

The Influence of Transformational Leadership of the Head of Madrasah on the Performance of PAI Teachers

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ABSTRACT

This study aims to analyze the influence of transformational leadership of the head of the madrasa on the performance of Islamic Religious Education (PAI) teachers at MTs. Transformational leadership is one of the leadership models that emphasizes the leader's ability to provide inspiration, motivation, and encourage positive change for the members of the organization. In the context of educational institutions, the leadership of a madrasah principal plays an important role in improving the quality of teacher performance, which in turn impacts the enhancement of learning quality. This study uses a quantitative approach with a survey method. The population in this study consists of all teachers teaching at MTs, while the research sample was determined using purposive sampling technique, considering teachers directly involved in the PAI learning process. Data collection was conducted through the distribution of questionnaires based on indicators of transformational leadership and teacher performance. The obtained data were then analyzed using simple linear regression analysis to determine the effect of the headmaster's transformational leadership on PAI teacher performance. The research results indicate that the headmaster's transformational leadership has a positive and significant effect on PAI teacher performance. This shows that the better the implementation of transformational leadership by the head of the madrasa, the higher the performance of teachers in carrying out their professional duties, whether in planning, implementation, or evaluation of learning. Therefore, strengthening the transformational leadership of the head of the madrasa becomes one of the important strategies in improving the quality of teacher performance and the quality of education in the madrasa.

1. INTRODUCTION

Education plays a very important role in shaping the quality of superior human resources, character, and the ability to face various challenges of the times. Through the process of education, individuals not only acquire knowledge but also moral, social, and spiritual values that become the foundation of community life. In the context of national education, the success of the educational process is greatly influenced by various interconnected components, such as the curriculum, facilities, learning environment, and the quality of educators. Teachers are one of the main factors determining the success of learning in schools or madrasahs because they play a direct role in planning, implementing, and evaluating the learning process (Mulyasa, 2018). Therefore, improving teacher performance becomes one of the important aspects that need to be considered in efforts to enhance the quality of education. Teacher performance can be understood as the level of success a teacher achieves in carrying out their professional duties and responsibilities as an educator. The performance encompasses various aspects, such as the ability to plan lessons, implement the learning process effectively, conduct learning evaluations, and guide and develop students' potential. A

teacher with good performance will be able to create an active, innovative, and enjoyable learning process, thereby improving student learning outcomes (Susanto, 2020). Conversely, poor teacher performance can lead to low-quality learning and suboptimal achievement of educational goals. Therefore, various strategic efforts are needed to improve teacher performance, one of which is through effective leadership in the school or madrasah environment. In practice, the head of the madrasah is expected to provide motivation, build a positive work culture, and create a conducive work environment for teachers to carry out their duties (Wahjosumidjo, 2019). With effective leadership, the head of the madrasah can encourage the improvement of teachers' professionalism and enhance the quality of the learning process at the madrasah. One of the leadership models widely studied in the field of education is transformational leadership. Transformational leadership is a leadership style that emphasizes the leader's ability to inspire, motivate, and encourage organizational members to achieve common goals through positive change. Transformational leaders not only focus on achieving organizational targets but also on developing the individual potential of organizational members so that they can work optimally and have a high commitment to the organization (Northouse, 2019). In the context of education, a madrasah principal who applies transformational leadership is expected to create an inspiring work atmosphere and encourage teachers to continuously improve their competencies and performance. Transformational leadership has several key characteristics, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Intellectual stimulation encourages teachers to think creatively and innovatively in developing learning strategies, while individualized consideration shows the leader's concern for the needs and professional development of each teacher (Yukl, 2020).

