



The Role of Transformational Leadership in Enhancing Teacher Performance in Islamic-Based Schools

Diyana Firmansyah^{1*}, Ma'rivarul Lativah², Marya Ulfa³, Nirva Diana⁴, Eti Hadiati⁵, M.H.M. Majid⁶

^{1,2,3,4,5}Islamic Educational Management, UIN Raden Intan Lampung, Bandar Lampung, Indonesia

⁶South Eastern University of Sri Lanka, Sri Lanka

* diyanf1408@gmail.com

ABSTRACT: *This study aims to examine the role of principals' transformational leadership in enhancing teacher performance in Islamic-based schools through a systematic literature review approach. The findings indicate that transformational leadership has a significant and positive influence on teacher performance, particularly in terms of motivation, professionalism, work discipline, instructional quality, and organizational commitment. Among the leadership dimensions, inspirational motivation and individualized consideration emerge as the most dominant factors contributing to improved teacher performance, while organizational culture, job satisfaction, and professional development serve as key mediating variables that strengthen leadership effectiveness in Islamic educational contexts. This study implies that leadership development programs and educational policies in Islamic schools should prioritize transformational leadership competencies integrated with ethical and spiritual values to foster sustainable improvements in teacher performance and overall school quality.*

Penelitian ini bertujuan untuk mengkaji peran kepemimpinan transformasional kepala sekolah dalam meningkatkan kinerja guru di sekolah berbasis Islam

melalui pendekatan tinjauan literatur sistematis. Hasil kajian menunjukkan bahwa kepemimpinan transformasional memiliki pengaruh positif dan signifikan terhadap kinerja guru, khususnya dalam aspek motivasi, profesionalisme, disiplin kerja, kualitas pembelajaran, dan komitmen organisasi. Di antara dimensi kepemimpinan transformasional, motivasi inspirasional dan perhatian individual muncul sebagai faktor yang paling dominan dalam meningkatkan kinerja guru, sementara budaya organisasi, kepuasan kerja, dan pengembangan profesional berperan sebagai variabel mediasi yang memperkuat efektivitas kepemimpinan dalam konteks pendidikan Islam. Penelitian ini mengimplikasikan bahwa program pengembangan kepemimpinan dan kebijakan pendidikan di sekolah Islam perlu memprioritaskan kompetensi kepemimpinan transformasional yang terintegrasi dengan nilai-nilai etika dan spiritual guna mendorong peningkatan kinerja guru dan kualitas sekolah secara berkelanjutan.

Keywords: *Educational Leadership; Islamic-Based Schools; Systematic Literature Review; Teacher Performance; Transformational Leadership*

Received: March 20, 2026; Revised: May 3, 2026; Accepted: May 28, 2026

INTRODUCTION

Education systems worldwide increasingly recognize school leadership as a critical determinant of instructional quality and organizational effectiveness, particularly in contexts where schools are expected to balance academic excellence with moral and character development (Mahfouz et al., 2025; Mincu, 2022; Moral-Santaella & Raso-Sánchez, 2023). In Islamic-based schools, this expectation becomes more complex, as educational leadership is not only responsible for improving teacher performance and student outcomes but also for ensuring the integration of spiritual values, ethical conduct, and professional accountability within school practices (Karim et al., 2025; Mohd Isa & Md Rami, 2025; Qi et al., 2025). Teachers in Islamic schools function not merely as instructional agents but also as moral exemplars whose performance reflects both pedagogical competence and value-oriented professionalism, making leadership influence particularly salient in shaping teachers'

motivation, commitment, and instructional quality (Hickey, 2024; Tambak & Sukenti, 2025).

Teacher performance has been widely identified as a central factor influencing educational quality, encompassing instructional effectiveness, professional responsibility, work discipline, and commitment to continuous development (Baltikian et al., 2024; Kholifah et al., 2024; Masuwai et al., 2024). Numerous studies indicate that variations in teacher performance are strongly associated with leadership practices, school climate, and organizational culture rather than individual teacher characteristics alone (Alzouebi et al., 2025; Barnová et al., 2022; Kalkan et al., 2020). In this regard, leadership styles that emphasize inspiration, empowerment, and personal development are increasingly viewed as more effective than traditional bureaucratic or transactional approaches, particularly in educational settings that demand adaptability and moral coherence (Eva et al., 2019; Jun & Lee, 2023; Mouazen et al., 2023).

