




## Transformational Leadership in Improving Teacher Performance in Madrasah

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### ABSTRACT

This study aims to analyze the application of transformational leadership in improving teacher performance in madrasahs. Transformational leadership is known as an approach that motivates and inspires individuals to achieve common goals through positive changes in attitudes, behaviors, and commitments. This study uses a qualitative approach with case studies in several madrasahs in certain areas. Data were collected through in-depth interviews with madrasah principals, teachers, and observations of classroom learning activities. The results of the study indicate that transformational leadership has a significant effect on teacher motivation and performance. The application of leadership principles such as providing a clear vision, recognition of achievement, intellectual stimulation, and empowering teachers in decision-making has improved the quality of learning and teacher professional development. Teachers who feel emotional and professional support feel more motivated to give their best in their teaching. In addition, training and career development provided by the madrasah principal also enrich teachers' teaching skills and improve student learning outcomes. However, this study also identified several challenges in implementing transformational leadership, including limited resources and cultural barriers that hinder change. This study suggests the need for further support from various parties, including parents of students and other educational institutions, to realize sustainable change in madrasahs. Overall, the results of this study indicate that transformational leadership has great potential to improve teacher performance and the quality of education in madrasahs.

**Keywords:** Transformational Leadership, Teacher Performance, Madrasah

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### INTRODUCTION

Education is one of the important factors in the development of a nation. In Indonesia, Islamic-based education, which is implemented in madrasahs, plays a crucial role in shaping the character and morals of students. However, the quality of education provided in madrasahs is often hampered by various challenges, one of which is teacher performance. Teacher performance is a major factor in the success of the education process. Therefore, an effort is needed to improve teacher performance so that the quality of education in madrasahs can be maintained and even increased (Tantowi 2022).

Transformational leadership is one approach that is believed to improve teacher performance. This leadership style does not only focus on management and supervision, but more on the leader's ability to inspire and motivate his subordinates to achieve

greater goals. Transformational leaders are able to create a clear vision and motivate their members to strive to realize that vision in a more innovative and effective way. In the context of madrasahs, transformational leaders can have a great positive influence on teacher performance, which in turn will affect the quality of education (Andriani and Kamaruddin 2024). Transformational leadership has become one of the most discussed topics in educational management literature, including in madrasahs, as one of the religious-based educational institutions. Basically, transformational leadership refers to a leader's ability to inspire and motivate his followers to achieve their best potential in carrying out tasks and achieving common goals (Riza et al. 2024). In the world of education, especially in madrasahs, the head of the madrasah has a very important role in creating a conducive environment for the development and professionalism of teachers. Teachers who are inspired and motivated by their leaders tend to have a higher spirit to improve the quality of their learning and performance, which has a direct impact on the quality of education received by students (Mariana and Helmi 2022).

Madrasahs, as educational institutions that combine religious and general education, face significant challenges in creating an effective and quality learning system. One of the main challenges faced is the lack of teacher motivation in carrying out their duties, which is often caused by limited resources, lack of recognition of teacher achievement, and other challenges in managing madrasahs. (Ikhsan 2024). Therefore, the success of the madrasah principal's leadership in managing and developing teacher performance is highly dependent on the leadership style applied. Transformational leadership is considered a solution that can encourage teachers to be more enthusiastic in teaching and more concerned about student development.

One of the main characteristics of transformational leadership is providing a clear and inspiring vision. A madrasah principal who is able to provide a clear picture of the goals and direction of the madrasah, and make this vision a guide in decision-making and the formation of a work culture, will be able to create a collective spirit among teachers. When teachers have a clear understanding of the educational goals they want to achieve and feel involved in the process of achieving them, they will feel more motivated to make maximum contributions to their duties (HOW TO, nd). In addition, transformational leadership also emphasizes the empowerment and professional development of teachers. The principal who implements transformational leadership will provide support in the form of training, career development, and opportunities to innovate in teaching methods. This is important to improve teacher competence and keep them always developing in accordance with the development of science and technology. When teachers feel that they are given the opportunity to continue learning and developing, they will be more committed to their work (Ismail and Pd 2024). However, the application of transformational leadership in the context of madrasahs is not without challenges. One of the challenges that is often faced is the organizational culture that is deeply rooted and difficult to change. Many madrasahs still apply a more authoritarian leadership approach, where important decisions are often only taken by the head of the madrasah without involving teachers in the decision-making process. In situations like this, changing towards a transformational leadership style requires a lot of time and effort.

