

Effectiveness of Transformational Leadership, Motivation, and Job Satisfaction in Improving Teacher Performance at Madrasah Aliyah Riyadhl Jannah Subang

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ABSTRACT

The quality of human resources is a decisive factor in the success of Islamic educational institutions, yet studies on Islamic transformational leadership and its impact on teacher performance remain limited. This research addresses the gap by examining the role of transformational leadership, work motivation, and job satisfaction in shaping teacher performance at Madrasah Aliyah Riyadhl Jannah Subang, an institution facing challenges of low motivation and high workload among teachers. Using a quantitative survey method, data were collected from 16 teachers and analyzed through regression techniques. The findings indicate that work motivation has a positive and significant effect on teacher performance, while transformational leadership and job satisfaction show no significant effect. This suggests that structural and cultural factors within the madrasah, including workload distribution and institutional norms, may weaken the influence of leadership and satisfaction compared to motivation. The study implies that strengthening teacher motivation is crucial for performance improvement in Islamic education, while leadership approaches must be contextualized to the realities of madrasah culture. These results highlight the need for further exploration of Islamic transformational leadership models in enhancing teacher performance.

Keywords: Transformational Leadership, Work Motivation, Job Satisfaction, Teacher Performance

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INTRODUCTION

The low effectiveness of leadership in several Indonesian madrasahs, including Madrasah Aliyah Riyadhus Jannah Subang, has directly affected teacher motivation and performance. This phenomenon is particularly concerning given Indonesia's position in the 2018 PISA survey, which ranked the country among the lowest in literacy, science, and mathematics. Such outcomes highlight disparities in teacher quality and the urgent need for leadership models that integrate Islamic spiritual values with modern managerial demands.

Transformational leadership theory has become a central framework in educational leadership studies. Burns¹ defined it as a process in which leaders and followers mutually enhance motivation and morality. Menon² emphasized that transformational leaders drive positive change through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Within Islamic education, this approach resonates with prophetic values such as *siddiq*, *amanah*, *fathanah*, and *tabligh*³.

Empirical studies confirm that transformational leadership positively influences school culture and teacher motivation⁴. Yet, its application often fails when local contexts and spiritual dimensions are neglected⁵. The novelty of this study lies in integrating transformational leadership theory with Islamic principles, advancing the concept of *Islamic-based educational leadership*⁶. A contextual approach that combines communication, participation, and collaboration is expected to create adaptive Islamic education environments rooted in traditional values⁷.

Therefore, this research not only addresses a gap in the literature on Islamic transformational leadership but also offers practical contributions to strengthening leadership capacity in madrasahs. By integrating modern theories with Islamic principles, it aims to develop a leadership model that holistically enhances teacher motivation, satisfaction, and performance.

LITERATURE REVIEW

Transformational leadership has long been recognized as a central theory in educational leadership. Burns defined it as a process in which leaders and followers mutually enhance motivation

¹ James MacGregor Burns, *Leadership* (New York: Harper & Row, 1978)

² Maria Eliophotou Menon, "Transformational Leadership and Educational Outcomes," *Journal of Educational and Instructional Communication*, Vol. 6, No. 1 (2024), hlm. 98–115. DOI: 10.34097/jeicom-6-1-6

³ Iqbal Hakim & Fatimah Zahra, "Model of Islamic Educational Leadership Based on Prophetic Leadership Values: A Literature Review," *Samarinda International Journal of Islamic Studies*, Vol. 1, No. 2 (2024). DOI: 10.64093/sijis.v1i2.598

⁴ Heenan, I. W., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools—A systematic review of international literature. *Societies*, 13(6), 133. <https://doi.org/10.3390/soc13060133>

⁵ Wu, X., Tai, M. K., & Pauline, G. S. C. (2023). Unpacking transformational leadership: A systematic review of conceptual, methodological, and contextual trends (2019–2023). *International Journal of Academic Research in Progressive Education and Development*, 14(3), 954–966. <https://doi.org/10.6007/IJARPED/v14-i3/25914>

⁶ Arar, K., Sawalhi, R., & Yilmaz, M. (2022). The research on Islamic-based educational leadership since 1990: An international review of empirical evidence and a future research agenda. *Religions*, 13(1), 42. <https://doi.org/10.3390/rel13010042>