Transformational leadership has emerged as one of the most influential leadership paradigms in educational research, characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bunjak et al., 2022; Jun & Lee, 2023). Empirical evidence consistently demonstrates that transformational leadership positively affects teacher motivation, job satisfaction, organizational commitment, and instructional performance (Eliyana et al., 2019; Roesminingsih & Windasari, 2025; Sumiyati et al., 2024). Within Islamic-based schools, transformational leadership gains additional significance, as its emphasis on moral integrity, vision, and personal example aligns closely with Islamic leadership principles such as *Amanah*, *Uswah Hasanah*, and *Ikhlās* (Abidin et al., 2025; Rahman, 2025; Shah, 2006). This alignment suggests that transformational leadership may function not only as a managerial strategy but also as a moral-spiritual framework that enhances teacher performance through intrinsic motivation and value internalization.

Recent empirical studies conducted in Islamic educational contexts report a positive and significant relationship between principals' transformational leadership and teacher performance, particularly in terms of work motivation, professional discipline, and instructional quality (Ghamrawi et al., 2025; Rahman, 2025; Sarinah et al., 2024). Other studies further highlight the mediating roles of organizational culture, job satisfaction, and professional development in strengthening this relationship (Abebe, 2021; Kaur Bagga et al., 2023; Muhtar & Wahyuni, 2023). Despite these consistent findings,

the existing body of research remains fragmented, with variations in methodological approaches, leadership dimensions emphasized, and contextual interpretations. Moreover, many studies focus on single institution case studies or employ quantitative survey designs without synthesizing broader empirical patterns across different Islamic school settings (Latuconsina, 2023; Moosapour et al., 2021).

This condition reveals a significant research gap. While transformational leadership has been extensively examined in general and public school contexts, systematic and integrative reviews that specifically synthesize empirical evidence on transformational leadership and teacher performance in Islamic-based schools remain limited. Existing studies often emphasize statistical relationships without sufficiently contextualizing how leadership operates within Islamic value systems or identifying dominant leadership dimensions that consistently influence teacher performance. Consequently, there is a lack of comprehensive understanding regarding the patterns, mechanisms, and contextual factors through which transformational leadership contributes to teacher performance in Islamic educational institutions.

Therefore, this study aims to systematically review and synthesize empirical research on the influence of principals' transformational leadership on teacher performance in Islamic-based schools. By employing a systematic literature review approach, this study seeks to identify dominant leadership dimensions, examine mediating factors, and clarify how transformational leadership functions as both a managerial and value-based practice within Islamic education. Through this synthesis, the study is expected to contribute a more coherent and contextualized understanding of transformational leadership, offering theoretical insights and practical implications for leadership development and teacher performance enhancement in Islamic-based educational institutions.

LITERATURE REVIEW

Transformational leadership has been extensively discussed in educational leadership literature as an approach that emphasizes vision building, inspiration, and the personal development of organizational members. Rooted in the work of Bass and Avolio, transformational leadership is conceptualized through four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bakker et al., 2023; Jun & Lee, 2023; Karimi et al., 2023). In educational settings, this leadership style is particularly relevant because schools function as

value-driven organizations that require both managerial effectiveness and moral legitimacy (García Martín et al., 2023; López González et al., 2024; Piwowar-Sulej & Iqbal, 2023). Empirical studies consistently demonstrate that transformational leadership contributes positively to teacher motivation, organizational commitment, and professional growth, positioning it as a key driver of instructional improvement.

Teacher performance is a multidimensional construct encompassing instructional competence, professional responsibility, work discipline, collaboration, and commitment to continuous improvement (Damanik & Widodo, 2024; Dilekçi et al., 2025; Kholifah et al., 2024). Research indicates that teacher performance is shaped not only by individual capacity but also by organizational factors such as leadership practices, school climate, and professional support systems (El Achi et al., 2025; Rahmi & Rasanjani, 2025; Roesminingsih & Windasari, 2025). Leadership that fosters trust, provides constructive feedback, and supports professional development has been shown to enhance teachers' instructional effectiveness and job satisfaction. Consequently, transformational leadership is increasingly viewed as a strategic approach to improving teacher performance through intrinsic motivation rather than external control.

Within Islamic-based schools, the relationship between transformational leadership and teacher performance acquires additional moral and spiritual dimensions. Islamic educational leadership is grounded in values such as *Amanah*, *Uswah Hasanah*, Justice, and Sincerity, which emphasize ethical conduct and responsibility as integral components of professionalism (Nasution et al., 2025; Wahyudienie et al., 2024). These values align closely with the principles of transformational leadership, particularly idealized influence and inspirational motivation, which rely on moral credibility and value-driven vision. Studies conducted in Islamic school contexts suggest that principals who integrate transformational leadership with Islamic values are more effective in fostering teachers' commitment, discipline, and pedagogical responsibility (Efendi & Rifa'i, 2025).

