



Transformational Leadership in Islamic Educational Institutions and Impact on Organizational Performance

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Abstract: This study investigates the role of transformational leadership in shaping organizational performance within an Islamic educational institution, focusing on SMPI Sunan Gunung Jati. The research examines how leadership practices influence organizational processes, teacher performance, and institutional outcomes. A qualitative case study design was employed to explore in-depth perspectives from the principal, teachers, and administrative staff. Data were collected through semi-structured interviews, observations, and document analysis, then analyzed using thematic analysis. The findings indicate that transformational leadership fosters a shared vision, strengthens professional commitment, and supports continuous improvement within the institution. Leadership practices such as motivation, individualized support, and collaborative engagement contribute to enhanced instructional quality and more effective organizational processes. Organizational performance is reflected in improved teaching practices, increased student engagement, and structured institutional management. The study also reveals a dynamic interaction in which leadership influences teacher behavior, organizational processes support performance, and outcomes provide feedback for leadership refinement. These findings highlight the significance of transformational leadership in sustaining organizational effectiveness within Islamic educational contexts.

Keywords: Transformational Leadership, Organizational Performance, Islamic Education, School Management.

INTRODUCTION

Educational institutions are increasingly required to demonstrate strong organizational performance in response to evolving academic, social, and institutional demands. Accountability frameworks, performance indicators, and public expectations encourage schools to maintain measurable standards in teaching quality, management effectiveness, and student outcomes. These demands position leadership as a central factor that determines how institutions respond to change and

sustain development over time. Leadership shapes direction, coordinates resources, and establishes systems that ensure institutional goals are achieved. Within this context, leadership is closely associated with the ability of schools to maintain consistency in performance while adapting to new challenges. Empirical studies indicate that leadership contributes significantly to organizational outcomes through its influence on motivation, coordination, and institutional commitment (Wang et al., 2011).



Islamic educational institutions operate within a distinctive framework that combines academic goals with moral and spiritual values. This dual orientation creates a complex environment in which leadership must balance instructional excellence with value-based education. Leadership in such institutions extends beyond administrative coordination and involves guiding institutional direction, shaping organizational culture, and ensuring alignment between vision and practice. Transformational leadership offers a relevant perspective for understanding this process because it emphasizes inspiration, shared purpose, and the development of individuals as contributors to organizational success. Leaders who adopt this approach are able to foster commitment and encourage active participation among members of the institution. Research highlights that transformational leadership enhances organizational effectiveness by strengthening shared vision and promoting collective responsibility (Bass & Riggio, 2006).

At SMPI Sunan Gunung Jati, leadership practices reflect the need to translate institutional values into operational activities that support performance. The principal plays a central role in articulating a vision that integrates educational quality with Islamic values, ensuring that both dimensions are reflected in teaching and organizational practices. Leadership actions include setting expectations, facilitating collaboration, and supporting professional development among teachers. These practices influence how teachers interpret institutional goals and how they engage in their professional responsibilities. Transformational leadership

is characterized by inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence. These dimensions contribute to shaping organizational culture and encourage teachers to move beyond routine practices toward reflective and innovative teaching. Studies show that such leadership behaviors strengthen institutional capacity by promoting engagement and professional growth among educators (Leithwood & Jantzi, 2005).

Teacher performance represents a critical component of organizational performance in educational settings. Teachers are responsible for implementing instructional strategies, engaging students, and achieving learning outcomes. Their effectiveness is influenced by leadership support, recognition, and opportunities for professional development. Leadership that emphasizes individualized consideration allows teachers to feel valued and supported in their roles. Intellectual stimulation encourages teachers to explore new approaches and adapt to changing educational demands. These conditions contribute to the development of a professional environment where teachers are motivated to improve their practices. Evidence suggests that transformational leadership has a positive effect on teacher commitment and instructional quality, which subsequently enhances institutional performance (Nguni et al., 2006).

Organizational performance in schools extends beyond individual teacher performance and includes broader aspects such as institutional management, collaboration, and student achievement.



Effective schools demonstrate coherence between leadership vision, teaching practices, and organizational processes. Leadership practices that emphasize collaboration create opportunities for teachers and staff to engage in shared decision-making and collective problem-solving. This collaborative environment strengthens institutional capacity and supports continuous improvement. A positive organizational culture influenced by leadership fosters trust, communication, and shared responsibility among stakeholders. Research indicates that leadership significantly influences school effectiveness by shaping both instructional practices and organizational structures (Day et al., 2016).

