Transformational Leadership of Teachers in Shaping Positive Behavior in *Madrasah Tsanawiyah* Students

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ABSTRACT: *In the world of education, the formation of positive attitudes and behaviour in students is very important. Teachers as trainers and provide motivation in order to encourage students to change behaviour that was previously not good. For this reason, a relevant leadership style is needed to facilitate the formation of positive behaviour towards students. This study aims to determine the transformational leadership of a teacher then the teacher's strategy and approach in transformational leadership to shape the positive behaviour of students and the role of teachers in transformational leadership on the motivation of students at MTs Darul Fikri, as well as the impact of the teacher's transformational leadership. The method used in this research is qualitative descriptive research which aims to describe the role of transformational leadership of teachers on the positive behaviour of students. In this article, the author reveals the impact, strategies, approaches and concrete roles of transformational leadership in creating a supportive learning environment and promoting positive learner behaviour at MTs Darul Fikri. Based on observations at school that there are students of MTs Darul Fikri, the teacher uses a transformational leadership style where the teacher provides an example to students or teachers as an example in terms of leadership and positive behaviour. In this case, the researcher took a relevant title because the education management at MTs Darul Fikri is fairly good and adequate so that it can allow the application of the transformational leadership style, namely: "The Role of Teacher Transformational Leadership in Shaping the Positive Behaviour of Students at MTs Darul Fikri".*

Dalam dunia pendidikan, pembentukan sikap dan perilaku positif pada siswa sangatlah penting. Guru sebagai pelatih dan memberikan motivasi agar dapat mendorong siswa untuk merubah perilaku yang sebelumnya kurang baik. Untuk itu diperlukan gaya kepemimpinan yang relevan untuk memfasilitasi pembentukan perilaku positif pada siswa. Penelitian ini bertujuan untuk mengetahui kepemimpinan transformasional seorang guru kemudian strategi dan pendekatan guru dalam kepemimpinan transformasional untuk membentuk perilaku positif siswa dan peran guru dalam kepemimpinan transformasional terhadap motivasi siswa di MTs Darul Fikri, serta dampak dari kepemimpinan transformasional guru tersebut. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif yang bertujuan untuk mendeskripsikan peran kepemimpinan transformasional guru terhadap perilaku positif siswa. Dalam artikel ini, penulis mengungkapkan dampak, strategi, pendekatan dan peran konkret kepemimpinan transformasional

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dalam menciptakan lingkungan belajar yang mendukung dan mendorong perilaku positif siswa di MTs Darul Fikri. Berdasarkan pengamatan di sekolah bahwa siswa MTs Darul Fikri, guru menggunakan gaya kepemimpinan transformasional dimana guru memberikan contoh kepada siswa atau guru sebagai teladan dalam hal kepemimpinan dan perilaku positif. Dalam hal ini peneliti mengambil judul yang relevan karena manajemen pendidikan di MTs Darul Fikri terbilang cukup baik dan memadai sehingga dapat memungkinkan diterapkannya gaya kepemimpinan transformasional, yaitu: "Peran Kepemimpinan Transformasional Guru dalam Membentuk Perilaku Positif Siswa di MTs Darul Fikri".

I. INTRODUCTION

The quality of education is closely related to learner behavior. Positive behavior is essential for learners to achieve academic success and develop into responsible and trustworthy individuals. In education, one of the key factors that influence student behavior is the teacher's leadership style. In this case, a teacher must be able to master a good leadership style and be able to change the attitude of students from those who previously had poor behavior to better. In fact, the teacher can also set an example first or the teacher has familiarized himself with positive behavior so that students can be inspired by the teacher to behave positively. So the good and bad of students can be seen how the quality of the teacher is, does a teacher provide a positive example to students or is it the opposite?

Although there have been many studies that discuss the role of leadership in education, most of them do not specifically examine the role of teachers' transformational leadership in shaping students' positive behavior at MTs Darul Fikri. This research offers novelty with a more in-depth focus on how transformational leadership by teachers can significantly influence student behavior. By exploring specific effective leadership practices, this study is expected to provide new insights that have not been widely explored in previous literature, thus making an important contribution in the field of education and leadership.

