

Psychological Dimensions of Educational Leadership in Islamic Schools: Perception, Attribution, and Emotional Management in Principal Decision-Making

Diki Darmawan^{1*}, Moh Hanif Adzhar², Munifah³

¹²³Universitas Islam Negeri Syekh Wasil, Kediri, Indonesia

Correspondence: dikydarmawan149@gmail.com

Article History

Received: March 20, 2026

Revised: June 12, 2026

Accepted: June 18, 2026

Abstract:

Madrasah principals, as apex decision-makers in Islamic educational institutions, operate within a complex interplay of psychological forces that fundamentally shape institutional governance. This study investigates how three core psychological dimensions, perception, attribution, and emotional management, interact to influence the decision-making processes of a madrasah principal at Madrasah Aliyah (MA) Al Washoya Ngoro Jombang, East Java, Indonesia. Employing a qualitative case study design, data were gathered through in-depth interviews, participatory observation, and documentary analysis with purposively selected informants, including the principal, the curriculum vice-principal, and members of the teachers' council. Thematic data analysis was conducted through iterative reduction, presentation, and interpretive conclusion. The findings demonstrate that (1) accurate and constructive perceptions enable the principal to cultivate collaborative and conducive working relationships; (2) fair and reflective attribution fosters psychological safety among teaching staff; and (3) emotionally stable and spiritually grounded leadership reinforces judicious and empathetic decision-making. These three dimensions are shown to be mutually reinforcing, collectively producing a model of humanistic, values-based leadership that is contextually responsive to the socio-religious environment of Islamic education. This study contributes to the growing body of literature on psychology-informed educational leadership and offers practical implications for principal capacity development in Islamic school settings.

Keywords: Perception, Attribution, Emotional Management, Madrasah Leadership, Educational Decision-Making

INTRODUCTION

Leadership effectiveness in Islamic educational institutions is increasingly recognized as a function not merely of administrative competence, but of the psychological maturity inherent in those who occupy leadership roles. The madrasah principal, as the primary institutional decision-maker, must navigate a dynamic socio-educational landscape that demands simultaneous attention to organizational management, pedagogical quality, and the cultivation of Islamic moral values among all school stakeholders (Rohmansyah et al., 2024). The manner in which a principal perceives situational realities, attributes causes to observed behaviors, and regulates their own emotional responses constitutes a complex psychological framework that profoundly shapes both the content and

quality of institutional decisions.

In practice, the psychological condition of educational leaders is inseparable from the decision-making process. Leaders whose perceptions are distorted by bias or whose attributions are shaped by emotional reactions rather than evidence are likely to produce decisions that are misaligned with the genuine needs of teachers and students alike (Setyobudi, 2024). Such distortions can generate a disrupted institutional climate, erode trust among school residents, and ultimately undermine the educational mission of the madrasah. Conversely, leaders equipped with sound psychological frameworks tend to produce decisions that are more equitable, contextually sensitive, and conducive to sustainable institutional development.

Theoretically, this study is grounded in transformational leadership theory, attribution theory, and the psychological construct of emotional intelligence. Bass and Avilio's conceptualization of transformational leadership posits that effective leaders inspire, motivate, and align their followers toward collective goals that transcend individual interests (Al Hakim et al., 2024). In the madrasah context, this orientation is particularly salient, as leadership must simultaneously address academic targets and the spiritual formation of students (Idris et al., 2025). Heider's attribution theory provides a complementary analytical lens, highlighting the critical role of causal reasoning in shaping a leader's responses to the behaviors and performance outcomes of institutional members (Muharram et al., 2024). Errors in attribution, such as overemphasis on dispositional rather than situational factors, may result in unjust evaluations and counterproductive managerial decisions (Hadikusumo et al., 2025). Meanwhile, Goleman's model of emotional intelligence underscores that authentic leadership requires not only cognitive acuity but also the capacity to recognize, regulate, and empathically respond to the emotional states of oneself and others (Zulkarnain & Salito, 2025).

Prior studies have examined these dimensions in partial isolation. Thalib et al. (2019) explored subordinate attribution toward charismatic leaders, yet did not address the integration of perceptual and emotional dimensions in decision-making. Nurhaedah and Kadir (2024) established a relationship between principal motivation and institutional work climate, while Parawitha and Gorda (2017) demonstrated the significant influence of emotional intelligence on leadership effectiveness. Ayuningtyas (2017) further showed that effective leadership is instrumental in improving teacher performance. Notwithstanding these contributions, the literature continues to lack an integrative empirical analysis that examines the simultaneous operation of perception, attribution, and emotional management within a single leadership context, particularly in Islamic educational settings.