Several empirical studies further reveal that the influence of transformational leadership on teacher performance is often mediated by organizational and psychological factors. Organizational culture, job satisfaction, and professional development opportunities have been identified as significant mediators that strengthen the leadership performance relationship (José et al., 2025; Kandemir, 2025; Paredes-Saavedra et al., 2024). In Islamic-based schools, a strong religious culture reinforces shared values and collective identity, creating an

environment in which transformational leadership practices are more readily internalized. This suggests that leadership effectiveness cannot be examined in isolation from the institutional and cultural context in which it operates.

Despite the growing body of research on transformational leadership in Islamic education, existing studies exhibit several limitations. Many investigations rely on single-site case studies or cross-sectional survey designs, limiting the generalizability and integrative understanding of findings (Alpi & Evans, 2019; Ridder, 2017; So et al., 2025). Moreover, prior research often examines leadership dimensions or performance indicators independently, without synthesizing patterns across multiple studies or identifying dominant leadership mechanisms that consistently influence teacher performance in Islamic school contexts. As a result, the literature lacks a comprehensive synthesis that maps empirical trends, mediating variables, and contextual influences in a systematic manner.

Based on this review, it is evident that transformational leadership holds substantial potential for enhancing teacher performance in Islamic-based schools, particularly when aligned with Islamic moral values and supported by a conducive organizational culture. However, the fragmented nature of existing findings underscores the need for a systematic synthesis of empirical evidence. Therefore, this study positions itself to address this gap by conducting a systematic literature review that integrates and analyzes research findings on transformational leadership and teacher performance in Islamic educational institutions, offering a more coherent and contextualized understanding of leadership effectiveness within Islamic-based schooling.

METHODS

This study employed a Systematic Literature Review (SLR) design to synthesize empirical evidence on the influence of principals' transformational leadership on teacher performance in Islamic-based schools. The review process followed the framework proposed by Kitchenham, which emphasizes a structured and transparent procedure consisting of planning, conducting, and reporting stages. This approach was selected to ensure methodological rigor, replicability, and comprehensive coverage of relevant studies. During the planning stage, the research focus and guiding question were clearly formulated to examine how transformational leadership contributes to teacher performance within Islamic educational

contexts, and inclusion as well as exclusion criteria were established to maintain relevance and quality.

The literature search was conducted across multiple academic databases, including Google Scholar, DOAJ, and ResearchGate, to capture a broad range of peer-reviewed studies. The search strategy employed combinations of keywords such as “transformational leadership,” “teacher performance,” and “Islamic-based schools,” adjusted to each database’s search features. Articles were included if they were empirical studies published between 2020 and 2025, written in English or Indonesian, focused on educational leadership in Islamic schools, and reported clear findings related to teacher performance. Studies that were conceptual papers, opinion articles, theses, or non-peer-reviewed publications were excluded to ensure the reliability of the evidence base.

Following the initial identification, all retrieved articles underwent a screening process that involved title and abstract review, followed by full text assessment to determine their eligibility. This process resulted in a final selection of thirteen articles that met all inclusion criteria. The selected studies were then analyzed using a descriptive and thematic synthesis approach. Relevant data were extracted systematically, including research context, methodological design, leadership dimensions examined, performance indicators, and key findings. Through iterative comparison, recurring patterns, dominant themes, and mediating factors were identified to construct an integrated understanding of how transformational leadership influences teacher performance in Islamic-based schools.

To enhance the credibility and transparency of the review, the study documented each stage of the selection and analysis process, ensuring that decisions regarding inclusion, exclusion, and thematic categorization were traceable. Although no statistical meta-analysis was conducted due to methodological heterogeneity among the reviewed studies, the narrative synthesis enabled an in-depth interpretation of empirical trends and contextual nuances. By adopting this systematic and structured approach, the study provides a reliable synthesis of existing research and offers a solid methodological foundation for drawing conclusions regarding transformational leadership practices in Islamic educational institutions.

FINDINGS AND DISCUSSION

This systematic literature review analyzed thirteen empirical studies examining the influence of principals’ transformational leadership on teacher performance in Islamic-based schools. The

selection of articles followed the inclusion criteria described in the methods section, focusing on peer-reviewed studies published between 2021 and 2025. The synthesis of findings is presented narratively and supported by tabular evidence to illustrate research trends, methodological approaches, and dominant results. Table 1 presents a comprehensive summary of the reviewed studies, including authors, publication years, research methods, focus areas, and principal findings.

