

## ETHICAL LEADERSHIP TRANSFORMATION IN ISLAMIC EDUCATION MANAGEMENT IN MADRASAHs

**Niken Lufi Anggini<sup>1</sup>, Muh. Imam Khaudli<sup>2</sup>, Siti Aimah<sup>3</sup>**

Universitas KH Mukhtar Syafaat, Banyuwangi  
Indonesia<sup>123</sup>

e-mail: nikenlufianggini12@gmail.com<sup>1</sup>, imamkhaudli13@gmail.com<sup>2</sup>,  
sitiainah1@iaida.ic.id<sup>3</sup>

### ABSTRACT

*This study aims to provide a deeper understanding of about how ethical leadership in Islamic education management in madrasah. The method in this study uses qualitative methods at MTs Al Amiriyyah Blokagung Banyuwangi. This research design uses qualitative research with a case study approach. Qualitative research with a case study approach. The sources of information in the research are the Principal, Teachers and Students. This data collection technique uses observation, interviews, and documentation. This data analysis uses data collection data collection, data reduction and categorization, data appearance and conclusion drawing. The results in this study that the transformation of ethical leadership in Islamic education management in madrasah through the Development of Work Ethic and Professionalism of Teachers, Development of Social and Emotional Skills of Students and Improvement of Madrasah Image and Reputation. development of work ethic and professionalism of teachers with Commitment to Duty, Teaching Quality, Self-Development, Discipline and Work Ethics, Involvement in the School Community, Self Evaluation and Reflection, Cooperation and Collaboration, and Adaptability and Innovation. The development of social and emotional skills is realized through extracurricular programs. Improving the image and reputation of a madrasah is key in attracting prospective students, gaining community support, and building strong trust.*

**Keywords:** *Islamic Education Management, Ethical Leadership, Transformation.*

### A. Introduction

Ethical leadership in madrasahs is not just the application of rules, but a profound effort to shape character and integrity in the Islamic education community (Shaikh & Alam Kazmi, 2022); (Brooks et al., 2020); (R. Hassan et al., 2022). Because the presence of ethical leadership in

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madrasahs not only organizes the teaching and learning process, but also substantially shapes the character and integrity in the Islamic education community, providing a positive long-term impact for all involved. Ethical madrasa leaders not only command or manage, but also serve as role models for teachers and students in behaving and making

decisions based on Islamic values(Wahab et al., 2024); (Rohaeni et al., 2021); . Thus, ethical leadership in madrasah not only manages the teaching and learning process, but also builds character and integrity, creating a long-term positive impact on the entire Islamic education community by being a role model in behavior and decision-making based on Islamic values.

This research on ethical leadership in education management has been widely researched (Borde et al., 2022); (Borde et al., 2024); (Ghosh & Bhuyan, 2024). Ethical leadership in education management has been widely conducted because of the importance of ethical influence in shaping an educational environment with integrity and character. Ethical leadership in educational management is not just a theoretical concept, but has been proven to be effective in producing positive and sustainable change in educational communities (Ghosh & Bhuyan, 2024); (Puaschunder, 2023); (Fitzpatrick, 2024). Ethical leadership in educational management has been widely researched, demonstrating the importance of ethical principles in creating an educational environment of integrity and positivity.

Ethical Leadership Transformation in Islamic Education Management in Madrasahs is to understand how the application of ethical leadership principles can influence character building, integrity, and educational progress in the context of madrasahs (Khaw et al., 2022); (Behera et al.,

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2023). The Transformation of Ethical Leadership in Islamic Education Management in Madrasahs was conducted to explain how the application of ethical leadership principles can significantly influence individual character building, enhance integrity in the educational community, and promote sustainable educational progress. Thus, this research aims to provide a deeper understanding of how ethical leadership can be a catalyst in transforming character (Puaschunder, 2023); (Fitzpatrick, 2024), enhancing integrity, as well as promoting educational

progress in the context of madrasahs, to understand how the application of ethical leadership principles can positively influence character building, integrity, and educational progress in madrasahs.

The tentative argument of Ethical Leadership Transformation in Islamic Education Management in Madrasahs is that the implementation of ethical principles can strengthen moral values and improve the overall quality of education (Puaschunder, 2023). Namely, through the development of work ethic and professionalism of teachers, the development of social and emotional skills of students and the improvement of the image and reputation of madrasahs. The implementation of ethical principles in educational leadership in madrasah is carried out to strengthen moral values and improve the overall quality of education. Thus, the implementation of ethical principles in educational leadership in madrasah has a significant impact in strengthening moral values, improving the quality of education, and building a good image for the Islamic education institution (Behera et al., 2023); (Huda, 2023). the implementation of ethical principles in madrasah educational leadership can significantly strengthen moral values, improve the quality of education, and improve the image and

reputation of the institution.