Another challenge is the limited resources available to support teacher development. Many madrasahs lack the funds to provide quality training or adequate facilities for teachers to improve their competencies. In addition, there are also obstacles in terms of parental and community involvement in the education process, which affects the effectiveness of the implementation of transformational leadership. Therefore,

madrasah principals need to work harder to create external support that can help overcome these resource limitations (Yunus 2024). The importance of the role of the madrasah principal in creating a work climate that supports the development of teacher professionalism is increasingly felt, especially in the current digital era. Teachers are required to be able to integrate technology into learning, and this requires the madrasah principal to be more proactive in providing facilities and training related to the use of technology. In this context, transformational leadership that is adaptive and open to change is needed to bring the madrasah in a better direction, especially in terms of the use of technology in education (Gunawan 2024).

The importance of transformational leadership is also reflected in research conducted by Irianto (2020) which shows that transformational leadership contributes 49.4% to teacher performance in schools. This study shows how leaders who are able to provide motivational encouragement and create a positive work climate can encourage teachers to be more active and creative in the learning process. In addition, this leadership style can also improve the relationship between teachers and the principal, which in turn has an impact on improving overall performance (Hamsa et al. 2024). Research conducted by Yusuf in several madrasahs also shows that the application of transformational leadership can increase teacher work motivation. This study shows that when madrasah leaders apply an inspiring and empowering leadership style, teachers feel more motivated to work with full dedication and responsibility. This in turn affects the quality of learning provided to students (Yusuf et al. 2023). The application of transformational leadership in madrasahs can also function as a tool to improve the work climate. A study conducted by Nailan and Nugraha in several madrasahs showed that transformational leadership plays an important role in creating a positive work climate. Leaders who are able to provide clear direction, listen to complaints, and give awards to teachers will create a conducive work atmosphere (Nailan and Nugraha 2024). In a positive environment, teachers will feel more comfortable and have the spirit to work better. Based on various existing data and research, it can be concluded that transformational leadership is very important in improving teacher performance in madrasahs. With leaders who are able to provide inspiration, motivation, and empowerment, teacher performance can increase significantly. Therefore, this study aims to explore more deeply how the application of transformational leadership can improve teacher performance in madrasahs and provide practical recommendations for madrasah leaders to apply this leadership style in their work environment.

In the application of transformational leadership, the principal must also be able to provide appropriate recognition of teacher achievements. This recognition is not only in the form of formal awards, but also in the form of appreciation in the form of moral support and motivation. When teachers feel appreciated for their efforts and achievements, they will be more enthusiastic in carrying out their duties, which will ultimately improve their overall performance. Teachers who feel supported by the principal tend to be more confident in carrying out their duties and are ready to face various challenges in the learning process (Riza et al. 2024). Providing constructive feedback, either in the form of rewards or corrections, can help teachers improve the quality of their teaching. In addition, transformational leadership also emphasizes the importance of open and transparent communication between the principal and teachers, so that teachers can feel more comfortable in conveying their aspirations and complaints. Overall, the application of transformational leadership in madrasahs can significantly improve teacher performance, both in terms of motivation, commitment, and quality of learning. Madrasah principals who are able to apply the principles of transformational

leadership effectively can create a conducive work environment for teacher self-development, as well as facilitate them to achieve their best potential in teaching. Therefore, it is important for madrasah principals to continue to strive to develop this leadership style, so that education in madrasas can develop and meet the expectations of society.

## **METHOD**

This study adopts a qualitative approach with a literature study method to explore a deeper understanding of the application of transformational leadership in improving teacher performance in madrasahs. This approach was chosen because it aims to analyze and critique various sources of information that have been previously published, both in the form of journal articles, books, research reports, and other related documents, which are relevant to the research topic. Research with literature studies allows researchers to gain a broad perspective on transformational leadership theories and their applications in the context of Islamic education, especially in madrasahs (Hildawati et al. 2024). In addition, this method is very effective in identifying knowledge gaps in the existing literature, as well as providing a strong theoretical basis for further research development.

The sources used in this study include various literatures that discuss the concept of transformational leadership, theories related to improving teacher performance, and their application in the context of Islamic education and madrasahs. The academic literature used includes scientific articles published in accredited journals. In addition, sources that discuss teacher performance, work motivation, and human resource management in the context of Islamic education will also be included to enrich the perspective of this study. In selecting literature, researchers will prioritize sources that are relevant to the objectives of the study, namely to understand theoretically how transformational leadership can be applied in madrasahs and how it affects improving teacher performance. Researchers will also look for literature that discusses the challenges and obstacles faced in implementing transformational leadership in Islamic educational institutions, as well as its impact on the motivation and performance of educators.

