

Strategy for Improving the Quality of Education Through Transformational Leadership in Islamic Educational Institutions

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ABSTRACT

Objective: This study aims to explore the strategy for improving the quality of education through transformational leadership in Islamic educational institutions, addressing challenges such as limited principal training, insufficient teacher competence in technology-based teaching methods, and cultural barriers. **Method:** The research adopts a library research approach, utilizing scientific journal articles and relevant research reports as data sources. **Results:** The findings reveal that (1) transformational leadership enhances educational quality by inspiring and motivating teachers and students. Principals act as role models, provide a clear vision, and create an environment that fosters innovation in learning. (2) Strategies for developing educational quality include continuous teacher training, inclusive evaluation processes, and collaboration with parents and the community. Principals focus on professional development, creating a supportive educational ecosystem, and leveraging transformational leadership to achieve better educational outcomes. (3) Transformational leadership positively impacts teacher motivation and performance by offering personal and professional support, fostering a culture of appreciation and innovation, which ultimately enhances teaching quality and educational outcomes. **Novelty:** This study provides a comprehensive strategy for implementing transformational leadership tailored to Islamic educational institutions, addressing cultural and contextual challenges to improve educational quality.

INTRODUCTION

Improving the quality of education in Islamic educational institutions is a very important and complex issue that requires a strategic and integrated approach. One effective approach is through transformational leadership. Transformational leadership focuses on developing the individual and collective potential within an organization, which in turn can enhance the overall quality of education. In this context, strategies for improving the quality of education can encompass various aspects, ranging from curriculum development, enhancing the competencies of educators, to better resource management.

The development of a relevant and innovative curriculum is very important in improving the quality of education. According to Mahmud and Malik, school principals need to develop a strong academic curriculum and implement innovative teaching methods as well as supporting technology [1]. This aligns with Basyit's view, which emphasizes the importance of improving all aspects in Islamic education management, including the curriculum and the learning process [2]. The improvement of educators' competencies is also a crucial factor. Hartini et al. show that training and workshops for teachers can enhance their professionalism, which in turn positively impacts

educational performance [3]. Wibowo and Wakhudin added that the managerial competence of school principals greatly influences the quality of education, where principals act as educators, managers, and motivators [4]. Therefore, professional development programs for teachers and school principals must be a priority in the strategy for improving the quality of education.

Furthermore, creating a supportive learning environment is also an integral part of the strategy to improve the quality of education. Mahmud and Malik emphasize the importance of creating a solid work team and an appropriate evaluation system to support the learning process [1]. This is in line with the research conducted by Nurmawati et al., which found that a supportive school environment can enhance the overall quality of education [5]. In addition, good collaboration between schools and parents is also very important. According to research by Mahmud and Malik, good communication with parents can strengthen support for children's education [1]. This is also supported by Kuntoro's research, which shows that good educational management must involve all elements, including parents and the community [6].

In the context of resource management, effective financing strategies are also very important. Riinawati emphasizes that good financial management can improve the quality of Islamic educational institutions [7]. Research by Said et al. also shows that optimal fund management can contribute to the improvement of educational quality [8]. Furthermore, the implementation of a good quality management system in Islamic educational institutions should also be taken into consideration. Deraman et al. explain that the implementation of an educational quality management system in accordance with management principles can significantly improve the quality of education [9].

In order to achieve the goal of improving the quality of education, it is also important to conduct regular evaluations and monitoring. Tian emphasized that effective monitoring and evaluation strategies can help in identifying problems and formulating appropriate solutions [10]. Moreover, the importance of literacy as a strategy to improve the quality of education cannot be overlooked. Dewi et al. show that literacy is one of the important factors in preparing quality human resources [11]. By improving students' literacy skills, Islamic educational institutions can help them be better prepared to face future challenges. Effective transformational leadership is essential for implementing all these strategies. According to Idami et al., school principals must be able to choose and use leadership strategies that are appropriate for the conditions and situations they face [12].

Good management results in quality improvement, as evidenced by the numerous successful events held to enhance quality, such as provincial and national-level martial arts camps and competitions that have been organized [13]. So, the improvement of educational quality through transformational leadership in Islamic educational institutions requires a holistic and integrated approach. By developing a relevant curriculum, enhancing the competencies of educators, creating a supportive learning environment, building collaboration with parents, and managing resources effectively.

