | 0.437 | 0 | 0.168 | Valid |
| 9 | 0.649 | 0 | 0.168 | Valid |
| 10 | 0.505 | 0 | 0.168 | Valid |
| 11 | 0.706 | 0 | 0.168 | Valid |
| 12 | 0.714 | 0 | 0.168 | Valid |
| 13 | 0.726 | 0 | 0.168 | Valid |
| 14 | 0.673 | 0 | 0.168 | Valid |
| 15 | 0.623 | 0 | 0.168 | Valid |
| 16 | 0.601 | 0 | 0.168 | Valid |
| 17 | 0.701 | 0 | 0.168 | Valid |
| 18 | 0.717 | 0 | 0.168 | Valid |
| 19 | 0.648 | 0 | 0.168 | Valid |
| 20 | 0.645 | 0 | 0.168 | Valid |
| 21 | 0.708 | 0 | 0.168 | Valid |
| 22 | 0.703 | 0 | 0.168 | Valid |
| 23 | 0.607 | 0 | 0.168 | Valid |
| 24 | 0.679 | 0 | 0.168 | Valid |
| 25 | 0.578 | 0 | 0.168 | Valid |
| 26 | 0.744 | 0 | 0.168 | Valid |
| 27 | 0.353 | 0 | 0.168 | Valid |
| 28 | 0.546 | 0 | 0.168 | Valid |
| 29 | 0.666 | 0 | 0.168 | Valid |
| 30 | 0.617 | 0 | 0.168 | Valid |
| 31 | 0.690 | 0 | 0.168 | Valid |
| 32 | 0.520 | 0 | 0.168 | Valid |

Source : Primary data processed

Test of Validity of Transactional Leadership Variable Questionnaire of Madrasah Head (X2)

The results of the calculation of the variable validity test of Transactional Leadership of the Head of Madrasah with 20 question items are as follows:

Table 2. X2 Validity Test Results

| Grain | Total Corrected Item Value / r hitung | Sig. | rtabel | Criterion |
|-------|---------------------------------------|------|--------|-----------|
| 1 | 0.595 | 0 | 0.168 | Valid |
| 2 | 0.604 | 0 | 0.168 | Valid |
| 3 | 0.508 | 0 | 0.168 | Valid |
| 4 | 0.460 | 0 | 0.168 | Valid |
| 5 | 0.564 | 0 | 0.168 | Valid |
| 6 | 0.431 | 0 | 0.168 | Valid |
| 7 | 0.514 | 0 | 0.168 | Valid |
| 8 | 0.472 | 0 | 0.168 | Valid |
| 9 | 0.583 | 0 | 0.168 | Valid |
| 10 | 0.512 | 0 | 0.168 | Valid |
| 11 | 0.532 | 0 | 0.168 | Valid |
| 12 | 0.570 | 0 | 0.168 | Valid |
| 13 | 0.606 | 0 | 0.168 | Valid |
| 14 | 0.652 | 0 | 0.168 | Valid |
| 15 | 0.610 | 0 | 0.168 | Valid |
| 16 | 0.322 | 0 | 0.168 | Valid |
| 17 | 0.518 | 0 | 0.168 | Valid |
| 18 | 0.492 | 0 | 0.168 | Valid |
| 19 | 0.560 | 0 | 0.168 | Valid |
| 20 | 0.537 | 0 | 0.168 | Valid |

Source : Primary data processed

Based on Table 2, it can be seen that all statement items in category are valid, because of the 20 items that are declared valid the rcalculate value (Corrected Item-Total Correlation) > rtable is 0.168.

Test the Validity of the Visionary Leadership Variable Questionnaire of the Head of Madrasah (X3)

The results of the calculation of the variable validity test of Visionary Leadership Head of Madrasah with 21 question items are as shown in table 3. Based on Table 3, it can be seen that all statement items in category are valid, because of the 21 items that are declared valid the value of rcalculate (Corrected Item-Total Correlation) > rtable of 0.168.