MA Al Washoya Ngoro Jombang was selected as the research site precisely because its principal is recognized for practicing a relational and reflective form of leadership that prioritizes harmonious, psychologically informed engagement with teachers, students, and parents. This distinguishes the institution from conventional public schools, which tend to foreground managerial and

administrative functions with comparatively limited attention to the psychological dimensions of leadership (Salsabilla et al., 2024). Examining this context, therefore, offers a valuable empirical window into how psychological dimensions are operationalized in Islamic educational leadership and how they contribute to decision-making quality and institutional well-being.

This study aims to analyze how the psychological dimensions of perception, attribution, and emotional management are integrated into the decision-making practices of the madrasah principal at MA Al Washoya. In doing so, it seeks to enrich both the theoretical literature on psychology-informed Islamic educational leadership and to offer practical insights for the development of madrasah principal capacity across diverse institutional contexts.

RESEARCH METHOD

This study employs a qualitative approach with a case study design, selected for its capacity to generate rich, contextualized understandings of complex leadership phenomena within a naturalistic setting (Mulyana et al., 2024). The case study design is particularly appropriate given the study's focus on the subjective experiences, interpretive processes, and psychological dynamics of a single madrasah principal within a specific institutional context. Such a design allows the researcher to attend closely to the particularity and complexity of the case, while simultaneously drawing out broader theoretical insights relevant to Islamic educational leadership.

Research informants were selected through purposive sampling to ensure that participants possessed direct, relevant knowledge of the leadership and decision-making processes under investigation. Three categories of informants were identified: (1) the madrasah principal, as the primary decision-making actor and the central subject of inquiry; (2) the curriculum vice-principal, whose role places them in close proximity to the principal's policy decisions; and (3) members of the teachers' council, who are directly affected by and can offer reflective commentary on the leadership practices observed.

Data were collected through three complementary methods. First, in-depth semi-structured interviews were conducted to elicit detailed accounts of the principal's perceptual frameworks, attributional reasoning, and emotional management strategies in decision-making contexts. Second, participatory observation was employed to enable the direct witnessing of interpersonal interactions, emotional regulation, and the enacted patterns of institutional decision-making within the madrasah environment. Third, documentary analysis of relevant institutional records, policy documents, and leadership activity reports provided corroborating evidence and contextual grounding for the interview and observational data (Sakiah & Effendi, 2021).

Data analysis followed an interactive model comprising three iterative stages: data reduction, involving the systematic identification and selection of information relevant to the psychological dimensions of leadership; data presentation, organized into thematic narratives that illuminate the relationships

among perception, attribution, and emotional management; and conclusion drawing, through the interpretive synthesis of emergent patterns and their implications for decision-making effectiveness. Member-checking and triangulation across data sources were employed to strengthen the credibility and trustworthiness of the findings. Specifically, thematic identification was carried out through an open-coding process in which the researcher systematically tagged recurring patterns across interview transcripts and observational field notes. These initial codes were subsequently grouped into higher-order thematic clusters reflecting the three focal psychological dimensions. Member-checking was conducted by returning a written summary of the interpreted findings to the principal and two teacher informants, who were invited to confirm, clarify, or contest the researcher's interpretations. All three informants affirmed the accuracy of the themes as presented, thereby enhancing the internal validity of the analysis.

RESULTS AND DISCUSSION

Result

Based on systematic observation and in-depth interviews conducted with purposively selected informants, this study yielded a rich empirical account of the psychological factors that underpin the leadership practices of the madrasah principal at MA Al Washoya. The findings reveal that the principal's decision-making processes are substantively shaped by three interrelated psychological dimensions: perception, attribution, and emotional management. These dimensions were found to operate not in isolation, but as mutually reinforcing elements of an integrated leadership orientation characterized by reflectiveness, empathy, and fidelity to Islamic values.

Field observations indicated that the principal's perceptions of institutional situations are consistently framed in terms of collaborative potential rather than hierarchical authority. Attributional processes were evidenced in the principal's deliberate effort to understand the contextual and dispositional factors underlying teacher behavior before formulating evaluative judgments or corrective responses. Emotional management was observable through the principal's measured and empathic responses to interpersonal conflicts and institutional pressures, frequently concluding with spiritual affirmations that reinforced a sense of shared purpose among school residents. The results of these observations are summarized in Table 1 below.