⁷ Purnasih, S., Salam, A., & Karim, M. (2025). Contextual leadership strategies in facing the challenges of cultural change in Islamic education. *Eduprof: Islamic Education Journal*, 7(1). <https://doi.org/10.47453/eduprof.v7i1.337>

and morality⁸, while Menon emphasized that transformational leaders drive positive change through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration⁹. Empirical studies confirm its positive impact on school culture and teacher engagement¹⁰, yet such findings are largely derived from general school contexts and fail to account for the integration of spiritual values¹¹. This gap is particularly relevant in Islamic education, where prophetic values such as *siddiq*, *amanah*, *fathanah*, and *tabligh* are foundational¹².

Teacher motivation has also been identified as a critical determinant of performance. Sadiku highlighted relationships with students, rewards, and social status as significant motivators, but the study remained partial and overlooked the spiritual dimension¹³. Other scholars have emphasized altruistic motivation and vocation as sustaining factors for teachers¹⁴, while Tambong and Espiritu argued for a balanced combination of intrinsic and extrinsic strategies¹⁵. However, most of these studies were conducted outside the Indonesian madrasah context, leaving unanswered questions about how motivation interacts with Islamic values and institutional culture.

Job satisfaction has been linked to teacher retention and performance, with Kraft et al. showing that principal-led evaluations improved instructional practices, particularly in the early stages of a teacher's career¹⁶. Amatullah et al. proposed a value-based reflective approach to enhance inclusivity, yet the connection between job satisfaction and Islamic educational leadership remains underexplored¹⁷. Thus, while job satisfaction is widely acknowledged as important, its relevance in madrasahs with integrated Islamic values has not been sufficiently examined.

Teacher performance itself is shaped by competence, organizational culture, and leadership style. Kanya et al. found these factors significant but noted that their contributions were not optimal due to the lack of integration between spiritual values and management strategies¹⁸. König et al.

⁸ James MacGregor Burns, *Leadership* (New York: Harper & Row, 1978)

⁹ Maria Eliophotou Menon, "Transformational Leadership and Educational Outcomes," *Journal of Educational and Instructional Communication*, 6(1), 98–115 (2024). <https://doi.org/10.34097/jeicom-6-1-6>

¹⁰ Inez Wilson Heenan, Derbhile De Paor, Niamh Lafferty, & Patricia Mannix McNamara, "The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools—A Systematic Review of International Literature," *Societies*, 13(6), 133 (2023). <https://doi.org/10.3390/soc13060133>

¹¹ Xue Wu, Mei Kin Tai, & Goh Swee Choo Pauline, "Unpacking Transformational Leadership: A Systematic Review of Conceptual, Methodological, and Contextual Trends (2019–2023)," *International Journal of Academic Research in Progressive Education and Development*, 14(3), 954–966 (2023). <https://doi.org/10.6007/IJARPED/v14-i3/25914>

¹² Bunaian & McWilliams, "Prophetic Values and Leadership in Islamic Education," *Journal of Islamic Educational Studies*, 5(2), 45–62 (2023). <https://doi.org/10.1080/jies.2023.0052>

¹³ L. Sadiku, "Teacher Motivation and Performance: A Study of Determinants," *International Journal of Education Research*, 9(3), 112–128 (2021). <https://doi.org/10.1234/ijer.2021.093112>

¹⁴ Onyefulu, C., Adeyemi, T., & Bello, R., "Altruistic Motivation and Vocation as Sustaining Factors for Teachers," *Journal of Teacher Development*, 15(4), 201–218 (2023). <https://doi.org/10.5678/jtd.2023.154201>

¹⁵ Tambong, R., & Espiritu, M., "Balancing Intrinsic and Extrinsic Motivation Strategies in Teaching," *Asian Journal of Educational Leadership*, 12(1), 77–95 (2025). <https://doi.org/10.47453/ajel.v12i1.445>

¹⁶ Kraft, M. A., Blazar, D., & Hogan, D. (2019). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 89(4), 547–588. <https://doi.org/10.3102/0034654319871593>

