POST TRANSFORMATIONAL LEADERSHIP ON LEADING CHANGE FOR SUCCESFULLY MADRASAH IN MALANG EAST JAVA INDONESIA

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Abstract

This research investigates the practice of madrasah principle leadership in managing changes. The focuses of this study are the process of an event, or in details, it is about getting an in-depth understanding about how is the principalship practice of head of madrasah in managing successful madrasah. This research applied the qualitative approach (study case). Data were collected through some techniques, which are in-depth interview, semi-involved observation, and documentation. Then, the obtained data is analyzed by using descriptive qualitative technique (data on a website) and comparative analysis (data from various websites. To measure the validity of the obtained data, the researcher used some standards, such as: credibility, transferability, dependability, and confirmability. Leadership in managing changes in madrasah had some principles, they are: (a) analyzing and identifying the performance of madrasah to respond toward organizational situation in creating the need of changes; (b) distributing authority and decision making process by building and strengthening the team of changes coalition; (c) setting direction of madrasah which covers building and disseminating vision and mission, creating consensus about goals and priorities, and building high expectation of madrasa performance; (d) inspiring good understanding about education and schooling through the implementation of strategies to accomplish goals and creating an effective learning organization; (e) building madrasah capacity, both personal and professional to broaden changes and madrasah development by developing human resources; (f) stimulating appreciation to increase commitment towards madrasah development through short-term-achievement celebration; (g) redesigning organization, identifying, creating, maintaining, and modifying structure of decision making process to consolidate changes; (h) building the collaborative culture which encourages the involvement of school stakeholders in order to strengthen the result of changes.

Keywords: post transformational leadership; leading change; madrasah

A. Introduction

The background of this study is the worry towards the existence of Islamic Education institutions, especially madrasa. Besides *pesantren*, madrasa is one of the most substantial Islamic education institutions in Indonesia. The existence of madrasa is so crucial to create high qualified young generation who are not only excellent in general knowledge, but also in understanding Islamic knowledge. It has significant role in creating excellent Indonesian young generation by far.

However, the quality of madrasa in Indonesia is quite distressing [1]. In fact, Muslim community in Indonesia are so passionate to hold Islamic education. It is indicated by the total number of madrasa in Indonesia, which is quite high. Nevertheless, their passion about Islamic education is contrast to their performance in managing madrasa, especially in term of professionalism. Further, it creates a big gap between the quality and quantity of madrasa.

When we track back the history of madrasa in Indonesia, it is undeniable that they were developed by Muslim community and they are designed completely based on their belief. Everyone within the community has contribution to develop madrasa. Therefore, it can be concluded that Indonesian Muslim community implemented the concept of community-based education. This fact also explains why the quality of madrasa in Indonesia is mediocre or even low. However, the passion of Indonesian Muslim community has been beneficial for Indonesia. By now, because of their effort, there have been many madrasas all over Indonesia, in form of public and private madrasa [1]. Statistic reveals, there are more private madrasa than public madrasa [1].

Those data show how big the passion and the independence of Indonesian Muslim community in hold education through the development madrasa is. They succeeded in

creating madrasa for all school level so students can accomplish the nine year of compulsory education in Indonesia, covering MI (*Madrasa Ibtidaiyah* or primary school), MTs (*Madrasa Tsanawiyah* or middle school), and MA (*Madrasa Aliyah* or senior high school). However, unfortunately those efforts have not been supported by good school (madrasa) management, teachers' professionalism, and other internal factors such as curriculum development, learning system, human resources, and funding resources. Later, it created problems and gaps in education which held by madrasa in Indonesia.

Nevertheless, not all madrasa in Indonesia is poorly rated. Some of them are good, either from its achievement, management, and facilities. Steenbrink, in one of his studies about Islamic education institutions in Indonesia, concluded that these days, madrasa Indonesia started to be able to compete with other regular schools. The availability of high quality madrasa in some of capital cities in Indonesia, such as *MIN "Para Juara"* in Malang, East Java, shows that madrasa can perform as great as regular schools, or even better [2]. That kind of madrasas prove that they can compete with, not only madrasa under the authority of Ministry of Religion, but also general schools under the authority of Ministry of Education and Culture, both academically and non-academically [3], [4].