Table 1. Results of Literature Review on Transformational Leadership and Teacher Performance in Islamic Schools

No	Author (Year)	Article Title	Research Method	Research Focus	Main Findings
1	Akhmaliah Siti Nailan (2025)	Transformational Leadership in Islamic School Context	Qualitative case study	Leadership and organizational culture	Increased teacher motivation and collaboration based on Islamic values
2	Alma Suneth (2024)	Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru pada MA Al-Fatah Ambon	Quantitative (regression)	Leadership → teacher performance	Significant positive effect ($R^2 = 71.6\%$)
3	Ika Iqomatul Bayinah (2024)	Gaya Kepemimpinan dan Pengembangan SDM terhadap Kinerja Guru di MAN Yogyakarta	Mediation regression	Leadership → HR development → performance	Total indirect effect of 54.8%
4	EE Junaedi Sastradiharja (2024)	Kepemimpinan Transformasional dan Iklim Organisasi terhadap Disiplin Kerja Guru	Multiple regression	Leadership → work discipline	Significant effect of 26.6%
5	Syafira (2024)	Pengaruh Kepemimpinan Transformasional terhadap	Quantitative survey	Leadership → professionalis	Contribution of 38.8%

No	Author (Year)	Article Title	Research Method	Research Focus	Main Findings
		Profesionalisme Guru SMP Muhammadiyah 01 Medan		m	
6	Syahrul AR (2023)	Kepemimpinan Transformasional, Budaya, dan Profesionalitas terhadap Kinerja Guru MA Lampung	Multiple regression	Leadership & culture → performance	Total contribution of 13.7%
7	Yoesoep Edhie Rachmad (2023)	The Effect of Principal Transformational Leadership and Motivation on Teacher Performance	Quantitative	Leadership → motivation → performance	Direct effect 31.5%; total 77.6%
8	Andriantoni (2023)	Pengaruh Kepemimpinan Transformasional terhadap Kinerja Guru MI Bengkulu	Quantitative descriptive	Leadership → performance	Direct effect 84.08%
9	Moh. Ali Wafa (2022)	The Effect of Principal Transformational Leadership on Islamic Education Teachers' Performance	Qualitative review	Leadership → teacher dedication	Improved dedication and motivation
10	Anis Fauzi (2022)	Hubungan Kepemimpinan Kepala Sekolah dan Budaya Organisasi dengan Kinerja Guru	Correlational	Leadership & culture → performance	Strong correlation (r = 0.935)
11	Rina Oktafia (2021)	Transformational Leadership of Madrasah Principals and Teacher Performance	Linear regression	Leadership → school quality	Strong influence (71.6%)

No	Author (Year)	Article Title	Research Method	Research Focus	Main Findings
12	Icha Nurfasicha (2021)	Pengaruh Kepemimpinan Transformatif, Budaya, dan Lingkungan terhadap Kinerja Guru	Multiple regression	Leadership, culture, environment → performance	Leadership insignificant (0.3%); culture dominant
13	Dian (2021)	Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Madrasah	Linear regression	Leadership → performance	Contribution of 37.6%

The results summarized in Table 1 demonstrate a consistent pattern indicating that transformational leadership positively influences teacher performance across various Islamic educational contexts. Most quantitative studies reported statistically significant effects, with contribution values ranging from moderate to very high. Qualitative studies further enriched these findings by highlighting the moral and spiritual dimensions of leadership in Islamic schools, emphasizing the role of principals as both organizational leaders and spiritual role models.

Discussion

The findings of this systematic literature review are largely consistent with previous empirical studies that emphasize the positive influence of transformational leadership on teacher performance in educational settings. Similar to the results reported by Badar, (2025), and Sarinah et al., (2024) this review confirms that transformational leadership contributes substantially to improvements in teacher performance, with effect sizes ranging from moderate to very strong across Islamic schools. These findings are also aligned with Saif et al., (2024), who demonstrated that leadership effectiveness is strengthened when mediated by human resource development, suggesting that transformational leadership operates through both direct and indirect pathways. Moreover, the mediating role of motivation and job satisfaction identified in this review echoes the conclusions of Kou et al., (2024) and Aljumah, (2023), who found that teachers’ intrinsic motivation and satisfaction significantly enhance the impact of leadership on performance outcomes.

In comparison with studies conducted in non-Islamic or general school contexts, such as Purnasih et al., (2025) and Astuti et al., (2024), this review reveals a distinctive contextual nuance within

Islamic based schools. While transformational leadership universally promotes teacher performance, the integration of Islamic values such as amanah (trustworthiness), ikhlas (sincerity), and moral exemplarity appears to intensify leadership effectiveness in Islamic educational institutions. This finding extends the work of Mohd Isa & Md Rami, (2025) and Wilson Heenan et al., (2023), who highlighted the dual role of school principals as administrative leaders and spiritual guides. Unlike prior studies that examined leadership dimensions in isolation, this review demonstrates that leadership effectiveness in Islamic schools is closely intertwined with religious culture and shared moral commitments.