Table 1. Summary of Observed Psychological Dimensions in Principal Leadership

No.	Psychological Dimension	Observed Manifestation in Leadership Practice
1.	Perception	The principal consistently interprets the leadership role as a service-oriented and exemplary vocation, emphasizing participatory processes and inclusive approaches to guiding institutional members. For instance, when deciding on the allocation of extracurricular programs, the principal convened a joint meeting with teachers and

	student representatives before reaching any conclusion, stating: "Every decision here is a shared decision—I am only the one who formalises what we agree upon together."
2. Attribution	Performance appraisal is conducted with deliberate attention to both internal and external causal factors, with discipline foregrounded as a key mediating variable while contextual constraints are accorded due consideration. In one documented case, rather than issuing a reprimand to a teacher with declining lesson-plan compliance, the principal first conducted an informal conversation that revealed the teacher was managing a family health crisis, subsequently offering administrative flexibility and peer support.
3. Emotional Management	Emotional regulation is evidenced through calm, constructive, and spiritually grounded responses to interpersonal conflicts and institutional pressures, reinforcing an equitable and harmonious decision-making climate. During a heated disagreement between two teachers over class scheduling, the principal de-escalated the situation by inviting both parties to a private dialogue session, concluding the meeting with a communal du'a that restored a sense of shared purpose and mutual respect.

Perception of the Madrasah Principal and Its Role in Decision-Making

The perceptual orientation of a madrasah principal constitutes a foundational determinant of the quality of interpersonal relations and institutional climate within Islamic schools (Salsabilla et al., 2024). As the institutional apex, the principal’s capacity to accurately interpret situational dynamics, read the needs of educational stakeholders, and frame challenges as opportunities for collective growth is directly implicated in the adequacy of the decisions that follow (Nurhaedah & Kadir, 2024). When grounded in positive and constructive perceptual frameworks, educational leadership decisions are more likely to promote productive work cultures and to generate the conditions necessary for both teacher professional development and student character formation.

In the Islamic educational management context, the perceptual processes of the madrasah principal are not merely cognitive but are profoundly shaped by spiritual and moral commitments. The principal is expected to interpret institutional realities through the lens of Islamic values, drawing on principles such as justice (‘adl), compassion (rahmah), and brotherly solidarity (ukhuwah) in the reading of organizational situations (Lubis, 2022). This integration of Islamic value-orientation into perceptual frameworks implies that the principal’s view of teachers, students, and institutional dynamics is simultaneously analytical and ethically informed, producing decisions that are responsive to both empirical realities and normative ideals.

Interview data from the present study reveal that the principal of MA Al

Washoya consistently frames the decision-making process as a participatory rather than unilateral enterprise. Rather than treating institutional authority as the primary basis for policy, the principal articulates a view of leadership in which institutional success is understood as a collective achievement, requiring the synergistic involvement of all educational stakeholders. This participatory perceptual framework actively militates against one-sided decision-making and encourages dialogue, consensus-building, and the accommodation of diverse stakeholder perspectives in the formulation of institutional direction.

Interpretive analysis of the interview data further discloses that the principal's perception of diversity among madrasah residents—encompassing differences in educational background, motivation, and psychosocial context—is framed not as an obstacle to institutional coherence but as a form of organizational potential. This asset-oriented perceptual stance enables the principal to make decisions that are psychologically inclusive, affirming the sense of belonging of all stakeholders while supporting the sustainable achievement of educational goals. Such a perceptual posture is consistent with the principles of deliberation (*syawir*) and *ukhuwah* that characterize Islamic leadership ethics and that provide the normative foundation for humane, contextually responsive institutional governance (Rosita, 2024).

Attribution of the Madrasah Principal in the Appraisal of Teacher Performance

The appraisal of teacher performance represents a critical dimension of madrasah management in which the attributional reasoning of the principal is particularly consequential. Attribution—defined as the cognitive process through which causal explanations are assigned to observed behaviors and outcomes—determines whether the principal's evaluative judgments are grounded in an objective analysis of contextual factors or are distorted by reliance on superficial or emotionally charged assessments (Heider, 1958). In the context of educational leadership, the quality of attributional reasoning is directly implicated in the fairness of performance appraisal processes and in the extent to which managerial decisions contribute to or detract from teacher professional development and institutional morale.

