

Innovation In Transformational Leadership in Building Madrasah Culture and Strengthening Islamic Character in The Digital Age: A Case Study of Madrasah Aliyah Swasta Islamiyah Sunggal, Medan

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Abstract

In this rapidly developing digital age, madrasahs face the enormous challenge of preserving Islamic culture while adopting technology to improve the quality of education. Transformational leadership is key to meeting this challenge. Madrasah principals not only serve as administrative leaders, but also as visionary agents of change. Madrasah Aliyah Swasta Islamiyah Sunggal (MAS Islamiyah Sunggal) in Medan is an interesting example to analyze in this context. Under transformational leadership, this madrasah has successfully integrated technology into learning without compromising the Islamic values that form the basis of their education. The innovations implemented include the formation of an Islamic digital vision, in which all teachers and students are required to master basic digital literacy while continuing to carry out their worship routines and strengthening their Islamic character. The madrasah leadership also implemented a familiarization program that combines technology with spiritual values, such as online learning based on Islamic applications and the development of a digital communication platform that facilitates collaboration between students and teachers. In addition, ongoing training, such as technology workshops for teachers, further strengthens digital understanding and Islamic character. Through this approach, MAS Islamiyah Sunggal has succeeded in creating a madrasah culture that is more innovative and adaptive to the times. Students' Islamic character is further strengthened through a balanced learning approach between religion and technology. Despite challenges such as infrastructure limitations and resistance to change, this transformational leadership innovation has proven effective in strengthening Islamic values amid technological advances.

Keywords: Madrasah Leadership Innovation, Madrasah Digital Culture Transformation, Strengthening Students' Islamic Character, Digital Madrasah Case Study, Transformational Leadership in Education

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Introduction

As an Islamic educational institution, Madrasah Aliyah Swasta (MAS) Islamiyah Sunggal Medan faces significant challenges in utilizing digital technology to improve the learning process and strengthen Islamic character values. Madrasah cultural innovation, initiated by the madrasah principal, is key to driving this change. A qualitative approach using case study methods was chosen to gain a deeper understanding of the role of the madrasah principal in promoting madrasah cultural innovation and strengthening student character. Data collection methods included in-depth interviews with the madrasah principal, teachers, and students, as well as direct observation in the field. This study identifies concrete steps taken by madrasah principals in creating an inclusive, innovative madrasah culture that is responsive to technological developments, such as the implementation of technology-based learning, strengthening digital platforms for communication, and developing digital training programs for teachers. In addition, this study describes how innovative leadership plays a role in strengthening students' Islamic character in a relevant and adaptive manner, such as through a curriculum that integrates Islamic values with technology, as well as character building through various extracurricular activities based on Islamic principles. The findings of this study show that innovative leadership at MAS Islamiyah Sunggal Medan has succeeded in creating positive innovations, improving the quality of education, and shaping students' character so that they are not only intellectually intelligent, but also have strong morals in accordance with Islamic teachings, preparing them to face an increasingly digitalized and globalized world. The digital era has brought significant changes to almost every sector of life, including education. In facing these challenges, transformational leadership innovation, known for its ability to inspire, motivate, and empower human resources, has become a widely applied solution in Islamic education. This type of leadership plays an important role in creating an environment that supports the achievement of common goals, while strengthening the quality of education and character of students in the digital age. Based on a study by Cempaka, the application of transformational leadership in madrasah management can improve the quality and performance of education, as well as create a culture that supports innovation and development (ViolaCempaka, 2025; Agus Sujarwo, 2023).

Madrasah Aliyah Swasta Islamiyah Sunggal Medan has successfully built a culture of innovation that drives positive change in every aspect of education and madrasah management. The application of technology in learning and madrasah administration has created greater efficiency and relevance in the digital age. Various innovations, such as e-learning platforms, grade management applications, and cloud-based madrasah management systems, have been implemented, providing a more interactive and efficient educational experience. The Indonesian Ministry of Religious Affairs (Kemenag) has also paid serious attention to digital transformation in madrasahs. In Circular Letter No. 1 of 2025, Kemenag emphasizes the importance of digitization in madrasah education as part of efforts to improve the quality, competitiveness, and sustainability of madrasah education in Indonesia. Madrasahs serve as places to foster Islamic character based on the teachings of the Qur'an and Hadith. This emphasis on the balance between knowledge and character is highly relevant to the national education goal of prioritizing the development of intelligent individuals with character and noble morals. Research conducted by Manshuruddin, Tumiran, and Muhammad Yunan states that the Ar-Raudlatul Hasanah Modern Islamic Boarding School in Medan highlights how character education is implemented in Islamic boarding schools using a systemic and integrative approach. They show that every aspect of life in the boarding school, from waking up to going back to sleep, is carried out within the framework of values that have been instilled in the culture of the boarding school. (Manshuruddin, et al., 2021).