The novelty of this study lies in its comprehensive synthesis of empirical evidence that explicitly situates transformational leadership within the context of Islamic-based education. While earlier research predominantly relied on single-case studies or focused on general educational settings, this systematic review integrates findings from multiple methodological approaches and institutional contexts to map consistent patterns of leadership influence. By identifying inspirational motivation and individualized consideration as the most dominant dimensions across studies, this research offers a clearer conceptual framework for understanding how transformational leadership functions in value-based schools. Additionally, the review highlights the moderating role of organizational culture, an aspect that has been underexplored in previous leadership studies within Islamic education.

From a practical perspective, the findings carry important implications for educational leadership and policy. Leadership development programs for principals in Islamic schools should move beyond administrative training and emphasize value based leadership, personal mentoring, and motivational strategies grounded in Islamic ethics. Strengthening school culture and teacher development systems is also essential to maximize the impact of transformational leadership. For policymakers, this study underscores the importance of aligning leadership standards with the moral and spiritual foundations of Islamic education to foster sustainable improvements in teacher performance and school quality.

Despite its contributions, this study has several limitations that should be acknowledged. First, the review relied primarily on studies published in Indonesian and regional journals, which may limit the generalizability of the findings to broader international contexts. Second, the dominance of quantitative research designs among the reviewed studies restricts deeper exploration of teachers' lived

experiences and contextual dynamics. Third, variations in measurement instruments and performance indicators across studies prevented the use of meta-analytic techniques. Future research is therefore encouraged to incorporate more qualitative and mixed method approaches, expand cross-cultural comparisons, and examine the long-term effects of transformational leadership in diverse Islamic educational settings.

CONCLUSION

This systematic literature review concludes that principals' transformational leadership plays a significant and consistent role in enhancing teacher performance in Islamic-based schools. The synthesis of empirical evidence demonstrates that transformational leadership positively influences key aspects of teacher performance, including motivation, professionalism, work discipline, instructional quality, and organizational commitment, particularly when leadership practices are aligned with Islamic values and supported by a strong school culture. Inspirational motivation and individualized consideration emerge as the most influential leadership dimensions, while organizational culture, job satisfaction, and professional development function as critical mediating factors that strengthen leadership effectiveness. These findings underscore that transformational leadership in Islamic educational contexts extends beyond managerial functions and operates as a value-based and moral leadership process. Despite variations in research designs and contexts, the reviewed studies collectively affirm the relevance of transformational leadership for fostering sustainable teacher performance and institutional improvement, highlighting the need for leadership development approaches that integrate professional competence with ethical and spiritual dimensions.

REFERENCES

- Abebe, T. Z. (2021). The Mediating Role of Job Satisfaction in the Relationship between Organizational Culture and Employees' Commitment: The Case of Civil Service Organizations in Selected Cities of Ethiopia. *African Journal of Leadership and Development*, 6(2), 21-45. <https://doi.org/10.63990/2021ajoldvol6iss2pp21-45>
- Abidin, Z., Qusairi, A., & Wahyudi, I. (2025). Islamic Transformative Leadership: The Role of School Principals in Encouraging Curriculum Innovation in Islamic-Based Schools. *Tarbawiyah* :

- Jurnal Ilmiah Pendidikan*, 9(2), 50–64.
<https://doi.org/10.32332/tarbawiyah.v9i2.11561>
- Aljumah, A. (2023). The impact of extrinsic and intrinsic motivation on job satisfaction: The mediating role of transactional leadership. *Cogent Business & Management*, 10(3).
<https://doi.org/10.1080/23311975.2023.2270813>
- Alpi, K. M., & Evans, J. J. (2019). Distinguishing case study as a research method from case reports as a publication type. *Journal of the Medical Library Association*, 107(1).
<https://doi.org/10.5195/jmla.2019.615>
- Alzouebi, K., Khurma, O. A., AlArabi, K., Al Mansoori, M., & Alamoush, I. (2025). School leadership and teacher stress: Unpacking the mediating role of job satisfaction and the employment status as a moderator. *Acta Psychologica*, 260, 105770. <https://doi.org/10.1016/j.actpsy.2025.105770>
- Astuti, R., Mustofa, M. L., & Nisak, N. M. (2024). Integration of Islamic Values into English Language Teaching in the Digital Era: Challenges and Prospectives. *Halaqa: Islamic Education Journal*, 8(1), 26–34. <https://doi.org/10.21070/halaqa.v8i1.1680>
- Badar, M. (2025). The Impact of Transformational Leadership Dimensions on Teachers' Pedagogical Competence. *AlTanzim: Jurnal Manajemen Pendidikan Islam*, 9(1), 211–226.
<https://doi.org/10.33650/al-tanzim.v9i1.10696>
- Bakker, A. B., Hetland, J., Kjelleveold Olsen, O., & Espevik, R. (2023). Daily transformational leadership: A source of inspiration for follower performance? *European Management Journal*, 41(5), 700–708. <https://doi.org/10.1016/j.emj.2022.04.004>
- Baltikian, M., Kärkkäinen, S., & Kukkonen, J. (2024). Assessment of scientific literacy levels among secondary school students in Lebanon: Exploring gender-based differences. *Eurasia Journal of Mathematics, Science and Technology Education*, 20(3), em2407.
<https://doi.org/10.29333/ejmste/14279>
- Barnová, S., Treľová, S., Krásna, S., Beňová, E., Hasajová, L., & Gabrhelová, G. (2022). Leadership Styles, Organizational Climate, and School Climate Openness from the Perspective of Slovak Vocational School Teachers. *Societies*, 12(6), 192.
<https://doi.org/10.3390/soc12060192>
- Bunjak, A., Bruch, H., & Černe, M. (2022). Context is key: The joint