RESEARCH METHOD

This research is a library research or literature study. This approach is used to analyze various literatures, including scientific journal articles and research reports related to transformational leadership in the context of Islamic education. Library research allows researchers to gather existing information in written form that can be in-depth and comprehensive about the topic being studied. The data sources used in this research include scientific journal articles and relevant research reports. These articles can be obtained from various academic databases, such as Google Scholar, JSTOR, and ProQuest. The research reports used are previous studies that discuss the topic of transformational leadership in Islamic education, as well as the improvement of education quality in Islamic educational institutions.

The data collection technique in this research was conducted through literature review. This process involves searching for and collecting various written sources related to the research topic. These sources were collected through literature searches in scientific databases and reference books that discuss transformational leadership theories and their implementation in Islamic education. The data collected were then analyzed to obtain a clearer picture of the strategies for improving the quality of education through transformational leadership.

The data analysis technique used is qualitative descriptive analysis. In this approach, the researcher will systematically and critically examine and explore the information contained in various literatures. Analysis is conducted to identify the main themes related to the application of transformational leadership in improving the quality of education, as well as the strategies that can be implemented in Islamic educational institutions. The collected data will be analyzed to draw relevant conclusions regarding the relationship between transformational leadership and the improvement of education quality.

To ensure the validity and credibility of the collected data, the researchers used source triangulation and theory triangulation. Source triangulation is conducted by comparing findings obtained from various journal articles and research reports to see the consistency of the available information. Meanwhile, theory triangulation is used to examine whether the theories present in the literature align with the practices occurring in the field, thereby ensuring that the data used is valid and relevant to the research topic. By using this method, the research can provide a clear and accurate picture of how transformational leadership can be applied to improve the quality of education in Islamic educational institutions.

RESULTS AND DISCUSSION

Implementation of Transformational Leadership in Improving the Quality of Education in Islamic Educational Institutions

The research results show that the implementation of transformational leadership in Islamic educational institutions plays a very important role in improving the quality of education. Principals who implement this leadership style

focus on intrinsic motivation and character development for both teachers and students. In this study, it was found that the principal not only serves as an administrative manager but also as a mentor capable of providing a clear vision and inspiring goals. The transformational leadership implemented by the principal in Islamic educational institutions is based on four main components: (1) Idealized Influence, where the principal serves as a role model in attitude and actions; (2) Inspirational Motivation, where the principal inspires all educators to strive towards common goals; (3) Intellectual Stimulation, where the principal encourages creativity and innovation in teaching methods and educational management; and (4) Individualized Consideration, where the principal pays special attention to the personal development of each teacher and student. The implementation of transformational leadership successfully created an atmosphere oriented towards learning and the development of individual potential, which ultimately led to an overall improvement in the quality of education at the institution. The implementation of transformational leadership in improving the quality of education in Islamic educational institutions is a highly relevant and important topic. Transformational leadership, characterized by four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, has great potential to bring positive changes in the context of Islamic education. Research shows that the application of transformational leadership can significantly enhance the effectiveness of educational institutions, including madrasahs and pesantrens [14], [15], [16].

In the context of Islamic educational institutions, transformational leadership not only focuses on improving academic performance but also on the development of students' character and spiritual values. For example, KH. Muhammad Yusuf Hasyim at Pesantren Tebuireng demonstrates how transformational leadership can preserve and strengthen traditional Islamic education while remaining relevant to the challenges of the modern era [17]. Through an inclusive and inspiring approach, educational leaders can create a learning environment that supports the holistic growth of students, which is the main goal of Islamic education. The application of transformational leadership in Islamic educational institutions has also proven to enhance teachers' motivation and commitment. Research shows that principals who implement this leadership style are able to enhance teachers' sense of efficacy, which in turn has a positive impact on student achievement [18], [19]. By providing rewards and recognition to teachers, principals can create a positive and productive work culture, which is very important in the current competitive educational context [20].

Furthermore, transformational leadership can serve as a tool to address the challenges faced by Islamic educational institutions, especially in crisis situations such as the COVID-19 pandemic. In this context, leaders who are able to adapt and

show concern for the well-being of all stakeholders, including students, teachers, and parents, can help educational institutions continue to function well and even thrive amidst uncertainty [21][22]. This approach demonstrates that transformational leadership is not only relevant in normal contexts but also extremely important in challenging situations.