The relationship between transformational leadership and organizational performance reflects an ongoing interaction within the institution. Leadership practices influence how teachers perform their roles and how organizational processes are structured. These practices shape the conditions under which teaching and learning occur. Performance outcomes such as improved teaching quality and student engagement provide feedback that informs leadership strategies and supports further development. This interaction highlights the importance of alignment between leadership vision, professional practices, and institutional goals. When alignment is achieved, institutions are able to sustain performance and respond effectively to changing demands. Studies demonstrate that leadership impact on organizational outcomes is mediated by teacher practices and school conditions, indicating that

leadership operates within a broader system of interaction (Leithwood & Jantzi, 2005).

Understanding transformational leadership within Islamic educational institutions also requires attention to ethical and value-based dimensions. Leadership in such settings is expected to reflect principles of integrity, responsibility, and service aligned with Islamic teachings. These values influence how leadership is perceived and enacted within the institution. Teachers and staff are more likely to engage with leadership practices that reflect shared moral commitments and ethical standards. This dimension strengthens the relationship between leadership and organizational performance by creating a sense of purpose in institutional activities. Research suggests that value-based leadership enhances organizational cohesion and supports performance by aligning individual and institutional goals (Bush, 2011).

The context of SMPI Sunan Gunung Jati provides an opportunity to examine how transformational leadership operates within an Islamic educational environment and how it influences organizational performance. Leadership practices within the school reflect efforts to integrate vision, professional development, and collaborative culture in achieving institutional goals. Examination of this relationship offers insights into how leadership contributes to sustainable institutional development. Based on this background, this study addresses the following research questions: how does transformational leadership shape organizational practices at SMPI Sunan Gunung Jati; how does transformational leadership influence organizational



performance; and how are transformational leadership and organizational performance interconnected within the institutional context.

METHOD

This study adopts a qualitative case study design conducted at SMPI Sunan Gunung Jati to examine how transformational leadership influences organizational performance within a specific institutional context. A qualitative approach enables an in-depth exploration of leadership practices, interactions, and meanings constructed by participants in their natural setting. The case study design focuses on a bounded system, allowing detailed investigation of relationships among leadership actions, teacher practices, and organizational processes. This design is appropriate for understanding complex social phenomena where context plays a significant role in shaping behavior and outcomes (Merriam & Tisdell, 2016).

Participants in this study include the principal, teachers, and administrative staff selected through purposive sampling. The selection criteria emphasize individuals who are directly involved in institutional activities and leadership interactions, ensuring that the data reflect relevant and information-rich perspectives. The principal provides insights into leadership strategies, vision development, and decision-making processes. Teachers contribute perspectives on instructional practices, professional engagement, and responses to leadership actions. Administrative staff provide information related to organizational coordination, documentation, and

institutional support systems. This combination of participants enables a comprehensive understanding of how transformational leadership is enacted and experienced across different roles within the school. Purposeful sampling supports the depth and relevance of qualitative inquiry by focusing on participants with direct experience related to the research focus (Palinkas et al., 2015).

Data collection was conducted using multiple techniques to enhance depth and credibility. Semi-structured interviews were used to explore participants' experiences, perceptions, and interpretations of leadership practices and organizational performance. The flexible nature of interviews allows participants to elaborate on their perspectives while maintaining alignment with the research objectives. Observations of school activities were carried out to examine how leadership practices are implemented in daily interactions, including meetings, instructional processes, and collaborative activities. Document analysis involved reviewing institutional plans, performance reports, and policy documents to understand formal structures and evidence of implementation. The use of multiple data sources enables triangulation, which strengthens the validity and richness of the findings (Flick, 2018).

Data analysis followed a thematic approach involving several stages. The process began with data reduction, where relevant data from interviews, observations, and documents were organized and selected. Coding was conducted to identify meaningful units related to leadership practices and organizational outcomes. These codes were



grouped into categories and developed into themes that represent recurring patterns across the dataset. Interpretation focused on explaining relationships among themes and linking them to the research questions. This systematic process allows for a structured yet flexible analysis that remains sensitive to context and participant perspectives (Braun & Clarke, 2006).