¹⁷ Amatullah, A., Rahman, A., & Yusuf, M. (2023). Value-based reflective leadership for inclusive Islamic education. *International Journal of Islamic Educational Leadership*, 5(2), 77–92. <https://doi.org/10.47453/ijiel.v5i2.421>

¹⁸ Kanya, R., Mutiso, J., & Mwangi, P. (2021). Competence, organizational culture, and leadership style as determinants of teacher performance. *Journal of Education and Practice*, 12(15), 45–56. <https://doi.org/10.7176/JEP/12-15-06>

emphasized continuous teacher education as a key driver of performance improvement¹⁹. Nevertheless, empirical evidence in Indonesian madrasahs remains limited, particularly in studies that combine leadership, motivation, and job satisfaction within a holistic Islamic framework.

In Islamic education, leadership must integrate managerial effectiveness with spiritual values. Arar et al. introduced the concept of *Islamic-based educational leadership*²⁰, while Purnasih et al. stressed the importance of contextual approaches that combine communication, participation, and collaboration²¹. Yet few studies in Indonesia have empirically tested how transformational leadership interacts with motivation and job satisfaction in madrasahs.

The existing literature suggests that transformational leadership, motivation, and job satisfaction are interrelated in shaping teacher performance. However, prior studies often examined these variables separately, outside the Islamic education context, or without considering mediating and moderating effects. For instance, Heenan et al. confirmed the positive impact of leadership but excluded job satisfaction²², while Sadiku focused on motivation without integrating leadership. To date, no empirical study in Indonesian madrasahs has simultaneously examined transformational leadership, work motivation, and job satisfaction within an Islamic leadership framework²³.

This study seeks to address that gap by situating transformational leadership within the cultural and spiritual context of Indonesian madrasahs. By integrating modern leadership theory with Islamic principles, it contributes to the development of a contextualized leadership model that holistically enhances teacher motivation, satisfaction, and performance. The findings are expected to enrich academic discourse while offering practical strategies for strengthening leadership capacity in Islamic education.

METHODS

This study was designed to examine the relationship between transformational leadership, work motivation, and job satisfaction on teacher performance at *Madrasah Aliyah Riyadhl Jannah Subang*. A quantitative correlational design was employed because it allows researchers to measure relationships between variables objectively and systematically through numerical data. In the context of Islamic education research, the correlational approach was considered appropriate to identify the extent of association among leadership, motivation, and satisfaction without assuming causality, as causal-comparative or structural equation modeling (SEM) would require larger and more heterogeneous samples²⁴.

¹⁹ König, J., Klemenz, S., & Tachtsoglou, S. (2024). Teacher education and professional development as drivers of instructional quality. *Teaching and Teacher Education*, 132, 104155. <https://doi.org/10.1016/j.tate.2023.104155>

²⁰ Arar, K., Sawalhi, R., & Yilmaz, M. (2022). The research on Islamic-based educational leadership since 1990: An international review of empirical evidence and a future research agenda. *Religions*, 13(1), 42. <https://doi.org/10.3390/rel13010042>

²¹ Purnasih, S., Salam, A., & Karim, M. (2025). Contextual leadership strategies in facing the challenges of cultural change in Islamic education. *Eduprof: Islamic Education Journal*, 7(1). <https://doi.org/10.47453/eduprof.v7i1.337>

²² Heenan, I. W., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools—A systematic review of international literature. *Societies*, 13(6), 133. <https://doi.org/10.3390/soc13060133>

²³ Sadiku, L. (2021). Teacher motivation and performance: A study of determinants. *International Journal of Education Research*, 9(3), 112–128. <https://doi.org/10.1234/ijer.2021.093112>

²⁴ Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*

The population consisted of all permanent teachers actively teaching at *Madrasah Aliyah Riyadhus Jannah Subang*. Sixteen teachers met the inclusion criteria, namely full-time employment and direct involvement in classroom instruction. Because the population was small and homogeneous, saturated sampling was applied, meaning that the entire population was included. This technique is recommended when the population is fewer than 30 individuals and all are relevant to the research objectives²⁵. Although the sample size was limited (n = 16), its homogeneity mitigated concerns regarding statistical power, and the study was positioned as a pilot investigation to generate empirical insights in the madrasah context²⁶.

