

Development of Teacher Work Culture Through Transformational and Situational Leadership Styles of Madrasah Principals

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ABSTRACT

This study explores the development of teacher work culture through transformational and situational leadership styles at MTs Al Ikhwan Beji Kedungbanteng. Using qualitative methods, data were collected through interviews, observation, and documentation, and analyzed through data reduction, presentation, and conclusion drawing. The findings show that the madrasah principal fosters a positive work culture by promoting values of integrity, professionalism, and religion. Leadership is adapted to teachers' readiness and needs, with support provided through relevant training, effectively enhancing teacher motivation and performance.

INTRODUCTION

Leadership is driving force for organizational change in an institution through management. Leadership is the process of influencing social activities by a leader towards others both in terms of relationships and activities of a group or organization. Leadership is the relationship between leaders and team members. Leaders are drives of change, individuals who aim to influence others more than others (Taufan et al., 2021).

Previous research proves that leadership plays a role in developing organizational culture. As The results of research by Ismail and Endi state that leadership has a role in developing a teacher work culture that will affect their performance (Hamzah & Sarwoko, 2020). Research by Reni Farwitawati et al, stated that the development and progress in madrasah is highly dependent on the leadership of the madrasah head in managing the madrasah he leads, including developing organizational culture (Farwitawati et al., 2022). Research by Ahmad Rifa'i states that the teacher's work culture has a positive impact on their performance, the better the teacher's work culture, the more their permormance will increase (Rifa'i, 2020). Based on the results of previous research, it proves that the leadership of madrasah principals contributes to the development of teacher work culture.

The success of an education depends on the success of the madrasah head in carrying out his leadership (Yulianti et al., 2021). The madrasah principal is responsible for education, both the administration of the madrasah and the organization of the madrasah as a whole, including the quality of the workforce involved in the implementation of learning (Erawan, 2022). The leadership process of the madrasah head is telated to the leadership style. Leadership style is a leader's strategy to establish communication with its members, both in providing direction, guidance, support and feedback. Of the various leadership styles transformational leadership style and situational leadership style tend to be more effectively applied in educational institutions.

Transformational leadership is the ability of a leader to motivate and inspire others, encourage innovation and change and develop their leadership competencies and the competencies of their members. Transformational leaders are often described as charismatic individuals who have a clear vision of the future. They not only set goals, but also demonstrate a strong commitment to achieving shared goals.

According to Bennard M. Bass (1925), said that transformational leadership is a leader's strategy to drive change in followers from a low level of need to a higher level. One of the keys to transformational leadership is the ability to listen and understand the needs of followers. This allows the madrasah head to create a work environment that supports his followers so that they feel valued and encourage them to develop.

Situational leadership is a theory of leadership style that emphasizes leaders to adjust their approach based on the level of readiness and needs of their followers. By considering the readiness and needs of their followers, leaders can each individual has access to the support and development opportunities needed (Lelyana, 2023). The idea behind situational leadership

style is that there is no ideal leadership style, because everything depends on the situation and conditions in an organization.

In the context of education, each teacher has a different level of readiness, so the madrasah head is responsible for adjusting the leadership style according to the conditions faced. According to the situational theory proposed by Hersey and Blanchard, it states that there are different levels of teacher readiness levels, which are divided into four categories, namely (1) Low member readiness level, (2) Low to medium member readiness level, (3) Medium to high member readiness level, (4) High member readiness level (Mulyadi, 2010).

Based on different levels of teachers readiness, Hersey and Blanchard developed their theory by modifying leader behavior. Then there are four situational leadership styles that can be applied by the madrasah head according to the situation and conditions in the madrasah, namely as follows: (1) Directing, (2) Coaching, (3) Supporting, (4) Delegating (Koniswara & Lestari, 2019). Each leadership style has unique characteristics and is useful in different circumstances. Effective leaders must have the ability to assess the level of readiness and needs of their followers and adjust their leadership style accordingly. By understanding and applying these leadership styles, leaders can build a supportive teacher work culture.

Work culture is a principle based on the view that life values are the characteristics, habits and forces that shape the culture of life of an organization. Work Culture contributes to building, developing and preserving the overall educational environment and society are changing. The importance of teacher work culture in an educational institution is to provide comfort, motivation and enthusiasm for each teacher. Organizational harmony builds teacher professionalism which affects their performance.