Furthermore, research also shows that transformational leadership contributes to the development of innovation in educational practices. By encouraging teachers to think creatively and innovate in their teaching methods, educational leaders can enhance the quality of learning and student outcomes [23], [24]. This is very important in the context of Islamic education, where innovative teaching methods can help students better understand and internalize Islamic values.

In its implementation, transformational leadership requires support from all elements within the educational institution. This includes support from the government, the community, and the students' parents. Research shows that collaboration between educational leaders and other stakeholders is crucial for achieving better educational outcomes [15]; [19]. By building a strong support network, Islamic educational institutions can enhance their capacity to provide high-quality education.

Transformational leadership also plays a role in creating an inclusive and diverse learning environment. By paying attention to the individual needs of students and giving special attention to those who may be experiencing difficulties, educational leaders can ensure that all students have the opportunity to succeed [16], [20]. This approach not only improves the quality of education but also helps build a more just and equitable society.

In this context, it is important to emphasize that transformational leadership is not merely a leadership style, but also a philosophy that underlies the way leaders interact with their followers. Leaders who apply the principles of transformational leadership tend to focus more on developing strong and trusting relationships with teachers and students, which is key to creating a positive learning environment [14], [15], [25]

Transformational leadership also contributes to the professional development of teachers. By providing opportunities for teachers to engage in decision-making and curriculum development, educational leaders can enhance teachers' sense of ownership and commitment to their educational institutions [26]. This is important for creating a sustainable learning culture, where teachers continuously seek ways to improve their teaching practices. Transformational leadership also contributes to the professional development of teachers. By providing opportunities for teachers to engage in decision-making and curriculum development, educational leaders can enhance teachers' sense of

ownership and commitment to their educational institutions [26]. This is important for creating a sustainable learning culture, where teachers continuously seek ways to improve their teaching practices.

Furthermore, transformational leadership can help Islamic educational institutions in developing a clear vision and mission. Leaders who are able to inspire and motivate their followers to share the same vision will be more successful in achieving long-term educational goals [15], [1]. By having a clear direction, educational institutions can more easily measure their progress and make the necessary adjustments to achieve the desired outcomes.

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In order to improve the quality of education, Islamic educational institutions also need to adopt a data-driven approach in decision-making. By using data to evaluate student performance and the effectiveness of educational programs, leaders can make more informed and strategic decisions [28]. This approach not only enhances accountability but also helps in identifying areas that need improvement. The importance of transformational leadership in Islamic education is also evident in the context of globalization and rapid social change. Educational leaders who can adapt to these changes and integrate Islamic values into modern educational practices will be more successful in preparing students to face future challenges [17], [21]. Thus, transformational leadership is not only relevant but also highly necessary in the current context of Islamic education.

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environment, enhance teacher motivation and commitment, and encourage innovation in educational practices. Therefore, it is important for Islamic educational institutions to adopt and implement this leadership style as part of their strategy to achieve educational excellence.

The Principal's Strategy in Improving the Quality of Education Through Transformational Leadership in Islamic Educational Institutions

This study also found that school principals in Islamic educational institutions implement various strategies for improving the quality of education through transformational leadership styles. One of the main strategies implemented is by holding regular teacher training and development programs, to ensure that teachers continuously develop their pedagogical competencies and other professional skills. The principal facilitates group discussions, workshops, and training aimed at building solid collaboration among teachers and enhancing their skills in technology-based teaching. Additionally, the principal also implements continuous evaluation of the existing teaching and learning process, involving teachers in the assessment and self-reflection process. This approach ensures that the quality of education continues to develop and does not solely rely on existing curriculum standards, but also takes into account the specific needs of students and the ever-evolving challenges of the times. The principal also encourages partnerships with parents and the surrounding community to create a more supportive educational ecosystem. This collaboration strengthens the awareness of the importance of a joint role in improving the quality of education. This is in line with the principles of transformational leadership that encourage the development of mutually supportive relationships and enrich the various parties involved. Transformational leadership in the context of Islamic educational institutions plays a very important role in improving the quality of education. The principal, as a transformational leader, is not only responsible for managing educational resources but also for inspiring and motivating all members of the educational institution, including teachers, students, and parents. Through a leadership approach based on Islamic values, the principal can create a learning environment that supports the development of students' character and academic competencies, which in turn will enhance the overall quality of education [29], [30].