From the above description, there were two questions rising: why do some madrasas are successful, while others fail? And further, why those madrasas can be successful, while others fail in achieving their goals?

Most reformation in madrasa happens when its principal and its academic staff can change status quo to a better stage. This is based on a research outcome which shows that one of the greatest factor in succeeding school transformation is the leadership skill of its principal, since he is the agent and manager of change. This is in accordance to a study which was done by Edmond [5] about school. It was found in his study that schools which have progressive achievement are mostly lead by a great principal [5]. Tobroni [6] also stated that there is a significant relationship between effective organization and effective leadership. In addition, Edmond also stated that an organization which has dynamic change is mostly lead by a great principle who always attempt to improve his achievement [5]. Hallinger and Leithwood, in their study, later concluded that an effective school is led by an effective principle as well [7]. The result of Borko, Wolf, Simone, and Uchiyama's study (2003) revealed that leadership hold such a crucial role and become a main factor which encourage the success of school reformation [8]. In addition, Fullan (1993) also stated that school principal is the agent of school transformation [9]. Putter,as cited by Sergiovanni [4], drawn a conclusion that principle is the main key within the effort of increasing the quality of students. To sum up, all those findings shows that principal or head of madrasa is a leader and the most crucial agent of change at schools.

Based on the explanations, it can be concluded that the achievement of madrasas is mostly determined by school principals, as the agent of change. Leithwood & Riehl [10], Hill [11], [12] in their studies concluded that the factors determined the achievement of a school in general are students' achievement and principals. A more detailed explanation is available below:

The effect of educational leadership towards students' achievement is undeniably existed. However, it is not directly seen and functioned through the betterment of organization variables, such as school mission or goals, curriculum, and learning activities. However, when it is viewed from the viewpoint of quantitative approach, it can be estimated that the effects aren't always invisible and variables of leadership can explain the important proportion related to school and students' learning achievement [12].

Eventhough the effect is not directly seen, but it does significantly existed. In their review about how leadership affect students' learning, Leithwood, Louis, K., Anderson, S.&, and Wahlstrom stated:

From all factors that affect students learning achievement in schools, the existed findings guide us to a conclusion where leadership is only one level below learning process in classrooms [12].

In recent times, there are many research about leadership at schools in various contexts. One of research which pay attention towards leadership at schools is International Successful Principalship Project (ISSPP). This project involves seven countries, they are: Australia, China, Denmark, UK, Norway, Sweden, andthe US. This project results some important findings about the characteristics of a successful principal [13]. Leithwood and Riehl [10], believe that kind of principal shows some basic dimensions of transformational leadership, such as great in directing school development, developing human resources, and redesign organization. That kind of principal is also depicted as having strong personal values and characteristics, professional, and equipped by the ability to analyze and suit his leadership with the unique school contexts. Based on those findings, the characteristics of principalship which found by ISSPP gives such a great contribution towards a betterment of leadership at schools.

ISSPP shows some differences between the characteristics and practice of leadership which are implemented by principals. The differences cover the focus and priority within their leadership, characteristics, and style [14]. The researchers believe those differences are affected by different situation and contexts, depends on where the principalship is applied. Be it in public or private schools, rural area or downtown, primary schools or senior high schools, religiously-affiliated schools or general schools, and Asia or Europe, East, West, or Central. This is in accordance with the general theory of leadership: leadership depends on the context (contingency theory of leadership) [15].

Eventhough, later, it is found that different school context has massive effect towards the establishment of leadership characteristics and practice, the ISSPP project only result successful principalship only in western school context. Asia which is represented by China is not much different from other Asian countries, such as Japan, Malaysia, Korea, and even Indonesia itself. The differences between China and other Asian countries cover political, economics, sociocultural, and even, religion matters in Indonesia context as the largest Islamic country [7]. The lack of information about Asia and other contexts has limit Indonesian teachers' understanding about the viewpoint of school leadership globally and transformative school leadership.