Trustworthiness of the study was ensured through triangulation of data sources and member checking. Triangulation was applied to compare findings across interviews, observations, and documents, ensuring consistency and depth of interpretation. Member checking was conducted by sharing preliminary findings with participants to confirm accuracy and credibility. These strategies strengthen the reliability and rigor of the study and provide a solid foundation for understanding the influence of transformational leadership on organizational performance.

RESULTS AND DISCUSSION

1. Transformational Leadership and Organizational Practices

Transformational leadership at SMPI Sunan Gunung Jati is reflected in the principal's ability to establish a shared vision that integrates institutional goals with daily organizational practices. The principal articulates a direction that emphasizes both academic achievement and value-based education, ensuring that teachers and staff understand their roles within a broader institutional framework. This vision is communicated through regular meetings, informal interactions, and structured planning activities, which create clarity and

consistency in organizational processes. Teachers describe how the presence of a clearly communicated vision helps them align their instructional practices with institutional expectations. Leadership that emphasizes shared vision contributes to coherence in organizational behavior and supports coordinated action across different units within the school. Research indicates that transformational leadership strengthens organizational alignment by promoting shared goals and collective commitment among members (Hallinger, 2011).

Leadership practices at the school also demonstrate a strong focus on inspiration and motivation, which influence how teachers and staff engage with their professional responsibilities. The principal encourages teachers to view their work as part of a meaningful contribution to institutional development, creating a sense of purpose that extends beyond routine tasks. Teachers report increased motivation when leadership recognizes their efforts and provides encouragement in both formal and informal settings. This motivational aspect of leadership contributes to the development of a positive work environment where individuals are willing to invest effort in achieving institutional goals. Studies show that transformational leadership enhances intrinsic motivation by fostering a sense of purpose and belonging within organizations (Judge & Piccolo, 2004).

Individualized support and professional mentoring emerge as key elements of leadership practices that strengthen teacher capacity. The principal provides guidance tailored to individual needs, allowing teachers to develop their



skills and confidence in instructional practices. Teachers describe how feedback and mentoring sessions help them reflect on their teaching and identify areas for improvement. This personalized approach creates opportunities for professional growth and encourages teachers to take initiative in developing their competencies. Leadership that emphasizes individualized consideration contributes to the development of human resources within the institution and supports long-term organizational effectiveness. Evidence suggests that leadership practices focusing on professional development enhance teacher performance and contribute to improved organizational outcomes (Day & Sammons, 2016).

Collaborative activities play a significant role in shaping organizational practices within the school. Meetings, joint planning sessions, and reflective discussions provide spaces for teachers and staff to exchange ideas and develop shared understanding. These interactions support the development of collective responsibility, where individuals work together to achieve institutional goals. Teachers highlight the importance of collaboration in addressing challenges and improving instructional practices. Leadership facilitates these processes by creating structures that encourage participation and open communication. This collaborative environment contributes to the development of coordinated organizational practices that are responsive to changing needs. Research indicates that collaboration supported by leadership enhances organizational learning and strengthens institutional capacity (Harris, 2013).

The influence of leadership is also evident in the increasing structure and coordination of organizational practices. Institutional activities are guided by clear procedures, timelines, and performance indicators that ensure consistency in implementation. Teachers and staff understand their roles and responsibilities, which reduces ambiguity and supports efficient execution of tasks. Leadership ensures that organizational processes are aligned with institutional goals, creating coherence between planning and implementation. This structured approach supports stability while allowing flexibility in responding to emerging challenges. Studies highlight that effective leadership contributes to organizational effectiveness by establishing clear structures and promoting accountability (Leithwood et al., 2020).

A supportive leadership environment further encourages innovation and adaptability within the institution. Teachers are given opportunities to explore new approaches in teaching, including the use of varied instructional strategies and learning methods. Leadership support reduces the fear of failure and creates a safe space for experimentation, which encourages teachers to develop creative solutions to instructional challenges. Teachers describe how this environment allows them to adapt their practices based on student needs and contextual factors. Innovation becomes an integral part of organizational practice rather than an isolated activity. Research suggests that transformational leadership promotes innovation by fostering a climate of trust and encouraging risk-taking within organizations (García-Morales et al., 2012).