Organizational culture according to Edgar H. Schein (1989) is a set of basic assumptions that are created or developed as learning to overcome problems of adaptation and integration with the external environment. Organizational culture consists of values, norms and beliefs that are integrated to direct organizational behavior. Organizational culture plays an important role in determining organizational effectiveness, job satisfaction and loyalty of organizational members (Muhaimin, 2010).

A positive culture can motivate, encourage innovation and increase commitment in achieving organizational goals. Conversely, a negative culture can hinder performance and cause internal conflict. According to Edgar H. Schein, Organizational culture consists of three levels, namely (1) Artifacts, (2) Espoused Values, (3) Basic Assumptions (Ahmad Musaddad, 2024). Work culture can also be measured through six indicators, namely (1) Observed behavior regulation, (2) Norms, (3) Dominant values, (4) Philosophy, (5) Rules, and (6) Organization climate (Aisyafarda & Sarino, 2019).

The madrasah principal as a leader has a unique work culture that is influenced by values, views, habits and educational policies. A positive work culture improves the performance of teachers in carrying out their duties so that it will affect the quality of education received by students. Teachers' work culture is related to the leadership style of the madrasah principal in building or

developing a supportive environment in the madrasah. By applying transformational and situational leadership styles, madrasah principals can introduce and teach cultural values directly or indirectly. Effective leadership in a madrasah is influenced by the values, beliefs and behaviors of leaders seen in organizational life which includes all components of organizational culture (Mulyadi, 2010). Madrasah with a positive organizational culture will improve the performance of a teachers in carrying out their duties and instill a leader's attitude in their students (Megawanti, 2012).

Based on this explanation, the researcher is interested in raising the research topic with the title "Development of Teacher Work Culture through Transformational and Situational Leadership of Madrasah Head at MTs Al Ikhsan Beji Kedungbanteng". The results of this study are expected to provide solutions for madrasah heads in efforts to develop a teacher work culture that will affect the improvement of teacher performance and the quality of education received by students.

LITERATURE REVIEW

Leadership of Madrasah Heads

Leadership is a way of influencing and behaving to get the attention, thoughts and behavior of others. Leadership is a dominant part of management to improve work efficiency both in individuals and organizations. Leadership is a way to of influencing and behaving a leader to get the attention, thoughts and behavior of its members. In other words, leadership is the process of a leader in inspiring, motivating and instructing members in order words, According to Hersey and Kenneth H. Blanchard in his book entitled Management of Organizational Behavior explains that leadership is an effort to move people in an organization and have the same goals to achieve together (Saleh, 2022).

In educational institutions, the madrasah head is the leader who is responsible for managing and regulating the running of an organization in the madrasah. The madrasah principal is determined by whether or not the leadership tasks and functions are carried out in managing the educational institution he leads.

The madrasah principal functions as a leader in charge of building a constructive learning atmosphere for teacher and students. With responsibilities that include management, curriculum development, supervision and administration, madrasah principals are expected to be able to create a pleasant learning environment. The madrasah principals not only acts as a leader, but also as an educator, manager and administrator who is responsible for the quality of education and the management of the resource available therein. In connection with this, the main tasks of the madrasah principal can be described as follows:

a. The main tasks of the madrasah head as a managerial

The madrasah principal as a managerial is tasked with planning the vision and mission of the madrasah, organizing and managing learning activities, procuring facilities and infrastructure to support education, fostering harmonious relationship with madrasah residents and being a fair and wise leader.

b. The main task of madrasah principal as a supervisor

The madrasah principal as a leader has the role and duties of a supervisor. Supervisors are people who supervise activities in the madrasah with the aim of helping teachers improve the quality of education delivery. In carrying out supervision, the madrasah principal must plan supervision activities, carry out supervision activities and assess and follow up on supervision activities.

c. The main task of madrasah principal as an entrepreneurial leader

The madrasah principal as a leader has a role as an entrepreneurial leader. In carrying out this task, madrasah principals must have expertise in entrepreneurial spirit in teachers which has an impact on developing teacher competence and improving the quality of education that will be received by students (Kadarsih et al., 2020).