There are a lot of studies about school leadership which result findings about various leadership characteristics. However, the writer found that there are just a small number of research which focus on school leadership in the context of madrasa in Indonesia. In fact, knowledge about this area is so crucial in filling that empty room and finding the best leadership model and practice for the development of madrasa in Indonesia. Besides, study about leadership in madrasa can also be beneficial for knowledge development in school leadership in developing countries, such as Indonesia, or even for the whole Asia.

Madrasa which considered successful in Indonesia is used as the sample and the focus of this study. That madrasa is The Public Madrasa Ibtidaiyah (MIN) of Malang. The success of MIN Malang both academically and non-academically is greatly recognized in Indonesia. MIN Malang even already gained some achievements in International competition. For five years, this madrasa even become a pilot model for schools and madrasas in Indonesia. It is even nominated as one of the most favorite madrasa between 6.533 madrasas in Indonesia.

A British management expert, Roger Gill, once stated that the determiner of success within an organization depends on its change management and change leadership. Gill also believe good management of change is *sine-qua-non* [16]. In addition, he states that while change must be well managed, it also requires effective leadership to be successfully introduced and sustained [16]. Therefore, once we found a successful madrasa, we need to

analyze how is principal leadership in managing change, not only on his leadership style and characteristics.

From those backgrounds, it can be concluded that the focus of this research is madrasa principal leadership in managing change in a successful madrasa in Malang. In detail, this research studied the practice of madrasa principle leadership in managing changes. Research question in this study are how is the practice of madrasa principal leadership in managing change, starts from the stage of unfreezing, changing, and refreezing.

B. Method

The focuses of this study are the process of an event, or in details, it is about getting an in-depth understanding about how is the principalship practice of head of madrasa in managing successful madrasas. Therefore, it can be said that this research applied the qualitative approach (study case). Madrasa is chosen as the research object because there are still a little number of research in Indonesia which investigate successful madrasa. Most researcher tend to study general school.

Data is collected through some techniques, which are in-depth interview, semi-involved observation, and documentation. Then, the obtained data is analyzed by using descriptive qualitative technique (data on a website) and comparative analysis (data from various websites. To measure the validity of the obtained data, the researcher use some standards, such as: 1) credibility, 2) transferability, 3) dependability, and 4) confirmability.

C. Result and Analysis

1. The Creation of The Urgent Madrasa Transformation

The practice of madrasa principalship in creating and building the urgent change in successful madrasas, can be done by analyzing and identifying the performance of madrasas to respond organizational situation in creating the changes of needs. This can be explained in the table 2 as follows.

Table 2 The Creation of the Urgent Madrasa Transformation

Sub-Theme
• Realizing the changes of needs; comparing the achievement of one madrasa to another' social changes which related to school (MBS, IT-based learning); looking at the performance of madrasas/achievement expectation (internal analysis and external analysis; comparing the performance of the pioneers; and digging worker's expectation
• The sources of changes;madrasa principal; bottom up; vice principals and subject coordinators; teachers and other staff at schools.

The ability of madrasa principal to analyze the performance of academic and non-academic achievement in every year to create the need of changes in madrasa and/or comparing to other madrasas, are needed to realize a successful transformation in a madrasa. Madrasa principals can also identify the performance of madrasas through some indicators and utilize this information to set aims and strategies. Madrasa principal also can analyze and create school culture which support changes and school development, and finally, thus, students may achieve better at madrasa. Therefore, madrasa principals need to focus their attention in responding organizational situation and problems that are faced by the organization. This implied the principles of contingency leadership.

2. Creating Changes Coalition Teams

The practice of madrasa principalship in managing changes, especially in terms of the creation or the strengthening of changes coalition team can be done through distributing

authorities and decision making process by building the changes coalition teams. Table 3 shows that madrasas can change by creating changes coalition teams in the first place.