According to Gery Yukl in the article (Arfandi & Ihwan, 2020) cites that leadership is a process of controlling and influencing subordinates to know and agree on what is needed to carry out an activity and how it should be done, and encourage subordinate efforts. According to Mulyasa in (Ikhwan, 2019) Leadership is defined as the ability to mobilize, influence, motivate, invite, direct, advise, direct, direct, order, prohibit, even punish people, and also as a means of control to grow with purpose and ready to work towards the next goal and to achieve management goals effectively and efficiently.

According to (Dinibutun, 2020) Leadership is a comprehensive science of how to direct, influence, and supervise others to carry out tasks according to planned instructions. The science of leadership is growing along with the dynamics of human development. According to (Zacher et al., 2024) suggests that leadership is a process that influences the activities of a group or organization in an effort to achieve a set or desired goal. It

can also be interpreted that leadership is an effort to provide goals or direction as a collective effort and encourage to achieve the desired goals.

Leadership is an action taken by an individual or group to coordinate and direct members of a particular forum to achieve a certain goal. But in this case, there are many things that managers must achieve and master. This also includes the requirements to be a leader, the types of leadership that can be applied, and the leadership skills that allow the organization to work well (Norhasanah, 2021). In the world of education running effectively and efficiently. Leadership is necessary and important, at least, Self-Leadership expects you to develop a good leadership attitude.

Leadership is a key component of an organization, such as structure, culture, management practices, vision, mission, goals and strategies, policies and procedures, and work atmosphere. One indicator that leadership is an important factor in the progress and decline of organizations is the emergence of theories about leadership (Sriyanto et al., 2022). In the context of education, a teacher or educator at school plays a very important role in shaping positive behavior in students that educators can model positive behavior. So in this case educators play a very important role in shaping the positive behavior of students in order to become good people. As according (Giovanni et al., 2024) a teacher is required to have behavior that is always oriented towards maximizing his professional role in the educational environment. This means that a teacher must be able to show his high performance in implementing his duties in the learning and teaching process.

According to (Mondal, 2024) that the role of the teacher It includes roles related to the tasks of support and encouragement, tasks of supervision and guidance, and tasks related to disciplining children to comply with mass school rules and the norms of family life and Masu society. The purpose of these tasks is to promote the growth and development of the child and to gain further experience. Previous research shows that the teacher's role is to guide students in finding the right reading books. Based on the opinions of previous researchers, teachers must have extensive knowledge, master various types of good leadership, be able to overcome various types of problems in learning and be able to master the theory and practice of education, and be able to print positive behavior towards students.

According to (Ramadhani & Muhroji, 2022) teachers have a role in increasing student motivation by choosing the right learning method. By choosing the right learning method, it can lead to an active and enjoyable learning process so that it can motivate students and will more quickly understand what the teacher is teaching. Understanding the characteristics of students, the ability to understand students is very necessary. Given that students have varied and different backgrounds and behaviors. This can make it easier to develop and instill positive behavior in students.

(Lian et al., 2020) explains that the role of teachers as role models in schools in developing student character has a real impact on children's character in the future. The success of students at school depends on teachers who are role models for students. Therefore, to produce character-rich students, character-rich teachers are also needed. In addition, according to (Fahruddin & Sari, 2020) it is stated that the role of the teacher is to be a role model and role model, namely the teacher is a role model and role model for students and all who consider him as a Teacher. As a role model, the personality and work performance of a teacher is certainly a consideration for students and those around him who see and recognize him as a teacher.

The role of a teacher is not only to acquire knowledge to teach, but also to have knowledge and teaching skills as well as good morals and personality to serve as an example for students. What schools really need is transformational leadership from teachers that aims to improve student behavior, so that student behavior that was previously positive becomes negative behavior, it is very important to do this research, because the goal is that the results do not worsen. This study will explore the relationship between transformational leadership and student behavior, as well as identify specific leadership practices that are most effective in promoting positive behavior. The findings from this study are expected to provide insights for teachers, school administrators, and policy makers on how to promote positive behavior among students through effective leadership practices.

II. METHOD

According to (Sugiyono, 2017), qualitative methods are research methods that use in-depth interview and observation processes. Therefore, using this method in research can produce more comprehensive results. With a qualitative approach, research can be carried out by observing community activities in the area. This information can be obtained through observation and interviews conducted in educational institutions, specifically schools such as Islamic religious education institutions. The data collection method in this study includes observation and interviews with teachers, students, and educational administrators. The data collected is then analyzed using a thematic analysis approach, where recurring themes and patterns are identified and coded. These themes are further examined to understand the underlying factors influencing student behavior and the impact of transformational leadership. To ensure the validity of the research findings, data triangulation is employed, which involves comparing results from observations, interviews, and journal analyses. This comprehensive analysis approach helps in verifying the consistency and accuracy of the data. By applying this method, the research data produced is deemed valid, enabling other researchers to replicate the study and achieve similar results.