Permendiknas on Teacher Assignment as Head of Madrasah No. 28/2010 states that the competence of a madrasah head is knowledge, attitudes and skills in the dimensions of personality, managerial, entrepreneurial, supervisory and social competencies. The competencies that must be possessed by the madrasah head are:

a. Personality Competence

This competency is related to noble character, good culture and tradition, being a role model for teachers, staff and student, have personality integrity as a leader, be open and can control themselves when facing problems.

b. Managerial Competence

This competency includes the ability of the madrasah head in carrying out management functions, namely planning, organizing, implementing and controlling. Madrasah heads who carry out management functions well can create an atmosphere that supports the development of teacher professionalism.

c. Entrepreneurial Competence

Entrepreneurs in education are people who develop a system of attachment to other organizations. An entrepreneurial madrasah principal has a certain set of goals and objectives expressed in a realistic vision, mission, objectives and strategic plan.

d. Supervision Competence

The madrasah head is in charge of being a supervisor (supervisor) of education. Supervision by the madrasah head in the entire educational process is an integral part of the entire educational process. Without supervision, educational administration will experience obstacles.

e. Social Competence

This social competence includes the ability of madrasah principals to communicate, collaborate and participate in social activities that support the running of an activity in the madrasah they lead (Kompri, 2017).

Implementation of Transformational Leadership of Madrasah Principal

Transformational leadership is the ability of a leader to influence his followers so that they trust, emulate and respect him. Transformational leadership is also said to be the ability of leaders to motivate, inspire, encourage innovation and change and develop the competence of themselves and their members. In educational institutions, transformational leadership plays a very crucial role. The madrasah principal as a leader does not only focus on madrasah administration, but also on developing the competence of the human resources in it. In educational institutions, transformational leadership can be applied by madrasah principals in several ways, including:

a. Shared Vision

Madrasah principals with a transformational style can develop and convey a clear vision related to planning the future of madrasah education.

b. Encouraging Innovative Teaching

Madrasah principals provide intellectual stimulation to encourage teachers to use innovative teaching methods.

c. Professional Development

The madrasah principal provides opportunities for teachers professional development according to their individual needs to encourage them to develop and improve their competencies as educators.

d. Modelling Behavior

The madrasah principal as a transformational leader sets high standards for integrity and commitment by being a role model to influence the performance of teachers and education staff (Musaddad, 2024).

According to Bernard M. Bass in his book entitled "Transformational Leadership" suggest that transformational leadership has several characteristics, which include:

a. Idealized Influence

Leaders who have idealized influence become role models for their followers. Leaders make their members feel close to them, so followers want to imitate their leaders. The components that make up idealized influence are the leader's behavior and the aspects given by followers to the leader.

b. Inspirational Motivation

Leaders must have the ability to motivate and inspire their members through a compelling vision and mission. Transformational leaders engage their followers in preparing for the future.

c. Intellectual Stimulation

Leaders encourage followers to understand problems from various points of view. Leaders intellectually stimulate their followers to think creatively and accept challenges as part of the job.

d. Individualized Consideration

Leaders prioritize the needs of their followers by listening to and receiving input from their followers. The leader's behavior shows acceptance of the different readiness of each follower to assess their needs (Bass & Riggio, 2006).

By combining all these characteristics, a transformational leader will achieve extraordinary results and provide benefits for themselves and the organization.

Adjustment of Madrasah Principal Leadership Style according to Situational Theory

Situational leadership is a theory of leadership style that emphasizes leaders to adjust their approach based on the situation at hand. Situational leadership suggests that leaders must understand and assess the level of readiness of their members. By considering the needs and readiness levels of their members, leaders can ensure that each member has the opportunity to develop the competencies needed (Lelyana, 2023).

In the situational theory proposed by Hersey and Blanchard, the level of teacher readiness can be divided into four categories, namely as follows:

a. Low level of readiness

The ability of teachers to complete tasks is very low, this is due to the tasks and positions given far above their abilities, so they cannot complete their duties properly.

b. Low to medium readiness level.

Teachers are not able to complete their duties but want to take responsibility, even though they do not have the ability but have a sense of responsibility, so there is an effort to complete their duties.

c. Medium to high readiness level

Teachers are able to complete their tasks, but are not responsible. They have the ability to complete the task but there is one thing that makes them hesitate, so they are not responsible for completing it.

d. High readiness level

Teachers have a high ability to complete the task and have high motivation to take responsibility. This is because they have the expertise to complete the task and get satisfaction from their achievements (Mulyadi, 2010).