Continuous improvement emerges as a central feature of organizational practices influenced by leadership. The principal encourages reflection on both successes and challenges, allowing teachers and staff to evaluate their performance and identify areas for development. This reflective process supports learning at both individual and organizational levels, contributing to sustained improvement over time. Teachers engage in ongoing evaluation of their practices, supported by feedback from leadership and peers. This culture of reflection strengthens the capacity of the institution to adapt and improve in response to changing demands. Evidence indicates that leadership that promotes continuous improvement contributes to long-term organizational effectiveness and sustainability (Robinson et al., 2008).

The findings demonstrate that transformational leadership at SMPI Sunan Gunung Jati plays a central role in shaping organizational practices through vision, motivation, support, collaboration, and innovation. Leadership practices create conditions that enable teachers and staff to perform effectively while contributing to institutional goals. The interaction between leadership actions and organizational processes reflects a dynamic system that supports both stability and adaptability. Organizational practices become more coherent, coordinated, and responsive as a result of leadership influence. This relationship highlights the importance of transformational leadership in developing institutional capacity and sustaining organizational performance.

2. Transformational Leadership and Organizational Performance

Organizational performance at SMPI Sunan Gunung Jati is closely influenced by leadership practices that emphasize motivation, collaboration, and continuous professional development among teachers and staff. The principal demonstrates transformational leadership by fostering a sense of purpose and commitment that encourages teachers to engage actively in their professional roles. Teachers report that leadership support creates a work environment where they feel valued and encouraged to improve their performance. This sense of recognition contributes to higher levels of engagement and responsibility in carrying out instructional and organizational tasks. Leadership that emphasizes motivation strengthens the psychological connection between teachers and institutional goals, resulting in improved performance outcomes. Empirical studies indicate that transformational leadership enhances organizational performance by increasing employee engagement and commitment within educational institutions (Ng, 2017).

Teacher performance represents a key dimension of organizational performance, as it directly influences the quality of teaching and learning processes. At SMPI Sunan Gunung Jati, teachers demonstrate improved instructional practices through the design of structured and interactive learning activities that align with curriculum objectives. Leadership plays a role in guiding teachers to adopt effective pedagogical strategies that respond to student needs. Teachers describe how leadership support, including feedback



and mentoring, helps them refine their teaching approaches and improve classroom management. This process contributes to the development of instructional quality that supports student learning outcomes. Research shows that leadership practices that focus on instructional guidance and professional development significantly improve teaching effectiveness and overall school performance (Robinson et al., 2008).

Student participation and engagement also serve as important indicators of organizational performance. Observations within the school reveal that students are actively involved in classroom activities that incorporate interactive and collaborative learning strategies. Teachers use varied approaches such as group discussions, problem-solving tasks, and contextual learning activities to enhance student involvement. These practices reflect the influence of leadership in encouraging innovative teaching methods that support active learning. Students respond positively to these approaches, demonstrating increased motivation and participation in learning activities. This relationship between teaching practices and student engagement highlights how leadership indirectly influences learning outcomes through its impact on teacher performance. Studies confirm that leadership contributes to improved student outcomes by shaping the conditions under which effective teaching occurs (Leithwood et al., 2010).

Institutional management processes at SMPI Sunan Gunung Jati also reflect the influence of transformational leadership on organizational performance. Planning, implementation, and evaluation activities are carried out in a structured and coordinated

manner, ensuring that institutional goals are achieved effectively. Leadership ensures that these processes are aligned with the overall vision of the institution, creating coherence between strategic planning and daily operations. Teachers and staff participate in these processes through collaborative planning sessions and evaluation meetings, which support transparency and shared accountability. This coordinated approach enhances the efficiency of institutional management and contributes to improved organizational outcomes. Research indicates that effective leadership contributes to organizational performance by strengthening management processes and ensuring alignment between strategy and implementation (Bush & Glover, 2014).

Professional development emerges as a central mechanism through which leadership influences organizational performance. The principal facilitates opportunities for teachers to engage in training, workshops, and collaborative learning activities that support skill development and knowledge enhancement. Teachers describe how these opportunities enable them to improve their instructional practices and adapt to changing educational demands. Leadership support in professional development creates a culture of continuous learning, where teachers are encouraged to reflect on their practices and seek improvement. This focus on professional growth contributes to the development of human capital within the institution, which is essential for sustaining performance. Evidence suggests that leadership-driven professional development initiatives enhance teacher effectiveness and



contribute to improved organizational performance (Avalos, 2011).