Test the Validity of the Islamic Education Quality Variable Questionnaire (Y)

The results of the calculation of the validity test of the Islamic Education Quality variable with 27 question items are as shown in table 4.

Based on Table 4, it can be seen that most of the statement items in the category are valid, but there is one item that has an invalid status in item no 6, because the value of rcalculate (Corrected Item-Total Correlation) > rtable below 0.168.

Table 3. X3 Variable Validity Test Results

| Grain | Total Corrected Item Value / r hitung | Sig. | rtabel | Criterion |
|-------|---------------------------------------|------|--------|-----------|
| 1 | 0.739 | 0 | 0.168 | Valid |
| 2 | 0.750 | 0 | 0.168 | Valid |
| 3 | 0.619 | 0 | 0.168 | Valid |
| 4 | 0.676 | 0 | 0.168 | Valid |
| 5 | 0.648 | 0 | 0.168 | Valid |
| 6 | 0.646 | 0 | 0.168 | Valid |
| 7 | 0.644 | 0 | 0.168 | Valid |
| 8 | 0.685 | 0 | 0.168 | Valid |
| 9 | 0.795 | 0 | 0.168 | Valid |
| 10 | 0.725 | 0 | 0.168 | Valid |
| 11 | 0.610 | 0 | 0.168 | Valid |
| 12 | 0.637 | 0 | 0.168 | Valid |
| 13 | 0.687 | 0 | 0.168 | Valid |
| 14 | 0.622 | 0 | 0.168 | Valid |
| 15 | 0.768 | 0 | 0.168 | Valid |
| 16 | 0.602 | 0 | 0.168 | Valid |
| 17 | 0.605 | 0 | 0.168 | Valid |
| 18 | 0.569 | 0 | 0.168 | Valid |
| 19 | 0.539 | 0 | 0.168 | Valid |
| 20 | 0.555 | 0 | 0.168 | Valid |
| 21 | 0.587 | 0 | 0.168 | Valid |

Source : Primary data processed

Reliability Test

A variable is said to be reliable if the answers to questions are always consistent. His analysis tool uses the formula Alpha Cronbach'. The calculation is done with the computer-assisted SPSS program. The reliability test results for each variable are presented in the table 5.

Based on Table 5, it is known that the results of the reliability coefficient of the variable transformational leadership style of the head of the madrasah are $\alpha = 0.957$, the transactional leadership style of the head of the madrasah $\alpha = 0.895$, the visionary leadership style of the head of the madrasah (X3) $\alpha = 0.941$ and the quality of Islamic education (Y) $\alpha = 0$, it turns out to have a value of "Alpha Cronbach" greater than

$r_{critical} = 0.600$, which means that the four variables are declared reliable or meet the requirements

Table 4. Variable Y Validity Test Results

| Grain | Total Corrected Item Value / r hitung | Sig. | rtabel | Criterion |
|-------|---|------|--------|-------------|
| 1 | 0.493 | 0 | 0.168 | Valid |
| 2 | 0.548 | 0 | 0.168 | Valid |
| 3 | 0.579 | 0 | 0.168 | Valid |
| 4 | 0.553 | 0 | 0.168 | Valid |
| 5 | 0.566 | 0 | 0.168 | Valid |
| 6 | 0.013 | 0 | 0.168 | Tidak Valid |
| 7 | 0.681 | 0 | 0.168 | Valid |
| 8 | 0.632 | 0 | 0.168 | Valid |
| 9 | 0.658 | 0 | 0.168 | Valid |
| 10 | 0.530 | 0 | 0.168 | Valid |
| 11 | 0.649 | 0 | 0.168 | Valid |
| 12 | 0.729 | 0 | 0.168 | Valid |
| 13 | 0.694 | 0 | 0.168 | Valid |
| 14 | 0.657 | 0 | 0.168 | Valid |
| 15 | 0.547 | 0 | 0.168 | Valid |
| 16 | 0.665 | 0 | 0.168 | Valid |
| 17 | 0.585 | 0 | 0.168 | Valid |
| 18 | 0.711 | 0 | 0.168 | Valid |
| 19 | 0.720 | 0 | 0.168 | Valid |
| 20 | 0.706 | 0 | 0.168 | Valid |
| 21 | 0.563 | 0 | 0.168 | Valid |
| 22 | 0.612 | 0 | 0.168 | Valid |
| 23 | 0.657 | 0 | 0.168 | Valid |
| 24 | 0.627 | 0 | 0.168 | Valid |
| 25 | 0.702 | 0 | 0.168 | Valid |
| 26 | 0.714 | 0 | 0.168 | Valid |
| 27 | 0.740 | 0 | 0.168 | Valid |