## B. Method

The location of this research was MTs Al Amiriyyah Blokagung Banyuwangi. MTs Al Amiriyyah Blokagung Banyuwangi was chosen as the research location because the madrasah has a good reputation in implementing ethical leadership principles in Islamic education management, as well as because of the diversity of students and local challenges that can provide in- depth insights into the implementation of these principles in the context of madrasah education in the area.

This research design uses qualitative research with a case study approach (Behera et al., 2023). This research design uses qualitative research with a case study approach to explore in depth how the implementation of ethical leadership in Islamic education management at MTs Al Amiriyyah Blokagung Banyuwangi affects the dynamics and interactions among madrasah stakeholders, such as principals, teachers, and students. This case study method allows researchers to explore the specific context and details of how ethical values are implemented in the daily activities of the madrasah as well as its impact on organizational culture and educational achievement (Rohaeni et al., 2021); (Huda & Bakar, 2024).

The sources of information in the study were the principal, teachers and students (Adams & Olsen, 2019). In this study, in-depth interviews with the principal, teachers and students of MTs Al Amiriyyah Blokagung Banyuwangi were conducted to explore various perspectives related to the implementation of ethical leadership in Islamic education management in the madrasah. The interview with the principal aimed to

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understand her vision and approach to ethical leadership. Meanwhile, interviews with teachers were used to evaluate how ethical values are implemented in daily teaching and how this affects their interactions with students. Interviews with students aimed to assess their perceptions of the impact of moral values in their learning experiences and how this shapes their character in the madrasah educational environment.

This data collection technique uses observation, interviews, and documentation (Given et al., 2023). To get a comprehensive understanding of the implementation of ethical leadership at MTs Al Amiriyyah Blokagung Banyuwangi. Observation: Researchers made direct observations in classes and the madrasah environment to see how ethical values are applied in daily activities, interactions between teachers and students, and overall behavior in the madrasah. Interview: In-depth interviews were conducted with the Principal to

explore his views and approach to ethical leadership. In addition, interviews with teachers were conducted to understand how they integrate ethical values in their teaching and interactions with students. Interviews with students were also conducted to assess their perceptions of the influence of moral values in their learning experiences. Documentation: The researcher collected and analyzed various relevant documents, such as school policies, curriculum, meeting notes, and activity reports to understand the context and implementation of ethical leadership in madrasah more deeply. By using these data collection techniques, the researcher was able to obtain rich and diverse information to comprehensively analyze how ethical leadership is implemented and influences the educational community at MTs Al Amiriyyah Blokagung Banyuwangi (Given et al., 2023).

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This data analysis uses data collection, data reduction and categorization, data appearance and conclusion drawing. Data analysis in this study uses the steps of data collection, data reduction and categorization, data appearance, and conclusion drawing to provide an in-depth understanding of the implementation of ethical leadership at MTs Al Amiriyyah Blokagung Banyuwangi. Data Collection: Data were collected through direct observation in the madrasah, in-depth interviews with the Principal, teachers, and students, as well as the collection of relevant documents such as school policies, curriculum, and meeting notes. Data Reduction and Categorization: The collected data were then reduced by selecting, simplifying, and focusing information relevant to the research. After that, the data were categorized based on themes or topics that emerged, such as the application of ethical values in teaching, teacher and student interactions, and the impact of ethical leadership on the school environment. Data Display: The reduced and categorized data were then presented in the form of tables, diagrams, or descriptive narratives to facilitate further analysis. This helps in identifying patterns, relationships, and important findings from the research.

Conclusion Drawing: Based on the data analysis that has been conducted, the researcher draws conclusions about how ethical leadership is implemented at MTs Al Amiriyyah Blokagung Banyuwangi, as well as its impact on the learning process.

