

Leadership to Enhance the Quality of Madrasa in the Covid-19 Outbreak: Learning Organization Perspective

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ABSTRACT

This study aims to identify the implementation of transformative leadership in a madrasa in East Java. It was based on Peter Senge's learning organization theory. Moreover, this study employed quantitative descriptive research using the online survey method. It involved the leaders and the teachers of madrasa in East Java. The data was taken from February to April 2021. The respondents were 90 leaders and the teachers of all levels of madrasa – MI, MTs, and MA. It used random sampling. The researcher gathered the data from the questionnaires through Google Forms. Then, the data were analyzed descriptively. Based on Peter Senge's five-learning organization, transformative leadership implementation was found in madrasa during the Covid-19 outbreak. First, the systems thinking of teachers and education staff in madrasa during the outbreak had two indicators. The transformation of the madrasa service system based on some considerations is 75%. The curriculum adjustment also is 79%. Second, the implementation of personal mastery was through two indicators – learning new things and facing the challenges is 78%, and relevant learning method innovation is 81%. Third, the mental model is based on two indicators. They are the thinking skills quality improvement for better competence is 78% and improving the school system focused on the service quality is 83%. Fourth is the implementation of a shared vision which is based on two indicators. 79% of schools' communities comprehend the school vision. It also shows that the task completion based on the school vision is 86%. Fifth, team learning is based on two indicators. The peer group sharing habit is 90% and fostering a dialogue culture with the leaders to improve school quality is 87%. In conclusion, this study shows that the implementation of transformative leadership enhances the madrasas' quality amidst the covid-19 based on a learning organization perspective.

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INTRODUCTION

Along with today's rapid global development, school leadership greatly determines the quality of education services. Leadership quality is no longer determined by age level. Still, the quality of managing members' potential is a measure of success. Leadership is closely related to managing potential, motivating, and moving members of the school organization to achieve goals.

The study reports a positive relationship between transformative leadership and student achievement (Karadag, 2020). Consequently, every school leader must transform leadership patterns to respond to the latest changes and challenges to move internal potential into educational and organizational achievements. This condition is what Marquardt (2000) calls moving the organization into a learning organization. It is an organization that is adaptive to changing situations. Adaptive organizations can better understand why change occurs, analyze it to identify findings, and adapt well to environmental changes.

Covid-19 has become a significant threat to Islamic Education units (Habibi et al., 2021). It is vulnerable to causing a crisis in education services. The research results by Habibi et al. (2021) show that in dealing with Covid-19, Islamic education units face three serious obstacles: technological, financial, and pedagogical barriers. In contrast, Rahimah et al. (2020) found that students in Islamic education units experienced obstacles during teaching and learning activities due to the online learning system during the Covid-19 pandemic. They are students' difficulty understanding teaching materials, lack of facilities or learning media, insufficient internet quota when studying from home, and lack of parents' technology media literacy. It is entirely up to children to online learning at home.

In the crisis of Islamic education services, it is necessary to improve leadership management through transformative leadership patterns. Transformative leadership is a leadership pattern that emphasizes organizational members' personal development and intrinsic motivation. This leadership pattern aligns member goals with organizational goals. Many experts state that transformative leadership is more effective if the leader can lead with emotional intelligence to bring positive results (Fitzgerald & Schutte, 2010). In many ways, transformational leaders are seen as change mediators. After all, they can lead their members well and work more effectively in high-risk situations because they can adapt to change (Bass & Riggio, 2006).

Changes in leadership patterns are needed to improve the quality of Islamic education in the Covid-19 era, as the role of leaders is vital. Leaders should focus on how to influence members and create a harmonious work environment to positively influence educational unit change (Jiang & Lu, 2020). Educational leaders have a central role in sustainably advancing educational institutions, especially amid a crisis. The success or failure of educational institutions is strongly influenced by the principal's ability as a leader to accomplish motivational and innovation activities. Leading through times of crisis is complex. The experience of each member of the organization supports each other, stimulates mutual learning, and grows great educational leaders in today's global post-pandemic era.

Moreover, madrasas in the Covid-19 pandemic era have various challenges. It deals with the management challenges, ensuring the quality of learning services is maintained, and anticipating the negative impact of Covid-19 on children's growth and development. A study by Susanto (2021) shows that the negative impacts of Covid-19 on children are boredom, confusion, fear, anxiety, and stress. In addition, they are also prone to potential behavioral deviations in children due to unhealthy digital media usage (Susanto, 2021).