The transformational leadership of the madrasah principal, who motivates and inspires teachers, encourages them to think critically, and seek innovative solutions, is very important in improving teacher job satisfaction. The principal of MAS Islamiyah Sunggal Medan has

successfully implemented the dimensions of transformational leadership through various innovative efforts, including: (1) Improving teacher professionalism through innovative training and learning; (2) Encouraging a culture of innovation in learning, so that teachers are more creative in using new technologies and methods; (3) Developing a flexible curriculum that is ready for change, in line with the Merdeka Belajar (Freedom of Learning) approach; (4) Improving learning outcomes through the application of the Madrasah Quality Index (IKM) concept. Transformational leadership innovation by the principal of MAS Islamiyah Sunggal Medan is also implemented through various innovative activities, such as: (1) Building a shared vision to create an inspiring institution, encouraging every teacher to contribute innovatively; (2) Developing the individual potential of teachers by providing opportunities to innovate in every aspect of learning; (3) Creating a positive climate by valuing innovative ideas from teachers and facilitating open and effective communication; (4) Building trust through transparency and honesty, which gives teachers room to share ideas and innovations; (5) Encouraging teachers to innovate in learning, providing support for the creation of creative solutions in the educational process. With this approach, the madrasah principal creates a deep culture of innovation, which not only improves the quality of learning but also strengthens teachers' professionalism in facing educational challenges in the digital age. Education in madrasahs has two important dimensions that must be well integrated: (1) intellectual aspects, (2) moral character. Furthermore, madrasahs are not only responsible for teaching religious knowledge, but also for shaping students' character through an educational process based on Islamic values that are applied in everyday life. Thus, madrasahs must be places which can build students' moral and spiritual awareness simultaneously (Manshuruddin et al. , 2021). The transformational leadership of the principal encompasses various innovative aspects, namely: (1) Idealized Influence: The principal acts as a role model for teachers and students by demonstrating behavior that is in line with Islamic values, such as honesty, discipline, and responsibility, while inspiring innovation in every aspect of school life; (2) Inspirational Motivation: The principal provides clear motivation and vision to teachers and students to continue innovating in improving the quality of teaching and Islamic life at school; (3) Intellectual Stimulation: The principal encourages teachers and students to think critically, creatively, and innovatively in developing teaching methods and activities that reflect Islamic values and are relevant to the times; (4) Individualized Consideration: The principal pays special attention to the needs and professional development of teachers and the spiritual needs of students, while encouraging them to continue to innovate in deepening their knowledge and improving their Islamic character. Through a personal approach, the principal ensures that each individual receives the appropriate support to develop to their full potential (Tumiran, 2022; Akhmaliah Siti Nailan, 2024).

Islamic madrasah culture is not only reflected in Islamic religious education, but also in the attitudes, behavior, and interactions among all members of the madrasah. The principal of Madrasah Islamiyah Sunggal Medan, with his transformational leadership, plays an important role in creating an atmosphere conducive to the formation of Islamic madrasah culture. Through the application of deep religious values, such as honesty, discipline, cooperation, compassion, and mutual respect, the principal encourages innovation in every aspect of madrasah life. This innovation is not only reflected in teaching methods, but also in character building and harmonious relationships among students, thereby creating an educational environment that strengthens the Islamic culture at the madrasah. At MAS Islamiyah Sunggal Medan, Islamic madrasah culture is realized through various formal and informal activities. Programs such as (1) Tahfidz al-Qur'an, (2) Regular recitation, (3) Religious discussions, and (4) Islamic value-based social activities are integrated into daily life at the madrasah as part of innovation in Islamic character building. In today's digital age, technology has become an essential tool in supporting the development of education and student character.

