



Effects of transformational leadership, work climate, and work engagement on teachers' performance

Saipul Rahman¹, Aslamiah², Novitawati³

^{1,2,3}Universitas Lambung Mangkurat, Banjarmasin, Indonesia

rahmantrigon81@gmail.com¹, aslamiah@ulm.ac.id², novitawati@ulm.ac.id³

ABSTRACT

This study is motivated by the crucial role of teachers in improving the quality of education in madrasahs, particularly in Madrasah Tsanawiyah Negeri (MTsN) in Barito Kuala Regency. The purpose of this research is to analyze the influence of transformational leadership of madrasah principals, work climate, and work engagement on teacher performance. This study employs a quantitative approach with an explanatory method, and data analysis was conducted using the SmartPLS program. The respondents consisted of 150 teachers from five MTsNs selected using a total sampling technique. The instrument used was a standardized questionnaire that had been tested for validity and reliability. The results indicate that transformational leadership has a positive and significant effect on teacher performance, work climate, and work engagement. Additionally, work climate and work engagement significantly influence teacher performance. The study also found an indirect effect of transformational leadership on teacher performance through the mediating roles of work climate and work engagement. These findings offer practical implications for strengthening madrasah leadership to improve teacher performance sustainably.

ARTICLE INFO

Article History:

Received: 9 Mar 2025

Revised: 17 Jul 2025

Accepted: 22 Jul 2025

Available online: 23 Aug 2025

Publish: 29 Dec 2025

Keywords:

teacher performance;
transformational leadership of
madrasah principals; work
climate; work engagement

Open access

Curricula: Journal of Curriculum
Development is a peer-reviewed
open-access journal.

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya peran guru dalam meningkatkan kualitas pendidikan di madrasah, khususnya di Madrasah Tsanawiyah Negeri (MTsN) Kabupaten Barito Kuala. Tujuan penelitian ini untuk menganalisis pengaruh kepemimpinan transformasional kepala madrasah, iklim kerja, dan keterlibatan kerja terhadap kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksplanatori dan pengolahan data yang dilakukan melalui program SmartPLS. Responden berjumlah 150 guru dari lima MTsN yang dipilih melalui teknik total sampling. Instrumen yang digunakan berupa kuesioner terstandar yang telah diuji validitas dan reliabilitasnya. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional berpengaruh positif dan signifikan terhadap kinerja guru, iklim kerja, dan keterlibatan kerja. Selain itu, iklim kerja dan keterlibatan kerja juga berpengaruh signifikan terhadap kinerja guru. Penelitian ini juga menemukan adanya pengaruh tidak langsung kepemimpinan transformasional terhadap kinerja guru melalui peran mediasi iklim kerja dan keterlibatan kerja. Temuan ini memberikan implikasi praktis dalam penguatan kepemimpinan kepala madrasah untuk meningkatkan kinerja guru secara berkelanjutan.

Kata Kunci: iklim kerja; kepemimpinan transformasional kepala madrasah; keterlibatan kerja; kinerja guru

How to cite (APA 7)

Rahman, S., Aslamiah, A., & Novitawati, N. (2025). Effects of transformational leadership, work climate, and work engagement on teachers' performance. *Curricula: Journal of Curriculum Development*, 4(2), 1213-1228.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



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*Corresponding author: rahmantrigon81@gmail.com

INTRODUCTION

Education plays a central role in shaping a nation's civilization. Nevertheless, the quality of education in Indonesia remains a concern, particularly regarding teacher performance. The 2022 Teacher Competency Test (Uji Kompetensi Guru, or UKG) results indicate that teacher competencies in Indonesia remain below the government-set minimum standards (Hilmiatussadiyah et al., 2024). Teacher performance is a crucial factor in determining the effectiveness of teaching and learning in schools. Teachers' activities in planning, implementing, and evaluating instruction significantly influence students' learning outcomes (Wahyudinata, 2024). School leadership plays a strategic role in creating work conditions that support teacher performance. Principals act as academic leaders responsible for fostering a conducive work climate, providing professional support, and conducting constructive supervision (Novitawati et al., 2021).

Research indicates that school principal leadership is positively correlated with improvements in teacher performance in elementary schools (Tulak, 2020). Both instructional and transformational leadership styles have consistently been shown to enhance teacher work motivation, creativity, and commitment (Efendi et al., 2023). Transformational leadership, in particular, fosters a professional growth-supportive work environment through clear vision, motivation, and the provision of space for innovation (Nuryana & Nugraha, 2025). When principals demonstrate inspirational behavior and acknowledge individual achievements, this contributes to the development of a positive professional climate, which ultimately increases teacher motivation and commitment to their duties (Kurniawan et al., 2025). Furthermore, the quality of the work climate plays a significant role in supporting teacher productivity and the quality of instruction delivered. A safe, harmonious, and supportive work environment has been empirically proven to enhance teacher performance (Kustinayanti & Wiyasa, 2021).