Source : Primary data processed

Prerequisite Test

The prerequisite tests in this study are normality test and linearity test.

a. Normality Test

This test aims to test whether the observations are normally distributed or not, this test uses the One-Sample Kolmogorov-Smirnov Test.

The results of the Normality test can be seen in the table 6.

Table 5 Reliability Test Results

| No. | Variabel | ralpha | rkritis | Kriteria |
|-----|---|--------|---------|----------|
| 1 | Transformational Leadership Style of Madrasah Head (X1) | 0,957 | 0,600 | Reliabel |
| 2 | Transactional Leadership Style of Madrasah Head (X2) | 0,895 | 0,600 | Reliabel |
| 3 | Quality of Islamic Education (Y) | 0,941 | 0,600 | Reliabel |
| 4 | Quality of Islamic Education (Y) | 0,957 | 0,600 | Reliabel |

Source : Primary data processed .

Table 6 Normality Test Results

| | | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 136 |
| Normal Parameters ^{a,b} | Mean | 0.0000000 |
| | Std. Deviation | 5.24941017 |
| Most Extreme Differences | Absolute | 0.057 |
| | Positive | 0.047 |
| | Negative | -0.057 |
| Test Statistic | | 0.057 |
| Asymp. Sig. (2-tailed) | | .200 ^{cd} |

Based on the output results it can be seen that the value of Asymp. Sig. (2-tailed) > 0.05 so it can be concluded that the data is normally distributed.

b. Linearity Test

The linearity test is used to determine whether the variables of transformational leadership style of the head of the madrasah, transactional leadership style of the head of the madrasah, visionary leadership style of the head of the madrasah have a linear relationship or not with the quality of Islamic education.

The interpretation is: look at the column Sig. in the Linearity row in the Anova table, if the value is < 0.05 then it is linear so that it can be concluded to meet the linearity requirement. In the three tables above, the significance value obtained from the linearity test shows that between the variables of transformational leadership style of the head of the madrasah, transactional leadership style of the head of the madrasah, visionary leadership style of the head of the madrasah with the quality of

Islamic education is below 0.05, then the relationship between these variables can be said to be linear.

Table 7 Test of Linearity of Transformational-Transactional- and Head Visionary Leadership Styles Madrasah with Quality Education

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|--------------------------|----------------|-----|-------------|---------|-------|
| Quality of Islamic Education Transformational Leadership | Between Groups | (Combined) | 14401.521 | 48 | 300.032 | 13.167 | 0.000 |
| | | Linearity | 11756.644 | 1 | 11756.644 | 515.951 | 0.000 |
| | | Deviation from Linearity | 2644.877 | 47 | 56.274 | 2.470 | 0.000 |
| | | Within Groups | 1982.413 | 87 | 22.786 | | |
| Total | | | 16383.934 | 135 | | | |

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|--------------------------|----------------|-----|-------------|---------|-------|
| Quality of Islamic Education Transactional Leadership | Between Groups | (Combined) | 11882.070 | 35 | 339.488 | 7.541 | 0.000 |
| | | Linearity | 8053.956 | 1 | 8053.956 | 178.903 | 0.000 |
| | | Deviation from Linearity | 3828.114 | 34 | 112.592 | 2.501 | 0.000 |
| | | Within Groups | 4501.864 | 100 | 45.019 | | |
| Total | | | 16383.934 | 135 | | | |

