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The Influence of Transformational Leadership Style on Teacher Performance at MA Al-Istiqomah Tanjungsiang, Subang Regency

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Abstract

Teacher performance is a critical determinant of educational quality; however, preliminary observations at MA Al-Istiqomah Tanjungsiang identified challenges related to discipline, instructional innovation, institutional participation, and work motivation, highlighting the importance of effective school leadership. This study aimed to examine the influence of transformational leadership style on teacher performance at the institution. A quantitative survey design was employed involving all 30 teachers selected through saturated sampling. Data were collected using a five-point Likert-scale questionnaire supported by observation and analyzed using descriptive statistics, validity and reliability tests, normality and linearity tests, simple linear regression, the coefficient of determination, and a t-test. The findings revealed that transformational leadership had a positive and significant influence on teacher performance, with a correlation coefficient of 0.835, a coefficient of determination of 0.855, and a significance value of 0.001. These findings indicate that transformational leadership plays an important role in strengthening teacher performance within the madrasah context. The study concludes that strengthening transformational leadership practices can contribute to improved teacher performance. The findings contribute to the literature on educational leadership in madrasah settings and imply that madrasah leaders should strengthen motivational practices, role modelling, individualized support, and encouragement of instructional innovation to enhance teacher performance.

Keywords: Educational Leadership; Madrasah; Teacher Performance; Transformational Leadership; Work Motivation

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INTRODUCTION

Educational institutions operate in an environment in which leadership plays a central role in coordinating human resources, establishing organizational direction, and sustaining the quality of educational processes. Within schools and madrasahs, teachers represent a critical component because their performance is directly related to the implementation of learning, the fulfillment of professional responsibilities, and the achievement of institutional objectives. Teacher performance is therefore not merely an individual matter but is also shaped by organizational conditions and leadership practices. Explains that teacher performance is reflected in the extent to which teachers are able to carry out their professional duties and responsibilities effectively. From an organizational perspective, leadership provides direction and influences the conditions under which individuals perform their work (Northouse, 2021). Consequently, examining the relationship between leadership practices and teacher performance is important for understanding how educational institutions can strengthen the effectiveness of their human resources.

One leadership approach that has received considerable attention in educational and organizational studies is transformational leadership. Transformational leadership emphasizes the capacity of leaders to influence followers by developing a shared vision, encouraging commitment, stimulating new ways of thinking, and providing attention to individual needs (Bass & Avolio, 1994). The approach consists of four central dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions position leaders not only as supervisors but also as agents who encourage followers to develop their potential and contribute beyond routine expectations. Empirical evidence has demonstrated that transformational leadership is associated with important organizational and individual outcomes. A meta-analysis conducted by Judge & Piccol (2004) found transformational leadership to be significantly related to leadership effectiveness and other relevant outcomes across organizational contexts. Similarly, Bono & Judge (2004) demonstrated that transformational leadership is associated with follower motivation and leadership-related outcomes, reinforcing the relevance of transformational processes in organizational settings.

The relevance of transformational leadership becomes particularly important in educational institutions because school leaders influence organizational conditions in which teachers conduct their professional activities. Research on transformational school leadership

has shown that leadership practices can affect teachers' perceptions of their working environment and organizational conditions (Jantzi & Leithwood, 1996). Transformational leadership can also influence organizational conditions and teacher-related outcomes through mechanisms involving shared goals, professional commitment, and organizational engagement (Leithwood et al., 2000). In the context of large-scale educational reform, transformational school leadership has further been associated with changes in teachers' classroom practices and professional conditions (Leithwood & Jantzi, 2006). A meta-analytic review similarly indicates that transformational school leadership has meaningful effects on educational organizational outcomes, although the magnitude and pathways of these effects may vary across contexts (Leithwood & Sun, 2012).

The issue addressed in this study emerged from an empirical condition identified at MA Al-Istiqomah Tanjungsiang, Subang Regency. Preliminary observations indicated that teacher performance had not yet reached an optimal condition in several areas, including discipline, instructional innovation, participation in madrasah development, and work motivation. At the same time, the implementation of transformational leadership by the head of the madrasah was also considered insufficiently optimal, particularly in providing motivational stimulation, individualized attention, and encouragement for innovation. This situation indicates that teacher performance should not necessarily be understood solely as a consequence of individual teacher characteristics. Organizational leadership represents another factor that needs to be examined because the way leaders communicate expectations, provide motivation, encourage innovation, and recognize individual contributions can shape teachers' working conditions.