roles of transformational and shared leadership and management innovation in predicting employee IT innovation adoption. *International Journal of Information Management*, 66, 102516. <https://doi.org/10.1016/j.ijinfomgt.2022.102516>

Damanik, J., & Widodo, W. (2024). Unlocking Teacher Professional Performance: Exploring Teaching Creativity in Transmitting Digital Literacy, Grit, and Instructional Quality. *Education Sciences*, 14(4), 384. <https://doi.org/10.3390/educsci14040384>

Dilekçi, Ü., Limon, İ., Manap, A., Alkhulayfi, A. M. A., & Yıldırım, M. (2025). The association between teachers' positive instructional emotions and job performance: Work engagement as a mediator. *Acta Psychologica*, 254, 104880. <https://doi.org/10.1016/j.actpsy.2025.104880>

Efendi, D. R., & Rifa'i, A. A. (2025). Transformational Leadership of School Principals in the Development of Islamic Education. *Nidhomiyah: Jurnal Manajemen Pendidikan Islam*, 6(2), 117-129. <https://doi.org/10.38073/nidhomiyah.v6i2.2719>

El Achi, S., Jabbour Al Maalouf, N., Barakat, H., & Mawad, J. L. (2025). The Impact of Transformational Leadership and Work Environment on Teachers' Performance in Crisis-Affected Educational Settings. *Administrative Sciences*, 15(7), 256. <https://doi.org/10.3390/admsci15070256>

Eliyana, A., Ma'arif, S., & Muzakki. (2019). Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance. *European Research on Management and Business Economics*, 25(3), 144-150. <https://doi.org/10.1016/j.iedeen.2019.05.001>

Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant Leadership: A systematic review and call for future research. *The Leadership Quarterly*, 30(1), 111-132. <https://doi.org/10.1016/j.leaqua.2018.07.004>

García Martín, R., Duran-Heras, A., & Reina Sánchez, K. (2023). Influence of Leadership Styles on Sustainable Development for Social Reconstruction: Current Outcomes and Advisable Reorientation for Two Aerospace Multinationals—Airbus and TASL. *Sustainability*, 15(19), 14047. <https://doi.org/10.3390/su151914047>

Ghamrawi, N., Shal, T., & Ghamrawi, N. A. R. (2025). Teacher leadership in the Arab states: A systematic review. *Educational*

Management Administration & Leadership.
<https://doi.org/10.1177/17411432251406019>

- Hickey, H. (2024). International Congress on Academic Medicine: 2024 medical education abstracts. *Canadian Medical Education Journal*. <https://doi.org/10.36834/cmej.79446>
- José, D., Palma-Moreira, A., & Au-Yong-Oliveira, M. (2025). Organizational Culture and Perceived Performance: Mediation of Perceived Organizational Support and Moderation of Motivation. *Administrative Sciences*, 15(8), 307. <https://doi.org/10.3390/admsci15080307>
- Jun, K., & Lee, J. (2023). Transformational Leadership and Followers' Innovative Behavior: Roles of Commitment to Change and Organizational Support for Creativity. *Behavioral Sciences*, 13(4), 320. <https://doi.org/10.3390/bs13040320>
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The Relationship Between School Administrators' Leadership Styles, School Culture, and Organizational Image. *Sage Open*, 10(1). <https://doi.org/10.1177/2158244020902081>
- Kandemir, A. (2025). The mediating function of organizational commitment in the relationship between teachers' job satisfaction and principals' empowering leadership. *Acta Psychologica*, 260, 105715. <https://doi.org/10.1016/j.actpsy.2025.105715>
- Karim, A., Fathurohman, O., Sulaiman, S., Marlioni, L., Muhammadun, M., & Firmansyah, B. (2025). How do principals act as leaders and managers in boarding and public schools in Indonesia? *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2024.2445354>
- Karimi, S., Ahmadi Malek, F., Yaghoubi Farani, A., & Liobikienė, G. (2023). The Role of Transformational Leadership in Developing Innovative Work Behaviors: The Mediating Role of Employees' Psychological Capital. *Sustainability*, 15(2), 1267. <https://doi.org/10.3390/su15021267>
- Kaur Bagga, S., Gera, S., & Haque, S. N. (2023). The mediating role of organizational culture: Transformational leadership and change management in virtual teams. *Asia Pacific Management Review*, 28(2), 120-131. <https://doi.org/10.1016/j.apmr.2022.07.003>