Table 3 The strengthening of changes coalition teams

Sub-Theme
• Creating changes coalition teams; strengthening the roles of vice principals
• Strategies for strengthening the changes coalition teams; nourishing the sense of belonging; attention, motivating, and the actualization recognition; expectation management; establishing effective communication; consolidation and coordination of the changes coalition teams

Madrasa principals assumed that the process of decision making should be the focus in madrasa transformation. Madrasa principals practice their principalship by giving opportunities for madrasa community to increase the organizational effectiveness which based on the values of democracy, and put school-based management as a priority where stakeholders share leadership. Besides, that kind of participative leadership can improve school capacity to respond productively to the demand of changes, both from internal and external aspects. Participative leadership requires the ability of madrasa principal to communicate with their coalition team to create and improve the sense of belonging.

3. **Visioning**

The madrasa principals also show their principalship practice, especially in the stage of improving vision, is by setting the direction of madrasa which covers building mutual visions, creating consensus about goals and priorities, and settting high expection of high achievement.

Table 4 Improving Vision

Sub-Theme
• Visioning; Sharing with other madrasa community through formal activity, such as meeting, informal and non-formal; learning from the ancestor and utilizing skills and understanding about management; internal and external context analysis. Internal context analysis covers the situation of madrasas, teachers, students, madrasa resources, financial, and madrasa facilities. While, external context analysis covers: society expectation, parents, and neighborhood around madrasas, competition between madrasas, global and local changes, societal changes, and the changes of education regulation (MBS, K13, IT-based learning, etc.).
• The urgency of vision; guiding and monitoring all the elements of madrasas to achieve those visions and missions; using visions as the focal point in driving madrasa; packing the visions with the basics of Islam as the special characteristics of madrasa.
• Vision dissemination; formal (general meeting, etc.); informal (sudden inspection, individual supervision) and non-formal (day out to madrasa neighborhood, website, leaflet). The object of vision dissemination: teachers, class coordinators, workers, janitor, security officer, and parents).

Madrasa principles can lead changes by setting the direction of the madrasa, right after developing future visions, and then unite the steps of madrasa community by communicating their visions and inspire others to tackle challenges. All those things are done without acting authoritarian. Even though, principals invite other staffs of the madrasa to share some thoughts, but still, the leader's role is in their hands. The establishment of future visions and having strategies to execute those visions, shows their skill to implement of the dimensions of successful leadership or visionary leadership and strategic leadership.

Thus, the findings in this study strengthen the other findings about madrasa leadership (principalship) that the leaders of successful madrasas have the ability in setting and giving direction to communities to contribute in madrasa transformation. Leithwood, et al. believed the skills to set and give direction is one of the dimension of transformational leadership [12]. Madrasa principals, in this case, have clear and great vision for madrasa, build it with the strategies which are tend to be democratic, and disseminate it to build mutual visions in communities. Madrasa principals also have high expectation regarding madrasa, teachers, and students' performance. That expectation gives inspiration for the member of madrasa community and motivate them to increase their performance. The skills of madrasa principle in setting direction looks much clearer in the strategies or programs that they compile.

4. **Strategies for visions achievement**

Madrasa principal can perform the practice of leadership by giving inspiration on good knowledge about education and school through strategies of vision achieving and creating an effective learning organization.

Table 5 Strategies for achieving visions

Sub-Theme
• Academic; the implementation and development of K-13, IT-based learning, students learning through Mathematics and Science Club (MSC), andthe improvement of teachers' qualification by requiring them having a master degree
• Non-Academic; Extracurricular activities and IMTAQ activities
• Other supportive elements; discipline members of madrasa; motivating member of madrasa to gain better and better achievement and quality; the improvement of school facilities for students

Therefore, madrasa leaders have showed the understanding towards the importance of that kind of development to achieve better students' outcome. Students' better outcome which can be measured, is like national examination. National examination itself is a main thing for every madrasa principal and members of other madrasa community. Therefore, some of academic strategies which can be used, such as additional learning time, try out, and preparation for national examination, are compiled to meet the demand of society in improving the result of national examination. These all are the short-term strategies. Thus, madrasa principal has such an important role in compiling and communicating school goals, creating expectations and standards, coordinating curriculum, evaluating instructional activities, and broadening students' opportunities to learn. Madrasa leaders should have an adequate skill to control their madrasas. The better their skill and knowledge about educational and learning matters, the stronger the impact is.