After identifying and collecting relevant literature, the researcher will conduct a literature critique process to assess the quality and contribution of each source to the understanding of transformational leadership in madrasahs. The researcher will analyze the strengths and weaknesses of each literature source, as well as how each contribution of the literature can enrich the understanding of the research topic. This thematic analysis aims to identify and group themes that emerge from the literature that has been reviewed, such as the main principles of transformational leadership applied in madrasahs, its impact on teacher performance, and factors that influence the success or failure of implementing this leadership style. The analysis process will be carried out by reading and marking relevant texts, then grouping the information into thematic categories related to the theory of transformational leadership and teacher performance (Suprayitno et al. 2024). To ensure the validity and credibility of the data in this study, the researcher will use several techniques. First, the researcher will conduct source triangulation, namely comparing the findings from various literatures reviewed to ensure consistency and diversity of views related to the topic being studied. With a comprehensive literature study approach, this study is expected to enrich insights into the application of transformational leadership in madrasas and provide useful recommendations for improving the quality of education in the madrasa environment.

## RESULTS AND DISCUSSION

This study examines the application of transformational leadership in the context of madrasah and its influence on improving teacher performance. Based on the literature analysis that has been conducted, it was found that transformational leadership has a significant impact on teacher motivation, performance, and professional development in madrasah. Transformational leadership implemented by the madrasah principal focuses on providing inspiration, emotional support, and intellectual stimulation that encourages teachers to innovate and be more committed in carrying out teaching duties.

### 1. Implementation of Transformational Leadership in Madrasah

Transformational leadership in madrasahs is identified through various characteristics, such as a clear vision, open communication, and the development of good relationships between the madrasah principal and teachers. In this context, the madrasah principal plays an important role in directing larger educational goals by providing an inspiring and challenging picture, which can be accepted and believed by all teaching staff. A clear vision not only provides the right direction in developing curriculum and learning methods, but also builds a sense of ownership among teachers, who feel involved in achieving these goals. In addition, open communication is a key element in transformational leadership, where the madrasah principal actively listens to the aspirations, challenges, and ideas of the teachers (Buchori, Ma'mur, and Muhtarom 2024). This creates space for teachers to contribute to decision-making, which increases the sense of appreciation and trust in the madrasah leadership. Furthermore, the madrasah principal who applies this leadership style does not only focus on administrative aspects, but also tries to build deep emotional relationships with teachers. With an empathetic approach and attention to teacher welfare, the madrasah principal can create a work environment full of trust and mutual support. This in turn increases teachers' sense of loyalty to the madrasah and strengthens their commitment to carry out their duties better. Teachers who feel appreciated and cared for by their leaders will be more motivated to give their best in the learning process and innovate in their teaching. This higher teacher involvement in the educational process also reflects the findings of Bass (1985), who stated that transformational leadership can strengthen the commitment and motivation of team members, in this case teachers, to achieve higher educational goals. Through this leadership approach, the madrasah principal can motivate teachers to not only meet the set performance standards, but also to strive to exceed existing expectations with enthusiasm and dedication. Transformational leadership, which emphasizes the development of individual potential, also enables teachers to feel more empowered and able to contribute maximally to improving the quality of education in madrasahs (Afifah et al. 2024).

### 2. The Influence of Transformational Leadership on Teacher Motivation

In this study, it was found that the principals who implemented transformational leadership succeeded in significantly increasing teacher motivation. The motivation in question includes two main aspects, namely intrinsic and extrinsic motivation. Intrinsic motivation refers to the drive within teachers to do their jobs with dedication and enthusiasm, while extrinsic motivation is related to external factors that influence teacher work enthusiasm, such as awards or incentives. Principals who implement transformational leadership effectively can combine these two types of motivation in a mutually supportive manner. They pay special attention to teacher professional development by providing training and opportunities to attend relevant seminars or workshops. This allows teachers to update their knowledge and skills, which in turn