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|--------------------------|----------------|-----|-------------|---------|-------|
| Quality of Islamic Education Visionary Leadership | Between Groups | (Combined) | 13668.600 | 37 | 369.422 | 13.333 | 0.000 |
| | | Linearity | 11557.228 | 1 | 11557.228 | 417.116 | 0.000 |
| | | Deviation from Linearity | 2111.372 | 36 | 58.649 | 2.117 | 0.002 |
| | | Within Groups | 2715.334 | 98 | 27.707 | | |
| Total | | | 16383.934 | 135 | | | |

Classical Assumption Test

The classic assumption tests used in this study are the Multicollinearity Test and.

a. Multicollinearity Test

The results of the Multicollinearity Test can be seen in the following table:

Table 8 Coefficients X1, X2, X3 to Y

| Model | Unstandardized Coefficients | | Standardized Coefficients | | Sig. | Collinearity Statistics | |
|--|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| | B | Std. Error | Beta | T | | Tolerance | VIF |
| 1(Constant) | 19.389 | 5.073 | | 3.822 | .000 | | |
| Transformational Leadership Style of Madrasah Head | .326 | .071 | .409 | 4.584 | .000 | .259 | 3.864 |
| Transactional Leadership Style of Madrasah Head | .135 | .091 | .106 | 1.483 | .140 | .402 | 2.489 |
| Visionary Leadership Style of Madrasah Head | .439 | .102 | .391 | 4.311 | .000 | .251 | 3.989 |

a. Dependent Variable: Quality of Islamic Education

Based on the output results, tolerance can be assessed on the transformational leadership style variable has a value of 0.259, transactional leadership style has a value of 0.402, while for the visionary leadership style variable is 0.251. So the tolerance value of the three variables has a value of more than 0.1. While the VIF value of the transformational leadership style variable has a value of 3.864, transactional leadership style has a value of 2.489, while for visionary leadership style has a value of 3.989.

b. Heteroscedasticity Test

An important assumption of the classical linear regression model is that the disorders that arise in regression are homoscedasticity, that is, all disorders have the same variance. The results of the Heteroscedasticity test can be seen in the following table:

Based on the results of the output on table 9, it can be seen that the significance value of the transformational leadership style variable of the head of the madrasah is 0.061, the variable of transactional leadership style of the head of the madrasah is 0.057, and the variable of visionary leadership style the significance value is 0.283, it means that of the three variables there is no heteroscedasticity.

Table 9. Haeteroskedasticity Test Results

| Model | Unstandardized Coefficients | | Standardized Coefficients | | T | Sig. |
|--|-----------------------------|------------|---------------------------|--|--------|------|
| | B | Std. Error | Beta | | | |
| 1 (Constant) | 0.183 | 0.033 | | | 5.609 | .000 |
| Transformational Leadership Style of Madrasah Head | -.001 | .000 | -.301 | | -1.893 | .061 |
| Transactional Leadership Style of Madrasah Head | -.001 | .001 | -.245 | | -1.922 | .057 |
| Visionary Leadership Style of Madrasah Head | .001 | .001 | .174 | | 1.078 | .283 |

a. Dependent Variable: ABS_RES

c. Autocorrelation Test

Table 10 Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------|----------|-------------------|----------------------------|---------------|
| 1 | .853a | .728 | .722 | 5.92940 | 1.725 |

a. Predictors: (Constant), Visionary Leadership Style of Madrasah Head, Transactional Leadership Style of Madrasah Head, Transformational Leadership Style of Madrasah Head

b. Dependent Variable: Quality of Islamic Education

From the results of the analysis with the help of SPSS Software obtained a Durbin-Watson value of 1.725 and to get the dU value must look at the Durbin-Watson table using (k : n) ; (3 : 136) then the dU value is 1.7652. So that (dl < d < dU) ; (1.6751 < 1.725 < 1.7652) so the conclusion is that the data used do not occur positive autocorrelation.