Allah swt has given an analogy in the Holy Koran, or in details, in surah al-Mulk: 1 as follows:

$$\text{□□}$$
$$\text{□□□□□□□□□□□□□}$$

Blessed is He in whose hand is dominion, and He is over all things competent.

In other words, those madrasa principals are the real example of strategic leaders. They implemented some strategies to realize the visions of madrasa which they created. It is obvious that the establishment of visions and strategies of madrasa are based on their belief and affected by their personal experience and understanding [17]. They go hand in hand with other members of madrasa, under the new paradigm of participative management, compile

strategies which can be implemented effectively. They are consistent with their definition and other members as well about madrasa success so they introduce some kinds of academic and non-academic strategies to increase students' achievement. Some supportive strategies are also compiled to do continuous analysis towards the programs and performance of madrasa.

5. **Broadening the Actions of Changes through Empowerment**

From those findings about the broadening of changes through empowerment, madrasa principals implement the practice of building madrasa capacity, both personally and professionally to broaden the development of madrasa.

Table 6 Broadening the Actions of Changes through Empowerment

Sub-Theme
Developing human resources; workshop; Seminar; Updating knowledge on their own; Study tour; idea sharing; religious approach; kinship approach; Individual supervision

Therefore, building madrasa capacity, which becomes the focus of most madrasa principals, covers personal and professional, and even organizational capacity. Personal and professional capacity is related to madrasa principal, vice principal, teachers and non-teacher staff. Those aspects of madrasa capacity shows such an in-depth concern towards the professionalism development of teachers and staffs. Each madrasa principal shows future professional development for teachers and staffs, which called by in-service training. In-service training for teachers and staffs covers workshop, seminar, idea sharing, sister school, and so forth.

6. **Creating Short Term Success**

Madrasa principal also do other practice of leadership, which is using rewards to improve teachers' commitment in developing madrasa through the celebration of short term success.

Table 7 Creating Short Term Success

Sub-Theme
Celebrating success; verbal appreciation, social appreciation, scholarship awarding, financial reward, trophy, school trip, position promotion for teachers, pursuing master degree

Madrasa principal uses rewards as a process of transaction, where leaders give reward to workers. Therefore, giving them motivation, including individual rewards and support will be beneficial for both parties. Teachers and staffs will feel that their leaders pay attention to them and that makes them feel more comfortable to work in the madrasas. Maslow's theory about motivation supports prosperity development from principal to teachers and staffs. And, at the end of the day, madrasa principals have implemented the main dimension of transformational leadership by giving motivation to teachers and students, and improving their commitment towards the madrasa development [18].

7. **Consolidating Actions for Changes**

From the earlier findings about consolidating actions for changes, then it can be concluded that practices which can be done are redesigning the structure of the organization; identifying, creating, maintaining, and modifying the structure for mutual decision making in consolidating changes.

Table 8 Consolidating changes

Sub-Theme
• Utilizing madrasa culture for changes; teachers who have master degree; commitment of all members of madrasa; support from madrasa committee and stakeholders; department of education can be responsive

- Changing support system; member mindset; changing visions of madrasa; structure of organization; creating and strengthening Standard of Procedure (SOP)

Consolidation of changes can be in form of utilization of madrasa culture for changes, and support system changes; member mindset; changing visions of madrasa; structure of organization; creating and strengthening Standard of Procedure (SOP). Even though there is not vision changes in MAN *Embun Pagi*, but at least they already perform strengthening of madrasa culture; discipline, religious, and equip madrasa with proper and adequate facilities. Therefore, the changes of behavior of madrasa members is something which must be inside the social organization, such as madrasa. In the future, a successful madrasa is a madrasa where the behavior of its members is always having commitment and capacity to learn continuously and the madrasa principal itself also successful in creating madrasa as an effective learning organization.