Transformational leadership is characterized by the leader's ability to change the vision and mission of the educational institution to become more relevant and inspiring. In the context of Islamic education, transformational leaders are able to integrate Islamic values into the curriculum and daily educational practices. This is important to create a generation that is not only academically intelligent but also possesses good morals and is capable of making positive contributions to society [29], [31]. Research shows that transformational leadership can enhance the productivity of educational organizations, where the institution's vision and

mission can be effectively achieved [29], [32].

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The Principal's Strategy in Improving Education Quality Through Transformational Leadership in Islamic Educational Institutions

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One of the strategies that can be implemented by school principals in improving the quality of education is through the application of Total Quality Management (TQM). TQM is a management approach that focuses on continuous quality improvement through the participation of all members of the organization. In the context of Islamic education, the implementation of TQM can help educational institutions improve the quality of the teaching and learning process, as well as produce high-quality graduates who are ready to compete in the job market [31]. By applying TQM principles, school principals can create a strong culture of quality in educational institutions, which will encourage all members to commit to improving the quality of education [31], [33].

The principal also needs to pay attention to the development of teachers' competencies as one of the key factors in improving the quality of education. Research shows that high teacher competence positively affects student learning outcomes. Therefore, school principals must provide training and professional development for teachers, as well as create an environment that supports collaboration and knowledge sharing among educators [34], [35]. By enhancing teachers' competencies, the principal not only improves the quality of teaching but also builds trust and motivation among teachers to continue innovating in their teaching methods [33], [34].

In addition, the principal must be able to build strong partnerships with parents and the community. Parental involvement in the educational process is crucial to support student development. The principal can hold regular meetings with parents to discuss students' progress and gather feedback on the educational programs being implemented. By involving parents, the principal can create greater support for existing educational programs, as well as enhance the community's sense of ownership towards the educational institution [30], [36]. Research shows that collaboration between schools and parents can improve student learning outcomes and create a more positive educational environment [30], [32].

In the context of Islamic educational institutions, it is important to integrate Islamic values into every aspect of education. The principal must ensure that the curriculum taught not only meets academic standards but also includes character and moral education. Thus, students not only become intellectually smart but also possess good morals and are able to practice religious teachings in their daily lives [37], [38]. Research shows that education based on Islamic values can help students

develop positive attitudes and behaviors, which are very important in shaping a quality generation of successors [37], [38].

The principal also needs to implement technology in the teaching and learning process as an effort to improve the quality of education. The use of technology can help in delivering more engaging and interactive material, as well as facilitating broader access to information for students. In the current digital era, it is important for Islamic educational institutions to utilize technology as a tool to enhance the learning process and prepare students to face global challenges [39], [40]. Research shows that the integration of technology in education can enhance student motivation and engagement, as well as facilitate more effective learning [39], [40].

In order to achieve quality educational goals, school principals must also focus on evaluating and monitoring the educational process. A good evaluation will help in identifying the strengths and weaknesses in the existing education system, as well as providing a basis for continuous improvement. The principal needs to ensure that evaluations are conducted regularly and involve all stakeholders, including teachers, students, and parents [32], [41]. By conducting comprehensive evaluations, the principal can take appropriate steps to improve the quality of education in the institution they lead [32], [41].

Transformational leadership also includes the ability to manage change effectively. In the ever-evolving world of education, school principals must be able to adapt to the changes and challenges that arise. This includes changes in the curriculum, educational policies, and technological advancements. An effective principal will be able to lead the educational institution through these changes in a positive and constructive manner, so that all members of the institution can contribute to achieving the common goals [29], [32]. Research shows that leaders who are able to manage change well will improve the overall performance of the organization [29], [32].

The principal must also pay attention to the importance of building a positive organizational culture in educational institutions. A good organizational culture will create a supportive work environment, where all members feel valued and motivated to give their best. The principal can build this culture by rewarding outstanding teachers and students, as well as creating a collaborative and inclusive work atmosphere [32], [33]. Research shows that a positive organizational culture contributes to the improvement of performance and the quality of education in educational institutions [32], [33].

Transformational leadership in Islamic educational institutions must also pay attention to diversity and inclusion. The principal needs to ensure that all students, regardless of their backgrounds, have equal opportunities to learn and develop. By creating an inclusive environment, the principal can help students feel accepted and

valued, which will enhance their motivation and engagement in the learning process [32], [33]. Research shows that an inclusive learning environment can improve student learning outcomes and create a more positive atmosphere in educational institutions [32], [33].