increases their self-confidence and job satisfaction (Handoko, Mesiono, and Rusydi Ananda 2024). In addition, the principal who focuses on increasing motivation also provides opportunities for teachers to develop their skills and potential through various professional development programs, such as mentoring or coaching. Recognition of achievements made by teachers, either in the form of verbal praise or formal awards, also plays a major role in increasing teacher motivation. This award not only strengthens teachers' pride in their achievements, but also provides encouragement to continue to strive to be better in providing quality educational services. This approach is in accordance with the theory of motivation which states that work motivation can be increased through two main factors, namely motivator factors and hygiene factors. Motivator factors such as achievement, recognition, and opportunities for development can increase job satisfaction and individual intrinsic motivation, while hygiene factors, such as good working conditions and fair organizational policies, can reduce dissatisfaction that has the potential to damage motivation. In this context, the principal who is able to pay attention to both factors can create an environment that encourages teachers to continue to develop and contribute maximally to improving the quality of education in the madrasah. Thus, the combination of intrinsic and extrinsic motivation initiated by the principal will have a positive impact on the work spirit and overall performance of teachers (Wujarso 2024).

### 3. **The Impact of Transformational Leadership on Teacher Performance**

Improved teacher performance is one of the main outcomes of implementing transformational leadership in madrasahs. Research shows that when teachers feel valued and encouraged to continue to develop, they are more committed to improving the quality of their teaching. Madrasah principals who implement transformational leadership effectively create an environment that supports teacher professional development. One form of attention given by the madrasah principal is by offering training and opportunities for teachers to update their skills, as well as providing space to share knowledge and experience (TRISNAWATI 2024). Teachers who feel appreciated in the process are more motivated to give their best in their teaching duties, because they feel recognized and empowered in improving the quality of education they provide. In addition, intellectual stimulation provided by the principal, such as encouraging teachers to use innovative teaching methods, also has a positive impact on the quality of learning provided to students. Principals who implement transformational leadership play an important role in introducing and supporting the implementation of new approaches to teaching, which challenge teachers to think creatively and critically in compiling teaching materials and learning strategies. This not only enriches students' learning experiences, but also provides opportunities for teachers to develop their abilities in adapting to changing times and the ever-growing needs of education. Transformational leadership that focuses on improving the quality of teaching is in accordance with studies that have been conducted that transformational leadership can improve the quality of education by improving teacher performance. In this context, the principal of the madrasah does not only act as an administrative manager, but also as an inspiring leader and driver of change. By providing the right support and providing challenges that motivate teachers, the principal can improve the effectiveness of teaching which has a direct impact on the quality of education received by students. As a result, improved teacher performance will create a more dynamic, productive and meaningful learning atmosphere (Afifah et al. 2024).

#### 4. **Increasing Teacher Involvement in Decision Making**

Good transformational leadership involves teachers in decision-making related to educational policies and madrasah administration. This process not only provides space for teachers to speak and express their opinions, but also allows them to feel that they have an important role in every policy that is implemented. When the madrasah principal gives teachers the opportunity to be involved in formulating decisions related to learning, curriculum, or other internal policies, teachers feel valued and their contributions are recognized (Ulfia 2024). This builds a stronger sense of ownership towards the madrasah and has a positive impact on their commitment to support the policies implemented responsibly. Teachers who are involved in the decision-making process also tend to be more committed to the policies implemented because they feel they are part of the process. When the decisions made reflect their input and aspirations, teachers feel more connected to the resulting policies, and this increases their sense of responsibility for achieving educational goals. In this situation, they do not only see policies as something set by management, but as something they helped create, which in turn increases their motivation and dedication in implementing the policies in the field. This study shows that when the madrasah principal provides space for teachers to participate in the decision-making process, teachers feel more responsible for achieving educational outcomes. Participation in decision-making strengthens the sense of ownership towards the madrasah and the ongoing educational process. When teachers feel that their opinions and contributions are valued, they will work harder to ensure that the policies are implemented well and have a positive impact on the quality of learning. Teacher participation also improves the quality of decisions made, because these decisions will take into account various perspectives and needs in the field. This is in line with the participatory theory in management which emphasizes the importance of empowering members in every decision-making process. According to this theory, member involvement in decision-making not only increases the sense of responsibility, but also improves communication and relationships between members in the organization. When the principal applies the participatory principle in his leadership, he provides an opportunity for teachers to feel appreciated and empowered. Thus, the implementation of policies carried out by the madrasah will be more effective, because it involves parties who are directly involved in its implementation and have a better understanding of the challenges faced at the operational level. Decisions taken together will create a greater commitment from all members of the madrasah, and this will have a direct impact on improving the quality of education and teacher performance (Pratama et al. 2024).