These conditions require transformative leadership to improve the quality of madrasas. Some studies show that transformative leadership is essential to positive behavior stimulus to students and school culture. Vermeulen et al. (2017) study show that transformative leadership positively affects students' learning climate. In addition, McCarley et al. (2016) research shows a positive correlation between transformative leadership and learning climate, supporting students' positive behavior.

Some researchers have conducted some studies related to transformative leadership in madrasas. Malla et al. (2019) conducted research entitled *The Transformative Leadership of School Principal Paradigm in Developing Students' Religious and Social Characters*. It deals with the effect of transformative leadership on students' religious and social character at SMA Model Palu Sulawesi Tengah. Then, Opiyo (2019) research entitled *Inclusive Practice and Transformative Leadership Are Entwined Lessons for Professional Development of School Leaders in Kenya*. It studies the correlation between inclusive education and transformative leadership in Kenya. Graham & Nevarez (2017) also conducted a study entitled *Transformative Leadership: A Multicultural Platform for Advancing African American Male Student Success*. It describes the influence of transformative education on the development of multicultural learning culture. However, this study explores explicitly transformative leadership in the Covid-19 outbreak to improve madrasas' quality in the learning organization review. This research is necessary because of various considerations. First, the Covid-19 outbreak requires adjustments to madrasa management, including leadership patterns. Second, the pattern of transformative leadership is the need to improve the quality of madrasas in the Covid-19 era. Third, the practice of transformative leadership in madrasas needs to be seen from a learning organization review.

LITERATURE REVIEW

Transformative Leadership

Leadership is a driving force in achieving organizational goals. In this case, madrasa heads must be able to encourage the performance of educators and education staff through various processes of mentoring, direction, coaching, supervision, evaluation, and reflection for teachers and education staff, both individually and as a group (Hidayat & Wulandari, 2020). Contemporary research on leadership is full of theories such as; transformative leadership, servant leadership, authentic leadership, and so on (Miska & Mendenhall, 2018). Transformative leadership is a leadership pattern that optimizes individual orientation to achieve organizational goals, has a positive attitude toward organizational problems, and has a positive mentality in facing challenges into opportunities (Begum et al., 2020). Transformative leadership style is a leadership pattern based on trust, respect, and respect between leaders and followers, emphasizing the pursuit of teamwork, mutual respect, and working together to achieve individual and organizational goals (Khan et al., 2020).

Based on some experts' views, it is meant that transformative leadership is a leadership pattern full of values, positive thinking, commitment to change, respect, and involvement of members to achieve organizational goals optimally. Transformative leadership patterns are needed to improve the quality of education because they can help madrasa institutions achieve their goals, focusing on integrated learning, collective goals, community-oriented goals, and collective welfare (Sharma & Jain, 2021). Transformative leadership helps understand how leadership can empower members to innovate (Grin et al., 2018). Supriadi et al. (2020) said some transformation leadership style indicators exist. First is the idealized influence. It evokes emotions and a clear identity in leaders' followers. Second, considering

individuals requires offering supporters assistance, motivation, and preparation. The third is an appealing vision created by inspirational encouragement with icons that reflect the subjects' efforts. The fourth is intellectual stimulation is an action that raises the consciousness of problems and influences supporters to take a different viewpoint on problems. Thus, the transformative leadership pattern is a leadership pattern that is relevant to the leadership challenges of the Covid-19 era because it is loaded with a commitment to improving management to produce better quality.

Madrasa Quality Improvement

Improving the quality of madrasa is a fundamental need amid intense competition for human resources at the global level. Madrasa quality plays an essential role in the development of human resources. At least three important things contribute to quality education for generations. First, increasing the individual's internal potential and self-esteem. Second, it makes someone have better job prospects. Third, educated individuals provide more benefits to society (Shaturaev, 2021). According to UNICEF, the quality of education refers to five elements: students' external experiences, learning environment, educational materials, learning processes, and educational outcomes (Mukhopadhyay, 2020).

According to (Mustapid et al., 2021), madrasa quality improvement strategies consist of three crucial things. First is strategic planning in quality improvement is done through deliberation and teamwork to formulate the vision and mission of the madrasa, analysis of the internal environment of the madrasa's resources, and the external environment of the madrasa environment both geographically, socio-culturally, and economically, analysis of strategy selection and selection of improvement strategies quality. Second is the implementation of madrasa policies in quality improvement. It is by implementing education quality improvement programs and adopting policies to equip continuous process improvements, establishing quality assurance and quality improvement standards, creating madrasa culture or culture, making organizational changes, and maintaining good relations with stakeholders, both central and regional government, and community. The third is evaluating the quality improvement program by monitoring all planning and implementation results, measuring the performance of individuals and madrasah institutions, preparing reports on implementing activities, and taking corrective steps.