The application of these principles in madrasah leadership is believed to significantly enhance teacher work motivation and performance. In recent years, various studies have shown that the leadership of school principals or madrasah heads is closely related to teacher performance. Effective leadership can create a positive work climate, increase work motivation, and encourage teachers to perform their duties more professionally (Suharsaputra, 2020). In the madrasah, Islamic Religious Education (PAI) teachers play a very important role in instilling religious, moral, and character values in students. Therefore, the performance of PAI teachers becomes one of the important factors in the success of the educational process in madrasahs (Fathurrohman, 2018). Islamic Religious Education (PAI) teachers are not only required to master the learning material but also to be role models for students in their daily lives. However, in practice, various issues related to teacher performance are still found, such as a lack of innovation in teaching, low work motivation, and suboptimal use of teaching methods and media. These conditions can certainly affect the quality of learning and the achievement of educational goals in the madrasah. Therefore, the active role of the madrasah principal is needed in providing direction, motivation, and support to the teachers so that they can continuously improve their performance (Komariah and Triatna, 2019). In this case, the application of transformational leadership by the head of the madrasah is considered one of the effective approaches in improving teacher performance. MTs Muna Falih Sleman is one of the educational institutions committed to improving the quality of education through strengthening leadership and enhancing teacher professionalism. As a madrasah-based educational institution, the success of the learning process at MTs Muna Falih Sleman is greatly influenced by the role of the head of the madrasah in managing and leading all educational activities at the institution. Through inspirational, participative, and human resource development-oriented leadership, the head of the madrasah can create a conducive work environment for teachers in carrying out their professional duties. Therefore, research on the influence of transformational leadership of madrasah principals on the performance of PAI teachers becomes important to conduct in order to gain a deeper understanding of the relationship between these two variables and to contribute to the development of educational

management in madrasahs. Several previous studies have also shown that the leadership of madrasah principals plays an important role in improving the quality of teacher performance and the effectiveness of educational administration in Islamic educational institutions. A madrasah principal who can optimally perform leadership functions can encourage teachers to enhance their professionalism and the quality of teaching conducted in the classroom. Moreover, leadership that provides space for teachers to innovate in the learning process will impact the overall quality of the educational process (Perawironegoro, 2021). Furthermore, research conducted by Abdul Hopid emphasizes that the leadership of the madrasah principal is closely related to teachers' work motivation. That conducive work climate will encourage teachers to carry out their duties and responsibilities more optimally, thereby improving the quality of education provided to students (Hopid, 2020). Another study conducted by Hanif Cahyo Adi Kistoro shows that the leadership of madrasah principals oriented toward the empowerment of human resources can have a positive impact on improving teacher performance. Madrasah heads who are able to involve teachers in the decision-making process and provide opportunities for teachers to develop their competencies will create a more participatory and productive work environment. These conditions will encourage teachers to demonstrate better performance in carrying out their professional duties (Kistoro, 2022).

Meanwhile, research conducted by Farid Setiawan shows that transformational leadership in Islamic educational institutions plays a strategic role in improving the quality of education. Leaders who are able to provide inspiration, build shared commitment, and create a clear educational vision will be able to mobilize all components of the school to work more effectively. In this regard, transformative leadership of madrasah principals can encourage teachers to improve the quality of learning and develop innovations in the educational process (Setiawan, 2021). Various research findings indicate that the leadership of madrasah principals has a significant impact on improving teacher performance and the quality of learning in madrasahs. The head of the madrasah, as an educational leader, plays a strategic role in creating a conducive work environment, providing motivation to teachers, and encouraging the continuous professional development of teachers. Therefore, the implementation of transformational leadership in the madrasah environment becomes one of the important factors in efforts to improve teacher performance and the overall quality of education. By considering various research findings, it can be understood that the leadership of the head of the madrasah is one of the key factors determining the success of educational administration in the madrasah. Therefore, research on the influence of transformational leadership of madrasah heads on the performance of Islamic Religious Education teachers at MTs Muna Falih Sleman becomes important to conduct. This research is expected to provide an empirical picture of how the leadership of the head of the madrasah can influence the performance of Islamic Religious Education teachers and contribute to the development of Islamic education management in improving the quality of education in madrasahs.