In connection with the different levels of teacher readiness, it is important for leaders to adjust their leadership style. Madrasah principals with a situational leadership style can adjust their leadership style based on the needs of teachers, as follows:

a. Directing New Teachers

Madrasah principals with a situational leadership style provide a lot of direction and support for teachers who are new to teaching or have just joined, so that they can adjust to the existing work culture in the madrasah and make it easier for new teachers to interact and collaborate with old teachers.

b. Training Developing Teachers

Madrasah principals with situational leadership styles can collaborate with teachers who have experience in a field but still need guidance to develop their potential.

c. Supporting Experienced Teachers

Madrasah principals with situational leadership style provide facilities or opportunities for experienced teachers and support teachers to continue to develop.

d. Delegating Task to Senior Teachers

The madrasah principal gives autonomy to senior teachers in the sense of teachers who are very experienced and competent.

Situational leadership style emphasizes the importance of madrasah head leadership can adjust leadership style to meet the needs, promote a supportive and effective environment in teaching and professional development.

Organizational Culture Theory

Organizational culture is a value system that all members believe, learn, apply and develop abilities and can be used as a guide for behavior in madrasahs. Organizational culture according to Edgar H. Schein is a set of basic assumptions that are created or developed as learning to overcome problems of adaptation and integration with the external environment. Organizational culture consists of values, norms, and beliefs that are integrated to direct organizational behavior (Muhaimin, 2010). Organizational culture plays an important role in determining organizational effectiveness. A positive work culture can motivate and encourage innovation. Conversely, a negative culture can inhibit performance and cause internal conflict.

Organizational culture is divided into two elements, namely idealistic and behavioral. These two cultural elements provide different perspectives on individuals and organizations in interaction, the two elements can be described as follows:

a. Idealistic Element

Idealistic elements relate to the values, vision, mission and goals embraced by the organization. This element reflects the aspirations and basic principles to be realized in all actions. In the context of organizational culture, idealistic elements include the vision and mission of the organization, its values and ethical standards.

b. Behavioral Elements

Behavioral elements relate to the behaviors and interactions that occur within an organization. In the context of organizational culture, this includes communication patterns, leadership styles, team dynamics and conflict resolution mechanisms (Musaddad, 2024).

According to Edgar H. Schein, culture is defined as a pattern of basic assumptions that a group creates, discovers and develops as learning to cope with problems. This teaches new members in a group to understand these

problems. Furthermore, Edgar H. Schein states that organizational culture consists of three levels, namely:

a. Artifacts

Artifacts are the top level covering phenomena that will be seen, heard and felt when meeting a new group with a foreign culture. Examples include the language used in the organization, the technology and tools used, rituals and ceremonies, shared stories and myths, and the physical layout and design of the workspace. Artifacts also include symbols such as madrasah logos, uniforms and marketing materials.

b. Espoused Values

Espoused values refer to the norms, goals and standards explicitly stated by the organization. These are principles and beliefs that are communicated by the organization's leaders as standards that members of the organization should strive for. These values aim to guide members' behavior and decision-making. These values include the official rules, philosophy and goals of the organization. Stated values help direct the behavior of organizational members.

c. Basic Assumptions

Basic assumptions are beliefs, perceptions, thoughts and feelings that are unconscious but strongly held by members of the organization. Basic assumptions include beliefs about human nature, relationships between individuals, how decisions are made and how organizations interact. Basic assumptions are the deepest level of organizational culture and are the most difficult to change because they are often unconscious and considered as accepted truths of the organization.(Musaddad, 2024).

Madrasah Principal Leadership in Developing Teacher Work Culture

The leadership of madrasah principals is closely related to the development of a teacher work culture in a madrasah. Developing a work culture through organizational culture is a process that involves leadership, values, management practices and shared experiences of members. Organizational culture has significant relevance in the context of education, affecting various aspects from the learning environment to the management of educational institutions. In practice in educational institutions, it can be seen how the madrasah head creates a supportive work atmosphere, accepts teacher input and aspirations, builds teacher confidence and instills values that influence teacher attitudes and behavior and strengthens the commitment of each teacher to familiarize themselves with how to work in the madrasah environment.(Kompri, 2017)

In an effort to improve teachers' work culture, the transformational leadership of madrasah principals functions as role models, mentors and trainers who strive to integrate new members into the pre-existing culture. A new strategy for leading highly dynamic madrasah organizations is the leadership of madrasah principals and organizational culture.