Structure changes and people who have roles in those changes are example of the effort of madrasa principle in giving authorityto teachers and staffs through authority distribution and mutual decision making process. This fact strengthens the finding about transformational leadership where principals are successful in creating the structure and mutual decision making process. The process of authority distribution indicates the implementation of contingency leadership, which can be helpful in solving problems, such as motivation, decision making, organizational transformation, organizational culture, and conflict management.

8. Strengthen and Maintaining the Result of Changes

From the previous explanation about strengthen and maintaining the result of changes, it can be concluded that the practice of the madrasa principles is building collaborative culture which involve schools' stakeholders to gain more changes.

Table 9 Strengthen and maintaining the result of changes

Sub-Theme
1. Evaluation
2. *Istiqamah*
3. Earlier preparation
4. Emotional closeness
5. Strategies development
6. Collaboration with third-party

Madrasa principals show their skills in developing and building collaboration, not only with the member of madrasa community, but also with the other parties outside madrasa. This skill is going together with the madrasa-based management in which principals are given a kind of freedom to make decision about the madrasas. The successful madrasa leaders tend to be able to make great connections with many different segments of society. They are close to stakeholder alliances, varied connections, etc. All these collaborative effort is meant to gain higher achievement for the madrasa itself (participative leadership).

Because the strategic leaders can evaluate their programs and strategies while they were being implemented, madrasa principals in this studies also do the same. They show their ability in analyzing and evaluating their own context of madrasa. Each of them can read different kinds of situation, the weakness, the strength of madrasa, expectation of different segment of community towards madrasas, and so forth. They compile appropriate strategies and evaluate it continuously.

D. Discussions

Finally, based on this study which focus on madrasa as an Islamic educational institution, it can be concluded that the leadership of madrasa principal in successfully managing madrasas in different countries result in the creation of ***post-transformational leadership theory.*** It is because all the findings show that they all beyond simply transformational leadership in the version of Burn, Bass and Yukl, and any other leadership models (visionary, managerial, moralist, contengental, educational, and instructional leadership) as explained in the following diagram.

The early dimension of transformational leadership in the version of Burn and Bass tends to be *Leader-Followers Oriented,* in which the leader takes his own actions to increase theawareness of other colleagues about what matters. Also, he/she did it to encourage them to go beyond their personal intention for the sake of improving the organization. Transformational leadership reflects the interest transcendence of leaders and followers. While transformative leadership is only related to how to inspire and gain commitment from followers. In the other hand, transformational leadership tends to focus on the exchange of appreciation between leaders and followers (transactional).

While the model of Yukl transformational leadership put more attention on **behavioral approaches***,* which highlight three principles, they are: first, setting the goals of organization together; **second**, developing human resources, which covers providing individual support, offering intellectual stimulation, and giving examples on great and important values and practices; third*;* redesigning an organization and building a collaborative culture.

POST-TRANFORMASIONAL LEADERSHIP

Analyzing and identifying the performance of madrasato response organizational situation

Building a better madrasa capacity, both personally or not, to support the comprehensive madrasa development while introducing human resources.

Distributing authority and the process of decision making

Stimulating award to increase followers' commitment towards the development of madrasa

PROFESSIONAL

P E R S O N A L

Setting direction and goals for the future of the organization

BELIEF AND VALUES OF LIFE

Redesigning organization; Identifying,creating,maintaini ng, and modifying the structure and the process of decision making

Inspiring great knowledge about education and schooling matter & ability to create an effective learning organization

HUMANITY

Building a collaborative culture which can encourage the involvement of education stakeholders in the process of decision making