2. METHOD

This research uses a quantitative approach with an ex post facto type of research aimed at determining the influence of transformational leadership of the head of the madrasa on the performance of Islamic Religious Education (PAI) teachers at MTs Muna Falih Sleman. Ex post facto research is conducted to investigate events that have already occurred without providing treatment or manipulation to the variables being studied (Sugiyono, 2019). In educational institutions, the leadership of the school principal or madrasah head plays an important role in directing all educational components to work effectively in achieving educational goals (Mulyasa, 2018). Therefore, MTs Muna Falih Sleman is considered relevant as a research location related to

the study of transformative leadership and teacher performance. The population in this study consists of all teachers who teach at MTs Muna Falih Sleman. The population is the entire set of research subjects that possess certain characteristics in accordance with the research objectives (Arikunto, 2021). Considering the relatively limited population, the sampling technique was carried out using purposive sampling. Purposive sampling is a sampling determination technique that considers specific criteria relevant to the research objectives (Sugiyono, 2019). The data collection technique in this study uses questionnaires as the main research instrument. The questionnaire is a data collection technique conducted by providing a number of written questions or statements to respondents to be answered according to their experienced conditions (Siyoto and Sodik, 2018). Meanwhile, the teachers' performance variable is measured thru indicators of the ability to plan lessons, implement the learning process, conduct learning evaluations, and follow up on the results of learning evaluations (Mulyasa, 2018). The Likert scale is one of the measurement scales commonly used in social research to measure a person's attitudes, opinions, and perceptions toward a phenomenon (Sugiyono, 2019). The validity test is conducted to determine the extent to which the instrument can measure the variables it is supposed to measure, while the reliability test is conducted to determine the level of consistency of the instrument in measuring the research variables (Arikunto, 2021). Thru descriptive analysis, researchers can obtain an overview of the level of transformational leadership of the head of the madrasa and the performance level of PAI teachers at MTs Muna Falih Sleman (Siyoto and Sodik, 2018). Simple linear regression analysis is used to determine the extent to which the independent variable affects the dependent variable, as well as to ascertain the direction and magnitude of the influence between the two variables (Sugiyono, 2019). The normality test is conducted to determine whether the research data is normally distributed or not, while the linearity test is conducted to determine whether the relationship between the independent and dependent variables is linear (Siyoto and Sodik, 2018). Conversely, if the significance value is greater than 0.05, the research hypothesis is rejected, which means there is no significant effect between the two variables (Sugiyono, 2019).

3. RESEARCH RESULTS AND DISCUSSION

Description of the Transformational Leadership Condition of the Head of Madrasah at MTs

The leadership of the head of the madrasah is one of the important factors that influence the success of educational administration in madrasah institutions. The head of the madrasa not only serves as an administrator managing various educational activities but also as a leader capable of providing direction, motivation, and inspiration to all school members, especially the teachers. In the development of modern educational management, the leadership concept that is widely used is transformational leadership. Transformative leadership is a leadership style that emphasizes the leader's ability to create positive change thru the empowerment of organizational members, the formation of a shared vision, and the enhancement of work motivation (Mulyasa, 2018). In the context of educational institutions, the transformative leadership of a madrasah principal becomes an important factor in creating a conducive work environment for improving teacher performance. This is in line with the view that educational leadership not only functions as an organizational controller but also as a change driver capable of promoting sustainable improvements in the quality of education (Komariah and Triatna, 2020). Based on the research conducted at MTs Muna Falih Sleman, the condition of the transformational leadership of the head of the madrasah can be seen from several indicators that reflect the characteristics of that leadership. The exemplary behavior of a leader is an important factor in building the trust of organizational members in the leadership being carried out. A leader who is able to set a good example will find it easier to gain support from teachers in

implementing various policies related to improving the quality of education (Suharsaputra, 2018). The motivation provided by leaders can enhance teachers' work spirit, making them more motivated to carry out their duties and responsibilities optimally (Rivai and Mulyadi, 2019). These efforts demonstrate that the head of the madrasah is striving to create an academic culture that encourages teachers to continue learning and developing. Leadership that can encourage teacher creativity and innovation will have a positive impact on the improvement of learning quality in schools (Wibowo, 2021). This can also increase teacher job satisfaction, making them more motivated to deliver their best performance in the learning process (Sutrisno, 2020).