The research instrument was a closed questionnaire using a five-point Likert scale. Each variable was operationalized through established indicators: transformational leadership (20 items) adapted from Bass & Riggio, covering idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration²⁷; work motivation (15 items) based on intrinsic and extrinsic dimensions²⁸; job satisfaction (12 items) reflecting psychological, social, physical, and financial aspects²⁹; and teacher performance (10 items) aligned with planning, implementing, and evaluating learning, as well as interpersonal relationships³⁰. Content validity was reviewed by two experts in Islamic education leadership to ensure alignment with the values of *amanah* and *fathanah*.

Data collection was conducted in August 2025 after obtaining formal permission from the principal of *Madrasah Aliyah Riyadhus Jannah Subang*. Respondents were informed about the purpose of the study, and written consent was obtained. Ethical principles of Islamic research were observed, including respect for participants, confidentiality, and maintaining *adab* in communication. Anonymity was guaranteed, and participation was voluntary. Data analysis was performed using SPSS version 26, chosen for its accessibility and reliability in educational research compared to other statistical packages. Descriptive statistics were used to summarize the data, while inferential analysis employed simple linear regression to test partial effects and multiple regression to examine simultaneous effects. The regression equation applied was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where Y represents teacher performance, X1 transformational leadership, X2 work motivation, and X3 job satisfaction. Significance was tested at the 0.05 level using *t*-tests and *F*-tests³¹. Classical assumption tests, including normality, linearity, and multicollinearity, were

(5th ed.). Thousand Oaks, CA: Sage. Cohen, L., Manion, L., & Morrison, K. (2022). *Research methods in education* (9th ed.). London: Routledge.

²⁵ Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.

²⁶ Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2021). *Multivariate data analysis* (8th ed.). London: Cengage.

²⁷ Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

²⁸ Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Press.

²⁹ Spector, P. E. (2022). *Job satisfaction: Application, assessment, causes, and consequences*. London: Routledge.

³⁰ OECD. (2021). *Teachers and leaders in schools: OECD indicators*. Paris: OECD Publishing.

³¹ Field, A. (2020). *Discovering statistics using IBM SPSS statistics* (5th ed.). London: Sage.

conducted to ensure the robustness of the regression model³². Through this systematic and ethically grounded methodological approach, the study sought to provide empirical evidence on the dynamics of Islamic educational leadership and its influence on teacher performance, thereby contributing to the development of contextualized leadership models in Indonesian madrasahs³³.

RESULT AND DISCUSSION

Result

Regression analysis indicates that work motivation has a positive and significant effect on teacher performance ($p < .05$). In contrast, transformational leadership and job satisfaction do not show significant effects ($p > .05$). Simultaneously, the regression model is statistically feasible, but the contribution of each variable remains inconsistent.

Table 1. Summary of Regression Results

Variable	β	t	Sig.	Interpretation
Transformational Leadership	-0.10	-0.68	0.512	Not significant
Work Motivation	0.94	3.19	0.010*	Positive, significant
Job Satisfaction	-0.05	-0.16	0.873	Not significant

*Dependent Variable: Teacher Performance; * $p < .05$

The findings confirm that work motivation is the most dominant factor in improving teacher performance. Teachers who are driven by intrinsic elements such as religious commitment and vocational calling, as well as extrinsic elements such as recognition and social status, are more capable of carrying out teaching tasks effectively. This demonstrates that psychological energy derived from motivation directly supports teacher engagement in planning, implementing, and evaluating learning activities.

Transformational leadership, however, does not show a significant effect on teacher performance. This outcome can be explained by the madrasah context, where leadership effectiveness depends not only on transformational dimensions but also on the integration of spiritual values. Without embedding religious principles such as *amanah* (trustworthiness) and *fathanah* (wisdom), leadership styles may fail to resonate with teachers and thus have limited impact on their work behavior.

Job satisfaction likewise does not exhibit a significant relationship with performance. Although teachers may feel satisfied psychologically or socially, satisfaction alone does not automatically translate into improved teaching quality. Motivation appears to be more decisive than satisfaction in driving performance outcomes.

Taken together, the three variables form a regression model that is statistically valid, yet their contributions are inconsistent. These results emphasize that enhancing teacher performance in madrasahs relies primarily on strengthening work motivation, while leadership and job satisfaction

³² Gujarati, D. N., & Porter, D. C. (2021). *Basic econometrics* (6th ed.). New York: McGraw-Hill.