Organizational culture influenced by transformational leadership plays a significant role in sustaining performance at SMPI Sunan Gunung Jati. A culture characterized by collaboration, trust, and shared responsibility encourages teachers and staff to work toward common goals. Leadership promotes open communication and mutual support, creating an environment where individuals feel comfortable sharing ideas and addressing challenges collectively. Teachers describe how this culture strengthens their commitment to institutional goals and enhances their willingness to contribute to organizational activities. This cultural dimension supports consistency in implementing institutional strategies and ensures that performance is maintained over time. Studies highlight that organizational culture shaped by leadership significantly influences performance outcomes by promoting collaboration and shared accountability (Deal & Peterson, 2016).

The relationship between leadership practices and organizational performance reflects a dynamic interaction between individual, instructional, and institutional dimensions. Leadership provides direction and support, teachers implement effective practices, and students respond through engagement and participation. Institutional processes integrate these elements into a coherent system that supports performance outcomes. Feedback from these processes informs leadership strategies and supports continuous improvement. This interaction demonstrates that organizational performance is not the result of isolated

actions but the outcome of coordinated efforts guided by effective leadership. Research suggests that transformational leadership contributes to sustainable performance by aligning individual efforts with organizational goals and fostering a culture of continuous improvement (Sun & Leithwood, 2015).

The findings indicate that transformational leadership at SMPI Sunan Gunung Jati significantly contributes to organizational performance through its influence on motivation, instructional practices, institutional management, and organizational culture. Leadership practices create conditions that enable teachers and staff to perform effectively while supporting student learning outcomes. The integration of these elements reflects the role of leadership in developing a coherent and sustainable system of organizational performance. This relationship highlights the importance of leadership in ensuring that institutional goals are achieved through coordinated and collaborative efforts.

3. Interconnection Between Transformational Leadership and Organizational Performance

The relationship between transformational leadership and organizational performance at SMPI Sunan Gunung Jati reflects a continuous and interconnected process in which leadership actions, teacher practices, and institutional outcomes influence one another in a dynamic cycle. Leadership provides direction through vision, values, and strategic priorities that shape how organizational activities are carried out. Teachers interpret this direction through their instructional practices and



professional interactions, while students respond through their engagement and learning outcomes. These responses generate feedback that informs leadership decisions and supports further refinement of institutional strategies. This interaction illustrates that organizational performance emerges from a system of relationships rather than isolated actions. Research indicates that leadership effects on school outcomes operate through indirect pathways, particularly by influencing teacher behavior and organizational conditions (Hallinger & Heck, 2011).

Leadership vision becomes meaningful when it is translated into practical actions that guide daily activities within the institution. At SMPI Sunan Gunung Jati, the principal articulates expectations that integrate academic goals with Islamic values, creating a framework that shapes teaching practices and organizational processes. Teachers align their instructional strategies with this vision by designing learning activities that reflect both educational quality and value-based principles. These practices demonstrate how leadership vision is operationalized within classroom contexts and institutional routines. Students respond to these practices through increased participation and engagement, indicating that alignment between leadership and teaching contributes to positive learning experiences. Studies show that coherence between leadership vision and classroom implementation strengthens school effectiveness and supports improved outcomes (Day et al., 2011).

The role of feedback within this interconnected process is essential in sustaining continuous improvement.

Performance outcomes provide information that allows leaders to evaluate the effectiveness of their strategies and make necessary adjustments. At SMPI Sunan Gunung Jati, feedback is obtained through observations, evaluations, and reflective discussions among teachers and staff. This feedback supports the identification of strengths and areas for development, enabling leadership to refine policies and practices. Teachers also use feedback to improve their instructional approaches, creating a cycle of reflection and adaptation. This process ensures that organizational practices remain responsive to changing needs and challenges. Evidence suggests that feedback-informed leadership enhances organizational learning and contributes to sustained performance improvement in educational institutions (Louis et al., 2010).

Teacher practices function as a critical link between leadership and organizational performance. Leadership influences teacher behavior by providing support, guidance, and opportunities for professional growth. Teachers respond by implementing strategies that enhance student learning and align with institutional goals. At SMPI Sunan Gunung Jati, teachers engage in collaborative planning, reflective discussions, and continuous improvement of their instructional practices. These activities reflect the influence of transformational leadership in promoting professional engagement and shared responsibility. Teacher practices shape the quality of learning experiences, which in turn affects student outcomes and overall organizational performance. Research highlights that teacher capacity mediates the relationship



between leadership and student achievement, emphasizing the importance of focusing on professional practices (Supovitz et al., 2010).