III. RESULT AND DISCUSSION

Based on research/observation, the author found that MTs Darul Fikri teachers have a transformational leadership style in which teachers can influence positive behavior towards students and can achieve their aspirations. Transformational leadership, in particular, has been shown to have a positive impact on learner behavior. This leadership style is characterized by inspiring and motivating learners, building trust, and fostering a positive school culture.

According to (Danayasa et al., 2021) transformational leadership in the context of Educational Change 4.0 requires teacher competence. These include the ability to influence students with idealized influence and generate trust and respect, the ability to increase confidence in the use of technology and change student expectations, and problem-solving skills. Encouraging members' creativity and innovation and considering our members' needs in personal development. The shift in the education paradigm in the 4.0 era requires SCIS teachers to apply a transformational leadership style that can increase teachers' trust, loyalty and motivation to perform their teaching duties better.

According to (Ali et al., 2024) Transformational leadership has a positive impact on the performance of frontline employees in service organizations. However, some transformational leadership type behaviors have a negative impact on the performance of frontline service members. According to (Bader et al., 2023) Transformational leaders influence their followers by creating strong emotions and empathy. But they can also change their followers by acting as coaches, teachers, and mentors. Transformational leaders aim to empower and develop their followers.

According to (Putri et al., 2020) Transformational leadership is a comprehensive model that uses a prescriptive approach. This model is more centralized and provides more leadership and control over the system. This model is prone to arbitrary actions because of its leadership, heroic sacrifice, charisma, and agreement with colleagues regarding differences in values and common interests. If optimally implemented, this model engages stakeholders in achieving goals.

In the context of MTs Darul Fikri, the role of teacher transformational leadership is very important in shaping student behavior. Teachers must be able to develop the school's vision and mission emphasize the importance of developing students who not only excel academically, but also have good character and moral values. However, schools face challenges in terms of student behavior, such as discipline problems and lack of motivation. By examining the role of transformational leadership in shaping students' positive behavior, this study contributes to the existing knowledge on educational leadership and student behavior. The findings of this study will also have practical implications for schools and educational institutions that want to improve student behavior and academic performance.

Teachers' transformational leadership strategies and approaches in shaping students' positive behavior

In the context of educational organizations, implementing transformational leadership strategies has a significant impact on improving learner behavior. By internalizing key aspects of transformational leadership, educational leaders can create an environment that supports learner growth. The application of transformational leadership strategies also has a positive impact on collaboration among learners and the development of innovation in the educational process. Educators encourage learners to explore new approaches to teaching and learning by stimulating creative thinking. This creates an environment where new ideas are encouraged and valued, leading to positive changes in the way we learn.

Teacher transformational leadership strategy is an approach that aims to inspire and motivate learners through positive changes in the educational environment. According to (Heenan et al., 2023) Transformational leadership strategies can have a positive impact on employees and students. By being an ideal role model, you can lay the foundation for a strong work ethic and inspire individuals within your organization. The inspiring vision delivered by leaders provides clear direction and motivates employees to contribute to achieving common goals, resulting in a strong sense of community.

> "The results of interviews with MTs teachers, that the transformational leadership strategies of teachers in teaching to shape students' positive behavior at MTs Darul Fikri which are currently used are; Visionary leadership strategies, providing inspirational motivation, intellectual stimulus, individualized consideration, building trust, providing feedback and providing good examples".

Based on the interview above, what is meant in the transformational leadership strategy can be explained by the author.

a) Visionary Leadership

Develop a clear and compelling vision for student learning and behavior. In this case, the vision can influence student interest in learning and changes in student behavior. Communicate the vision to learners, teachers and parents and involve them in the process of achieving it. Communicating the vision can encourage students to set their own goals and work towards achieving them.

b) Inspirational motivation

Inspirational motivation strategy is an approach used to inspire and motivate individuals or groups to achieve their desires with enthusiasm and dedication. In this strategy teachers create a positive and supportive learning environment that motivates students to learn and develop. This can make learners recognize and reward positive behavior and achievements. It can also encourage learners to take risks and try new things.