The researcher therefore positions transformational leadership as an organizational factor that needs to be empirically examined in relation to teacher performance at MA Al-Istiqomah Tanjungsiang. This position is supported by research demonstrating that transformational leadership can contribute to teacher performance through motivational and organizational mechanisms. Febriyanti et al. (2021) found that transformational leadership, together with work motivation and work discipline, was associated with teacher performance among vocational school teachers in Central Jakarta. Wijayanto et al. (2021) also identified transformational leadership as a relevant factor in explaining teacher performance in elementary schools. Likewise, Pratiwi et al. (2022) examined the relationship between principals' transformational leadership and teacher performance and demonstrated the relevance of transformational leadership within the school context. These findings suggest

that leadership practices deserve attention when examining variations in teacher performance.

Recent studies have continued to strengthen this empirical relationship while demonstrating that its manifestation may differ according to institutional and contextual conditions. Indriawati et al. (2022) emphasized the importance of teacher performance in supporting educational quality. Raharja et al. (2022) found that principals' transformational leadership was related to teacher performance in combination with organizational culture. Hidayah & Sulaksono, (2023) further demonstrated the relevance of transformational leadership to teacher performance through work motivation as a mediating mechanism. In another Indonesian educational context, Utami et al., (2024) examined principals' transformational leadership in relation to teacher performance and learning quality. These studies collectively indicate that transformational leadership remains relevant to teacher performance, while also suggesting that contextual factors may shape how leadership is translated into professional behavior and performance.

International research provides additional perspectives on this relationship. Metaferia et al., (2023) examined transformational leadership practices and teachers' job satisfaction in government secondary schools and demonstrated the importance of leadership practices in teachers' work experiences. (u & Jang (2024) proposed a framework explaining how transformational leadership can enhance teachers' work performance by strengthening motivational and organizational processes. Nurrizayani et al. (2024) similarly emphasized the role of transformational leadership in creating an inspiring work climate that can support teacher performance. Cahyaningsih (2024) examined transformational leadership in relation to teacher performance alongside work productivity and innovative behavior, highlighting the connection between leadership and teachers' professional behaviors. More recent evidence from Indonesia also indicates that principals' transformational leadership can function as a catalyst for improving teacher performance (Nur et al., 2025) . Wang et al. (2025) further examined the multidimensional nature of teacher job performance in relation to principals' transformational leadership, demonstrating the continuing relevance of this relationship in contemporary educational research.

Despite the growing body of research concerning transformational leadership and teacher performance, several gaps remain. First, previous studies have examined this relationship across different educational levels and institutional settings, including elementary

schools, junior secondary schools, vocational schools, and government educational institutions. However, empirical evidence specifically examining transformational leadership and teacher performance at MA Al-Istiqomah Tanjungsiang, Subang Regency, remains limited. The thesis itself identifies the limited availability of research specifically addressing this relationship within the institution. Second, differences in institutional characteristics mean that findings obtained in one educational setting cannot automatically be generalized to another. Madrasahs operate within educational environments that combine formal educational responsibilities with distinctive institutional and religious characteristics. Therefore, examining transformational leadership within the specific context of a madrasah can provide more contextually grounded evidence.

The novelty of this study lies primarily in its contextual and empirical contribution rather than in proposing a new leadership theory. The study applies the established transformational leadership framework to examine its relationship with teacher performance in a specific madrasah context that has received limited empirical attention. The four dimensions of transformational leadership idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration provide the theoretical basis for examining leadership practices (Bass & Avolio, 1994). Meanwhile, teacher performance is examined through work-related dimensions reflected in discipline, productivity, instructional innovation, and professional commitment. By connecting these constructs within the specific institutional context of MA Al-Istiqomah Tanjungsiang, the study seeks to provide empirical evidence regarding whether and to what extent transformational leadership contributes to teacher performance.