Drawing on Heider's classical attribution framework, which distinguishes between internal (dispositional) and external (situational) causal factors, the madrasah principal at MA Al Washoya is observed to engage in a deliberate and nuanced attributional process prior to formulating evaluative responses to teacher behavior and performance outcomes. According to informants from the curriculum vice-principal and the teachers' council, the principal consistently seeks to understand the underlying causes of observed performance deficits before issuing judgments or corrective responses. This takes the form of personal dialogic engagement, including informal conversations and sustained daily observation, through which the principal endeavors to determine whether performance issues originate in individual capability limitations, motivational factors, or external constraints beyond the teacher's control.

This deliberate attributional approach confers several significant institutional benefits. By resisting the tendency toward premature evaluative closure, the principal avoids the attribution errors that commonly afflict managerial decision-making, most notably the fundamental attribution error, which involves an overweighting of dispositional factors at the expense of situational explanations (Muharram et al., 2024). As a consequence, the performance appraisal process at MA Al Washoya is characterized by greater fairness and objectivity, while simultaneously providing a platform for constructive feedback that supports teacher growth without engendering feelings of blame or diminishment.

The empathic and reflective character of the principal's attributional practice is further reinforced by the leadership style employed. The principal adopts an empathic stance toward the personal circumstances of individual teachers, engaging in open communication designed to surface the root causes of performance challenges and to collaboratively identify solutions (Anas, 2024). This approach to attribution is not merely a technical managerial strategy but reflects a broader ethical orientation toward justice and compassion in institutional governance. Fair and objective attribution, as evidenced in this study, creates conditions of psychological safety among teaching staff, thereby enhancing motivation and reinforcing trust in leadership (Al-Azan et al., 2025).

These findings align with Edgar H. Schein's (2010) theoretical contention that a positive organizational climate, fostered through leadership practices that affirm the dignity and worth of institutional members, strengthens professional commitment and encourages a collaborative culture. In the madrasah context, such a climate is not only organizationally beneficial but is also consistent with the Islamic ethical imperative to treat all members of the educational community with fairness, respect, and pastoral concern. The principal's attributional practices thus function both as an instrument of managerial effectiveness and as an expression of the spiritual and moral values that animate Islamic educational leadership.

Emotional Management in the Leadership Practice of the Madrasah Principal

The capacity for effective emotional management is widely regarded as an indispensable competency for educational leaders operating in complex and demanding institutional environments (Zulkarnain & Salito, 2025). Madrasah principals, in particular, are routinely confronted with a confluence of pressures arising from administrative responsibilities, interpersonal tensions within the teaching staff, and the expectations of parents and the broader community. These pressures generate a substantial emotional burden that, if inadequately managed, can impair the quality of institutional decision-making, destabilize the work climate, and erode the relational trust upon which effective educational leadership depends (Satria et al., 2025). It is therefore essential that madrasah principals not only possess the intellectual and managerial competencies required by their role, but also demonstrate the emotional intelligence necessary to navigate the affective dimensions of institutional life with composure, wisdom, and empathy.

Leaders who effectively regulate their emotional responses are better positioned to cultivate positive interpersonal relationships within the institutional environment. A leadership demeanor characterized by calmness, empathy, and deliberateness in the face of adversity fosters a climate of trust and respect among teachers and educational staff. Moreover, effective emotional management enables principals to make decisions that are genuinely rational – grounded in objective analysis rather than reactive to momentary affective states – thereby ensuring that institutional policies are consistently oriented toward the long-term welfare of the madrasah and its stakeholders.

Interview evidence gathered from the curriculum vice-principal and members of the teachers' council reveals that the principal of MA Al Washoya consistently demonstrates a high level of emotional stability, particularly in situations involving interpersonal sensitivity or institutional conflict. Informants reported that the principal refrains from issuing hasty responses to conflicts arising among teachers or to complaints brought by parents of students. Instead, the principal prioritizes the de-escalation of tension through the creation of deliberative dialogue spaces in which all parties are afforded the opportunity to articulate their perspectives candidly and without fear of reprisal. This approach is consistently accompanied by an empathic and patient interpersonal demeanor, often concluded with brief spiritual affirmations – including short prayers offered in community – which function to restore a sense of shared purpose and to affirm the spiritual bonds that unite the madrasah community.