A strong collaboration between teachers and school principals is a key factor in creating effective and sustainable learning (Wiratin, 2025). Further studies indicate that high-quality instructional management and leadership by school principals significantly impact classroom learning conditions and teacher performance, thereby supporting the effectiveness of the learning process (Wulandari et al., 2025). Teacher work engagement is also a critical aspect in enhancing performance. Teachers who are emotionally and cognitively engaged demonstrate greater responsibility and a stronger tendency to complete tasks optimally. Transformational leadership not only directly influences teacher performance but also fosters a conducive work environment and enhances teachers' emotional engagement with their work.

Recent studies emphasize the importance of work commitment as a mediating variable in enhancing teachers' innovative performance (Rahmah et al., 2025). Based on the literature review presented, transformational leadership of school principals significantly contributes to teacher performance both directly and indirectly through mediating factors such as work motivation, organizational culture, and work commitment. However, a gap remains in integrating transformational leadership, work climate, and work engagement into a comprehensive structural model of teacher performance, particularly in madrasahs with

unique dynamics and characteristics. Most previous studies have focused on one or two variables, only partially, without examining the direct and indirect relationships among them holistically in the context of public madrasahs in underdeveloped regions. This study aims to investigate the direct and indirect effects of transformational leadership on teacher performance through work climate and work engagement as mediating variables. The research questions are designed to test hypotheses regarding the significant roles of these factors in improving teacher performance. The hypotheses examined include the direct effects of transformational leadership on teacher performance, work climate, and work engagement, as well as the indirect effects of transformational leadership on teacher performance mediated by work climate and work engagement.

This study introduces a novel approach by testing a comprehensive structural model that simultaneously examines the effects of transformational leadership, work climate, and work engagement on teacher performance, using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) approach, which enables a comprehensive mediation analysis. Furthermore, the research context focused on State Madrasah Tsanawiyah in Barito Kuala Regency, South Kalimantan, an area relatively underexplored in similar studies, offers practical and theoretical contributions to the development of policies to improve educational quality in 3T regions (underdeveloped, frontier, and remote). This study not only fills a gap in previous research but also broadens the understanding of the determinants of teacher performance within the context of madrasah-based education. The objective of this study is to analyze the influence of the principal's transformational leadership, work climate, and work engagement on teacher performance.

LITERATURE REVIEW

Teacher Performance

Good teacher performance can be observed through the achievement of work results that are both qualitative and quantitative in accordance with the established requirements or standards (Jamaludin et al., 2022). This process aligns with teacher performance assessment indicators, which include lesson plan preparation, the use of instructional media, classroom management, and the provision of feedback and evaluation that reflect the comprehensive attainment of learning objectives (Hasanah, 2021). Systematic evaluation of teacher performance has been proven to enhance teaching quality and instructional effectiveness through routine planning, implementation, and assessment, underscoring that performance quality is the foundation for achieving superior learning outcomes (Karnaini, 2023).

Table 1. Teacher Performance Indicators

Sub Variabel	Indicator
Work Quality	<ol style="list-style-type: none"> 1. The quality of the work produced 2. The work meets the established standards 3. Ability and skills in completing tasks
Quantity of Work	<ol style="list-style-type: none"> 1. Compliance of the number of units produced with the specified standards 2. The number of items produced in a single production cycle
Timeliness	<ol style="list-style-type: none"> 1. Completing tasks on schedule 2. Consistency with the output results 3. Making the most of the time available for other activities
Effectiveness	<ol style="list-style-type: none"> 1. Level of resource utilization (labor, money, technology, raw materials) 2. Increasing the output of each unit while utilizing existing resources
Independence	<ol style="list-style-type: none"> 1. Ability to perform job-related duties 2. Employment commitment with the agency 3. Responsibility for the assigned work

Source: Research 2025

Teacher performance reflects comprehensive abilities in planning, implementing, and evaluating the teaching and learning process, as evidenced by the quality and quantity of outcomes in accordance with established standards (see **Table 1**). Optimal performance improvement leads to maximal outputs that enhance the sustainability of the learning process (Novitawati et al., 2021). Recent studies further support this understanding. Work climate contributes significantly to teacher performance by 49.5 percent, and, simultaneously, the roles of school principals, work climate, and work motivation exert an influence of 78.3 percent on enhancing teacher performance in junior high schools (Santiari et al., 2020).

Other research concludes that the effective role of the school principal, combined with work motivation and a conducive work climate, has a positive and significant impact on teacher performance (Seniwati et al., 2023). These three studies reinforce the direct positive relationship between a good work climate and teacher performance, with school leaders mediating through improvements in the work climate. A synergistic relationship emerges, in which careful planning, creative implementation, and systematic evaluation, supported by a healthy work climate, result in optimal and sustainable teacher performance.