Hypothesis testing can be carried out with the following stages:

Table 11 Table R, F Values and t Values

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .853 ^a | .728 | .722 | 5.92940 | 1.725 |

a. Predictors: (Constant), Visionary Leadership Style of Madrasah Head, Transactional Leadership Style of Madrasah Head, Transformational Leadership Style of Madrasah Head

b. Dependent Variable: Quality of Islamic Education

Table 12 Table Anova

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------|
| 1 | Regression | 12424.812 | 3 | 4141.604 | 117.800 | .000b |
| | Residual | 4640.828 | 132 | 35.158 | | |
| | Total | 17065.640 | 135 | | | |

a. Dependent Variable: Quality of Islamic Education

b. Predictors: (Constant), Visionary Leadership Style of Madrasah Head, Transactional Leadership Style of Madrasah Head, Transformational Leadership Style of Madrasah Head

Table 13 Coefficient Table

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|--|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 (Constant) | 19.389 | 5.073 | | 3.822 | .000 | | |
| Transformational Leadership Style of Madrasah Head | .326 | .071 | .409 | 4.584 | .000 | .259 | 3.864 |
| Transactional Leadership Style of Madrasah Head | .135 | .091 | .106 | 1.483 | .140 | .402 | 2.489 |
| Visionary Leadership Style of Madrasah Head | .439 | .102 | .391 | 4.311 | .000 | .251 | 3.989 |

a. Dependent Variable: Quality of Islamic Education

The Fcalculate value of 117,800 with probabiality or significance (sig) 0.000 based on probability $0.000 < 0.005$ as a regression model is well used to predict the influence of transformational leadership style of madrasah heads and visionary leadership styles of madrasahs, except for the variable quality of madrasah aliyah education whose significance is above 0.005.

$$\text{Equation } Y = a + b X_1 + b X_2 + bX_3$$

Y = Quality of Islamic Education

a = the constant number of unstandardized coefficients is 19.389 which means the quality of Islamic education when the value $X = 19.389$ effect = 0.

B = The regression coefficient was 0.326 on the variable transformational leadership style of the head of the madrasah.

To see the t-table with the condition $t/2 = 0.05/2 = 0.025$, the two-sided test because you want to know the significance of the regression coefficient, not looking for greater or smaller degrees of freedom (df – degree of freedom) is calculated by the formula = number of data – 4 = $136 - 4 = 132$ so that the value of ttable = 1.978.

After that determined the coefficient of the calculated value. If the calculated value < the ttable value H_0 is accepted and H_1 is rejected If the calculated value > the ttable value H_0 is rejected and H_1 is accepted

The decision due to the calculated value is:

- a) The transformational leadership style of the head of the madrasah tcount 5.84 > 1.58 ttable, then H0 is rejected or H1 is accepted which means the regression coefficient is accepted
- b) The transactional leadership style of the head of the madrasah tcount 1.345 < 1.978 ttable, then H0 is accepted or H1 is rejected which means the regression coefficient is rejected
- c) The visionary leadership style of the head of the madrasah tcount 4,311 > 1,978 ttable, then H0 is rejected or H1 is accepted which means the regression coefficient is accepted

While decision making based on probability or significance (sig) as a basis is as follows:

1. If the probability (sig) > 0.025 (double-sided test), H0 is accepted which means that there is no influence of the independent variable on the dependent variable.
2. If the probability (sig) < 0.025 (two-sided test), H0 is rejected which means that there is an influence of the independent variable on the dependent variable.

The determination test (R2) in linear regression is used to determine the percentage contribution of the influence of the independent variable to the dependent variable. To see the results the coefficient of determination can be seen in the following model:

Table 14 Model Summary Table

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .853 ^a | .728 | .722 | 5.92940 | 1.725 |

a. Predictors: (Constant), Visionary Leadership Style of Madrasah Head, Transactional Leadership Style of Madrasah Head, Transformational Leadership Style of Madrasah Head

b. Dependent Variable: Quality of Islamic Education

From the model above, with an R coefficient of 0.853, there is a strong and positive relationship between transformational leadership style, transactional leadership style and visionary leadership style together on the quality of Madrasah Aliyah education with an adjusted R2 coefficient value of 0.722.