The condition of the transformational leadership of the head of the madrasah at MTs Muna Falih Sleman is also reflected in the head's efforts to create a conducive work environment for the teachers. A positive work environment can enhance teachers' work enthusiasm and encourage them to work more effectively in carrying out the learning process (Fahmi, 2020). In addition, the head of the madrasah also plays a role in building a collaborative work culture within the madrasah environment. Teachers are encouraged to collaborate in developing more effective learning strategies. Collaboration among teachers can enhance the quality of education because they can share experiences and knowledge about more innovative teaching methods. A collaborative work culture becomes one of the important characteristics in educational organizations led by transformational leadership style. Transformational leaders are able to foster a spirit of cooperation and a sense of shared responsibility in achieving organizational goals (Sagala, 2018). Based on the research conducted, it can be concluded that the transformational leadership of the head of the madrasah at MTs Muna Falih Sleman shows quite good conditions in various aspects of leadership. The head of the madrasah is able to perform leadership functions that are not only oriented toward school administration management but also toward efforts to empower teachers and improve the quality of learning.

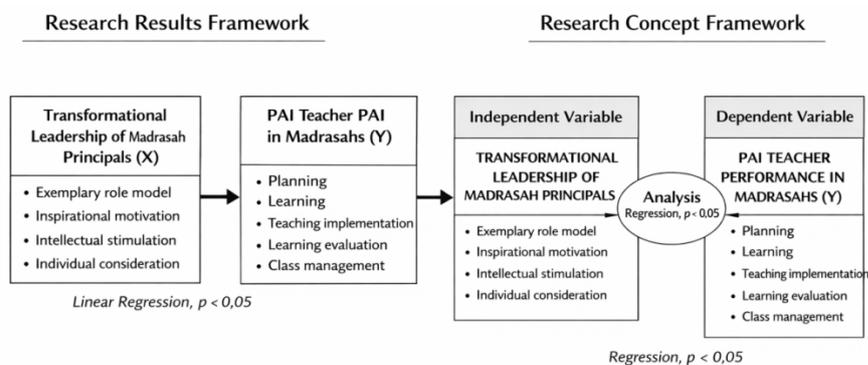


Figure 1. Results

Description of the Performance Level of Islamic Religious Education (PAI) Teachers in the Learning Process

The performance of teachers is one of the main factors that determine the success of the educational process in both schools and madrasahs. Teachers have a strategic role in implementing the learning process, guiding students, and instilling values of knowledge and character in their pupils. In the context of Islamic education, Islamic Religious Education (PAI) teachers not only have the duty of delivering lesson materials but also play a role in shaping the morals and religious character of the students. Therefore, the performance level of PAI teachers becomes a very important

aspect in determining the quality of the learning process in madrasahs (Mulyasa, 2018). Teacher performance encompasses various aspects related to the learning process, starting from lesson planning, lesson implementation, to systematic evaluation of learning. A teacher with good performance will be able to create an active, creative, and enjoyable learning process, thereby enhancing students' understanding and motivation to learn (Sutrisno, 2020). Based on the research conducted at MTs Muna Falih Sleman, the level of performance of Islamic Religious Education teachers can be seen from several main indicators related to the implementation of the teachers' professional duties. These indicators include the teachers' ability to plan lessons, the ability to carry out the learning process, the ability to evaluate learning, and the ability to follow up on the results of the learning evaluation. These four indicators serve as benchmarks in assessing the extent to which teachers are able to perform their duties professionally in the learning process at the madrasa. In the aspect of lesson planning, PAI teachers at MTs Muna Falih Sleman demonstrate quite good ability in preparing teaching materials. The teacher has prepared a lesson implementation plan that includes learning objectives, lesson materials, teaching methods, and media that will be used in the learning process. Lesson planning is a very important initial step in the learning activities because it serves as a guide for teachers in carrying out the learning process in a directed and systematic manner. Teachers who are able to plan lessons well will find it easier to achieve the learning objectives that have been set (Wibowo, 2021).