Many factors can affect the quality of madrasahs. One of the most influential factors is the role of leadership. Leadership has a vital role in improving the quality of madrasahs. It is because leadership is the ability to have a constructive influence on others to cooperate in achieving the planned goals. There are three essential elements in the leadership process. They are (1) the ability to influence others or the process to influence others (2) the presence of other people who are influenced, and (3) the existence of certain goals to be achieved (Komalasari et al., 2020).

In the Covid-19 pandemic era, it needs some efforts to improve the quality of madrasahs that face dynamic challenges and obstacles. Under these conditions, adaptive leadership innovation is needed so that it can adapt to the needs of the Covid-19 era. Madrasah leaders have a crucial role in setting direction and creating a positive madrasah culture, including a proactive madrasah mindset, and supporting and enhancing the motivation and commitment of staff needed to drive improvement and promote madrasah success in challenging situations (Day & Sammons, 2016).

The management quality produces the quality of a madrasah. It is formed from professional and adaptive leadership patterns. Adaptive principals can manage and develop

madrastas in all situations. Therefore, the head of the madrasa has a significant and strategic role in realizing the vision, mission, goals, and targets of the quality of the madrasa. Consequently, madrasa principals are loaded with various breakthroughs and innovations to produce quality outputs and outcomes.

Learning Organization

Twenty-first-century leaders should improve their ability to make strategic moves as systems thinkers, change agents, innovators, stewards, mentor-teachers, and visionary thinkers. According to Peter Senge, organizations learn as a group of people who continue improving their abilities and developing new mindsets to produce something desired. Members of the organization continue to learn together. On the other hand, (Sulphery, 2015) believes that a learning organization is a consciously managed organization in which learning becomes a vital component of its values, vision, goals, and daily operations. A learning organization is an organization that learns through its members individually and collectively to create a competitive advantage by effectively dealing with internal and external generated changes (Farrukh & Waheed, 2015). Thus, an organization that facilitates the learning of all its members and constantly changes itself can be considered a learning organization (Pedler et al., 1991). Why do you need a learning organization? Because in a situation of rapid change, only those who are flexible, adaptive, and productive will excel.

According to The Fifth Discipline from Peter Senge, an organization grows into a learning organization with five leading indicators (Pensieri, 2019). The first is systems thinking. It includes a large set of methods, tools, and principles oriented towards seeing the interrelationships of forces and seeing them as part of a typical process. In growing a progressive and growing educational organization, it is necessary to think of systems, whole and comprehensive. The second is personal mastery. It is the ability to continuously improve knowledge and science to become strategic energy because science continues to develop according to the challenges and demands of the times. The third is the mental model. It is a self-assessment process to understand the stimuli' assumptions, beliefs, and prejudices. It allows humans to work faster. This mental model is discussed, scrutinized, and revised at learning organizations' individual, group, and organizational levels. Likewise, continuous improvements are needed, reviewed, and revised to get the best educational service concept in developing competitive education services. Fourth is a shared vision. It is the commitment to explore a shared vision of the school's future. To create educational organizations with the same goal and activities focused on achieving common goals, it is necessary to have a school vision to bind all educators and education personnel to accomplish their duties. In this case, the shared vision can be each school's vision while still referring to the eight minimum standards of education services. Fifth is team learning. It is the ability and motivation to learn adaptively, generatively, and continuously. School development requires a culture of discussion, sharing, and mutual strengthening to improve the education service system's acceleration. The five dimensions of Peter Senge are integrated to colour the thinking framework for developing educational leadership. With the hope that this framework of thinking can foster a positive and adaptive educational and organizational culture. Especially in the Covid-19 era, education services face severe and complex problems. Thus, transformative leadership necessitates a learning organization's growth. They are sharing and strengthening each other and sharing so that the acceleration of the education service system is getting better. The five dimensions of Peter Senge are integrated to colour the thinking framework for developing educational leadership. With the hope that

this framework of thinking can foster a positive and adaptive educational and organizational culture. Moreover, during the Covid-19 period, education services face severe and complex problems. Thus, it needs transformative leadership, necessitating a learning organization's growth. They are sharing and strengthening each other and sharing so that the acceleration of the education service system is getting better. The five dimensions of Peter Senge are integrated to colour the thinking framework for developing educational leadership. Hopefully, this thinking framework can foster a positive and adaptive educational and organizational culture. Especially with the Covid-19 period, education services face severe and complex problems. Thus, transformative leadership is needed, necessitating a learning organization's growth.