Therefore, strengthening Islamic character values must also take into account the appropriate use of technology, prioritizing innovation in the delivery of material and more

effective and efficient learning interactions. Parents have the duty to supervise or control (parental control) their children's use of the internet, especially during the current pandemic when the use of the internet on Android devices has become a primary need (Supina Batubara et al., 2021; Kudriani, A., et al, 2022). Strengthening Islamic character through technology at MAS Islamiyah Sunggal Medan can be done by integrating various digital innovations that support learning and character development, such as: (1) a digital learning platform that allows students to access Islamic educational material interactively and flexibly; (2) Islamic character-based applications that provide reminders and evaluations related to moral and spiritual values; and (3) social media used as a means to spread moral and spiritual messages that strengthen students' Islamic character. The application of transformational leadership by the principal of MAS Islamiyah Sunggal Medan plays an important role in creating an Islamic madrasah culture by effectively implementing technological innovations. The principal encourages the use of appropriate technology to create a learning environment that supports the development of noble character in this digital age, while ensuring that every aspect of teaching and interaction at the madrasah continues to reflect noble Islamic values. As a transformational leader, the Head of Madrasah plays a crucial role in inspiring enthusiasm, increasing commitment, and motivating team performance by communicating a clear vision, empowering individuals, and building relationships based on trust and respect. Transformational leadership in madrasahs focuses on efforts to change the organizational culture, strengthen teacher professionalism, and implement integrated innovations, such as the use of technology in learning, the development of creative learning methods, and the application of new approaches that are adaptive to the times. Madrasah principals are expected to be agents of change who can inspire and empower staff and students through a clear vision and effective communication (Nailan, A. S., & Nugraha, M. S., 2024; Asfaroni, 2025).

Transformational leadership innovation by madrasah principals is a leadership style that emphasizes empowerment and development of individual potential, as well as the application of innovation in learning approaches and madrasah management, with the aim of creating positive change in educational organizations. The transformational leadership of school principals motivates teachers as individuals in managing the learning process in the classroom and outside the classroom with an approach that can build inspiration, creativity, and communication, thereby creating job satisfaction and producing quality teacher performance to organize the classroom environment and an Islamic living environment at school (Tumiran et al., 2022; Ismatul Izzah, 2025). The characteristics of the transformational leadership of madrasah principals not only focus on academic achievement but also on human resource development, the application of innovation in learning and management, and the formation of a positive organizational culture that encourages creativity, collaboration, and adaptation to changing times. Transformational leadership is also characterized by efforts to empower teachers through increased competence and professionalism. Madrasah principals who apply this leadership style can improve teacher performance through training and development programs (Purnomo Mulyosaputro, 2024; Khotibul Umam, 2022).

The dimensions of transformational leadership of the Madrasah Principal can be explained in several key aspects that include how the principal inspires, motivates, and directs teachers and staff to achieve common goals, including the application of innovation in madrasah management and the learning process. (1) Idealized Influence: The principal as a role model for teachers and staff. They behave with integrity, commitment to educational values, and high ethics. Idealized Influence is the behavior of leaders with strong self-confidence, high commitment, clear vision, perseverance, hard work, consistency, and the ability to demonstrate important innovative ideas and pass them on to followers. Leaders like this become trustworthy and respected role models (S. Ubaidila, 2022; Al Shammari, M., 2020); (2) Inspirational Motivation refers to a leader's ability to convey a clear vision and goals, motivate and inspire their followers to strive to achieve common goals with enthusiasm