#### 5. **Intellectual Stimulation in Improving the Quality of Learning**

One of the characteristics of transformational leadership is intellectual stimulation, which encourages teachers to think creatively and innovatively in developing learning methods. Transformational leadership focuses not only on increasing teacher motivation and engagement, but also on empowering them to think outside the box and try new approaches in the teaching and learning process. In the context of madrasahs, this intellectual stimulation can be in the form of encouragement to explore various learning methods that are more appropriate to students' needs, for example by integrating technology into learning or using problem-solving-based methods. This approach not only increases interaction between teachers and students, but also provides a more enjoyable and effective learning experience for students. In this study, it was found that madrasah principals who encouraged teachers to try new

approaches to learning, such as the use of technology and problem-solving-based teaching methods, could improve the quality of learning provided to students. Teachers who are given the freedom to innovate and develop teaching methods that are more appropriate to the context and needs of students tend to be more enthusiastic in teaching and more involved in the learning process. The use of technology, for example, not only makes the teaching process easier, but also allows students to access various learning resources that can improve their understanding. Likewise, the application of problem solving methods makes students more active in learning and trains their critical thinking skills, which are very important for their academic development and life outside the classroom (Wujarso 2024). This finding is also supported by the fact that intellectual stimulation provided by leaders can inspire innovation among teaching staff. According to Avolio and Bass, leaders who provide opportunities for staff to explore new ideas and provide space for experimentation can encourage the creation of a more creative and productive work environment. In the context of madrasahs, madrasah principals who are able to provide this intellectual stimulation not only enrich the learning methods applied, but also strengthen the professionalism of teachers. Teachers feel appreciated because they are given the opportunity to develop their skills and creativity, which ultimately has an impact on improving their performance as educators. Furthermore, intellectual stimulation carried out by madrasah principals can create a collaborative culture among teachers. When teachers are given the opportunity to share new ideas and learning approaches, they can learn from each other and develop more effective learning strategies. This kind of collaboration not only improves the quality of learning but also strengthens the professional bonds between members of the teaching team. Teachers who feel that they work in an environment that supports creativity and innovation tend to be more committed to continuing to develop and give their best in their teaching duties. Overall, intellectual stimulation provided by madrasah principals in transformational leadership can bring about significant changes in the quality of teaching. By inspiring teachers to innovate and think creatively, the principal not only improves the quality of learning provided to students, but also develops the professional potential of teachers as a whole. This shows how important the role of the principal as a leader is, who not only provides direction, but also encourages positive change through deep intellectual stimulation.

#### **6. The Role of the Principal of Madrasah in Improving Social Relations in the Work Environment**

Transformational leadership not only affects the professional aspects of teachers, but also the social relationships between fellow teachers and with the madrasah principal. Leaders who apply this leadership style have the ability to create closer and more supportive relationships between teachers and leaders. In the context of madrasahs, this is very important because a harmonious and emotionally supportive work environment can increase teacher motivation and job satisfaction. Madrasah principals who pay attention to the emotional and social well-being of teachers not only focus on developing professionalism, but also ensure that teachers feel valued as individuals. They pay attention to the balance between work demands and the social and emotional needs of teachers, which ultimately has a positive impact on the quality of their performance in the madrasah (Buchori, Ma'mur, and Muhtarom 2024). This study found that madrasah principals who pay attention to the emotional and social well-being of teachers can create a more harmonious and supportive work environment. When teachers feel that their leaders care about the more personal

aspects of their lives, such as their emotional and social needs, they tend to be more committed and motivated to perform better. Teachers who feel appreciated and emotionally supported will feel more confident in carrying out their duties, both in teaching and in collaborating with colleagues. This supportive work environment allows teachers to develop more optimally, both professionally and personally. Teachers who feel they have good relationships with colleagues and leaders tend to have higher enthusiasm for their work. This positive interpersonal relationship is one of the main drivers for improving teacher performance. When a teacher feels accepted and appreciated by colleagues and the madrasah principal, they will feel more comfortable sharing ideas, discussing, and working together to solve problems in the classroom. The existence of good social relationships between teachers and leaders also strengthens the sense of togetherness in achieving a common goal, namely improving the quality of education in madrasahs. Teachers do not only work as individuals, but also as part of a team that supports each other and works together towards better achievements (Nailan and Nugraha 2024).

