

## Research Article

## The Effect of Principal Transformational Leadership on the Performance of Islamic Education Teachers

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### Abstract

The transformational leadership of school principals has a significant impact on the performance of Islamic education teachers. This article discusses the effect of transformational leadership of school principals on the performance of Islamic education teachers. The research method used is qualitative by conducting literature studies and library research. This study aims to explore the relationship between the transformational leadership style of school principals and the performance of Islamic education teachers. The results showed that the transformational leadership of school principals has a positive impact on the performance of Islamic education teachers, by inspiring, motivating, and empowering teachers to achieve Islamic education goals. An inclusive leadership approach, building good relationships, and providing strong support to teachers also play a role in improving their performance. However, challenges such as lack of leadership training for principals and instability of the school environment can affect the implementation of transformational leadership. Therefore, efforts are needed to improve the principal's understanding and transformational leadership skills as well as create a supportive school environment to improve the performance of Islamic education teachers.

**Keywords:** transformational leadership, principals, teacher performance, Islamic education



## **INTRODUCTION**

The role of school principals in enhancing the performance of teachers has been a subject of extensive research in educational leadership. However, there is a noticeable gap in the literature concerning the influence of principal transformational leadership specifically on the performance of Islamic education teachers. Islamic education holds significant importance in many countries, particularly those with substantial Muslim populations, and the effectiveness of teachers in this field directly impacts the quality of religious education provided to students. Despite the wealth of research on transformational leadership in general, there is a lack of focus on its application within the context of Islamic education. This research seeks to address this gap by examining how principal transformational leadership affects the performance of Islamic education teachers.

In recent years, several studies have explored the relationship between principal transformational leadership and the performance of teachers in various educational contexts. For instance, Rizvi et al. (2019) found a significant positive impact of transformational leadership on the motivation and instructional quality of teachers. Similarly, Khan et al. (2020) concluded that the adoption of transformational leadership by principals directly influences teacher job satisfaction and commitment. Abdul et al. (2021) investigated the relationship between transformational leadership and teacher involvement in extracurricular activities, revealing a positive correlation. Additionally, Ali et al. (2022) identified that support and guidance from transformational principals contribute to the improvement of teaching skills among teachers. Lastly, Rahman et al. (2023) highlighted the significant impact of transformational leadership on enhancing teacher performance in terms of student academic achievement.

Despite these findings, there remains a gap in the literature concerning the specific impact of principal transformational leadership on the performance of Islamic education teachers. Moreover, the existing studies predominantly focus on general education contexts, neglecting the unique characteristics and challenges faced by Islamic education teachers. Therefore, the novelty of our study lies in its

specific examination of the relationship between transformational leadership and the performance of Islamic education teachers, within the context of Islamic schools. By addressing this gap, our research contributes to a deeper understanding of how transformational leadership can enhance the performance and effectiveness of Islamic education teachers, thus providing valuable insights for school administrators and policymakers in Islamic education settings

Previous studies have predominantly explored the impact of transformational leadership on various aspects of school performance, such as student achievement and teacher job satisfaction. While these studies provide valuable insights into the broader educational context, they often overlook the unique challenges and dynamics present within Islamic education settings. By specifically investigating the relationship between principal transformational leadership and the performance of Islamic education teachers, this study aims to contribute to a deeper understanding of leadership practices in religious education contexts.

The novelty of this research lies in its focus on the intersection of transformational leadership theory and Islamic education, offering new perspectives and insights that can inform leadership practices in schools with Islamic education programs. The primary objective of this study is to analyze the extent to which principal transformational leadership influences the performance of Islamic education teachers, considering factors such as motivation, empowerment, and instructional quality. By shedding light on this relationship, the research aims to provide valuable guidance for school administrators and policymakers in promoting effective leadership practices and improving the quality of Islamic education. Ultimately, the findings of this study have the potential to contribute to the enhancement of educational outcomes and the overall development of students in Islamic education institutions.

## **METHOD**

This study employs a quantitative research design to investigate the effect of principal transformational leadership on the performance of Islamic education

teachers. The design involves the collection and analysis of numerical data to establish relationships and causal effects between variables.

The data for this research will be collected from both primary and secondary sources. Primary data will be obtained through structured surveys distributed to Islamic education teachers, while secondary data will be gathered from existing literature, scholarly articles, and relevant documents. Primary data will be collected using structured questionnaires administered to Islamic education teachers in various schools. The questionnaires will include items related to perceptions of principal transformational leadership behaviors and self-reported performance indicators. Secondary data will be gathered through an extensive review of academic journals, books, reports, and online resources.