and commitment. Effective leaders in this dimension are able to: (1) Convey the direction and goals of the madrasah in a way that motivates all parties to contribute to the maximum extent possible, (2) Create a positive and energetic atmosphere that encourages all members of the madrasah to work hard and collaborate. (3) Providing teachers and staff with the confidence that they are capable of achieving the set goals through appropriate support and guidance. A madrasah principal who is able to inspire and motivate staff can increase their confidence and commitment to the madrasah's goals, which in turn supports the effective achievement of the madrasah's vision (Risnawati, R., 2024; Nurhalim, M. Z. et al, 2023); (3) Intellectual Stimulation: Intellectual Stimulation is one dimension of transformational leadership that emphasizes the importance of critical thinking, creativity, and innovation in the teaching and learning process. Madrasah principals who apply intellectual stimulation encourage staff and teachers to think analytically, be open to new ideas, and dare to test innovative approaches in education. There are various applications as follows: (1) In the post-pandemic digital era, the concept of Education 5.0 has emerged as a new paradigm that emphasizes student-centered learning and the use of advanced technologies such as artificial intelligence (AI), blockchain, and virtual and augmented reality. The importance of the role of madrasah principals in integrating technology to create a more inclusive and adaptive learning environment (Ahmad et al., 2023); (4) Individualized Consideration: The principal shows personal attention to the needs and development of each individual in the madrasah. Individualized Consideration (IC) is one of the main dimensions of transformational leadership that emphasizes personal attention to the needs, aspirations, and development of individuals in educational organizations, including madrasahs. Individualized Consideration involves leaders giving personal attention to their followers, listening to their needs, and helping them in their professional development through mentoring and coaching (Bass, B. M., & Riggio, R. E., 2006). (5) Visionary Leadership: Visionary leadership of madrasah principals refers to their ability to create, formulate, communicate, and implement a clear and inspiring strategic vision to advance Islamic educational institutions. According to research by Syukriah et al., madrasah principals serve as direction setters, agents of change, spokespersons, and coaches, who actively encouraging collaboration among stakeholders. Through this role, school principals can improve teacher competence, parent involvement, and school infrastructure, which in turn contributes to improved educational outcomes (Syukriah, S., Sofyan, H., Usman, N., & AR, M., 2025); (6) Emotional Intelligence: Emotional intelligence (EI) is the ability to recognize, understand, and manage one's own emotions and those of others. Emotional intelligence (EI) is the ability to recognize, understand, and manage one's own emotions and those of others. In the context of madrasah leadership, EI plays a crucial role in building harmonious interpersonal relationships, creating a positive work environment, and improving the effectiveness of educational organizations. Research by Khan, Amin, and Saif reveals that EI acts as a mediator between individual considerations and ideal influence in transformational leadership. This highlights the importance of EI in improving the effectiveness of madrasah leadership through inspirational motivation and intellectual stimulation (Khan, I. U., Amin, R. U., & Saif, N., 2022).

The principal plays a strategic role in managing innovation and change in the madrasah environment. According to transformational leadership theory, the principal acts as an agent of change by inspiring, motivating, and empowering staff and students to achieve higher educational goals. As innovative transformational leaders, madrasah principals are responsible for facilitating the improvement of teacher competence through training, workshops, and continuous coaching, which are expected to encourage the creation of a more adaptive and relevant educational environment in line with the times. Spiritual-based classroom management through the integration of Islamic values, the habit of worship, and the strengthening of spiritual relationships between teachers and students can create a positive and meaningful learning environment. This strategy has an impact on improving discipline, learning motivation, and academic achievement (Tumiran et al., 2025; Syawal Kurnia Putra,

et al, 2023). In the 2013 curriculum, students are encouraged to participate actively. Learning ends with a summary, reinforcement or evaluation from the teacher, and assignments for the next session. Dany Abrianto et al., 2024).

The principal, as a leader who acts as an agent of change, must be able to shape an innovative and positive school culture that prioritizes cooperation, mutual respect, and integrity. Innovation in the positive culture created by the principal will also encourage students to have a sense of responsibility, discipline, and caring for others. A positive school culture is rooted in values and norms that are accepted by all members of the school. They argue that in order to create a healthy school culture that supports learning, collaboration between teachers, students, parents, and the community is necessary (Anderson and Louis, 2020; Marzuki 2023).

Transformational leadership innovation by madrasah principals will further foster a madrasah culture that is deeply rooted in Islamic society in Indonesia, which is characterized by its harmonization of religion and science. The identified elements of madrasah culture are: (a) School culture is built on the elements of values, beliefs, knowledge, and organization, (b) Instilling values such as morals and student enthusiasm, (c) Expressions of Islamic culture: *tabassum* (smiling), love of knowledge, *mujahadah* (hard work), *tanafus* and *ta'awun* (healthy competition and mutual cooperation) (Ahmat Miftakul Huda et al, 2021). Transformational leadership innovations build the foundation of madrasah culture as a school identity that has its own characteristics that distinguish it from other schools. This identity can take the form of a curriculum, teaching system, school rules, school logo, standard operating procedures regarding the school environment, school uniforms, and extracurricular activities (religious, scouting, sports, arts) (Tumiran et al, 2023; Rini Setyaningsih et al, 2023).