Within the framework of Islamic educational leadership, emotional management is understood not merely as a psychological competency but as a dimension of spiritual maturity and moral character. A principal who exercises patience, restrains reactive impulses, and engages with institutional challenges with openness and equanimity embodies the Islamic ideal of a leader whose authority is grounded in moral example (*uswah hasanah*) rather than positional power alone. This capacity for emotionally grounded leadership serves not only to enhance the effectiveness of decision-making processes but also provides an inspirational model for all members of the madrasah community, contributing to the cultivation of an institutional culture characterized by sincerity, responsibility, and mutual respect.

The implications of effective emotional management for institutional decision-making are therefore far-reaching. As the findings of this study demonstrate, the principal's capacity for emotional regulation supports the emergence of a reflective, harmonious, and contextually sensitive leadership style in which decisions attend not only to administrative rationality but also to the social and emotional dimensions of institutional life. This integrative quality of emotionally informed decision-making is a defining feature of the humanistic leadership model observed at MA Al Washoya and represents a significant contribution to the understanding of effective Islamic educational leadership.

Implications of the Psychological Dimensions for Decision-Making Effectiveness

The integration of accurate perception, fair attribution, and mature emotional management in the leadership of the madrasah principal at MA Al Washoya produces a form of humanistic institutional governance that transcends conventional managerial frameworks. The principal functions not merely as an administrative coordinator but as a *murobbi*—a spiritual guide who attends to the moral and emotional well-being of all institutional members. This dual role reflects the unique demands of Islamic educational leadership, in which formal authority and spiritual exemplarity are understood as inseparable dimensions of legitimate and effective governance.

Two concrete institutional decisions documented during the fieldwork period illustrate this integration in practice. First, when determining whether to retain or restructure the school's remedial learning programme, the principal engaged in extended consultation with subject teachers, reviewing assessment data, soliciting student feedback, and reflecting on the spiritual obligation to ensure that all students receive equitable educational support before arriving at a decision to redesign the programme around differentiated instruction principles. The perceptual framing of student learning diversity as a responsibility rather than a burden, the balanced attribution of academic underperformance to both systemic and individual factors, and the emotionally patient management of resistant voices among senior staff all shaped the quality and legitimacy of this decision. Second, in addressing a formal complaint submitted by parents regarding a teacher's conduct, the principal did not react punitively upon receiving the report. Instead, the principal initiated a structured mediation process, independently gathering accounts from the parties involved, attributing responsibility proportionately after careful deliberation, and communicating the outcome in terms that preserved the dignity of all parties. These two decisions exemplify how the psychological dimensions of perception, attribution, and emotional management are not merely abstract orientations but are operationally decisive in the governance of the madrasah.

From a theoretical standpoint, the findings of this study provide empirical support for the proposition that the psychological dimensions of leadership—perception, attribution, and emotional management—do not operate independently but interact dynamically to shape the quality and orientation of institutional decision-making. Accurate perception enables the principal to engage in a nuanced sense-making process that translates situational understanding into contextually adaptive policy (Rachmiatie, 2001). Fair attribution guards against the distortions that arise from hasty or emotionally reactive evaluative judgments, thereby preserving the trust and psychological safety necessary for collaborative institutional functioning (Ixfina, 2024). Emotionally grounded leadership, in turn, provides an affective model that permeates the institutional culture, reinforcing norms of empathy, deliberateness, and shared responsibility among all madrasah residents.

These findings are further illuminated through the lens of transformational

leadership theory. The principal's perceptual and relational practices reflect the dimension of idealized influence, in which the leader is perceived as a figure of moral authority and trustworthiness whose decisions are consistently understood to be motivated by collective welfare rather than personal interest. The fair and empathic attribution practices documented in this study contribute to the development of individualized consideration, as the principal attends to the particular needs, circumstances, and developmental trajectories of individual teachers. Emotionally competent leadership, meanwhile, supports the inspirational motivation dimension of transformational leadership, as a leader who manages their emotions effectively is better positioned to sustain the morale, commitment, and sense of shared purpose that transformational leadership seeks to engender.