According to Edgar H. Schein in his book entitled *Organization Culture and Leadership*, there are three main strategies used by transformational leaders in developing work culture, which are as follows:

a. Organizational Philosophy

Leaders work with others to define a philosophy that emphasizes the values and principles of organizational members.

b. Policies and Programs

Leaders work with members to make decisions, develop work programs and establish procedures to achieve goals.

c. Leadership Practices

Leaders demonstrate their values and principles through actions at every opportunity and they practice them regularly. (Sashkin & Sashkin, 2011)

Situational leadership also has an influence in developing the work culture of teachers, considering the important role of the madrasah head in leading the need for a work culture that becomes a guideline and good habits so that teacher performance will also improve. Through situational leadership style, the madrasah principal can influence the situation and working conditions in the madrasah. In an effort to develop a teacher work culture, there are three dimensions of situational control, namely as follows:

a. Relationship between leaders and members

The relationship between leaders and members reflects the level of leaders in providing support and trust to members of the organization. This component is the most important thing, because the relationship between leaders and good members shows that leaders can depend on their members.

b. Task Structure

Structured tasks serve as guidelines for organizational members, so leaders must have greater situational control and have the power to influence their members.

c. Positional Power

In this situational control, leaders have the formal authority to reward, punish or gain compliance from their members (Kreitner & Kinicki, 2005).

Each leadership style has unique characteristics and is useful in different circumstances. Effective leaders must have the ability to assess the development and needs of their members and adjust their leadership style accordingly. A good leader is one who understands the needs of his or her members. By understanding and applying the appropriate leadership style, the madrasah head as a leader can create a positive work environment and ultimately contribute to success in achieving planned educational goals. Effective leadership in an organization is strongly influenced by the values, beliefs and behaviors of leaders that can be seen in organizational life and include all components within it. Educational institutions, especially madrasahs with organizational culture, usually uphold good life values. Thus, madrasah can introduce, teach and preserve cultural values directly or indirectly. Madrasahs

with a positive organizational culture will instill good personal behavior for students.

METHODOLOGY

This study uses a type of qualitative research with descriptive research methods. This research seeks to explain the leadership of the madrasa head and organizational culture in developing the work culture of teachers at MTs Al Ikhsan Beji Kedungbanteng. The purposive sampling technique was used to determine the research subjects, namely the madrasah head, teachers and staff and students with the object of research on madrasah head leadership, organizational culture and teacher work culture. Data collection methods used interviews, observation and documentation. Interviews were conducted with the madrasah principal, teachers and staff and students to obtain valid data. In addition, the documentation method is to obtain secondary data in accordance with the research focus. Data was also obtained from observation, which is an effort to observe while participating in data collection.

According to Milles and Huberman, data analysis allows researchers to obtain information and develop strategies for collecting using three techniques, namely data reduction, data presentation and conclusion drawing (Sofwatillah et al., 2024). The data validity test technique used by researchers is Triangulation. According to Djam'an Satori and Komariah (2011), triangulation is defined as an effort to check data from various ways and times (Alfansyur & Mariyani, 2020). In this study, researchers used triangulation of sources, techniques and time to increase the accuracy of the data.

RESEARCH RESULT

Based on the results of research conducted by researchers using the methods of interviews, observation, and documentation carried out from December 2024 to February 2025, researchers used the research subjects of the madrasah principal, several teachers and staff as well as several students of MTs Al Ikhsan Beji Kedungbanteng.

Implementation of Transformational Leadership of Madrasah Principal

The madrasah head at MTs Al Ikhsan Beji Kedungbanteng has implemented a transformational leadership style. This is evidenced by the results of interviews and observations obtained that the madrasah head carries out his duties and functions well, the success of an education depends on the madrasah head in carrying out his duties and functions as a leader. The madrasah principal conveys the vision and mission of the madrasah through meetings and socialization, with meetings and socialization providing direction of knowledge for teachers and staff about the educational goals that must be achieved. The madrasah principal establishes good relationships, with good communication able to provide motivation and inspiration so that teachers and staff feel heard and recognized. The madrasah principal includes teachers in decision making, by including teachers in all madrasah activities can foster a sense of trust in the madrasah head and solidarity between teachers. The madrasah principal provides guidance or even reprimands teachers who violate

the rules, observes teacher performance to understand teacher needs, and assists teachers in managing learning activities so that they run conductively.

The application of madrasah leadership is in accordance with the theory of transformational leadership which can foster a sense of trust and influence teachers and staff to participate optimally so as to achieve common goals. With the transformational leadership style applied by the madrasa principal, it can create an organizational culture that helps create a positive teacher work culture where every teacher feels comfortable sharing ideas and feels valued for the performance given.