Factors that shape a positive culture are based on Islamic education management, namely the effective, efficient, and productive use of resources (both hardware and software) within the framework of worldly and spiritual happiness (Sumarto, S., 2020). Factors shaping a positive culture in madrasahs include: (a) Madrasah culture management (planning, implementation, evaluation) through habit formation and role modeling, (b) Leadership and policy as the main foundation in shaping cultural attitudes, (c) The family and social environment also play an important role in shaping student character, (3) Islamic education management as an integrative framework in developing madrasah culture. The main strategies for building an Islamic value-based madrasah culture are: (a) Power Strategy, where the madrasah principal plays a dominant role in creating religious conditions and mainstreaming religious values in thinking, attitude, and action, (b) Continuous instilling of religious values such as daily rituals and cultural symbols that support a religious atmosphere (Edi Mulyadi, 2018). This strategy requires supporting facilities such as a prayer room, ablution facilities, worship aids, an Islamic library, meeting rooms, and Islamic multimedia facilities. Meanwhile, the role of the madrasah principal includes functions as an educator, supervisor, leader, innovator, creator, and motivator. The core values developed include: excellence, justice & equality, responsibility, independence, achievement, religiosity, good character, adherence to the Qur'an and Sunnah, loyalty, social awareness, and cooperation.

Khoirun Nisa emphasized the integration of Islamic values in character building in madrasahs that foster good morals through: (a) A curriculum based on religious values (morals, *fiqh*, *tauhid*, Al-Qur'an), (b) Teachers serving as role models, (c) Spiritual extracurricular activities (*halaqah*, *tahfidz*, congregational prayers). Madrasahs serve as bastions of moral education that integrate knowledge with religious values, thereby shaping students with Islamic character and competitiveness (Khoirun Nisa et al, 2024). Character education in madrasahs is a process of instilling moral and ethical values in accordance with Islamic teachings, such as honesty, responsibility, empathy, and simplicity (Azhari et al, 2024).

Innovative and transformational leadership, technology-based madrasahs are madrasahs that make maximum use of digital technology, including hardware, software, and information

systems, in every aspect of educational activities. In this context, technology is not only used as an educational aid, but also as an instrument to improve the quality of learning and expand access to learning resources. This includes the use of various educational tools such as computers, mobile devices, the internet, and digital learning platforms that support collaboration, interaction, and the development of student competencies more effectively. Through the application of innovative technology, technology-based madrasahs can create learning experiences that are more engaging, relevant, and adaptive to the times, while still prioritizing quality educational values. The importance of utilizing technology in madrasah learning to improve the quality of education. He proposes technology-based development strategies as a step towards digital transformation in madrasahs (Hasyim Haddade, 2023; Pipi Sopyani et al, 2025).

The Use of Technology in Islamic Education Technology can be used to improve the quality of Islamic education. Neni identifies various digital tools and platforms that can support the learning process, as well as the challenges and opportunities associated with integrating technology in the context of Islamic education (Neni, 2025; Lenny Ristiana et al, 2025). Islamic education in the digital age presents significant challenges and opportunities in the process of learning and teaching Islam. Innovation and transformational leadership in Islamic education in the digital age present significant challenges and opportunities in the process of learning and teaching Islam. By utilizing technological advances, Islamic education can be presented in a more interesting and effective way, while still maintaining the essence and values of religious teachings. Advances in information and communication technology have changed the way material is delivered, the interaction between educators and students, and access to learning resources; (1) The Industrial Revolution 4.0 has had a significant impact on various aspects of life, including in the world of education. One of the aspects discussed is the integration of Islamic values in learning, along with the use of technology to create a more interactive and inclusive learning space (Cecep Nugraha et al, 2023; Wulansari, R., 2024).