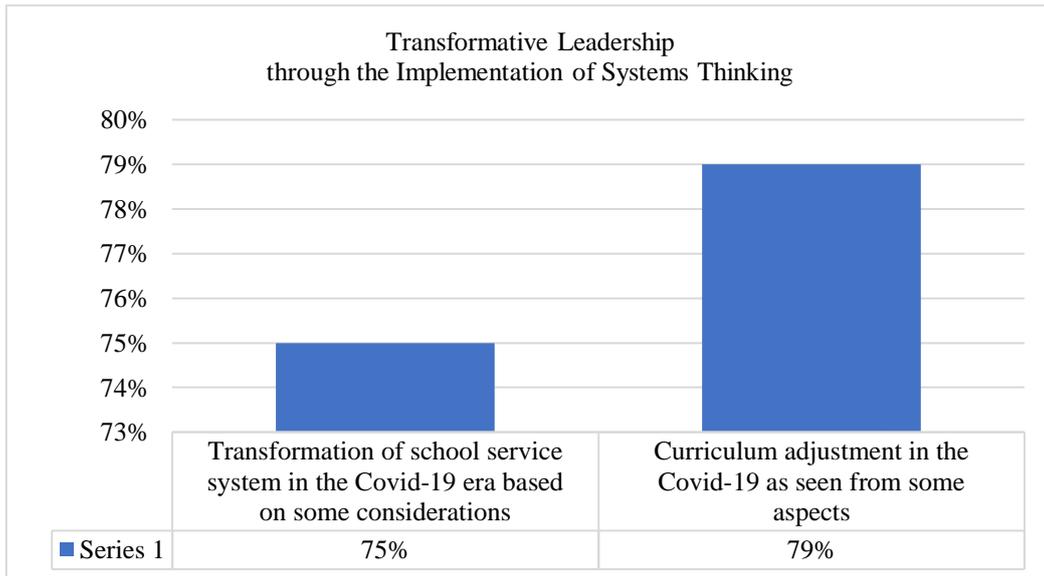
METHOD

This study aims to identify the implementation of transformative leadership in madrasas in East Java. It is seen from the perspective of Peter Senge's learning organization theory. It used quantitative descriptive research through an online survey method. It was conducted on madrasa leaders and teachers in East Java from February to April 2021. The respondents were 90, which involved the madrasah leaders and teachers of MI, MTs, and MA levels. The researcher employed random sampling. The data were collected through questionnaires with Google Forms.

The survey covers five aspects. The first is systems thinking. It deals with the transformation of madrasas' service and curriculum adjustment during the Covid-19 era. The second is the personal mastery aspect. It is based on two indicators: learning new things and relevant learning innovation during the Covid-19 era. The third is the mental model aspect. It involves the indicator of the ways of thinking to improve the competencies and school system improvement focused on service quality. The fourth is a shared vision. It is based on two indicators. The school members comprehend the school's vision, and the assessment is oriented toward the school's vision. The fifth is team learning. It is based on two indicators. They are peer sharing to enhance the competencies and dialog with the chairs to improve the quality of the school. Then, the data were gathered. The researchers analyzed it descriptively.