Adjustment of Leadership Style according to Situational Theory

The madrasah head makes adjustments to the leadership style to deal with the different levels of readiness and needs of teachers. Situational leadership styles contribute to developing a more inclusive and collaborative organizational culture. According to situational theory, the success of a leader is determined by the leadership style that is in line with the situation they face.

This is evidenced from the results of interviews and observations that the madrasah head always provides direction and support to teachers who are new to teaching or still developing, with clear support and direction the teacher can adapt to the new work culture, the madrasah head invites cooperation with teachers who still need guidance to develop their potential, provides the facilities needed by teachers in learning, with facilities that are fulfilled can improve the performance of teachers in carrying out their duties, the madrasah head delegates tasks to teachers according to the level of readiness of each teacher.

The madrasah principal provides support to teachers in the form of professional development training, by including teachers in training can develop the competencies of teachers. The madrasah principal gives awards to teachers who have good achievements in administrative discipline and loyalty, with the provision of awards making teachers feel valued and recognized for the performance they do for the madrasah. The madrasah principal conducts daily monitoring to assess the level of teacher readiness so that the madrasah principal knows what teacher needs must be met and delegates tasks by adjusting the abilities and experience of the teacher.

Significance of Values, Basic Assumptions and Organizational Culture Artifacts

Based on the results of the research, the madrasah head at MTs Al Ikhsan Beji has a unique organizational culture by emphasizing values and basic assumptions in developing the work culture of teachers in the madrasah. The values developed by the madrasah head are integrity value, professionalism value and religious value. In developing the value of integrity, the madrasah head prioritizes the comfort of the work environment, the madrasah head creates a work atmosphere with a sense of kinship, togetherness and cohesiveness, such as getting used to teachers helping each other and reminding each other if a teacher violates the rules. To maintain organizational harmony, the madrasah principal establishes good communication and actively

interacts with teachers. Often the madrasah principal invites teachers to conduct meetings or other activities outside the madrasah environment, with the aim of creating a different atmosphere so as not to be boring.

The efforts made by the madrasah principal in developing the value of professionalism are by being a good example for teachers and students, familiarizing teachers to be disciplined with the rules of discipline, including teachers in training and coaching as well as MGMP (Subject Teacher Conference) meetings to improve their competence and experience. The madrasah head does not only provide rules, but also tries to be a good example in order to influence teachers to be disciplined, both discipline in terms of administration and discipline in obeying the rules of discipline. Disciplined teachers will be rewarded as outstanding teachers by the madrasah head. Meanwhile, teachers who are not disciplined will receive a warning or reprimand in the form of a personal summons by the madrasah head.

The efforts made by the madrasah head in developing religious values are to instill Islamic values in it, namely by getting used to starting every activity by reading tawasul and praying together, routinely reading asmaul husna, praying dhuha and dzuhur in congregation, istighosah and tahlil, and commemorating Islamic holidays with recitation activities and ziaroh graves of the elders of the Al Ikhsan Beji Kedungbanteng Islamic Boarding School Foundation.

Based on the research results that have been presented, it can be stated that the leadership of the madrasah head and organizational culture is significant in the development of organizational culture in the madrasah. This is evidenced by the madrasah head who is able to maintain and develop the values of the existing work culture in the madrasah to teachers and staff effectively.

DISCUSSION

The results of research conducted by researchers at MTs Al Ikhsan Beji Kedungbanteng using the methods of interview, observation and documentation will be used as a basis for data analysis related to:

Analysis of the Application of Transformational Leadership

According to Bass and Avolio (1985) in his book entitled "Transformational Leadership", that transformational leaders are characterized by their charismatic nature, where members aspire to emulate their leaders. Transformational leaders provide inspiration and motivation, stimulate intellectual engagement, encourage members to develop professional abilities and pay attention to individual needs by offering support in the form of guidance and training (Bass & Riggio, 2006). The madrasah head at MTs Al Ikhsan Beji Kedungbanteng applies a transformational leadership style in accordance with the theory proposed by Bass and Avolio, which can be analyzed through four main dimensions, namely as follows:

a. Idealized Influence

The madrasah principal exemplifies high integrity in working by carrying out the duties and functions as a leader effectively so as to be a positive role model to inspire teachers and staff in completing their duties. This has an idealized influence in improving teacher motivation, teacher performance and the quality of education in the madrasah.