### **C. Results And Discussion**

#### Development of Work Ethic and Teacher Professionalism

The transformation of ethical leadership in Islamic education

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management in madrasah is very important to achieve holistic educational goals (Withorn et al., 2021); (Wahab et al., 2024). However, implementing ethical values in leadership often faces complex challenges and requires strong commitment from all parties involved. The development of teachers' work ethic and professionalism contributes directly to the quality of teaching and learning in schools (Withorn et al., 2021); (Day et al., 2023); (Fitzpatrick, 2024). Teachers who have a high work ethic and are professional will tend to be more effective in carrying out their duties, inspiring students, and creating a conducive learning environment (Fitzpatrick, 2024). The development of work ethic and professionalism of teachers at Madrasah Tsanawiyah Al Amiriyyah is presented in the following figure:

Figure 1 Developing teachers' work ethic and professionalism



Source: processed by the researcher based on interviews

The figure above shows the importance of developing teachers' work ethic and professionalism and the need for ongoing support to achieve these goals. The realization of these findings is implemented by the coordination of all principals in one foundatio (Withorn et al., 2021);

(Puaschunder, 2023); (Hassall, 2020). The development of teachers' work ethic and professionalism is key to improving the quality of education and student learning outcomes, which requires ongoing support from all relevant parties.

### Development of Students' Social and Emotional Skills

The development of students' social and emotional skills is key to building strong character and emotional intelligence (Fitzpatrick, 2024); (Fitzpatrick, 2024); (Formica, 2022). However, the implementation of these programs requires a holistic approach and support from all parties involved in the education ecosystem. The development of social and emotional skills (SEL) in students is crucial as these skills help them manage emotions, form positive relationships and make responsible decisions. The development of social and emotional skills is realized through extracurricular programs that are held once a month (Withorn et al., 2021); (Jacobs & Graves, 2023). The extracurricular programs that are able

to develop students' social and emotional skills are presented in the following figure:

Figure 2 list of extracurricular activities at Mts Al Amiriyyah



Source: researcher processing based on interviews

Students who have good social and emotional skills tend to be more successful in academics, have better mental health, and are able to cope better with life's challenges (Shaikh & Alam Kazmi, 2022). The development of students' social and emotional skills is not only about academic improvement, but also about preparing them to be socially and emotionally competent individuals in an increasingly complex and diverse society (Hassall, 2020); (Withorn et al., 2021); The development of students' social and emotional skills significantly improves their well-being holistically, preparing them for success in personal, academic, and professional life in an increasingly complex world.

### Improving the Image and Reputation of Madrasahs

The image and reputation of a madrasah depends not only on academic achievement, but also on the integrity and fairness of the school leadership. However, to achieve sustainable transformation, a strong commitment to ethical

values and management of education based on Islamic principles is required. Improving the image and reputation of a madrasah is key to attracting prospective students, gaining community support and building strong trust.

### Figure 3 Improvement of Madrasah Image and Reputation



Source: researcher processed based on interviews

A positive image also contributes to increased student motivation and overall academic performance (Withorn et al., 2021); (Caffrey et al., 2022); (Puaschunder, 2023). By improving the image and reputation of madrasahs, schools can produce a better and supportive learning environment for students, teachers, as well as the community as a whole. Improving the image and reputation of madrasahs is key to strengthening community support, increasing the interest of prospective students, and creating a positive and inclusive learning environment.

### Conclusion

The transformation of ethical leadership in Islamic education management in madrasahs does not only regulate the teaching and learning process, but also substantially shapes the character and integrity of the Islamic education community. Ethical leadership is not just the application of rules, but a deep effort to be an example in behavior and

decision-making based on Islamic values. In the context of Madrasah Tsanawiyah Al Amiriyyah Blokagung Banyuwangi, the implementation of ethical principles has proven to have a significant impact in strengthening moral values, improving the quality of education, and building a good image for the Islamic education institution. Through a qualitative research method with a case study approach, it was found that ethical leadership influences the dynamics and interactions between madrasah stakeholders, creating a learning environment of integrity and support. With sustained commitment from all stakeholders, this transformation not only improves the quality of education, but also promotes continuous progress in achieving the holistic goal of Islamic education.

#### **D. Conclusion**

The transformation of ethical leadership in Islamic education management in madrasahs does not only regulate the teaching and learning process, but also substantially shapes the character and integrity of the Islamic education community. Ethical leadership is not just the application of rules, but a deep effort to be an example in behavior and decision-making based on Islamic values. In the context of Madrasah Tsanawiyah Al Amiriyyah Blokagung Banyuwangi, the implementation of ethical principles has proven to have a significant impact in strengthening moral values, improving the quality of education, and building a good image for the Islamic education institution. Through a qualitative research method with a case study approach, it was found that ethical leadership influences the dynamics and interactions between madrasah stakeholders, creating a learning environment of integrity and support. With sustained commitment from all stakeholders, this transformation not only improves the quality of education, but also promotes continuous

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