- Kholifah, N., Nurtanto, M., Mutohhari, F., Subakti, H., Ramadhan, M. A., & Majid, N. W. A. (2024). The mediating role of motivation and professional development in determining teacher performance in vocational schools. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2421094>
- Kou, F., Wang, X., & Jiang, M. (2024). The Impact of Transformational Leadership on Teacher Performance in Shandong Universities: The Mediating Role of the Psychological Contract. *International Journal of Learning, Teaching and Educational Research*, 23(6), 215–232. <https://doi.org/10.26803/ijlter.23.6.10>
- Latuconsina, A. (2023). Learning Outcomes of Islamic Religious Education in Various Studies in Indonesia: Correlation Meta-Analysis and Systematic Literature Review. *International Journal of Instruction*, 16(4), 329–348. <https://doi.org/10.29333/iji.2023.16420a>
- López González, J., Fernández Espinosa, V., & Ortiz de Montellano, S. (2024). A virtue-based model of leadership education. *Journal of Moral Education*, 53(3), 433–449. <https://doi.org/10.1080/03057240.2023.2218058>
- Mahfouz, J., Greenberg, M. T., Weissberg, R. P., Kim, C., & Turksma, C. (2025). The prosocial school leader: Theory, research, and action. *Social and Emotional Learning: Research, Practice, and Policy*, 5, 100102. <https://doi.org/10.1016/j.sel.2025.100102>
- Masuwai, A., Zulkifli, H., & Hamzah, M. I. (2024). Self-assessment for continuous professional development: The perspective of Islamic Education. *Heliyon*, 10(19), e38268. <https://doi.org/10.1016/j.heliyon.2024.e38268>
- Mincu, M. (2022). Why is school leadership key to transforming education? Structural and cultural assumptions for quality education in diverse contexts. *PROSPECTS*, 52(3–4), 231–242. <https://doi.org/10.1007/s11125-022-09625-6>
- Mohd Isa, M. F., & Md Rami, A. A. (2025). Spiritual Leadership Practices Among Primary School Headmasters: Insights from Selected School Leaders in Negeri Sembilan, Malaysia. *International Journal of Research and Innovation in Social Science*, IX(III), 3500–3509. <https://doi.org/10.47772/IJRISS.2025.90300276>
- Moosapour, H., Saeidifard, F., Aalaa, M., Soltani, A., & Larijani, B.

- (2021). The rationale behind systematic reviews in clinical medicine: a conceptual framework. *Journal of Diabetes & Metabolic Disorders*, 20(1), 919-929. <https://doi.org/10.1007/s40200-021-00773-8>
- Moral-Santaella, C., & Raso-Sánchez, F. (2023). The Meaning of Successful School Leadership in Disadvantaged Contexts in Spain: Approach from the International Successful School Principalship Project (ISSPP). *Education Sciences*, 13(10), 1007. <https://doi.org/10.3390/educsci13101007>
- Mouazen, A. M., Hernández-Lara, A. B., Abdallah, F., Ramadan, M., Chahine, J., Baydoun, H., & Bou Zakhem, N. (2023). Transformational and Transactional Leaders and Their Role in Implementing the Kotter Change Management Model Ensuring Sustainable Change: An Empirical Study. *Sustainability*, 16(1), 16. <https://doi.org/10.3390/su16010016>
- Muhtar, M. H. I., & Wahyuni, S. (2023). The Mediating Role of Job Satisfaction and Organizational Commitment in Influencing Entrepreneurial Orientation, Compensation Structure, Organizational Culture on Employee Performance. *European Journal of Business and Management Research*, 8(3), 348-352. <https://doi.org/10.24018/ejbmr.2023.8.3.1993>
- Nasution, F. H., Anwar, K., Rosadi, K. I., & Asrulla, A. (2025). PRINCIPAL LEADERSHIP IN IMPROVING EDUCATIONAL PERFORMANCE IN INTEGRATED ISLAMIC HIGH SCHOOL OF RIAU ISLANDS PROVINCE. *Multidisciplinary Indonesian Center Journal (MICJO)*, 2(3), 4104-4117. <https://doi.org/10.62567/micjo.v2i3.1276>
- Paredes-Saavedra, M., Vallejos, M., Huancahuire-Vega, S., Morales-García, W., & Geraldo-Campos, L. (2024). Work Team Effectiveness: Importance of Organizational Culture, Work Climate, Leadership, Creative Synergy, and Emotional Intelligence in University Employees. *Administrative Sciences*, 14(11), 280. <https://doi.org/10.3390/admsci14110280>
- Piwowar-Sulej, K., & Iqbal, Q. (2023). Leadership styles and sustainable performance: A systematic literature review. *Journal of Cleaner Production*, 382, 134600. <https://doi.org/10.1016/j.jclepro.2022.134600>
- Purnasih, U., Salam, A., & Karim, A. (2025). Contextual Leadership Strategies in Facing the Challenges of Cultural Change in Islamic