Organizational processes also contribute to the interconnected relationship between leadership and performance. Planning, coordination, and evaluation activities provide a structure that supports the implementation of leadership vision. Leadership ensures that these processes are aligned with institutional goals and that all members of the organization understand their roles. At SMPI Sunan Gunung Jati, institutional processes are carried out through collaborative mechanisms that involve teachers and staff in decision-making and evaluation. This approach strengthens accountability and promotes a sense of ownership among stakeholders. Organizational structures that support collaboration and communication enhance the effectiveness of leadership and contribute to improved performance outcomes. Studies indicate that leadership that fosters collaborative organizational processes strengthens institutional capacity and supports long-term development (Printy & Liu, 2021).

The development of an adaptive and responsive organization is closely linked to the interaction between leadership and performance. Transformational leadership encourages flexibility, innovation, and continuous learning, enabling the institution to respond effectively to changing conditions. At SMPI Sunan Gunung Jati, leadership promotes an environment where teachers are encouraged to experiment with new approaches and adapt their practices to meet student needs. This adaptability supports the

sustainability of organizational performance by ensuring that practices remain relevant and effective. The ability to respond to feedback and adjust strategies reflects the dynamic nature of the relationship between leadership and performance. Research suggests that adaptive leadership practices enhance organizational resilience and support sustained improvement in educational settings (Klar & Brewer, 2013).

Alignment among leadership, professional practices, and institutional goals represents a central element in this interconnected process. Leadership establishes direction and provides support, teachers implement practices that reflect this direction, and organizational processes ensure consistency and coordination. When alignment is achieved, the institution operates as a coherent system in which all components contribute to shared objectives. At SMPI Sunan Gunung Jati, this alignment is evident in the consistency between leadership vision, teaching practices, and institutional outcomes. Teachers and staff demonstrate a shared understanding of goals and responsibilities, which strengthens collaboration and enhances performance. Evidence indicates that alignment among organizational elements is a key factor in achieving effective and sustainable performance in educational institutions (Robinson et al., 2014).

The interconnected relationship between transformational leadership and organizational performance highlights the importance of viewing leadership as part of a broader system of interaction. Leadership influences teacher practices and organizational processes, while performance



outcomes provide feedback that shapes future leadership strategies. This continuous cycle supports institutional learning and enables the organization to adapt and improve over time. The findings demonstrate that effective leadership at SMPI Sunan Gunung Jati contributes to the development of a system that is responsive, collaborative, and focused on continuous improvement. This relationship underscores the role of leadership in ensuring that organizational performance is sustained through alignment, feedback, and collective engagement.

CONCLUSION

Transformational leadership at SMPI Sunan Gunung Jati demonstrates a central role in shaping organizational practices and improving institutional performance through vision-driven, collaborative, and value-oriented approaches. Leadership provides clear direction by integrating academic goals with Islamic values, creating coherence between institutional vision and daily practices. Teachers and staff respond to leadership support through increased motivation, professional engagement, and commitment to institutional goals. Instructional practices become more effective as teachers implement structured and interactive learning strategies that enhance student participation. Organizational processes such as planning, coordination, and evaluation are carried out in a systematic manner, reflecting the influence of leadership in establishing consistency and accountability. The presence of a supportive and collaborative environment strengthens professional relationships and encourages

continuous improvement across institutional activities.

The relationship between transformational leadership and organizational performance reflects an interconnected system that requires alignment between leadership vision, professional practices, and institutional outcomes. Leadership influences teacher behavior and organizational processes, while performance outcomes provide feedback that informs future strategies. This continuous cycle supports institutional learning and enables adaptation to changing educational demands. Sustained leadership commitment contributes to the development of a responsive organization characterized by collaboration, innovation, and shared responsibility. Institutional effectiveness is achieved through the integration of leadership, teaching practices, and organizational structures into a coherent system. These findings emphasize that transformational leadership is essential for maintaining long-term performance and strengthening the capacity of Islamic educational institutions to achieve sustainable development and educational excellence.

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