c) Intellectual Stimulation

Intellectual stimulation is a component of transformational leadership that aims to encourage critical thinking, creativity, and problem-solving skills. Provide opportunities for learners to engage in real-world learning experiences. Encourage learners to ask questions and explore their interests.

d) Individualized Consideration

Educators should recognize each learner as an individual, including their strengths, weaknesses and interests. Teachers also provide personalized support and attention to each learner, providing personalized support and feedback to help students achieve their goals. Encourage students to take responsibility for their learning and behavior.

e) Idealized Influence

Idealized influence is where a leader acts as a role model who inspires and is respected by learners. In an educational context, teachers who apply idealized influence strive to be positive role models for learners. Teachers can model positive behaviors and values, such as respect, empathy, and responsibility. An educator can demonstrate a commitment to lifelong learning and personal growth. Educators can encourage learners to develop their own values and principles. So that learners can have positive experiences that they can relate to.

f) Building Trust

In the context of education, building trust is very important. Educators and learners trusting each other can make learning enjoyable without any insecurity among each other. Trust between teachers and students can create a safe and supportive learning environment, where learners feel comfortable to take risks, ask questions, and develop themselves. Build trust with students, teachers and parents through open and honest communication. Follow through on commitments and maintain confidentiality when necessary. In the educational process, educators must encourage learners to believe in themselves and their abilities. Even educators are

also authorized to provide motivation to learners so that learners can trust their abilities or themselves more.

g) Empowering students

Empowering students is the process of giving students more control or freedom over their own learning and helping learners develop the skills needed to become independent learners and confident individuals. An educator gives students autonomy and ownership over their learning and behavior. Educators encourage students to take on leadership roles and responsibilities. Provides opportunities for students to make informed choices and decisions.

h) Fostering Collaboration

In an educational environment educators encourage learners to work together and support each other through group activities, projects and other learning activities. Educators can make learners as leaders, for example teachers make learners to lead activities or events at school, such as organizing seminars, workshops, and other activities. This can foster a positive attitude or behavior towards learners and can also foster a sense of togetherness and teamwork in the classroom and school.

i) Providing Feedback

Provide regular and constructive feedback to students about their behavior and learning. Teachers can show students what they have done well and give specific praise for student achievements or progress to increase motivation and self-confidence to foster positive behavior in students. use feedback to help students set goals and develop strategies for improvement. The teacher can give concrete suggestions or recommendations on steps the student can take to improve his/her positive behavior.

j)   Leading by Example

In the context of education, an educator is certainly an example for his students. To change the attitude of students, an educator must change or improve his attitude and behavior. Teachers provide examples of good behavior and values so that students can take and imitate these attitudes. Teachers also demonstrate commitment to personal growth and development, showing enthusiasm and passion for teaching and learning.

By adopting these strategies, teachers at MTs Darul Fikri can create a positive and supportive learning environment that encourages student engagement, motivation and well-being. This will contribute to the overall success of the school community and its students.
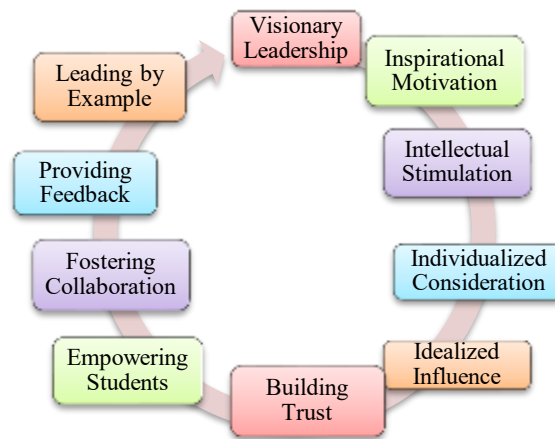
Figure 1. *Transformational Leadership Strategies*

Factors inhibiting teachers' transformational leadership in shaping student behavior.

The formation and cultivation of positive behavior of MTs Darul Fikri students is very important in the school environment. This can make students who are accustomed to doing or applying positive behavior to themselves. So that when they enter the community, students have positive behavior and can be used as an example by other children who are not accustomed to applying good behavior. In shaping behavior in the school environment, of course, it is not easy where there are several factors that hinder the transformational leadership of teachers in shaping the behavior of students. This factor comes from students and even an educator can influence transformational leadership. The first transformational leadership factors; teachers or educators have not been able to make themselves as role models, examples or good examples for students. This can affect the formation of positive behavior of students and can hinder the transformational leadership of teachers. Second; an educator or teacher has not optimally carried out his duties as a responsible person. Third; educators have not optimally motivated students. Fourth; teachers still do not give optimal attention to students. Fifth; educator communication tends to use instructions and orders.