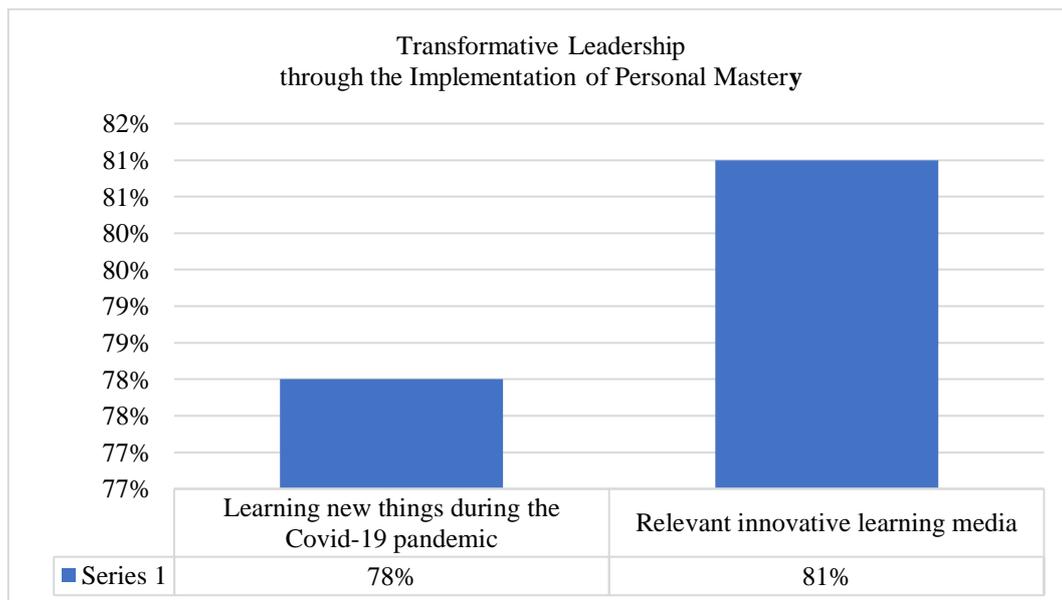
FINDINGS

Based on the findings of a survey of madrasas in East Java that to improve the quality of madrasas in East Java in the Covid-19 era, madrasa leaders have implemented transformative leadership as evidenced by their achievements in terms of the learning organization theory The Fifth Discipline from Peter Senge, as the data depicted as follows.



Graph 1. Transformative Leadership through the Implementation of Systems Thinking

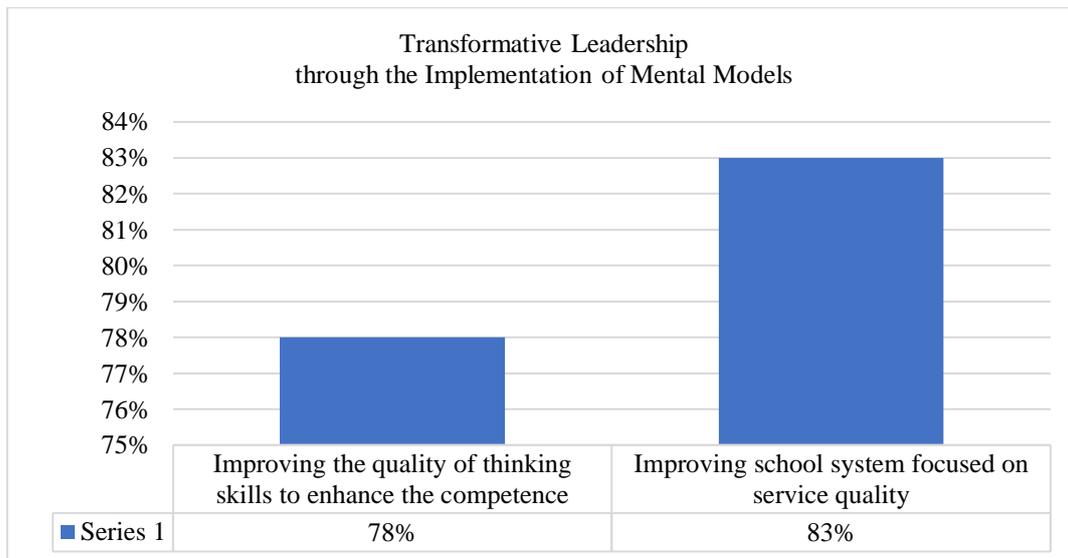
Based on graph 1, madrasa leaders in East Java implement systems thinking for educators and education staff in madrasas in the Covid-19 period through two indicators. The transformation of the madrasa service system during the Covid-19 period based on various considerations is 75%. Furthermore, madrasa leaders adjusted the curriculum during the Covid-19 period, seen from various aspects in 79% of madrasas. The findings show that transformative leadership can foster systems thinking culture to improve madrasa services in the Covid-19 outbreak.