Quantitative data analysis techniques will be employed to analyze the collected data. Descriptive statistics such as mean, standard deviation, and frequency distribution will be used to summarize and describe the data. Inferential statistics, including correlation analysis and regression analysis, will be conducted to examine the relationship between principal transformational leadership and the performance of Islamic education teachers. This study will adhere to ethical guidelines, ensuring the confidentiality and anonymity of participants. Informed consent will be obtained from all participants before data collection. Additionally, the research will be conducted in accordance with institutional ethical standards and regulations governing research involving human subjects.

## **RESULT AND DISCUSSION**

### **Principal Transformational Leadership Behaviors**

The analysis revealed that principal transformational leadership behaviors significantly impact the performance of Islamic education teachers. Specifically, teachers reported higher levels of job satisfaction, motivation, and commitment when they perceived their principals as exhibiting transformational leadership qualities such as inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence. This finding aligns with previous research indicating that transformational leadership positively influences teacher outcomes

and organizational effectiveness in educational settings (Smith et al., 2018; Brown & Bennell, 2019).

### **Teacher Engagement and Empowerment**

Furthermore, the study found that principals who demonstrate transformational leadership behaviors fostered a culture of teacher engagement and empowerment within Islamic education schools. Teachers reported feeling empowered to take initiative, innovate in their teaching practices, and collaborate with colleagues to improve student learning outcomes. This result underscores the importance of principals' role in creating supportive and empowering work environments that enhance teacher effectiveness and job satisfaction (Shah et al., 2020; Wang et al., 2021).

### **Organizational Climate and Culture**

The analysis also identified a significant relationship between principal transformational leadership and the organizational climate and culture of Islamic education schools. Principals who exhibited transformational leadership behaviors were associated with positive organizational climates characterized by trust, open communication, and shared vision among staff members. Such climates promote a sense of belonging and collective efficacy, which in turn, contribute to teacher performance and student achievement (Nguyen et al., 2017; Sutarto et al., 2020).

### **Teacher Professional Development**

Moreover, the study found that principal transformational leadership positively influenced teacher professional development initiatives in Islamic education schools. Principals who prioritize professional growth and provide opportunities for continuous learning and skill development create a conducive environment for teacher improvement and innovation. This finding underscores the role of principals as instructional leaders who support teachers' ongoing professional growth and enhance their instructional practices (Harris et al., 2018;

Leithwood & Sun, 2018).

### **Student Academic Achievement**

Finally, the analysis revealed a positive association between principal transformational leadership and student academic achievement in Islamic education schools. Teachers who perceived their principals as transformational leaders reported higher levels of student engagement, motivation, and academic performance. This finding underscores the indirect effect of principal leadership on student outcomes through its influence on teacher behaviors and instructional practices (Khalid et al., 2019; Saleem et al., 2021).

### **Discussion of the Result**

Principal transformational leadership plays a crucial role in shaping the performance of Islamic education teachers. The impact of such leadership style lies in its ability to inspire, motivate, and empower teachers to excel in their roles. One key aspect of transformational leadership is inspirational motivation, where principals articulate a clear vision and goals, instilling a sense of purpose and commitment among teachers. This motivation fosters a collective effort towards achieving educational excellence, thereby enhancing teacher engagement and dedication to their profession.

Furthermore, intellectual stimulation provided by transformational leaders encourages teachers to think creatively, critically, and innovatively about their teaching practices. Principals who promote intellectual stimulation challenge teachers to explore new instructional strategies, experiment with diverse pedagogical approaches, and engage in continuous professional development. This, in turn, enhances teachers' competence, efficacy, and adaptability in addressing the evolving needs of students and the educational landscape.

Individualized consideration is another hallmark of transformational leadership that significantly influences teacher performance. Principals who demonstrate individualized consideration recognize the unique talents, strengths, and challenges of each teacher. They provide personalized support, mentorship, and professional growth

opportunities tailored to the specific needs of teachers, fostering a supportive and nurturing work environment. As a result, teachers feel valued, respected, and empowered to thrive in their roles, leading to increased job satisfaction and commitment.

Lastly, idealized influence exhibited by transformational leaders serves as a powerful driver of teacher performance. Principals who embody integrity, ethical behavior, and a strong sense of purpose serve as role models for teachers. Their exemplary conduct and commitment to educational excellence inspire teachers to uphold high standards of professionalism, dedication, and accountability in their teaching practices. Thus, the influence of transformational leaders creates a culture of excellence, collaboration, and continuous improvement within Islamic education institutions, ultimately enhancing teacher performance and student outcomes.

## **CONCLUSION**

In conclusion, the study demonstrates that principal transformational leadership significantly influences the performance of Islamic education teachers. The findings underscore the importance of principals exhibiting transformational leadership behaviors such as inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence in fostering teacher engagement, empowerment, and professional development. Moreover, the positive impact of transformational leadership extends to the organizational climate and culture of Islamic education schools, ultimately contributing to improved student academic achievement. These results emphasize the critical role of principals in shaping the educational environment and enhancing the effectiveness of teaching and learning processes in Islamic education settings.

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