The theoretical relevance of this approach is further supported by contemporary research on successful school leadership. Leithwood et al., (2020) emphasized that successful school leadership involves practices capable of influencing organizational conditions, teacher motivation, and professional capacity. Similarly, Leithwood et al., (2020) examined the pathways through which school leadership influences educational outcomes, highlighting that leadership effects may operate through multiple organizational and instructional processes. These perspectives reinforce the importance of examining leadership not as an isolated administrative function but as a process that can shape the conditions supporting teachers' professional work. In addition, (Chen et al., 2012) demonstrated that transformational leadership can facilitate technological innovation under particular

organizational conditions, supporting the broader argument that transformational leadership can encourage innovative behaviors among organizational members.

Based on the identified phenomenon, theoretical perspectives, and empirical gaps, this study focuses on the influence of transformational leadership style on teacher performance at MA Al-Istiqomah Tanjungsiang, Subang Regency. The study specifically seeks to describe the implementation of transformational leadership, describe the level of teacher performance, and empirically examine whether transformational leadership has a significant effect on teacher performance. The research uses a quantitative approach involving 30 teachers through saturated sampling, consistent with the research design reported in the thesis. Through this approach, the study is expected to provide empirical evidence concerning the relationship between leadership practices and teacher performance within the specific context of a madrasah, while contributing to the broader discussion of transformational leadership in educational organizations.

METHODS

This study employed a quantitative research approach using a survey method to examine the influence of transformational leadership style on teacher performance at MA Al-Istiqomah Tanjungsiang, Subang Regency. The quantitative approach was selected because the study aimed to objectively measure the variables under investigation and statistically examine the proposed relationship between transformational leadership and teacher performance. The survey design enabled the researcher to obtain data directly from respondents through a structured questionnaire. The research was conducted at MA Al-Istiqomah Tanjungsiang, Subang Regency, West Java, from May to June 2026. The research process covered the preparation of the research instrument, data collection, data processing, statistical analysis, and formulation of conclusions.

The research design consisted of two variables: transformational leadership style as the independent variable (X) and teacher performance as the dependent variable (Y). The measurement of transformational leadership was based on four dimensions derived from the theoretical framework used in the study, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions were operationalized into eight questionnaire statements, with two items representing each dimension. Teacher performance was measured through four indicators, namely discipline,

work productivity, instructional innovation, and professional commitment, which were also represented by eight questionnaire statements. Thus, the indicators were directly connected to the two research variables and provided the operational basis for measuring transformational leadership and teacher performance among teachers at the research site.

The population consisted of all teachers at MA Al-Istiqomah Tanjungsiang, totaling 30 teachers. Because the entire population was relatively limited and all teachers were directly relevant to the research variables, all 30 teachers were included as respondents through saturated sampling. The participants were selected because they were directly involved in the teaching and learning process and were able to provide information concerning the implementation of the headmaster's transformational leadership and their own performance within the madrasah.

Data were collected primarily through a structured questionnaire and supported by direct observation. The questionnaire used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Instrument development was based on the theoretical indicators of each variable. Before being used for data collection, the instrument underwent validity and reliability testing. Item validity was assessed by comparing the calculated correlation coefficient with the critical value, with an item considered valid when the calculated value exceeded the critical value. Reliability was evaluated using Cronbach's Alpha, with a coefficient greater than 0.60 considered indicative of acceptable reliability. Observation was conducted to obtain an empirical description of the actual implementation of transformational leadership and teachers' duties and responsibilities.

The collected data were processed using the Statistical Package for the Social Sciences (SPSS). Data analysis began with validity and reliability testing, followed by descriptive statistical analysis using frequencies, percentages, and mean scores. The Kolmogorov–Smirnov test was employed to examine normality, while the linearity test assessed whether the relationship between the independent and dependent variables followed a linear pattern. Subsequently, simple linear regression was applied to examine the influence of transformational leadership on teacher performance. The coefficient of determination (R^2) was used to determine the explanatory contribution of transformational leadership to teacher performance, while the t-test was conducted to test the statistical significance of the proposed effect at the 0.05 significance level.

RESULTS

Structural Model Evaluation

The structural model was evaluated using the coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2). These assessments were conducted to determine the explanatory power, relative contribution, and predictive capability of the proposed model.