Graph 2. Transformative Leadership through the Implementation of Personal Mastery

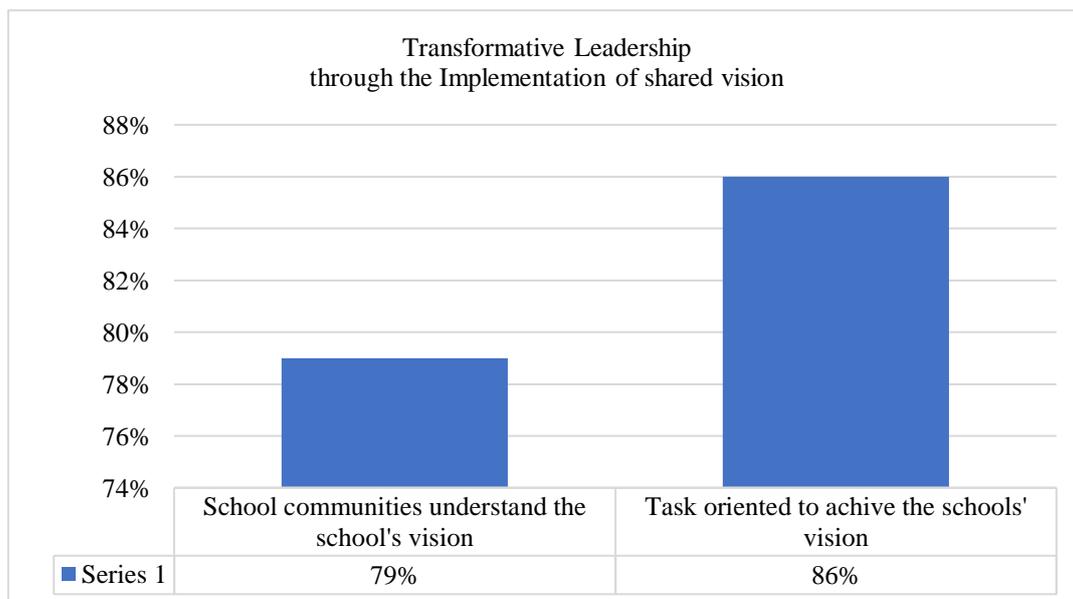
Based on graph 2, to improve the quality of madrasas in the Covid-19 era, madrasa leaders in East Java have implemented personal mastery through two indicators. They are learning new things according to the challenges of the Covid-19 era is 78%. Furthermore, innovating relevant learning methods is 81%. Personal mastery is needed to improve the

quality of madrasas. The findings indicate an improvement in madrasa services that are adaptive to the demands and challenges of the Covid-19 period.



Graph 3. Transformative Leadership through the Implementation of Mental Models

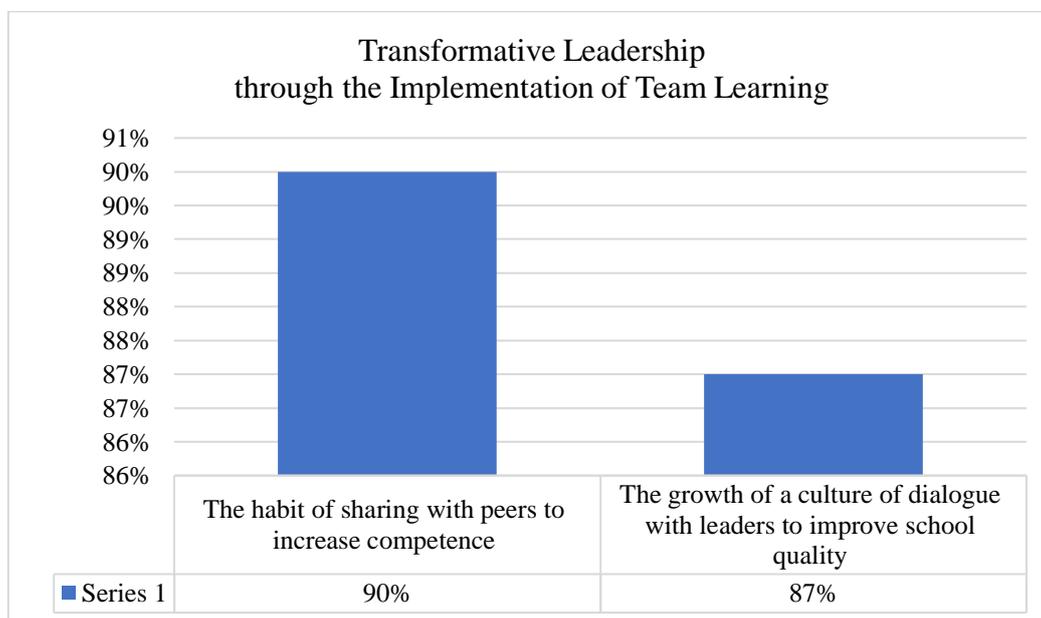
Based on graph 3, in general, madrasa leaders have implemented transformative leadership through mental models. The application is based on two indicators: improving the quality of thinking to increase competence, reaching 78%, and improving the school system by focusing on service quality, reaching 83%. During the Covid-19 period, madrasas in East Java have improved the mental quality of a better model. Because mental modeling is a process of reflecting and increasing self-image about the outside world and seeing how they shape decisions and actions, including in improving the quality of schools.