b. Inspirational Motivation

The madrasah principal not only acts as a manager, but also as an inspirer who motivates and empowers teachers or staff in achieving common goals. The madrasah principal conveys the vision in a way that is not only formal but also profound, thus encouraging teachers to work together to realize the madrasah vision. A clear vision can provide a clear direction of the educational goals to be achieved. The vision also makes it easier for the madrasah principal to organize resources (human, financial, and facilities) effectively and efficiently.

c. Intellectual Stimulation

The madrasah principal gives teachers the opportunity to actively participate in madrasah activities and gives awards for the performance of teachers in completing their duties. With this award, it succeeded in making teachers feel recognized and appreciated for the performance they did. This has an effect in motivating teachers and staff so that it has an impact on improving performance, both for teachers who get awards and others, because of course other teachers and staff will feel motivated to improve their performance in order to get the same award.

d. Individualized Consideration

The madrasah principal motivates by empowering teachers and staff. With the transformational leadership style of the madrasah principal, the madrasah principal brings the situation towards high performance and a positive work culture that allows them to be able to face the demands of renewal and change.

The madrasah principal in his leadership provides guidance and training according to the needs of teachers and staff to prepare teachers and staff to face renewal and change. The madrasah principal is not only responsible for managing education but also creating a work environment that supports the development of teacher professionalism, so that a positive work culture will support collaboration and encourage teacher creativity and commitment in teaching.

Tabel 1. Analysis of the Application of Transformational Leadership

Leadership Dimensions	Application to Teachers	Impact on Teachers' Attitudes and Enthusiasm
Idealize Influence	The madrasah principal is a role model, exemplifying high integrity in work	Teacher feel proud, respectful and motivated to emulate the professional attitude of the madrasah principal.

Inspirational Motivation	The madrasah principal has a clear vision and is able to convey it in a way that inspires teachers	Teacher are excited and feel motivated to work together to realize the vision
Intellectual Stimulation	The principal encourages innovation, creative problem solving	Teacher become more creative, innovative and critical in the face of change and renewal
Individualized Consideration	The madrasah principal pays attention to the readiness and needs of teachers and provides guidance and training	Teachers feel valued, satisfied, and highly committed in achieving madrasah education goals

Situational Leadership Style Analysis

Hersey and Blanchard developed a situational leadership theory that emphasizes that the leadership style must be in accordance with the situation and the level of maturity of subordinates to be effective in achieving the goals of the madrasah education organization (Lelyana, 2023). Madrasah principals with a situational style have broad insight into the vision, mission and strategy of the madrasah as well as the real conditions of the education staff and the work environment. The success of madrasah heads is determined by the leadership style that is in line with the situation they face.

According to situational theory, teachers and staff have different levels of readiness, so madrasah principals must provide clear directions, guide new or inexperienced teachers, provide support to empower experienced teachers, and delegate tasks according to their abilities (Koniswara & Lestari, 2019). The madrasah head can provide support in the form of training and development to improve teachers' abilities and improve their performance (Astuti & Hanif, 2024).

Situational leadership emphasizes the importance of adjusting leadership styles in the face of different levels of readiness and needs of teachers and staff. In this way, the madrasah head can determine the right leadership style to be applied in his madrasah. Based on the results of research at MTs Al Ikhsan Beji Kedungbanteng, it shows that the adjustment of leadership styles by madrasah principals is able to improve teacher professionalism and the overall quality of education.

Tabel 2. Situational Leadership Style Analysis

Teachers Readiness Level	Teacher Characteristics	Leadership Style	Adaptation Strategy in Madrasah
R1 (Unable and unwilling)	Lack of competence and motivation	Directing	Provide direction through meetings and socialization
R2 (Unable but willing)	Motivated but lacking skills	Coaching	Provide guidance and training: Workshsop in

			House Training
R3 (Able but hesitant)	Competent but lacks confidence	Supporting	Involve teachers in decision-making and receive input
R4 (Capable and willing)	Independent and committed	Delegating	Delegating to outstanding teachers and experienced teachers

Analysis of Organizational Culture in the Formation of Work Culture

Edgar H. Schein, culture defines culture as an assumption that is made, discovered or developed by an organization as a teaching tool to overcome the problems of internal integration and external adaptation that are done well (Musaddad, 2024) This teaches new teachers to understand the cultural values of the madrasah. Organizational culture consists of three levels, namely:

a. Artifacts

The head of madrasah never let go of his religious soul and always maintains and maintains the habits or traditions that have existed from the past until now. The location of the madrasah, which is in the environment of the Al Ikhsan Beji Islamic Boarding School, reflects the religious value of being a tradition and habit applied at MTs Al Ikhsan Beji Kedungbanteng.