Method

This study uses a qualitative approach, in which the researcher acts as the planner, implementer, analyst, interpreter, and reporter of the research results. The focus of the study is on cultural transformation innovation in madrasahs and the formation of Islamic character through transformational leadership in the digital age, with a case study at MAS Islamiyah Sunggal Medan. The research was conducted over two months, from September to October 2025. The research population consisted of 139 students, 1 principal, 20 teachers, and 3 administrative staff. However, only some were sampled using purposive sampling to obtain the most relevant informants, namely the principal, teachers, and students who were selected selectively. Data was collected through observation, interviews, and documentation. Observations were conducted at the research location to observe learning activities and interactions that reflected innovation in transformational leadership. Interviews were conducted using a structured guide with the principal, teachers, and students. Documentation included the collection of archives, notes, and official madrasah documents in an accurate and accountable manner. Data analysis used The interactive model developed by Miles and Huberman consists of three stages: data reduction, data presentation, and conclusion drawing and verification. Data reduction is carried out to select important information, the results are presented in the form of narratives or tables, and conclusions are drawn based on verified field findings to ensure the validity of the research results.

Discussion

This study aims to examine Transformational Leadership Innovation in Building Madrasah Culture and Strengthening Islamic Character in the Digital Age: A Case Study of Madrasah Aliyah Swasta Islamiyah Sunggal, Medan. Based on data analysis obtained through interviews, observations, and documentation, this study shows that the madrasah principal has successfully implemented effective transformational leadership innovation in creating an Islamic madrasah culture and strengthening Islamic character values among students. Strengthening Islamic Character in Students, Case Study of Digital Madrasah, Transformational Leadership in Education.

3.1 Inspiring Transformational Leadership Innovation

The transformational leadership innovation possessed by the principal of MAS Islamiyah Sunggal Medan applies a transformational leadership style that is always innovative and proven effective in inspiring and motivating teachers and students. (a) Clear and Focused Vision: The principal promotes a clear vision for advancing the madrasah, emphasizing the importance of integrating religious education and quality academic development. This vision is communicated openly to all members of the madrasah, creating a shared awareness to move in the same direction. (b) Continuous Motivation: The principal actively provides motivation through direct communication and self-improvement programs. At the beginning of each school year, the principal holds a motivational seminar for teachers and students, featuring inspiring speakers. This program aims to provide new enthusiasm and strengthen the determination to achieve the educational goals that have been set.

3.2 Digital Cultural Transformation of Islamic Madrasahs

The cultural transformation of Islamic madrasahs at MAS Islamiyah Sunggal Medan is realized through various activities that integrate Islamic values into daily life at the madrasah. Some of the steps taken to develop this culture include: (a) Tahfidz Al-Qur'an Program: One of the flagship programs for developing Islamic culture is the Tahfidz Al-Qur'an program, which is held every morning from 7:30 to 8:00 a.m. before classes begin, led by one of the teachers on duty. Students are given tasks to carry out according to their respective roles and responsibilities, with three officers: one emcee, one short speaker, and one commander. Each student is required to memorize several verses of the Qur'an per week, which are then tested weekly. This program aims not only to improve the quality of students' memorization, but also to strengthen religious values in daily life; (b) Regular Religious Lectures and Discussions: The principal ensures that regular religious lectures are held every week, attended by all staff and teachers. These lectures are not only intended to improve religious understanding, but also to build good character. (c) Islamic Values-Based Social Activities: The principal encourages students to participate in social activities based on Islamic values, such as community service, fundraising for orphans, and helping the surrounding community. These activities not only educate students to care for others, but also teach them to practice Islamic teachings in their daily lives. (d) The Role of the Head of the Madrasah in Being a Role Model: The head of the madrasah himself sets a real example in applying Islamic culture, by always demonstrating discipline, honesty, and responsibility. The principal ensures that every teacher and student emulates these positive attitudes in their daily lives. Teachers demonstrate discipline in reading the Qur'an, sincerity in worship, and politeness in speech,

indirectly encouraging students to imitate this behavior. With the presence of teachers who consistently practice Qur'anic values, the internalization of religious character in students can take place naturally. (Sarwedi Harahap, Tumiran, 2025). In the context of Islamic education, character building is an important and integral aspect (H. S. Panggabean et al; 2024; Tumiran, et al, 2022).