At the practical level, the integration of these three psychological dimensions contributes to the formation of a healthy organizational culture that actively supports teacher professional development and the character formation of students in accordance with Islamic values. The principal's consistent attentiveness to the psychological dynamics of institutional life ensures that decision-making is not merely technically competent but humanistically responsive—balancing administrative requirements, pedagogical priorities, and the spiritual imperatives of Islamic education in a manner that is coherent, sustainable, and conducive to institutional excellence.

Discussion

The findings of this study underscore the centrality of psychological dimensions in the exercise of effective educational leadership, particularly within Islamic school contexts where managerial competence and moral-spiritual exemplarity are regarded as mutually constitutive rather than distinct domains. The empirical evidence gathered at MA Al Washoya confirms that the quality of institutional decision-making is profoundly mediated by the principal's capacity to perceive institutional realities accurately, to attribute causal explanations to behavior fairly, and to manage emotional responses with maturity and wisdom. These three dimensions, operating in dynamic interrelation, constitute a psychological infrastructure that determines not only the rationality but also the human and spiritual quality of leadership decisions.

The reflective disposition that characterizes effective educational leadership is particularly evident in the principal's approach to complex institutional challenges. Reflectiveness—understood as the deliberate examination of one's perceptions, assumptions, and attributional tendencies—enables leaders to transcend reactive or habitual responses and to engage with institutional problems in ways that are contextually nuanced and ethically calibrated. This reflective orientation aligns with broader scholarship on leadership wisdom, which emphasizes the importance of metacognitive awareness in the production of judicious organizational decisions (Hadikusumo et al., 2025). In the madrasah context, reflective leadership is further reinforced by the Islamic ethical tradition, which places a premium on deliberation (*syawir*), self-knowledge (*muhasabah*),

and the avoidance of hasty judgment in the conduct of institutional affairs.

The empathic dimension of the principal's leadership practice represents another critical mechanism through which psychological maturity is translated into organizational effectiveness. Empathy enables the principal to apprehend the emotional states, relational needs, and situational constraints of teachers and students not merely through cognitive inference but through a genuine responsiveness to the lived experiences of institutional members. In decision-making terms, this empathic attunement allows the principal to frame problems in ways that acknowledge the human dimensions of institutional challenges, to design solutions that are proportionate to the actual needs of those affected, and to communicate decisions in ways that are experienced as fair, respectful, and affirming of institutional belonging (Anas, 2024).

From the perspective of Islamic values, the leadership practices documented in this study embody the Quranic and Prophetic principles of amanah (trustworthiness), 'adl (justice), and rahmah (compassion). These values are not external impositions upon the principal's leadership conduct but are integral to the principal's self-understanding as a moral agent whose institutional authority is inseparable from spiritual accountability. This integration of Islamic ethical principles into the psychological and relational fabric of leadership practice constitutes what may be termed values-grounded leadership—a model in which the exercise of institutional power is simultaneously an expression of devotion (ibadah) and exemplary conduct (uswah hasanah) that invites emulation rather than mere compliance from institutional members. This conceptualisation of values-grounded Islamic leadership is empirically supported by Rohmansyah et al. (2024), who demonstrate that principals who embody prophetic leadership ideals—integrating spiritual authority with ethical governance—are more effective in sustaining institutional commitment and communal cohesion among school stakeholders.

The relationship between the psychological dimension of leadership and the framework of transformational leadership theory merits particular attention. The principal's ability to sustain a conducive institutional climate through perceptually accurate, attributionally fair, and emotionally regulated leadership reflects the transformational dimension of idealized influence, wherein the leader is experienced as a trustworthy moral authority whose decisions command genuine respect. The resulting attributional orientation among teachers—in which institutional policies are perceived as expressions of principled leadership rather than arbitrary authority—generates high levels of affective commitment and professional loyalty, outcomes that are theoretically central to transformational leadership (Al Hakim et al., 2024).

Furthermore, the emotional intelligence demonstrated by the principal plays a critical role in both the inspirational motivation and individualized consideration dimensions of transformational leadership. Leaders who manage their emotions skillfully are able to inspire confidence and enthusiasm among their followers, sustain collective morale during periods of institutional difficulty, and attend with sensitivity to the particular developmental and emotional needs of

individual teachers. The integration of perceptual accuracy, fair attribution, emotional intelligence, and internalized Islamic values within a single leadership practice therefore produces a form of transformational leadership that is not only organizationally effective but also ethically coherent and spiritually grounded – a combination that is of particular significance for the management of Islamic educational institutions.