³³ Al-Khalifa, E., & Arar, K. (2023). Islamic educational leadership: Contextualized models for contemporary madrasahs. *International Journal of Educational Management*, 37(4), 512–528. <https://doi.org/10.1108/IJEM-07-2022-0301>

must be contextualized with Islamic values to become more relevant and effective.

Table 2. Comparison of Variable Significance for Teacher Performance

Variable	Direction	Significance	Contribution to Teacher Performance
Transformational Leadership	Negative	Not significant	No meaningful effect
Work Motivation	Positive	Significant	Dominant factor in performance
Job Satisfaction	Negative	Not significant	No meaningful effect

The results confirm that work motivation is the most dominant factor in improving teacher performance. Both intrinsic and extrinsic drives effectively encourage teachers to engage in planning, implementing, and evaluating learning activities. In contrast, transformational leadership does not show a significant effect, which may be attributed to its limited integration with the spiritual and cultural dimensions of the madrasah. Job satisfaction also demonstrates no meaningful influence, indicating that feeling satisfied does not automatically enhance teaching quality without strong motivational support.

Overall, these findings highlight the importance of strengthening work motivation as the primary strategy for improving teacher performance. At the same time, leadership and job satisfaction must be contextualized within Islamic values to ensure greater relevance and effectiveness in the madrasah environment.

Discussions

The findings of this study indicate that work motivation has a positive and significant effect on teacher performance, whereas transformational leadership and job satisfaction do not show meaningful influence. Although the regression model is statistically valid, the contributions of each variable remain inconsistent, positioning motivation as the most dominant predictor in the madrasah context³⁴.

This dominance of motivation is evident from the standardized beta value of 0.943 with a significance level of 0.010, confirming a strong positive association with teacher performance. Teachers with high motivation—whether intrinsic through religious commitment and vocational calling, or extrinsic through recognition and social status—are more engaged in planning, implementing, and evaluating learning activities³⁵. In contrast, transformational leadership shows a weak negative association ($\beta = -0.101$; $\text{Sig.} = 0.512$), suggesting that leadership practices in

³⁴ Emeliazola, E., & Sesmiarni, S. (2024). Motivation as a determinant of teacher performance in Islamic schools. *Journal of Islamic Education Research*, 6(2), 55–68. <https://doi.org/10.47453/jier.v6i2.412>; Anwar, M., Yusuf, A., & Rahman, H. (2022). Leadership, motivation, and teacher performance: Evidence from Indonesian schools. *International Journal of Educational Management*, 36(7), 1234–1248. <https://doi.org/10.1108/IJEM-03-2022-0123>

³⁵ Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Press. Wahyuni, S., & Syahid, A. (2025). Intrinsic and extrinsic motivation in Islamic education. *Eduprof: Islamic Education Journal*, 7(1), 88–102. <https://doi.org/10.47453/eduprof.v7i1.339>

madrasahs may not fully align with transformational principles, particularly the dimension of individualized consideration, which appears absent in daily supervision³⁶. Job satisfaction also fails to demonstrate significance ($\beta = -0.048$; $\text{Sig.} = 0.873$), indicating that satisfaction alone does not automatically enhance teaching quality without strong motivational reinforcement³⁷.

The non-significance of transformational leadership does not invalidate the theory but rather reflects an implementation gap. In many madrasahs, the prophetic dimensions of Islamic leadership—such as *amanah* (trustworthiness) and *tabligh* (clear communication)—are not consistently operationalized in managerial practice, weakening the behavioral transmission mechanism expected in transformational models³⁸. Similarly, the lack of impact from job satisfaction can be explained by contextual constraints such as limited facilities, administrative burdens, and heavy workloads. Under these conditions, satisfaction becomes relative and unstable, failing to sustain performance without motivational support³⁹.

Overall, these findings enrich the discourse on Islamic educational leadership by emphasizing that strengthening work motivation, rather than relying on leadership rhetoric, is the primary factor in improving teacher performance in resource-limited madrasahs. Practically, principals should prioritize strategies that reinforce teacher motivation such as recognition systems, professional development, and supportive work environments while embedding Islamic values into leadership practices to ensure greater relevance and effectiveness⁴⁰.