3.3 Penguatan Karakter Islami dan Penggunaan Teknologi dalam Pembelajaran

Dalam upaya mendukung pembangunan budaya madrasah yang Islami, teknologi digital telah diintegrasikan dalam berbagai aspek pembelajaran dan pengelolaan madrasah di MAS Islamiyah Sunggal Medan. Beberapa contoh penerapan teknologi adalah sebagai berikut: (a) MAS Islamiyah Sunggal Medan memanfaatkan berbagai platform pembelajaran digital, seperti Google Classroom dan Zoom, untuk mendukung proses pembelajaran.; (b) Kepala madrasah juga mengintegrasikan aplikasi berbasis karakter Islami yang dapat diakses oleh siswa untuk belajar tentang ajaran Islam secara lebih mendalam. Salah satu aplikasi yang digunakan adalah aplikasi pengingat doa dan dzikir harian, yang membantu siswa dalam memperkuat kebiasaan ibadah mereka. Selain itu, aplikasi tersebut juga memberikan pengingat untuk menyelesaikan tugas-tugas keagamaan yang berkaitan dengan pengembangan karakter Islami siswa; (b) Kepala madrasah mendorong penggunaan media sosial, seperti Instagram dan YouTube, untuk menyebarkan pesan-pesan moral dan spiritual; (c) Pengelolaan Administrasi dengan: Teknologi juga digunakan dalam pengelolaan administrasi madrasah, termasuk sistem informasi manajemen siswa (SIMS), yang memudahkan pengelolaan data siswa, absensi, serta nilai-nilai akademik. Mengoptimalkan penggunaan media pembelajaran yang dapat dilakukan sebagai penyelesaian permasalahan tersebut ialah dengan melakukan sosialisasi dan pelatihan para pelajar yang berbasis teknologi informasi dan komputer. (Danny Abrianto, dkk, 2023; Supina Batubara, dkk, 2021).

3.4 Transformational Leadership and Teacher Professionalism in Learning Quality

Innovations in transformational leadership by the principal of MAS Islamiyah Sunggal Medan demonstrate a high level of commitment to improving teacher professionalism and learning quality. Some of the efforts made include: (a) The principal conducts regular training and workshops for teachers, both in teaching and in the use of technology. For example, training on the use of learning applications or training related to the development of learning methods that are more interactive and relevant to the demands of the times; (b) The principal is committed to implementing the Merdeka Curriculum, which focuses more on students' potential and their active involvement in the learning process. Through this curriculum, teachers are given the freedom to adapt teaching methods to the needs of students, while still adhering to the Islamic values that are expected to be instilled; (c) The madrasah principal routinely evaluates teacher performance, both in teaching and in integrating Islamic character values into the teaching and learning process. In addition, the madrasah principal also provides space for teachers to discuss and share experiences regarding effective learning methods; (d) Through innovative transformational leadership, the principal encourages teachers to think creatively in developing innovative and enjoyable learning methods, while maintaining educational quality in line with established standards. Spiritual-based classroom management through the integration of Islamic values, the habit of worship, and the strengthening of spiritual relationships between teachers and students can create a positive and meaningful learning environment. This strategy has an impact on improving discipline, learning motivation, and academic achievement. (Tumiran, et al., (2025; Bahtiar Siregar, et al., (2023) The strategies implemented to improve discipline, learning motivation, and

academic achievement focus on strengthening the learning structure and providing consistent support to students. (Angga Eka Yuda Wibawa, 2021; Bahtiar Siregar, et al., 2023; Banyu Hikmah, et al., 2024).

Conclusion

Based on the results of research on Transformational Leadership Innovation at Madrasah Aliyah Swasta Islamiyah Sunggal, Medan, it can be concluded that the application of innovative transformational leadership has succeeded in creating positive changes in the madrasah culture, strengthening the Islamic character of students, and integrating technology into learning. The principal was able to create an inspiring environment for teachers, students, and parents through a clear vision, open communication, and exemplary behavior. This innovative leadership not only improved academic quality but also strengthened the Islamic character of students through the Al-Qur'an memorization program, religious lectures, and social activities based on Islamic values. Digital technology is used effectively, with Islamic learning applications and social media, to support learning and Islamic outreach. In addition, the principal also focuses on improving teacher professionalism through regular training and evaluation. This has an impact on improving the quality of learning, resulting in a more meaningful learning experience for students. Through the application of transformational leadership, the strengthening of Islamic culture, and the use of technology, MAS Islamiyah Sunggal has succeeded in creating a quality educational environment that is relevant to Islamic values.

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