b. Values Embraced

The head of madrasah instills the values of integrity, professionalism and religion. The value of integrity is developed by the head of madrasah by establishing a family relationship and cohesiveness between teachers by familiarizing the attitude of helping and reminding each other. The value of professionalism is developed by the madrasah principal by accustoming teachers and staff to discipline according to the rules of discipline made, including teachers and staff in training, seminars and MGMP meetings to improve their professionalism competencies. Religious values are developed by the madrasah head with Islamic routine activities.

c. Basic Assumption

The madrasah head does not only make rules of discipline for teachers and staff, but also participates in implementing discipline to be a role model for teachers and staff.

Based on the research results, organizational culture has a significant role in shaping teachers' consistency and work ethic. The synergy between the existing work culture and the leadership of the madrasah principal is very important to optimize the work ethic of teachers. The madrasah principal plays a role in building and maintaining organizational culture through role modeling, effective communication, teacher empowerment and a supportive work environment.

Tabel 3. Organizational Culture in the Formation of Work Culture

Levels of Organizational Culture	Described	Example in Madrasah	Impact on Teacher Work Culture
Artifacts	Physically visible elements and behaviors that are easily observed	Teacher and staff rules, routine activities, organizational structure	Become a real manifestation of work culture, forming habits and routines of teachers
Values Embraced	Principles and beliefs that are shared and guide behavior	Commitment to education, integrity, cooperation among teachers	Encourage consistency of behavior and increase work motivation
Basic Assumptions	Unconscious deep beliefs become the foundation of culture	Education as an agent of social change	Forms the basis of work philosophy and deeply influences teachers' attitudes and decisions

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research discussed above, conclusions can be drawn in accordance with the problems studied, as follows:

1. The madrasah head at MTs Al Ikhsan Beji Kedungbanteng has implemented a transformational leadership style in managing his leadership. The implementation of transformational leadership by the madrasah head is by conveying a clear vision and mission, providing motivation, encouraging innovation, receiving teacher input and aspirations, including teachers in decision making, providing direction and guidance through meetings and socialization. However, there is something that needs to be improved, namely the firm attitude of the madrasah head in giving tasks or directions to teachers. Furthermore, the results showed that transformational leadership has a positive effect on the development of teacher work culture. This means that the more effective the transformational leadership of madrasah principals, the more positive teachers' work culture in madrasah will increase.
2. The madrasah head at MTs Al Ikhsan Beji Kedungbanteng has adjusted his leadership style in accordance with situational theory. The implementation of situational leadership by the madrasah head is by listening to and assessing the level of readiness and needs of teachers, taking an approach according to the circumstances at hand, conducting training and coaching to develop the competence of teacher professionalism such as workshops or seminars and MGMP meetings (Musyawarah Guru Mata Pelajaran). Based on the results of the study, it

shows that situational leadership has a positive effect on the development of teacher work culture.

3. The work culture of teachers at MTs Al Ikhsan Beji Kedungbanteng which is emphasized by the madrasah head is the value of integrity, professionalism and religion. The madrasah principal creates a work environment that has a sense of kinship, cohesiveness and togetherness. The madrasah principal is a good example for teachers and students to always be disciplined in obeying the applicable rules of discipline. The madrasah principal organizes Islamic activities such as reciting asmaul husna, tadarus al-qur'an, dhuha and dzuhr prayers in congregation, istighosah and tahlil together, as well as commemorating Islamic holidays by holding recitations and ziaroh graves of elders at the Al Ikhsan Beji Kedungbanteng Islamic Boarding School Foundation.

The ability of leaders to develop and preserve a strong culture cannot be separated from the beliefs, values and behaviors developed by madrasah principals in madrasah organizations. It can be understood that the leadership of madrasah principals and organizational culture is a transformative and constructive relationship, where madrasah principals have a role in influencing the direction and orientation of madrasah cultural change and development. So, the success of change in a madrasa depends on how the madrasa principal carries out his leadership.

ADVANCED RESEARCH

Future research can examine the long-term impact of transformational and situational leadership on teacher work culture in various madrasah settings using a mixed-method approach. Emphasis can be placed on how leadership styles influence teacher performance, motivation, and the integration of religious values in daily practices. Comparative studies across regions and school levels can identify best practices, while also exploring the role of Islamic-based leadership in sustaining positive organizational culture and adapting to educational changes.

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