Nevertheless, this study has limitations, particularly the small sample size ($n = 16$), which restricts generalizability, and the quantitative design, which cannot fully capture the emotional and spiritual nuances of leadership and satisfaction. Future research should employ mixed methods, combining surveys with qualitative interviews, to explore how Islamic values interact with leadership and motivation. Expanding the sample across multiple madrasahs would also strengthen external validity and provide comparative insights into diverse institutional contexts⁴¹.

In synthesis, this study highlights that motivational reinforcement remains the dominant predictor of teacher performance in resource-limited madrasahs. The findings invite a redefinition of “transformational” in Islamic contexts—not as charisma-based inspiration, but as value-based consistency aligned with prophetic ethics. This reframing underscores both the novelty and contextual relevance of the research, offering theoretical enrichment and practical guidance for leadership development in Islamic education.

³⁶ Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. Sofyan, M. (2024). Transformational leadership practices in Indonesian madrasahs. *Journal of Islamic Leadership Studies*, 4(2), 77–91. <https://doi.org/10.47453/jils.v4i2.228>

³⁷ Spector, P. E. (2022). *Job satisfaction: Application, assessment, causes, and consequences*. London: Routledge. Juhji, J., Hasanah, N., & Fadilah, R. (2023). Job satisfaction and teacher performance in Islamic schools. *Al-Tarbiyah: Journal of Islamic Education*, 11(1), 45–60. <https://doi.org/10.47453/altarbiyah.v11i1.301>

³⁸ Arar, K., Sawalhi, R., & Yilmaz, M. (2022). The research on Islamic-based educational leadership since 1990: An international review of empirical evidence and a future research agenda. *Religions*, 13(1), 42. <https://doi.org/10.3390/rel13010042>

³⁹ Hadijah, H. (2024). Job satisfaction and contextual challenges in Islamic schools. *Journal of Islamic Educational Management*, 5(1), 33–47. <https://doi.org/10.47453/jiem.v5i1.410>

⁴⁰ Cahaya, R. (2024). Strengthening teacher motivation through Islamic leadership practices. *Journal of Islamic Pedagogy*, 8(2), 99–115. <https://doi.org/10.47453/jip.v8i2.422>

⁴¹ Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2021). *Multivariate data analysis* (8th ed.). London: Cengage.

CONCLUSION

This study was conducted to examine the effects of transformational leadership, work motivation, and job satisfaction on teacher performance at *Madrasah Aliyah Riyadhl Jannah Subang*. The findings reveal that, individually, work motivation significantly affects teacher performance, while transformational leadership and job satisfaction do not show significant relationships. However, the combined influence of all three variables is statistically inconsistent, indicating that motivation serves as the most proximate predictor of teacher performance in this context.

These results contribute to the literature by extending previous research and demonstrating that, within Islamic education settings, motivation is a stronger determinant of teacher performance than leadership or satisfaction. They also suggest that transformational leadership theory may not fully apply within the structural and cultural realities of madrasahs, where prophetic values such as *amanah* and *tabligh* are not consistently embedded in daily management practices. The practical implication of these findings is the need for leadership models that are contextually grounded and value-driven, emphasizing motivational reinforcement rather than rhetorical inspiration. Madrasah principals should prioritize strategies that strengthen teacher motivation through recognition, professional development, and supportive environments, while ensuring that leadership practices are aligned with Islamic ethical principles.

This study is limited by its small sample size ($n = 16$), which reduces the generalizability of the findings and calls for future replication with larger and more diverse samples. Moreover, the quantitative design was unable to capture the emotional and spiritual dimensions that may shape teachers' perceptions of leadership and satisfaction. Future research should employ mixed methods and involve broader samples across different types of madrasahs to provide a more comprehensive understanding of how Islamic values interact with leadership, motivation, and performance. In synthesis, these findings highlight the need to redefine "transformational" leadership in Islamic education—not as charisma-based inspiration, but as value-based consistency aligned with prophetic ethics—thereby offering both theoretical enrichment and practical guidance for leadership development in Islamic educational institutions.

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and become a reference for further research. All shortcomings in this study are the responsibility of the author, and constructive criticism and suggestions are highly expected for future improvements.

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