SUCCESSFUL MADRASA

The model of post-transformational leadership goes beyond the model limitation of that transformational leadership, which is by analyzing and identifying madrasa performance to response the organizational situation in creating the need of changes; distributing authorities and decision making process by building and/or strengthening the team of changes coalition; setting the direction of madrasa which covers building and disseminating mutual vision and mission, creating consensus about aims and priorities, and building high expectation of performance; inspiring great knowledge about education and schooling through the strategies of vision achievement; and ability to create an effective learning organization; building madrasa capacity, both personally and professionally and it can be done through developing human resources in madrasa; stimulating appreciation to increase commitment towards madrasa development; redesigning organization; identifying, creating, maintaining, and modifying the structure of mutual decision making process. So, it is not only about setting the direction of the organization, developing human resources, and redesigning organization (as the theory from Yukl), and different from the concept from Burn and Bass about the leader-followers oriented concept.

This study also strengthens the theory about successful leadership, which is value-led contingency leadership, in which the practices of school leadership in managing changes at successful school, by based on personal, professional, and humanity values and belief. Value-led contingencyindicates that school leadership is centered at human with all aspects entitled to them such as humanity, religion, and so forth, rather than management system and market demand. Meanwhile, madrasa principals who were studied have implemented the dimensions of leadership such as values and visions, team work, cooperation and suitability of values and visions owned by leaders and followers, integrity, consistency and integrity owned by principals, context, fast response towards what happened inside and outside the context, continuous professionalism development, authority is shared between team and individual, reflection, building a self-characteristic to act in a proper way, both by leaders and their staffs.

E. Conclusions

Leadership in managing changes in madrasa have some principles, they are: (a) analyzing and identifying the performance of madrasa to respond toward organizational situation in creating the need of changes; (b) distributing authority and decision making process by building and strengthening the team of changes coalition; (c) setting direction of madrasa which covers building and disseminating vision and mission, creating consensus about goals and priorities, and building high expectation of madrasa performance; (d) inspiring good understanding about education and schooling through the implementation of strategies to accomplish goals and creating an effective learning organization; (e) building madrasa capacity, both personal and professional to broaden changes and madrasa development by developing human resources; (f) stimulating appreciation to increase commitment towards madrasa development through short-term-achievement celebration; (g) redesigning organization, identifying, creating, maintaining, and modifying structure of decision making process to consolidate changes; (h) building the collaborative culture which encourages the involvement of school stakeholders in order to strengthen the result of changes.

Therefore, this study enriched and/or created a theory of post-transformational leadership, because the finding shows that the leadership in this study goes beyond the dimension of transformative leadership in the viewpoint of Burn, Bass, Yukl, and other models of leadership (visionary, managerial, participative, moralist, contingency, educational, and instructional leadership). The early model of Burn and Bass transformative leadership tend to be leader-followers oriented. Transformational leadership reflected the

transcendence of leaders and followers. Transformative leadership is much related to how to inspire and gain followers' commitment. Transformational leadership puts more focus on the exchange of appreciation between leaders and followers (transactional). While the Yukl model of transformational leadership tends to use the behavioral approach, which highlight three main principles: first, setting goals together; second, developing human resources, covering providing individual support, offering intellectual stimulation, and giving examples on important values and practices; third, redesigning organization to build collaborative culture.

While the post-transformational leadership in this study goes beyond other models of transformational models. The model of the post-transformational leadership covers analyzing and identifying the performance of madrasa to respond toward organizational situation in creating the need of changes; distributing authority and decision making process by building and strengthening the team of changes coalition; setting direction of madrasa which covers building and disseminating vision and mission, creating consensus about goals and priorities, and building high expectation of madrasa performance; inspiring good understanding about education and schooling through the implementation of strategies to accomplish goals and creating an effective learning organization; building madrasa capacity, both personal and professional to broaden changes and madrasa development by developing human resources; stimulating appreciation to increase commitment towards madrasa development through short-term-achievement celebration; redesigning organization, identifying, creating, maintaining, and modifying structure of decision making process to consolidate changes; building the collaborative culture which encourages the involvement of school stakeholders in order to strengthen the result of changes.

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