"The results of interviews with MTs darul fikri teachers: The factors inhibiting teacher transformational leadership in shaping student behavior are two factors, namely internal and external factors. Internal factors that hinder the transformational leadership of teachers are caused by the limitations of teachers in developing their leadership abilities, some teachers lack awareness of leadership, and limited human resources to develop leadership. While in external factors, namely limited facilities and infrastructure, and lack of support from school leaders and other stakeholders".

The results of the interview above state that one of the inhibiting factors of teacher transformational leadership at MTs darul fikri is the lack of support from school leaders and other stakeholders. This can result in teachers not having the enthusiasm to provide or lead again in organizations and even educational institutions, teachers feel they are not valued. For this reason, every educator or teacher must cooperate with each other in transformational leadership issues so that they can form positive behavior in students. These problems are most likely to occur when formal authority fails to respond to a

serious crisis, traditional values and beliefs are challenged, and the organization is under pressure.

The impact of teachers' transformational leadership on students' positive behavior.

Teacher leadership in educational institutions is very important in developing positive behavior of students. Transformational leadership, one of which is applied at MTs Darul Fikri, can help students to familiarize themselves with positive behavior in everyday life. (Wahyuni & Maunah, 2021) explains that transformational leadership causes followers to feel trust, admiration, and loyalty to their leaders. Leaders with transformational model characteristics encourage their followers to do more than before. Transformational leaders can change the existing organizational culture, can be interpreted as transformational leaders who have a sense of moral obligation and achieve organizational goals set as values to be achieved together.

According to (Armiyanti et al., 2023) transformational leadership has a positive influence on the behavior of learners, and can have a positive impact on educational institutions. Leaders who take this approach encourage innovation, inspire a strong vision, and motivate all members of the organization to achieve higher goals. Transformational leadership creates a stimulating and inclusive learning environment. In the context of education at MTs darul ikri, teachers with transformational leadership styles can influence students' positive behavior.

> "Based on the results of interviews with education teachers that teacher transformational leadership can affect the positive behavior of students. The impact experienced by MTs darul fikri teachers on teacher transformational leadership, namely: impact on student motivation, encouraging students in creativity, optimizing students in learning, making leadership examples for students, and creating social relationships between educators and students".

The results of the interview above can be explained by the author that transformational leadership can have an impact, among others;

a) Can motivate students; Teachers with transformational leadership styles can increase student motivation in learning. Educators can inspire learners to achieve higher goals and take greater action.

b) Encourage creativity: Transformational teachers can encourage students to develop creativity and innovation. educators can create an environment that encourages students to develop new ideas and try new things.

c) Commitment: Teachers with transformational leadership styles can increase students' commitment to learning. educators can help students understand the importance of learning and take the necessary actions to achieve learning goals.

d) Examples of leadership: transformational leadership teachers can develop leadership among students. What is meant by developing a leadership style is that the teacher as an example of leadership in leading an institution or event carried out by students. Educators can encourage students to take greater action and take responsibility for their own learning outcomes.

e) Establishing social relationships: a teacher's transformational leadership can help develop good social relationships among students. An educator can create an environment that encourages students to cooperate and help each other.

Thus, the impact of teacher transformational leadership on students' positive behaviors may include motivation, creativity, commitment, leadership, and social relationships. Teachers with a transformational leadership style can help students achieve their desired potential and achieve higher learning goals and can make people behave positively and can be used as examples by others.

IV. CONCLUSION

Teachers' transformational leadership has an important role in shaping students' positive behavior at MTs Darul Fikri, with impacts that include increasing motivation, developing creativity, commitment to learning, building leadership skills, and creating positive social relationships at school. Through strategies such as inspirational motivation, intellectual stimulation, individualized attention, and idealized influence, teachers can create a learning environment that supports student development. However, the implementation of this leadership style faces challenges, both from internal factors such as limited teacher competence and external factors such as the lack of support from facilities and school leadership. Support from various parties, including school leaders and stakeholders, is needed to maximize the effectiveness of transformational leadership implementation. The findings make an important contribution to the development of a more effective and character-oriented education for students.

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