Coefficient of Determination (R^2)

Tabel 1. Coefficient of Determination (R^2)

Endogenous Construct	R^2	Adjusted R^2	Interpretation
Customer Experience (CE)	0.413	0.411	Moderate
Purchase Intention (PI)	0.571	0.568	Moderate

Source: Processed Primary Data, (2026)

Table 1 Coefficient of Determination (R^2) presents the explanatory power of the structural model. Customer Experience obtained an R^2 value of 0.413, indicating that Artificial Intelligence (AI) in content personalization explains 41.3% of the variance in customer experience, while the remaining 58.7% is attributable to factors outside the model. Meanwhile, the R^2 value for Purchase Intention was 0.571, suggesting that AI and Customer Experience jointly explain 57.1% of the variance in consumers' purchase intention. Both values fall within the moderate category, demonstrating that the model provides a meaningful level of explanatory power.

Effect Size (f^2)

Tabel 2. Effect Size (f^2)

Structural Relationship	f^2	I nterpretation
AI → Customer Experience	0.702	Large
AI → Purchase Intention	0.195	Medium
Customer Experience → Purchase Intention	0.283	Medium

Source: Processed Primary Data, (2026)

As shown in Table 2 Effect Size (f^2), AI has a large effect on Customer Experience, with an f^2 value of 0.702. This indicates that AI-based content personalization makes a substantial contribution to explaining variations in customer experience. In contrast, the effects of AI on Purchase Intention and Customer Experience on Purchase Intention are classified as medium, with values of 0.195 and 0.283, respectively. These findings suggest that AI plays its strongest role in shaping customer experience, while both AI and customer experience contribute meaningfully to purchase intention.

Predictive Relevance (Q^2)

Tabel 3. Predictive Relevance (Q^2)

Endogenous Construct	R^2	Adjusted R^2	Interpretation
Customer Experience (CE)	0.413	0.411	Moderate
Purchase Intention (PI)	0.571	0.568	Moderate

Source: Processed Primary Data, (2026)

Table 3. Predictive Relevance (Q^2) shows that all indicators of the endogenous constructs produced positive Q^2 predict values, confirming the predictive relevance of the structural model. Customer Experience recorded a mean Q^2 value of 0.255, with indicator values ranging from 0.197 to 0.288. Purchase Intention achieved a slightly higher mean Q^2 value of 0.281, with values ranging from 0.239 to 0.322. Both constructs fall within the moderate predictive relevance category. These results indicate that the model demonstrates adequate out-of-sample predictive capability in explaining customer experience and purchase intention among Generation Z consumers on Shopee.

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS 4. A hypothesis was considered supported when the t-statistic exceeded 1.96 and the p-value was below 0.05. The analysis examined both direct and indirect relationships among the constructs.

Direct Effects

Tabel 4. Direct Effects Hypothesis Testing

Hypothesis	Structural Relationship	Path Coefficient (β)	T-Statistic	P-Value	Decision
H1	AI → Customer Experience	0.642	18.181	0.000	Supported
H2	AI → Purchase Intention	0.378	8.702	0.000	Supported
H3	Customer Experience → Purchase Intention	0.455	10.967	0.000	Supported

Source: Processed Primary Data, (2026)

Table 4. Direct Effects Hypothesis Testing demonstrates that all proposed direct-effect hypotheses are statistically supported. AI has a positive and significant effect on Customer Experience ($\beta = 0.642$; $t = 18.181$; $p < 0.001$), indicating that greater AI-driven content personalization is associated with improved customer experience. AI also has a positive and significant direct effect on Purchase Intention ($\beta = 0.378$; $t = 8.702$; $p < 0.001$). Furthermore, Customer Experience significantly influences Purchase Intention ($\beta = 0.455$; t

= 10.967; p < 0.001). These findings confirm that both AI and customer experience play significant roles in explaining consumers' purchase intention on Shopee.

Indirect Effect

Tabel 5. Indirect Effect Hypothesis Testing

Hypothesis	Structural Relationship	Path Coefficient (β)	T-Statistic	P-Value	Decision
H4	AI → Customer Experience → Purchase Intention	0.292	9.115	0.000	Supported

Source: Processed Primary Data, (2026)

Table 5. Indirect Effect Hypothesis Testing indicates that Customer Experience significantly mediates the relationship between AI-driven content personalization and Purchase Intention. The indirect effect is positive and statistically significant (β = 0.292; t = 9.115; p < 0.001). Since the direct effect of AI on Purchase Intention also remains positive and significant, the mediation is classified as complementary partial mediation. This finding suggests that AI influences purchase intention both directly and indirectly through the enhancement of customer experience.