CONCLUSION

This study has demonstrated that the quality of decision-making exercised by the madrasah principal at MA Al Washoya Ngoro Jombang is substantively shaped by three interrelated psychological dimensions: perception, attribution, and emotional management. Accurate and constructive perception enables the principal to navigate institutional dynamics with clarity and collaborative intentionality, while fair and reflective attribution supports equitable performance appraisal and fosters psychological safety among teaching staff. Mature emotional management, grounded in both psychological competence and Islamic spiritual values, reinforces the conditions necessary for judicious, empathic, and contextually responsive decision-making. These three dimensions are shown to be mutually reinforcing, together constituting a comprehensive psychological infrastructure for humanistic Islamic educational leadership.

The integration of these psychological dimensions produces a model of leadership that is simultaneously effective at the administrative and organizational levels and meaningful at the moral and spiritual levels. The principal functions as both an institutional manager and a murobbi – a moral-spiritual guide whose leadership is oriented toward the holistic development of the madrasah community. This model reflects the distinctive demands and aspirations of Islamic educational governance, in which institutional excellence and the formation of morally and spiritually grounded human beings are understood as inseparable objectives.

This study contributes to the scholarly literature on psychology-informed educational leadership in Islamic school contexts, offering empirical grounding for theoretical frameworks that have to date been examined largely in partial or isolated terms. The findings suggest that effective madrasah leadership development programs should attend not only to administrative and pedagogical competencies but also to the cultivation of psychological maturity, perceptual accuracy, attributional fairness, and emotional intelligence among prospective and serving principals. Future research is encouraged to extend the scope of inquiry to encompass multiple madrasah contexts, diverse regional and socio-cultural settings, and a broader range of research methodologies, including quantitative and mixed-methods approaches, in order to deepen and generalize the understanding of psychological dimensions in Islamic educational leadership. It is important to acknowledge that, as a single-case qualitative study conducted at one madrasah with three informants, the present findings are inherently context-specific and cannot be straightforwardly generalised to other Islamic educational institutions or leadership settings. The transferability of these insights to broader

populations of madrasah principals will require validation through multi-site and methodologically diverse investigations.

REFERENCES

- Al-Azan, M., Rahuda, R., & Hasanah, N. (2025). Persepsi dan teori atribusi Kelley. *Jurnal Manajemen Dakwah dan Ilmu Komunikasi*, 1(2), 115–124. <https://journal.jmdikpublisher.com/jmdik/article/view/12>
- Al Hakim, Y. R., Sagita, D. S., & Irfan, M. (2024). Eksplorasi peran kepemimpinan transformasional dalam mendorong inovasi organisasi. *Journal of Syntax Admiration*, 5(5), 1630–1637. <https://doi.org/10.46799/jsa.v5i5.1147>
- Anas, I. (2024). Peran dan fungsi kepala madrasah dalam meningkatkan profesionalisme guru. *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, 5(4), 401–409. <https://doi.org/10.58401/salimiya.v5i4.1891>
- Ayuningtyas, D. (2017). Peranan kepemimpinan kepala sekolah dalam meningkatkan kinerja guru. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 1–29. <https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/31>
- Hadikusumo, R. A., Subhan, M., Murcahyanto, H., et al. (2025). *Kepemimpinan dan pengambilan keputusan*. Cendikia Mulia Mandiri.
- Idris, A., Syarifudin, E., & Gunawan, A. (2025). Peran pemimpin pembelajar dalam pembelajaran yang berkualitas. *Academia: Jurnal Inovasi Riset Akademik*, 5(2), 105–116. <https://doi.org/10.51878/academia.v5i2.4980>
- Ixfina, F. D. (2024). Dinamika interaksi sosial di lingkungan Madrasah Ibtidaiyah Nurul Yaqin Surabaya. *Tarsib: Jurnal Program Studi PGMI*, 1(2), 1–9. <https://doi.org/10.61181/tarsib.v1i2.381>
- Heider, F. (1958). *The psychology of interpersonal relations*. John Wiley & Sons. <https://doi.org/10.1037/10628-000>
- Lubis, N. S. (2022). Pembentukan akhlak siswa di madrasah: Kontribusi lingkungan sekolah, kompetensi guru, dan mutu pendidikan. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 137–156. [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).8847](https://doi.org/10.25299/al-thariqah.2022.vol7(1).8847)
- Muharram, K. A., Ikhsan, I., Anam, K. S., Zulviah, S., & Maulida, A. (2024). Analisis bibliometrik: Tren penelitian dan publikasi teori atribusi. *Comdent: Communication Student Journal*, 2(1), 176–193. <https://doi.org/10.24198/comdent.v2i1.55673>
- Mulyana, A., Vidiati, C., Danarahmanto, P. A., et al. (2024). *Metode penelitian kualitatif*. Penerbit Widina.
- Nurhaedah, A., & Kadir, S. (2024). Motivasi kepala sekolah dalam menciptakan iklim kerja di Madrasah Aliyah DDI Kelurahan Baru Kabupaten Tolitoli. *Journal of Educational Management and Islamic Leadership (JEMIL)*, 3(1), 1–15. <https://doi.org/10.56338/jemil.v4i01.5007>
- Parawitha, A. A. G. A., & Gorda, A. A. N. E. S. (2017). Pengaruh kecerdasan spiritual, kecerdasan emosional, kepemimpinan transformasional terhadap kepuasan kerja dan kinerja. *Jurnal Ilmiah Manajemen dan Bisnis*, 2(2), 347–