In addition, during the implementation of the learning process, the PAI teachers at MTs Muna Falih Sleman also demonstrate quite good performance. The teacher strives to convey the learning material clearly and systematically so that it can be understood by the students. In the learning process, the teacher also strives to use various teaching methods so that the learning process does not proceed monotonously. The variation of teaching methods is very important to increase student engagement in the teaching and learning process. Teachers who are able to use varied teaching methods will find it easier to create an active and enjoyable learning atmosphere for students (Sagala, 2018). In addition to using varied teaching methods, teachers also strive to create good interactions with students during the learning process. Good interaction between teachers and students is very important in creating an effective learning process. An interactive learning process can enhance students' learning motivation and help them understand the subject matter better (Komariah and Triatna, 2020). In the aspect of learning evaluation, the PAI teacher at MTs Muna Falih Sleman also shows quite good performance. The teacher conducts learning evaluations regularly to determine the extent to which students understand the material that has been taught. Learning evaluation is conducted thru various forms of assessment such as written tests, individual assignments, and practical assessments related to Islamic Religious Education material. Learning evaluation is an important part of the learning process because it can provide an overview of the level of success of the learning that has been carried out (Suharsaputra, 2018). In addition to conducting learning evaluations, teachers also strive to follow up on the evaluation results obtained. The follow-up is carried out by providing enrichment to students who have achieved learning completeness and offering additional guidance to students who are still having difficulty understanding the lesson material. These efforts demonstrate that the teacher strives to ensure that all students can achieve the established learning objectives. Follow-up on evaluation results is an important part of the learning process because it can help improve student learning outcomes more optimally (Fahmi, 2020).

Based on the results of the conducted research, in general, the performance level of PAI teachers at MTs Muna Falih Sleman can be categorized as good. The teachers have demonstrated quite good abilities in carrying out various professional tasks related to the learning process. This can be seen from the teacher's ability to plan lessons, implement the learning process effectively, and

conduct systematic evaluations of the learning. Good teacher performance will have a positive impact on the quality of learning and the learning outcomes of students at the madrasah. Good teacher performance is also influenced by various factors that affect that performance. One of the factors that significantly influences teacher performance is the leadership of the head of the madrasah. A head of madrasah who can provide support, motivation, and direction to teachers will be able to enhance their work enthusiasm in carrying out their duties. Effective leadership can create a conducive work environment so that teachers can work more optimally in carrying out the learning process (Rivai and Mulyadi, 2019). In addition to the leadership of the head of the madrasa, other factors that also influence teacher performance are work motivation, professional competence, and a supportive work environment. Teachers who have high work motivation will strive to perform their duties as best as possible because they are committed to their profession as educators. High work motivation can also encourage teachers to continuously develop their professional competence thru various self-development activities such as training, seminars, and other scientific activities (Sutrisno, 2020). Thus, the depiction of the performance level of Islamic Religious Education teachers at MTs Muna Falih Sleman shows a fairly good condition in various aspects of the teaching implementation. The teachers have shown a high level of commitment in carrying out their professional duties as educators and have strived to create an effective and meaningful learning process for the students. This condition serves as one of the indicators that the Islamic Religious Education learning process at the madrasah has been running quite well. The good performance of teachers is expected to continue to improve thru the support of the madrasah principal's leadership, the development of teachers' competencies, and the creation of a conducive work environment so that the quality of education at the madrasah can continue to improve.

Results of Statistical Analysis on the Influence of Transformational Leadership of Madrasah Principals on the Performance of PAI Teachers

Statistical analysis is conducted to determine the extent to which the transformational leadership of the head of the madrasa affects the performance of Islamic Religious Education (PAI) teachers. This analysis aims to provide an empirical picture of the relationship between the transformational leadership variable as the independent variable and the performance of PAI teachers as the dependent variable. The data analyzed in this study were obtained thru the distribution of questionnaires to respondents who are Islamic Religious Education (PAI) teachers at MTs Muna Falih. Subsequently, the data were processed using statistical analysis to determine the relationship and influence between the research variables. Before conducting the influence analysis, a descriptive analysis was first carried out to understand the general picture of the transformative leadership of the head of the madrasah and the performance of PAI teachers. The results of the descriptive analysis showed that the transformative leadership of the head of the madrasah was in the good category. This was indicated by the average score of the respondents' answers, which showed that the head of the madrasah had been able to perform leadership functions by providing motivation, exemplary behavior, inspiration, and attention to the teachers. Transformative leadership was demonstrated thru the head of the madrasah's ability to provide inspirational motivation, intellectual stimulation, ideal influence, and individual attention to the teachers. This is in accordance with the concept of transformative leadership, which emphasizes the leader's ability to inspire and motivate organizational members to achieve better performance (Yukl, 2019). Next, an analysis of the PAI teacher performance variable was conducted.