Graph 4. Transformative Leadership through the Implementation of Shared Vision

Based on graph 4, madrasa leaders have implemented transformative leadership through a shared vision. The implementation is based on two indicators that 79% of school

communities understand the school's vision. Furthermore, the implementation of tasks oriented to achieving the school's vision amounted to 86%. The high percentage of school residents who know the school's vision and the commitment of educators and education staff to focus on the school's vision are the primary capital for building a shared spirit of advancing changes for the better according to the school's vision. The commitment to focus on the vision becomes a common bond for the future that will be realized.



Graph 5. Transformative Leadership through the Implementation of Team Learning

Based on graph 5, madrasa leaders have implemented transformative leadership through team learning. The application is based on two indicators: the habit of sharing with peers to increase competence by 90%. Furthermore, the growth of a culture of dialogue with leaders to improve school quality is 87%. The high percentage of achievement in implementing team learning shows the success of implementing transformative leadership patterns. Educators and education staff are accustomed to sharing ideas, learning from each other, working in teams, and dialoguing with leaders to solve problems and formulate the best solutions. Because it is realized that learning as a team will produce much better results than individual learning outcomes.

DISCUSSION

The hallmark of a great leader is courageous leadership in times of crisis. Covid-19 is a challenge that is not easy for the world of education because it has never happened before. Such a situation requires strong, adaptive, and courageous educational leaders. (Marshall et al., 2020). In crises, educational leadership also needs to prepare educational organizations that are responsive to possible unforeseen future events in the short and long term (Gurr & Drysdale, 2020). A crisis during a pandemic requires leaders who can adapt to contemporary challenges. Educational leadership requires various strategies to maintain the quality of education. The strategies in question are; First, leaders develop effective multi-way communication to mediate and respond to actual needs and changes, especially those involving parties affected or affected by policy changes. Second, leaders develop cooperative networks to support each other to remain productive. It is necessary to

strengthen networks with all interests to formulate the best solution to reduce the destructive impact of the Covid-19 pandemic. Third, educational leaders need to develop empathy to encourage the work environment, increase productivity, and combine health interests on their personal and professional sides in accomplishing their duties. Fourth, educators need to develop heuristics for managing classrooms using technology in the new normal (Nugroho et al., 2021). Educators need to develop a set of heuristics for managing classrooms using technology in the new normal (Nugroho et al., 2021). Educators need to develop a set of heuristics for managing classrooms using technology in the new normal (Nugroho et al., 2021)

Studies by Francisco & Nuqui (2020) in the Philippines found that in the Covid-19 era, education leaders need to have some new leadership skills. They are (1) the ability to adapt, (2) able to make effective instructional decisions, and (3) able to plan well, stay alert and be full of initiative. Meanwhile, Fernandez & Shaw (2020) stated three best educational leadership practices to navigate unpredictable adaptive challenges in dealing with the Covid-19 outbreak. First, practicing the type of servant leadership, emphasizing empowerment, involvement, collaboration, and placing the interests of others above their interests. Second, the distribution of leadership responsibilities to members to improve the quality of crisis situation decisions. Third, communicate with other parties through some lines.

This view is relevant to the findings of researchers related to improving the quality of madrasas in East Java in the Covid-19 era. The portraits of madrasa leaders applying transformative leadership patterns are viewed from the theory of learning organization *The Fifth Discipline* by Peter Senge. First, systems thinking for educators and education staff in madrasas in the Covid-19 period through two indicators. The transformation of the madrasa service system during the Covid-19 period based on various considerations is 75%, and making adjustments to the curriculum during the Covid-19 period seen from various aspects is 79% madrasa.

Second, implementing personal mastery through two indicators. They are learning new things according to the challenges of the Covid-19 period is 78%, and innovating relevant learning methods is 81%. Third, applying transformative leadership through a mental model based on two indicators: improving the quality of thinking to increase competence by 78% and improving the school system by focusing on service quality at 83%. Fourth, applying transformative leadership through a shared vision based on two indicators: that school residents know the school's vision is 79%. Furthermore, the implementation of tasks oriented to achieving the school's vision is 86%. Fifth, the implementation of peer sharing habits to improve competence is 90%, and the emergence of dialogue with the leader's culture to enhance school quality is 87%.