In order to improve the quality of education, school principals must also be committed to continuous improvement. This includes analyzing existing educational programs and finding ways to improve the effectiveness and efficiency of the teaching and learning process. The principal needs to encourage all members of the institution to participate in this improvement process, so that everyone feels responsible for the quality of education provided [31], [32]. Research shows that commitment to continuous improvement will result in significant enhancements in the quality of education [31], [32].

The principal must also be able to manage resources well to support the development of educational quality. This includes the management of budgets, facilities, and human resources. With good management, the principal can ensure that all available resources are used effectively to achieve educational goal [32], [36]. Research shows that efficient resource management will contribute to the improvement of educational quality in educational institutions [32], [36]. In the context of Islamic educational institutions, school principals also need to pay attention to the spiritual aspect of education. Education based on Islamic values must include the spiritual development of students, so that they are not only academically intelligent but also possess strong spiritual depth. School principals can create programs that support the spiritual development of students, such as religious activities, study circles, and character building [37], [38]. Research shows that education that integrates spiritual aspects will produce more balanced and quality individuals [37], [38].

Transformational leadership in Islamic educational institutions must also consider the social impact of education. The principal needs to ensure that the education provided is not only beneficial for the students but also for the wider community. By creating programs that involve students in social activities, the principal can help students understand the importance of their contributions to society and the surrounding environment [33], [42]. Research shows that education oriented towards social impact will produce individuals who are more caring and responsible towards society [33], [42].

In order to achieve quality educational goals, school principals must also be able to collaborate with various parties, including the government, the community, and other institutions. This collaboration is important to create synergy in efforts to improve the quality of education. School principals can establish partnerships with various parties to obtain the support and resources needed in the development of educational programs [32], [36]. Research shows that good collaboration between

various parties will enhance the effectiveness of educational programs and produce a greater impact [32], [36].

The principal also needs to pay attention to the importance of effective communication in leadership. Good communication will help the principal convey the vision and mission of the educational institution to all members, as well as listen to their input and suggestions. With open communication, the principal can build good relationships with teachers, students, and parents, which will support the achievement of educational goals [32], [33]. Research shows that effective communication contributes to the improvement of organizational performance and the quality of education [32], [33]

So, the principal plays a very important role in improving the quality of education through transformational leadership in Islamic educational institutions. By applying leadership principles based on Islamic values, the principal can create a learning environment that supports the development of students' character and academic competencies. Through the implementation of Total Quality Management, the development of teacher competencies, parental involvement, and the use of technology, the principal can enhance the overall quality of education. In addition, school principals must also pay attention to the spiritual, social, and collaborative aspects of education to create a quality generation ready to face global challenges.

The Impact of Transformational Leadership on Teacher Motivation and Performance in Supporting the Improvement of Education Quality in Islamic Educational Institutions

The research results show that the principal's leadership style directly affects teachers' work enthusiasm and professional performance. Leadership that pays more attention to the individual development of teachers, by providing opportunities to innovate, learn, and grow, has increased their intrinsic motivation. Teachers feel valued and supported in every effort to improve their competencies. In addition, appreciation and recognition of the achievements and efforts made by teachers also strengthen their spirit in providing the best for students. Principals who use a transformational approach are able to inspire teachers to work harder and be more dedicated, not only to achieve academic targets but also to shape students' character with good Islamic values. The performance of the teachers also improved, both in terms of the quality of teaching that was more creative and based on the needs of the students, as well as in terms of collaboration among the teachers themselves. The teachers share experiences and effective methods with each other, which in turn enriches the learning process in the classroom. Another noticeable impact is the increase in teacher job satisfaction, which leads to a decrease in turnover rates and creates a more stable teaching team.

Transformational leadership has a significant impact on the motivation and

performance of teachers in the context of Islamic educational institutions. In an era of continuously evolving education, especially amidst the challenges of globalization and social change, effective leadership becomes the key to improving the quality of education. Transformational leadership, characterized by the leader's ability to inspire and motivate their followers, becomes highly relevant in this context. Leaders who apply this leadership style not only focus on achieving short-term goals but also on developing the potential of individuals and groups in achieving a shared vision [43], [44], [45]

One important aspect of transformational leadership is its ability to create an inspiring work environment. An effective leader is able to provide an ideal influence, which enhances the emotions and identity of followers with the leader themselves. This creates a greater sense of belonging and commitment among teachers [43], [45]. Additionally, the individual attention given by leaders to teachers can enhance their work motivation, which in turn contributes to improved performance [46], [47]. In the context of Islamic educational institutions, where spiritual and moral values are very important, this approach can strengthen the relationship between leaders and teachers, as well as between teachers and students [44], [45].