Based on the results of the descriptive analysis, it was found that the level of PAI teacher performance falls into the good category. This is evident from the teachers' ability to carry out

teaching tasks, which include lesson planning, lesson implementation, and lesson evaluation. PAI teachers also demonstrate the ability to manage the classroom, use varied teaching methods, and assess students' learning outcomes. Teacher performance is the result of the work achieved by teachers in carrying out their professional duties as educators, which include planning, implementing, and evaluating lessons (Supardi, 2017). After conducting a descriptive analysis, the next step is to perform inferential statistical analysis to determine the impact of the headmaster's transformational leadership on the performance of PAI teachers. The analysis used in this study is simple linear regression. Regression analysis is used to determine the cause-and-effect relationship between the headmaster's transformational leadership variable and the performance of PAI teachers. Through this analysis, it can be determined whether the headmaster's transformational leadership has a significant impact on improving the performance of PAI teachers. The second dimension is inspirational motivation, which relates to the leader's ability to provide enthusiasm and encouragement to teachers to achieve common goals. The motivation given by the head of the madrasah can enhance teachers' work spirit, making them more committed to carrying out their teaching duties. The third dimension is intellectual stimulation, which refers to the leader's ability to encourage teachers to think creatively and innovatively in conducting lessons. This attention can take the form of providing support, guidance, as well as opportunities to participate in training and professional development. The results of this study are in line with several previous studies that state that transformational leadership has a significant influence on the improvement of teacher performance. Transformational leadership is capable of creating a conducive work environment, increasing work motivation, and strengthening teachers' commitment to the school organization (Mulyasa, 2018). With the presence of inspirational and participative leadership, teachers will feel valued and supported in carrying out their duties, thereby enabling their performance to improve optimally. Thus, it can be concluded that the transformative leadership of the head of the madrasah plays a very important role in improving the performance of PAI teachers. A head of the madrasah who is able to apply the principles of transformative leadership will be able to create a positive work atmosphere, increase teacher work motivation, and encourage the creation of more effective learning in the madrasah. Therefore, the application of transformative leadership needs to be continuously developed in the management of educational institutions to improve the quality of teacher performance and the overall quality of education.

Discussion of Research Results on the Role of Transformative Leadership of Madrasah Principals in Improving Teacher Performance

Research results show that the transformational leadership of madrasah principals plays an important role in improving teacher performance, especially for Islamic Religious Education (PAI) teachers. Transformational leadership does not only focus on administrative aspects or organizational management, but also on efforts to motivate, inspire, and develop the potential of teachers so that they can work optimally in carrying out their professional duties. In the context of education, the head of the madrasah as a leader has a significant responsibility in creating a conducive work environment, encouraging learning innovations, and enhancing the commitment and professionalism of teachers. Based on the results of the research analysis, the transformational leadership of the head of the madrasah at MTs Muna Falih shows a positive influence on the improvement of PAI teachers' performance. Transformational leaders are able to inspire organizational members to share a common vision in improving the quality of education. In the context of madrasahs, a head of madrasah who implements transformational leadership will encourage teachers to work more professionally, creatively, and with a high commitment to the learning process (Mulyasa, 2018). One important aspect of transformational leadership is the ideal influence or exemplary behavior of the leader. A

madrasah head who can serve as a role model for teachers will find it easier to gain the trust and respect of the teachers. Such exemplary behavior can be demonstrated thru discipline, responsibility, integrity, and commitment in carrying out leadership duties. When the head of the madrasah is able to demonstrate positive behavior, teachers will be encouraged to emulate that attitude in carrying out their duties as educators (Sutrisno, 2019).