The finding is in line with a study conducted by Archambault & Garon (2013) in Montreal, Canada. It finds that implementing transformative leadership affects the quality of school service. Shields (2020) also said that transformative leadership positively affects the development of school quality to enhance the school's quality to be inclusive and excellent.

The review of the organizational learning theory from Peter Senge shows the growth of the madrasa organizational culture positively even though the Covid-19 era suddenly appeared and became a severe challenge to the existence of madrasa services. In this case, the role of the leader in the organization is the key. According to Shaari (2019), leaders can use one of the crucial components to grow sustainable performance and maintain a

competitive advantage by building an ethical and moral organizational culture in line with organizational goals.

Educational organizations that are adaptive to a changing environment will be able to win the competition. But a static organization will not win the competition and will eventually die. An excellent educational organization depends on members' superiority. In the face of intense competition, an organization depends on the individuals with speed, responsiveness, agility, learning abilities, and employee competencies – knowledge, skills, and work-related abilities.

On the other hand, organizational managers should consider building and maintaining a sustainable competitive advantage. Rapid environmental changes require every organization to respond and adapt to change quickly. The emergence of this change is not by being resisted or resisted but through proper management. Environmental changes experienced by an organization require the organization to adapt quickly because the adjustment is a must to face challenges and provide appropriate solutions.

Crises, which require organizations to continue to learn and provide training according to the times, are relevant to a learning organization with an impact that requires organizations to acquire and transfer organizational knowledge to individuals. Organizations must operate with two fundamental factors: a decisive leadership role and a strategy designed and shared with members. Leadership has a significant impact on the strategic management process. It especially helps to define the vision and mission of the organization. Furthermore, it facilitates the organization to execute effective strategies to achieve the vision (Azhar et al., 2013).

Therefore, organizations need to learn to adapt to various changes continuously. Darwin (2017) said that it is not the strongest who can live long but the most adaptive who constantly adapt to various changes. Meanwhile, Toffler (2006) said that the illiterate of the 21st century would not be those who cannot read and write but those who cannot learn, unlearn and relearn. Thus, for educational organizations to remain relevant and growing, the key is to keep learning. To grow a continuous learning organization, transformative leadership roles should be oriented towards a quality culture and excellence in quality education in a sustainable manner.

Based on the discussion, when viewed from the learning organization theory, Peter Senge, in general, madrasa leaders in East Java have implemented a transformative leadership pattern. It can have positive implications for strengthening the management of madrasas' quality. In the Covid-19 outbreak, the role of leadership is vast to foster a learning culture for teachers and madrasa education staff so that they are always adaptive to new developments and demands. However, it is acknowledged that these findings still need to be improved, especially regarding the transformation of the madrasa service system during the Covid-19 period, adjusting the curriculum during the Covid-19 madrasa, and improving the quality of thinking for improving competence and aspects of shared vision in the madrasa environment.

CONCLUSION

Based on the research findings and discussion, it can be concluded as follows. Based on the five indicators of learning organization theory, Peter Senge found that madrasa leaders have implemented transformative leadership. They include systems thinking, personal mastery, mental models, shared vision, and team learning. The first is systems thinking. In the pandemic era, it has two indicators for teachers and education staff in madrasas. The transformation of the madrasa service system during the Covid-19 period

based on various considerations is 75%, and making adjustments to the curriculum during the Covid-19 period seen from various aspects is 79%. The second is implementing personal mastery through two indicators. They are learning new things according to the challenges of the Covid-19 era is 78%, and innovating appropriate learning methods is 81%. Third, the implementation of a mental model is based on two indicators. They are improving the quality of thinking to increase competence is 78% and improving the school system by focusing on service quality at 83%. Fourth, implementing a shared vision based on two indicators. 79% of the school communities understand the school's vision. Then, the implementation of tasks oriented towards achieving the school's vision is 86%. Fifth, implementing team learning based on two indicators. The habit of sharing with peers to increase competence by 90% and fostering a culture of dialogue with leaders to improve school quality is 87%.

This study shows that based on the learning perspective, the implementation of transformative education strengthens madrasas' quality in the Covid-19 era. It stimulates system thinking, personal mastery, positive mental model, share vision, and team learning. It improves the quality of madrasa well amidst the Covid-19.

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