Summary of Hypothesis Testing

Tabel 6. Summary of Hypothesis Testing

Hypothesis	Structural Relationship	Path Coefficient (β)	T-Statistic	P-Value	Decision
H1	AI → Customer Experience	0.642	18.181	0.000	Supported
H2	AI → Purchase Intention	0.378	8.702	0.000	Supported
H3	Customer Experience → Purchase Intention	0.455	10.967	0.000	Supported
H4	AI → Customer Experience → Purchase Intention	0.292	9.115	0.000	Supported

Source: Processed Primary Data, (2026)

Overall, Table 6. Summary of Hypothesis Testing confirms that all four hypotheses are supported. The results establish that AI-driven content personalization significantly affects both Customer Experience and Purchase Intention, while Customer Experience also serves as a significant mechanism through which AI contributes to purchase intention.

Overall Results

Overall, the findings demonstrate that the proposed structural model provides moderate explanatory power and adequate predictive relevance. AI-driven content personalization emerges as the most influential predictor of Customer Experience, as reflected in its substantial path coefficient and large effect size. Customer Experience subsequently contributes significantly to Purchase Intention and functions as a

complementary partial mediator in the relationship between AI and purchase intention. Thus, the results indicate that the effectiveness of AI personalization in encouraging purchase intention is not limited to its direct influence but is also strengthened through the customer experience generated by personalized content.

DISCUSSION

The findings demonstrate that transformational leadership has a positive and statistically significant influence on teacher performance at MA Al-Istiqomah Tanjungsiang, Subang Regency. The simple linear regression analysis produced a positive regression coefficient of 4.214, indicating that an increase in transformational leadership tends to be followed by an increase in teacher performance. The correlation coefficient of 0.835 further indicates a strong relationship between the two variables, while the coefficient of determination of 0.855 suggests that transformational leadership explains approximately 85.5% of the variation in teacher performance. The significance value of 0.001 confirms that the relationship is statistically significant. These results indicate that leadership is not merely an administrative function but an important organizational factor shaping how teachers perform their professional responsibilities.

The substantial explanatory contribution of transformational leadership suggests that teacher performance at the research site is closely connected to the way the head of the madrasah provides direction, motivation, support, and professional encouragement. Teacher performance in this study is reflected through discipline, work productivity, instructional innovation, and professional commitment. These dimensions require more than the completion of routine tasks; they depend on a working environment in which teachers understand institutional expectations, receive encouragement to improve, and feel supported in developing their professional capacities. Transformational leadership is relevant to these conditions because it emphasizes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994). Through these dimensions, school leaders can influence both teachers' attitudes and the organizational conditions in which teaching activities are conducted.

The strong relationship identified in this study may be explained by the ability of transformational leadership to connect individual teacher responsibilities with broader institutional objectives. When the head of the madrasah communicates a clear vision and

demonstrates exemplary conduct, teachers may develop stronger commitment to discipline and professional responsibility. Inspirational motivation can encourage teachers to maintain productivity and remain engaged with institutional programs, while intellectual stimulation may encourage the development of innovative teaching strategies. Meanwhile, individualized consideration allows school leaders to respond to teachers' different needs, capacities, and professional challenges. Therefore, the findings suggest that teacher performance is strengthened not simply through supervision or formal evaluation, but through leadership practices that encourage internal motivation and professional involvement.

These findings are consistent with previous theoretical and empirical studies cited in the article. Judge & Piccol (2004) , through their meta-analysis, found that transformational leadership is significantly associated with leadership effectiveness and other organizational outcomes. Their findings support the argument that transformational leadership can produce meaningful consequences beyond formal managerial performance. Similarly, Bono & Judge (2004) emphasized the relationship between transformational leadership and follower motivation. In the context of the present study, this perspective helps explain why leadership practices that provide inspiration, recognition, and encouragement may contribute to stronger teacher performance.