The implementation of transformational leadership also encourages innovation and collaboration among teaching staff. Leaders who can provide intellectual stimulation will encourage teachers to think creatively and seek new solutions to the challenges faced in the learning process [48]. When teachers feel encouraged to innovate, they tend to be more involved in the development of curricula and more effective teaching methods, which will ultimately improve the quality of education provided to student [49]. Research shows that transformational leadership significantly contributes to the performance of educational organizations, including Islamic educational institutions [48], [50].

Teacher work motivation is also a key factor influenced by transformational leadership. Research shows that leaders who apply this leadership style can enhance teachers' intrinsic motivation, which directly affects their performance [51], [52]. When teachers feel motivated, they are more likely to put in greater effort in teaching and interacting with students, creating a more positive and productive learning environment [53], [54]. Moreover, high work motivation among teachers can strengthen their commitment to educational institutions, which is crucial for the sustainability and development of these institutions [55], [56].

In the context of Islamic education, transformational leadership not only focuses on academic aspects but also on the development of character and spiritual values of students. Leaders who are able to articulate a strong vision and inspire teachers to implement those values in their teaching will create a broader impact in the character development of students [45], [47]. Thus, transformational leadership

plays a crucial role in improving the quality of education in Islamic educational institutions, not only in academic aspects but also in moral and spiritual dimensions [44], [45].

Furthermore, transformational leadership can enhance teacher participation in decision-making within educational institutions. When teachers feel that their voices are heard and valued, they are more likely to actively contribute to the formulation of educational policies and practices [57]. This not only enhances the sense of ownership among teachers but also strengthens their commitment to the goals of the educational institution [56], [58]. Thus, transformational leadership serves as a bridge connecting the leader's vision and the active participation of teachers in achieving better educational goals.

Transformational leadership also plays a role in creating a positive organizational culture in educational institutions. A culture that supports innovation, collaboration, and professional development will encourage teachers to continue learning and growing in their teaching practices [50], [58]. When teachers feel supported in their professional development, they will be more motivated to improve their performance and teaching quality, which in turn will have a positive impact on student learning outcomes [59]. Research shows that a good organizational culture, combined with transformational leadership, can enhance the quality of teachers' work life and their overall performance [50], [53].

In the context of Islamic educational institutions, the application of transformational leadership can help address the challenges faced by these institutions, such as the need to adapt to social changes and the increasing demands for educational quality [44], [45]. Leaders who are able to inspire and motivate teachers to innovate and collaborate will create educational institutions that are more responsive to the needs of students and the community [48]. Thus, transformational leadership is not just a leadership style, but also an important strategy for improving the quality of education in Islamic educational institutions.

So, the impact of transformational leadership on teacher motivation and performance in Islamic educational institutions is very significant. Through an approach that prioritizes inspiration, motivation, and individual attention, leaders can create a work environment that supports professional development and innovation among teachers [43], [45], [48]. This not only improves teacher performance but also contributes to the overall quality of education. Thus, it is important for Islamic educational institutions to adopt and implement transformational leadership principles in their efforts to achieve better educational goals that are relevant to the needs of the times [43], [44], [45].

CONCLUSION

Fundamental Finding : The implementation of transformational leadership by school principals in Islamic educational institutions significantly enhances the quality of education by fostering an environment that promotes intrinsic motivation and character development among both teachers and students. This leadership approach effectively encourages continuous professional development, collaborative evaluation processes, and active community engagement, leading to improved teacher motivation, innovative teaching practices, and enhanced collaboration, ultimately contributing to overall educational excellence. **Implication :** These findings imply that transformational leadership can be a strategic tool for educational leaders aiming to cultivate a positive learning environment and achieve sustainable educational outcomes. Educational policymakers and practitioners should consider integrating transformational leadership training in professional development programs to enhance leadership effectiveness. **Limitation :** This study is limited by its focus on Islamic educational institutions, which may limit the generalizability of the findings to other educational contexts. Additionally, the study relies on qualitative data, which may be subject to interpretation bias. **Future Research :** Further research is needed to explore the long-term impact of transformational leadership on student performance and to investigate its applicability in diverse educational settings. Quantitative studies with larger samples would also enhance the robustness of the findings.

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