From the ANOVA table 14, the result of F count of 117,800 with a signification level of 0.000 is smaller than 5%, $0.000 < 0.005$, this means that the variables transformational leadership style, transactional leadership style and visionary leadership style together have a positive and significant effect on the quality of Madrasah Aliyah education in Banten.

From the table 14, the calculated value of transformational leadership style is 4.584 with a signification of 0.000, transactional leadership style is 1.483 with a significance of 0.140 and visionary leadership style is 4.311 with a signification of 0.000.

The significance level of this assessment is $\alpha > 5\%$ or 0.05. Because you want to know the significance of regression efficiency, if you look at table t, then the value is $136 - 4 = 132$ so that in table = 1.978. Thus, the variable transformational leadership style with a count of 4.584 with a significance of 0.000 is greater than 1.978, then H_a is accepted, meaning that partially transformational leadership style has a positive effect and significance on the quality of madrasah education in Banten

Discussion

a. The Influence of Transformational Leadership of Madrasah Heads on the Quality of Madrasah Education

From the results of the study, it was obtained that the transformational leadership style with a calculation of 4.584 is greater than table 1.7 with a significance of 0.000 is smaller than 0.05, then H_0 is rejected and H_a is accepted, which means that the transformational leadership style partially has a positive and significant effect on the quality of madrasah education in Banten.

Madrasah leaders must describe their abilities in a professional skill, in order to carry out operational tasks (Setyowibowo, B., & Jaenullah, J., 2024) in the school environment (Asykur, M., & Muthmainnah, S., 2024). Professional madrasah heads must be intelligent and wise (Harahap, E. K., 2020). To be able to carry out his role optimally, a director must apply the right leadership style (Setyaningrum, D., & Irambona, A., 2024). One of them is transformational leadership, because a principal who is unable to make changes will make the school he leads slow to adapt to change, so that the school's performance never improves optimally (Fatmawati, M., & Khodijah, K., 2024). Transformational leaders lead human resources who have been driven to develop a growing sensitivity to coaching as well as developing a shared vision, distributing leadership authority and building an organizational culture that is imperative in the company's restructuring plan.

The Influence of Transactional Leadership of Madrasah Heads on the Quality of Madrasah Education

From the study, it was found that the influence of transactional leadership style with a calculation of 1.483 is smaller than t table 1.7 with a significance of 0.140 greater than 5%, then H_0 was accepted and H_a was rejected. This means that partially the

transactional leadership style has no positive and insignificant effect on the quality of madrasah education in Banten. It is necessary to re-examine the influence of transactional leadership on the quality of education.

Transactional leadership is useful, when leaders are more concerned with achieving goals. Therefore, a transactional leader uses a carrot and stick approach to achieve these goals (Bass, 1997). Employees are rewarded for completing their tasks. Transactional leaders have more attention to task completion and employee performance. That's why, they use both positive and negative reinforcements to achieve the desired outcome. Transactional leaders do not expect innovative ways to perform tasks from their employees (Hartog & Van Muijen, 1997).

The Influence of Visionary Leadership of Madrasah Heads on the Quality of Madrasah Education

Then the results of the visionary leadership style research with a calculation of 4.311 greater than t-table with a significance of 0.000 smaller than 0.05, then H_0 was rejected and H_a was accepted. This means that partially the visionary leadership style has a positive and significant effect on the quality of madrasah education in Banten. This is relevant to the research findings of Fathih, M. A., et.al., (2021) that Visionary Leadership of the Head of Diniyah Madrasah in Improving the Quality of Santri.

The results of this study showed the analysis of the data results of the t value of $3.5090 > t\text{-table } 2.00172$, which means that H_0 was rejected and H_a was accepted. There is a correlation between variable X and variable Y, the product correlation is obtained with a number of 0.416 so that between the variable of visionary leadership and the variable of teacher discipline there is a fairly strong correlation. This is relevant to the research findings of Lumbantobing, P. A., & Ashlan, S. (2023) that Visionary leadership has a positive impact on teachers' professional commitment, with a coefficient of 0.466. Similarly, job rewards positively influence professional commitment, with an effect size of 0.589. These findings indicate that: (1) visionary leadership directly contributes 46.6% to teachers' professional commitment, and (2) job rewards have a direct positive effect of 58.9% on teachers' professional commitment.