The results also correspond with research on transformational leadership in educational institutions. Jantzi & Leithwood (1996) explained that transformational school leadership can influence teachers' perceptions of their working environment and organizational conditions. This is relevant to the present findings because teacher performance is likely to improve when teachers operate within a supportive and clearly directed institutional environment. Leithwood, et al. (2020)further argued that transformational leadership affects teacher-related outcomes through shared goals, professional commitment, and organizational engagement. The strong R^2 value found in this study reinforces this perspective by indicating that leadership accounts for a considerable proportion of teacher-performance variation within the madrasah context.

The findings are also in line with Leithwood & Jantzi (2006) , who associated transformational school leadership with changes in teachers' classroom practices and professional conditions. This comparison is particularly important because instructional innovation is one of the performance dimensions examined in the present study. Transformational leadership may encourage teachers to move beyond repetitive instructional

routines by creating an environment where experimentation, reflection, and improvement are valued. Furthermore, Leithwood & Sun (2012) noted that the effects of transformational school leadership may vary according to institutional and contextual conditions. Therefore, the strong influence found at MA Al-Istiqomah should be understood as contextually grounded evidence rather than a result that can automatically be generalized to every educational institution.

The findings also support more recent studies reported in the article. Febriyanti et al. (2021) , Wijayanto et al. (2021), and Pratiwi et al. (2022) identified transformational leadership as a relevant factor associated with teacher performance in different school settings. Raharja et al., (2022) further indicated that the relationship between transformational leadership and teacher performance may operate alongside organizational culture, while (Hidayah & Sulaksono, 2023) highlighted the role of work motivation as a mediating mechanism. These studies suggest that although transformational leadership has a direct contribution, its influence may also be strengthened by motivational and organizational processes. The present study extends this discussion by providing evidence from a specific madrasah context, where educational responsibilities are combined with distinctive institutional and religious characteristics.

The practical implication is that the head of MA Al-Istiqomah should strengthen transformational leadership through consistent role modelling, clear communication of institutional goals, recognition of teacher contributions, opportunities for professional development, and encouragement of instructional innovation. Leadership development should not focus only on administrative control but also on the ability to motivate and support teachers individually. Theoretically, this study reinforces the view that teacher performance is shaped by organizational leadership rather than solely by individual competence. Its main contribution lies in providing context-specific empirical evidence from a madrasah that has received limited attention in previous research.

Nevertheless, several limitations should be acknowledged. First, the study involved only 30 teachers from one madrasah using saturated sampling. Although this approach represents the entire population of the institution, the small and context-specific sample limits the generalizability of the findings. Second, the data were primarily collected through self-reported questionnaires, which may be influenced by respondents' perceptions or social desirability. Third, the study examined only transformational leadership as the independent

variable, while other factors such as organizational culture, work motivation, compensation, workload, professional development, and work discipline may also influence teacher performance. Future research should therefore involve larger samples across different madrasahs and examine mediating or moderating variables to provide a more comprehensive explanation of how transformational leadership contributes to teacher performance.

CONCLUSION

This study concludes that transformational leadership has a positive and significant influence on teacher performance at MA Al-Istiqomah Tanjungsiang, Subang Regency. The statistical findings indicate a strong relationship between transformational leadership and teacher performance, supported by a correlation coefficient of 0.835 and a coefficient of determination of 0.855. These results demonstrate that transformational leadership accounts for a substantial proportion of teacher-performance variation, particularly in relation to discipline, work productivity, instructional innovation, and professional commitment. Therefore, the research objective of examining whether transformational leadership contributes significantly to teacher performance has been empirically achieved.

The findings confirm that transformational leadership should be understood as an organizational process that extends beyond administrative supervision. Leadership practices involving exemplary conduct, motivational direction, intellectual encouragement, and individual support can create conditions that strengthen teachers' professional responsibilities and engagement. The study contributes context-specific evidence to the literature by examining transformational leadership within a madrasah environment, an institutional setting that combines educational and distinctive organizational characteristics. Its principal contribution is therefore empirical and contextual rather than theoretical, providing evidence that established transformational leadership dimensions remain relevant to teacher performance in this setting.

Practically, the findings suggest that madrasah leaders should strengthen role modelling, communicate institutional goals clearly, provide constructive recognition, support professional development, and encourage innovative teaching practices. Future research should involve larger samples and multiple educational institutions to improve generalizability. Further studies may also examine mediating or contextual factors, such as work motivation, organizational culture, professional commitment, and teacher

development, to explain more comprehensively how transformational leadership is translated into improved teacher performance.

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