In addition to exemplary behavior, transformational leadership is also demonstrated thru the head of the madrasah's ability to provide inspirational motivation to teachers. The motivation provided by leaders is very important in enhancing teachers' work enthusiasm. Teachers who receive support and motivation from the head of the madrasah tend to have higher work enthusiasm and are more committed to carrying out their teaching duties. This motivation can be provided in various ways, such as giving awards for teachers' achievements, providing opportunities to attend training, and offering support in teachers' professional development (Priansa, 2018). Another important aspect of transformational leadership is intellectual stimulation. Teachers are encouraged to develop various teaching methods that are more engaging and effective, thereby enhancing students' understanding of the subject matter. This intellectual stimulation can also encourage teachers to continue learning and developing their professional competencies in line with the demands of an increasingly dynamic educational landscape. Furthermore, transformational leadership also includes individual attention to teachers. The head of the madrasah who pays attention to the needs and development of each teacher will be able to create better working relationships. Such attention can take the form of guidance, moral support, or opportunities to enhance competence thru various professional development activities. The attention given by the head of the madrasah will make teachers feel valued and noticed, thus they will be more motivated to perform their duties to the fullest (Wahjosumidjo, 2018). The results of this study also show that transformational leadership is capable of creating a conducive work atmosphere in the madrasah environment. A positive work environment is very important in supporting the improvement of teacher performance. When teachers feel comfortable and supported in their work environment, they will be more focused on carrying out their teaching duties and more creative in developing effective teaching strategies. This commitment will encourage teachers to work more optimally in achieving the educational goals set by the madrasah. Based on the discussion, it can be understood that the transformational leadership of the head of the madrasah plays a very strategic role in improving the performance of PAI teachers. Thru exemplary behavior, inspirational motivation, intellectual stimulation, and individual attention, the head of the madrasah can encourage teachers to work more professionally and commit to their duties. Therefore, the implementation of transformational leadership needs to be continuously developed in the management of the madrasah to enhance the quality of teacher performance and support the achievement of educational goals optimally.

The Implications of Transformational Leadership of Madrasah Principals on the Improvement of Professionalism and Performance of PAI Teachers in Madrasahs

Transformative leadership of madrasah principals has very important implications for the improvement of professionalism and performance of Islamic Religious Education (PAI) teachers in madrasahs. In the context of managing educational institutions, the leadership of the head of the madrasah not only serves as a policy director but also as the main driver in creating a professional,

innovative work culture focused on improving the quality of learning. Research results indicate that the implementation of transformational leadership has a positive impact on the improvement of teachers' work quality, both in the aspects of lesson planning, lesson execution, and lesson evaluation. The first implication of the transformational leadership of the head of the madrasah is the increased work motivation of teachers. The head of the madrasah who applies transformational leadership style is able to inspire and motivate teachers to work better and commit to improving the quality of education. The motivation provided by the head of the madrasah encourages teachers to be more active in developing their professional skills and improving the quality of classroom learning. Teachers who have high work motivation tend to show better performance in carrying out their duties as educators (Mulyasa, 2018). Moreover, transformational leadership also has implications for the improvement of teachers' professional competencies. A madrasa principal with a clear leadership vision will encourage teachers to continuously enhance their abilities and skills through various professional development activities. Activities such as training, workshops, seminars, and other competency development activities become an important part of improving the quality of teachers. With the support of the head of the madrasah, teachers will have broader opportunities to enhance their professional competencies, enabling them to carry out the learning process more effectively and innovatively (Priansa, 2018). Another implication of transformational leadership is the creation of a collaborative work culture within the madrasah environment. Madrasah principals who implement transformational leadership tend to build harmonious working relationships with teachers and encourage good cooperation among teachers. This collaborative culture is very important in enhancing teacher professionalism because through cooperation, teachers can share experiences, ideas, and effective teaching strategies. Collaboration among teachers can also improve the quality of the learning process as teachers can provide mutual feedback and support in facing various challenges in the educational process (Sutrisno, 2019). Transformational leadership also has implications for enhancing innovation in the learning process. A head of the madrasah who is able to provide intellectual stimulation to teachers will encourage them to think creatively and innovatively in developing more engaging and effective teaching methods. Innovation in learning is crucial in enhancing students' interest and motivation to learn. For example, PAI teachers can develop various more contextual and interactive teaching methods so that the religious values being taught can be better understood and internalized by students.