The Influence of Transformational Leadership of Madrasah Heads, Transactional Leadership of Madrasah Heads, and Visionary Leadership of Madrasah Heads on the Quality of Madrasah Education

Although it is partial that the transactional leadership style does not have a positive and significant effect on the quality of madrasah education in Banten, but simultaneously transformational leadership styles, transactional leadership styles and

visionary leadership styles have a positive and significant effect on the quality of madrasah education in Banten. This is evidenced by the results of the research results of the summary model test in table 4.21 that an R coefficient of 0.853 was obtained, that is, there was a strong and positive relationship between transformational leadership style, transactional leadership style and visionary leadership style together on the quality of madrasah education at Madrasah Aliyah Negeri (MAN) in Banten with an adjusted R² coefficient value of 0.722. This means that the magnitude of transformational leadership styles, transactional leadership styles and visionary leadership styles on the quality of Madrasah education in Banten, amounted to 72.2%, the remaining 27.8%, influenced by other factors.

The results of this study are in line with the research conducted by Nasih, M., & Insani, M. (2022), with the results of the study showing that the Visionary Leadership, has an important role in improving the quality of education, this study found that visionary leadership is carried out optimally. This can be seen as follows: 1) Formulating a vision. The formulation of this vision is based on the personal values of the principal. The principal changed the school's vision to be more focused. Forward-oriented by evaluating activities once a semester.

Transformational and transactional leadership styles govern employees' attitudes toward leaders, job performance, and their organization's productivity (Mahfouz, S., et.al., 2022). The underlying assumption of the Full Range Leadership (FRL) model is that leaders are considered effective, if they adopt an effective leadership style (Ryan, J. C., & Tipu, S. A., 2013). There is a lot of literature to support that leaders are considered effective when they use transformational and transactional leadership styles together. In contrast, leaders who are passive or use a laissez-faire leadership style are considered the least effective and negatively impact the performance and productivity outcomes of followers (Bass & Avolio, 1985).

CONCLUSION

Based on data analysis, interpretation of research results and discussions that have been previously submitted, several conclusions can be put forward from the results of this study as follows: First, transformational leadership style, transactional leadership style and visionary leadership style simultaneously have a positive and significant effect on the quality of madrasah education in Banten, with a significance level of 0.000.; Second, transformational leadership style has a positive and significant effect on the quality of madrasah education in Banten with a regression coefficient of 0.326 and a significance level of 0.000.; Third, transactional leadership style has no positive and insignificant effect on the quality of madrasah education in Banten with a

regression coefficient of 0.135 and a significance level of 0.140.; Fourth, visionary leadership style has a positive and significant effect on the quality of madrasah education in Banten with a regression coefficient of 0.439 and a significance level of 0.000. Based on statistical calculations, it is known that visionary leadership style has a positive effect of 0.439; Transformational leadership style had a positive effect of 0.326; and Transactional leadership style had no positive effect after 0.140. on the quality of madrasah education in Banten with a significance level of 0.000. Thus, visionary leadership has a stronger impact.

In connection with this conclusion, the author recommends the direction of future research for a leader in a madrasah to develop a leadership style together, namely the transformational leadership style of the madrasah head, the transactional leadership of the madrasah head and the visionary leadership of the madrasah head are varied into a single leadership style as a variation of the combined leadership style. The influence of three leadership styles, namely transformational leadership style, transactional leadership style and visionary leadership style, will run better if united into one unit in improving the quality of education, and will have a high meaning for the quality of education. The author realizes that this research has several weaknesses, such as the research population only reaches four state madrasas, then the research sample is only a part of the pupulas which is also limited, and the research does not reach private madrasas.

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The impact of transformational, transactional, and visionary leadership styles on the quality of education of Madrasah Aliyah

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