359. <https://journal.undiknas.ac.id/index.php/manajemen/article/view/2088>
- Rachmiate, A. (2001). Profil jurnalis di era reformasi: Studi kualitatif dengan pendekatan sense making tentang profil sumber daya manusia di media cetak, radio, dan televisi. *Mediator: Jurnal Komunikasi*, 2(1), 101–114. <https://doi.org/10.29313/mediator.v2i1.722>
- Rohmansyah, M. S., Zohriah, A., Firdaos, R., & Syarifudin, E. (2024). Dimensi spiritual dalam kepemimpinan pendidikan Islam melalui model kepemimpinan Nabi Muhammad SAW. *Geneologi PAI: Jurnal Pendidikan Agama Islam*, 11(2), 126–147. <https://doi.org/10.32678/geneologipai.v11i2.9540>
- Rosita, I. (2024). Gaya kepemimpinan, komunikasi, dan pengambilan keputusan dalam meningkatkan efektivitas manajemen pada lembaga pendidikan Islam. *Jurnal Tarbiyah Almuslim*, 2(2), 137–151. <https://doi.org/10.71025/x3n19229>
- Sakiah, N. A., & Effendi, K. N. S. (2021). Analisis kebutuhan multimedia interaktif berbasis PowerPoint materi aljabar pada pembelajaran matematika SMP. *JP3M: Jurnal Penelitian Pendidikan dan Pengajaran Matematika*, 7(1), 39–48. <https://doi.org/10.37058/jp3m.v7i1.2623>
- Salsabilla, I. S., Niswah, S., & Jaya, A. I. A. (2024). Persepsi guru dan siswa terhadap manajemen akreditasi di sekolah menengah atas. *Dirasat: Jurnal Manajemen dan Pendidikan Islam*, 10(2), 227–246. <https://doi.org/10.26594/dirasat.v10i2.5332>
- Satria, R., Fauzan, F., & Muhammad, A. F. (2025). Analisis faktor-faktor penyebab stres kerja terhadap kinerja guru: Studi literatur komprehensif. *Jurnal Riset dan Inovasi Pembelajaran*, 5(1), 249–263. <https://doi.org/10.51574/jrip.v5i1.2889>
- Schein, E. H. (2010). *Organizational culture and leadership*. John Wiley & Sons.
- Setyobudi, F. D. A. (2024). Analisis gaya kepemimpinan guru terhadap motivasi belajar siswa pada siswa kelas IV Madrasah Ibtidaiyah. *Jurnal Ilmiah Pendidik Indonesia*, 3(2), 1–12. <https://doi.org/10.56916/jipi.v3i2.990>
- Thalib, D., Fitriana, D., Anou, E., Maisyaroh, M., & Sumarsono, R. B. (2019). Atribusi bawahan terhadap pemimpin berkarisma. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(2), 205–216. <https://doi.org/10.32678/tarbawi.v5i02.2088>
- Zulkarnain, I., & Salito, S. (2025). Membangun kepemimpinan organisasi efektif di era kecerdasan emosi: Sebuah kerangka konseptual. *Jurnal Pendidikan, Sosial dan Pengabdian Masyarakat*, 2(1), 76–80. <https://doi.org/10.5281/zenodo.15545613>