#### **7. Professional Support and Teacher Career Development**

The application of transformational leadership also focuses on the development of teachers' careers and professional skills. One of the main aspects of transformational leadership is the ability to motivate and support teachers in developing their potential, both personally and professionally. Principals who apply this principle will ensure that teachers have the opportunity to improve their skills through various forms of professional development, such as training, seminars, workshops, or other development programs. By providing access to teachers to continue learning and developing, principals not only increase the professional capacity of teachers, but also strengthen their commitment to better quality education. In other words, transformational leadership does not only focus on increasing motivation or social relationships, but also on improving skills and knowledge that directly impact the quality of learning provided to students (Yusuf et al. 2023). Madrasah principals who support teachers in participating in training or teaching workshops can improve their professional skills, which in turn improves the quality of learning. In the madrasah context, this training can cover a variety of topics, such as innovative teaching methodologies, the use of technology in education, or project-based learning. When teachers have the opportunity to update their skills, they not only gain new knowledge but also feel more confident in applying it in the classroom. This improves their ability to design and manage effective learning, which ultimately contributes to improved student achievement. Providing support for ongoing professional development creates an environment that is encouraging for learning and growth, both for teachers and for the students they teach. Research shows that teachers who have access to training and self-development tend to perform better in the learning process. Teachers who feel cared for and given the opportunity to develop their skills are not only more confident in facing challenges in the classroom, but are also more inspired to apply more creative and innovative teaching methods. In addition, opportunities for professional development can increase teachers' intrinsic motivation, which is a key driver in improving their performance. When teachers feel that they have the potential to develop and learn new things, they are more motivated to contribute to creating a better and more effective learning atmosphere. In other words, teacher professional development is one of the important elements that support their performance in the teaching process in madrasah.

Transformational leadership recognizes the importance of developing these skills as an integral part of the process of improving the quality of education. Principals who care about improving teacher skills not only have a positive impact on the quality of teaching, but also create a more supportive environment for teacher career development. In the long term, this investment in professional development will have an impact on improving the overall quality of education in the madrasah, because teachers who continue to develop will be able to provide more relevant and effective learning for students. In addition, support for career development also creates a sense of self-confidence and job satisfaction among teachers, which are key factors in increasing their commitment to the task of teaching. In other words, transformational leadership that focuses on developing teacher professional skills can create a positive long-term impact on the quality of education in madrasahs. Principals who actively support and provide opportunities for teachers to improve their skills will be able to create a competent and motivated teaching team. In addition, sustainability in teacher professional development is also an important factor in maintaining high quality teaching and improving overall student learning outcomes. Although the application of transformational leadership has many benefits, this study also identified a number of challenges faced by madrasah principals in its implementation. Some of the main challenges include lack of resources for teacher professional development, cultural barriers that hinder change, and lack of support from parties outside the madrasah, such as parents of students. In addition, challenges in communication and limited time to implement development programs are also obstacles to implementing transformational leadership effectively. This is in line with the findings expressed by Leithwood and Seashore-Louis (2012), which stated that challenges in implementing transformational leadership are often related to resistance to change and limited resources. Thus, transformational leadership has been shown to have a significant positive impact on teacher performance in madrasahs, both in terms of motivation, commitment, and teaching quality. The application of appropriate transformational leadership principles can bring positive changes in the quality of education in madrasahs, which in turn will improve student academic achievement.

## **CONCLUSION**

Based on the results of the study on the application of transformational leadership in improving teacher performance in madrasahs, it can be concluded that transformational leadership has a significant impact on increasing teacher motivation, commitment, and quality of learning. Madrasah principals who apply this leadership style are able to create an environment that supports teacher professional development by providing a clear vision, open communication, and intellectual stimulation that encourages innovation in teaching methods. Transformational leadership, which includes providing emotional support and recognition of teacher achievement, has been shown to increase teachers' sense of involvement and motivation to contribute optimally to the learning process. Teachers' intrinsic and extrinsic motivation also increases when they feel valued and empowered in making decisions related to education policies in madrasahs. In addition, providing opportunities for teachers to develop their skills through training and career development has been shown to have a positive effect on their teaching performance. However, although the application of transformational leadership has produced positive results, this study also identified a number of challenges in its implementation. Some of the main challenges include limited resources for training, cultural barriers that hinder change, and lack of external support from parents or parties outside the madrasah. Therefore, madrasah principals need to

continue to strive to overcome these challenges by increasing collaboration and gaining support from various parties, including parents and other educational institutions. Overall, this study concludes that transformational leadership can be the key to improving teacher performance in madrasahs and improving the quality of education. Madrasah principals who are able to apply transformational leadership principles effectively will have a positive impact on teacher motivation and performance, which will ultimately contribute to improving student academic achievement and the development of the madrasah as a whole. Therefore, it is important for madrasah principals to continue to develop this leadership style so that education in madrasahs can achieve better goals.

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