- Education. *Eduprof: Islamic Education Journal*, 7(1), 200–216. <https://doi.org/10.47453/eduprof.v7i1.337>
- Qi, W., Zhang, Y., & Arshad, M. Z. (2025). Sustainable education in action: Principal leadership, teacher wellbeing, and altruism in the sports context. *Acta Psychologica*, 254, 104846. <https://doi.org/10.1016/j.actpsy.2025.104846>
- Rahman, G. (2025). Transforming Islamic Education Through Value-Based Leadership: A Narrative Review. *Sinergi International Journal of Islamic Studies*, 3(2), 83–95. <https://doi.org/10.61194/ijis.v3i2.712>
- Rahmi, I., & Rasanjani, S. (2025). Enhancing teacher quality in Indonesia: The impact of teacher professional development on achieving sustainable development goal 4.c. *Social Sciences & Humanities Open*, 12, 102123. <https://doi.org/10.1016/j.ssaho.2025.102123>
- Ridder, H.-G. (2017). The theory contribution of case study research designs. *Business Research*, 10(2), 281–305. <https://doi.org/10.1007/s40685-017-0045-z>
- Roesminingsih, E., & Windasari, W. (2025). The impact of transformational leadership on teacher performance: A study of professional learning communities in Indonesia. *Journal of Pedagogical Research*. <https://doi.org/10.33902/JPR.202530146>
- Saif, N., Amelia, Goh, G. G. G., Rubin, A., Shaheen, I., & Murtaza, M. (2024). Influence of transformational leadership on innovative work behavior and task performance of individuals: The mediating role of knowledge sharing. *Heliyon*, 10(11), e32280. <https://doi.org/10.1016/j.heliyon.2024.e32280>
- Sarinah, S., Taufan, A., Mardalena, M., Saukani, S., Aryanti, P. T., & Sasmita, R. (2024). Transformational Leadership on Teacher Performance Through the Mediating Role of Motivation. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(1), 133–149. <https://doi.org/10.31538/ndh.v9i1.4568>
- Shah, S. (2006). Educational leadership: an Islamic perspective. *British Educational Research Journal*, 32(3), 363–385. <https://doi.org/10.1080/01411920600635403>
- So, K. K. F., Li, J., & Kim, H. (2025). A comparison of cross-sectional and longitudinal data in scale validation: the case of destination brand experience. *Journal of Hospitality Marketing & Management*,

1-22. <https://doi.org/10.1080/19368623.2025.2578656>

Sumiyati, S., Yusuf, F. A., & Hayadi, B. H. (2024). Effect of Transformational Leadership and Work Environment on Teacher Performance, With Organizational Commitment As An Intervening Variable, At SMPN In Cilegon City. *Journal Corner of Education, Linguistics, and Literature*, 4(001), 602-621. <https://doi.org/10.54012/jcell.v4i001.444>

Tambak, S., & Sukenti, D. (2025). Islamic professional madrasa teachers and motivation for continuous development: a phenomenological approach. *Journal of Education and Learning (EduLearn)*, 19(1), 81-90. <https://doi.org/10.11591/edulearn.v19i1.21301>

Wahyudienie, M. B., Hariri, H., Rusdiani, A., & Sunyono, S. (2024). Islamic-Based Leadership in Education: A Literature Review of Urgency, Concept, and Implementation. *Jurnal Pendidikan Progresif*, 14(3), 2088-2111. <https://doi.org/10.23960/jpp.v14.i3.2024142>

Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools—A Systematic Review of International Literature. *Societies*, 13(6), 133. <https://doi.org/10.3390/soc13060133>