Moreover, the transformative leadership of the head of the madrasah also implies an increase in the organizational commitment of teachers. Teachers who feel supported and cared for by the head of the madrasah tend to have a stronger sense of belonging to the educational institution where they work. High organizational commitment will encourage teachers to work more diligently in achieving the educational goals set by the madrasah. Teachers who have a high level of commitment also tend to show greater responsibility in carrying out teaching tasks and in guiding students. Another implication is the improved quality of learning management in madrasahs. The head of the madrasah who implements transformational leadership not only acts as an administrative supervisor but also as an academic mentor for the teachers. Through constructive guidance and supervision, the head of the madrasah can assist teachers in improving the quality of lesson planning, lesson implementation, and lesson evaluation. Continuous academic supervision can help teachers identify various weaknesses in the learning process and find appropriate solutions to enhance the quality of learning (Wahjosumidjo, 2018). Transformational leadership also has implications for the creation of a conducive work environment in madrasahs. A positive work environment is very important in supporting the improvement of teacher professionalism. A head of the madrasa who can create an open, democratic, and respectful work atmosphere will make teachers feel comfortable in carrying out their duties. Furthermore, transformative leadership can also strengthen the role of PAI teachers

in shaping students' character and morals. PAI teachers have a strategic role in instilling religious values and forming students' noble character. With the support of inspiring leadership from the head of the madrasah, PAI teachers will be more motivated to carry out their duties to the fullest in guiding students. Teachers not only play the role of delivering lesson materials but also serve as role models for students in applying Islamic values in their daily lives. The findings of this study indicate that the transformative leadership of madrasah principals can be one of the effective strategies in enhancing the professionalism and performance of teachers. Leadership that is able to inspire, motivate, and provide support to teachers will encourage the creation of a professional work culture within the madrasah environment. Thus, the implementation of transformational leadership not only impacts the improvement of teachers' performance but also enhances the overall quality of education. Based on the discussion, it can be concluded that the transformative leadership of madrasah principals has broad implications for the improvement of professionalism and performance of PAI teachers. Through inspirational leadership, madrasah principals can encourage teachers to continuously enhance their competencies, develop learning innovations, and strengthen their commitment to professional duties. Therefore, strengthening the transformative leadership of madrasah principals becomes one of the important factors in efforts to improve the quality of education in madrasahs and in creating professional and high-performing teachers..

4. CONCLUSION

Based on the research and discussion conducted regarding the influence of transformational leadership of the head of the madrasa on the performance of Islamic Religious Education (PAI) teachers at MTs Muna Falih Sleman, it can be concluded that transformational leadership plays a significant role in improving the quality of teachers' performance in carrying out their professional duties. The transformational leadership of the head of the madrasah is reflected in the leader's ability to provide exemplary behavior, inspirational motivation, intellectual stimulation, and individual attention to the teachers. The implementation of such leadership is capable of creating a conducive work environment and encouraging teachers to work more optimally in carrying out the learning process. The research results show that the transformational leadership of the head of the madrasah at MTs Muna Falih Sleman has been implemented quite well. The head of the madrasah is able to demonstrate an inspiring leadership attitude by providing clear directions, building effective communication with teachers, and motivating them to improve the quality of learning. Such leadership is capable of creating a harmonious working relationship between the head of the madrasa and the teachers, so that the teachers feel supported in carrying out their duties as educators. In addition, the performance of Islamic Religious Education teachers at MTs Muna Falih Sleman generally shows good conditions. This is evident from the teachers' ability to plan lessons, implement the learning process effectively, and evaluate students' learning outcomes. Teachers also show a high level of commitment in carrying out their professional duties and strive to continuously improve the quality of learning so that educational goals can be optimally achieved. The results of the statistical analysis in this study also show that the transformational leadership of the madrasah principal has a positive and significant impact on the performance of PAI teachers. This means that the better the implementation of transformational leadership by the madrasah principal, the higher the performance level of teachers in carrying out their teaching duties. Leadership that is capable of providing inspiration, motivation, and support to teachers will encourage them to work more professionally, creatively, and responsibly in carrying out their duties as educators.

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