Transformational Leadership of the *Madrasah* Principal

Leader behavior can shape either positive or negative employee behavior (Insyra, 2022). Consistent with this theory, a study demonstrated that, in school settings, principals who implemented these four components significantly enhanced teachers' commitment, motivation, and discipline (Putriningsih et al., 2023). These findings indicate that implementing transformational leadership can drive improvements in teacher performance, aligned with its core dimensions.

Table 2. Indicators of Transformational Leadership

Sub Variabel	Indicator
<i>Idealized influence</i>	<ol style="list-style-type: none"> 1. The principal of the madrasah serves as a role model 2. A trustworthy school principal 3. The school principal can clearly communicate the organization's vision and goals 4. The principal can make the best decisions in the school's best interest
<i>Inspirational Motivation</i>	<ol style="list-style-type: none"> 1. Providing wise guidance and support to teachers 2. Providing teachers with opportunities to advance their careers 3. Motivating teachers in their work through encouragement and praise 4. Open to any criticism and suggestions
<i>Intellectual Stimulation</i>	<ol style="list-style-type: none"> 1. Keep teachers informed of all announcements 2. The speed at which all issues are resolved at the madrasah 3. Creative and innovative in his work 4. Accurate assignment of tasks based on ability
<i>Individual consideration</i>	<ol style="list-style-type: none"> 1. Understanding every challenge teachers face 2. Providing opportunities to improve teachers' performance 3. Addressing issues faced by teachers 4. Attentive to teachers' wishes and needs

Source: Research

Table 2 illustrates that transformational leadership encompasses four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Principals who implement this leadership style not only inspire a shared vision but also attend to teachers' individual needs while fostering their innovation and creativity. A study found that transformational leadership strengthens organizational climate and teacher commitment in East Banjarmasin (Thika, 2024). The supportive organizational culture and work environment resulting from this leadership significantly enhance teacher performance (Kartiko et al., 2024).

Work Environment

Organizational climate refers to the enduring quality of the internal environment, as perceived by members of the organization, which influences their behavior. It represents employees' perceptions of the consistent quality of the internal environment and how it affects their work behavior (Wiratama & Muryati, 2025). The state of the work climate within an organization is crucial for leaders to understand, as they must guide subordinates to achieve both individual and organizational goals. The creation of a supportive work climate consequently impacts teacher performance (Susanty et al., 2025). The concept of work climate is derived from organizational climate theory and is applied to work environments such as schools, where individual perceptions and interactions collectively shape the overall climate.

Recent international research emphasizes that these six indicators play a fundamental role in predicting individual and contextual performance in the workplace (Abun et al., 2023). Consistently, studies on elementary school teachers reveal that the work climate, together with work motivation and work commitment, also influences teacher job satisfaction (Suyanti et al., 2021). Furthermore, the relationship between work climate and work commitment serves as an important mediator between transformational leadership and teacher work discipline in public senior high schools in Banjarmasin City (Putriningasih et al., 2023). These findings support the argument that the six indicators of climate reflect teachers' perceptions, serving as mediating variables that underlie the influence of transformational leadership on teacher performance outcomes.

Table 3. Workplace Climate Indicators

Sub Variabel	Indicator
<i>Conformity</i>	<ol style="list-style-type: none"> 1. Compliance with applicable regulations 2. Alignment with leadership styles 3. Getting along with coworkers 4. Compliance with school policy
<i>Responsibility</i>	<ol style="list-style-type: none"> 1. Responsibility for performing duties 2. Responsibility for the results of the work 3. Responsibility for work quality
<i>Standards</i>	<ol style="list-style-type: none"> 1. Clear work guidelines 2. Having guidelines for work
<i>Rewards</i>	<ol style="list-style-type: none"> 1. Praise 2. Rewards 3. Sanctions
<i>Clarity</i>	<ol style="list-style-type: none"> 1. Organizational Structure 2. Work Procedure 3. Division of authority and responsibility
<i>Team Spirits</i>	<ol style="list-style-type: none"> 1. Interaction and communication 2. Tolerance 3. Collaboration

Source: Research

Work climate encompasses the human environment and infrastructure in which organizational members operate, as well as the characteristics that influence their willingness to achieve optimal performance. **Table 3** shows that the work climate indicators consist of conformity, responsibility, work standards, rewards, clarity, and team spirit (Pradana et al., 2021).

Work Engagement

Work engagement reflects the extent to which an employee immerses themselves physically, cognitively, and emotionally in their work, investing time and energy, and perceiving their job as central to their life. This concept includes the belief that work provides positive impact and personal value, creating states of vigor, dedication, and absorption associated with

intrinsic motivation, commitment, and full focus on their role (Gürbüz et al., 2023). Recent research indicates that work engagement plays a crucial role in enhancing organizational performance and commitment, showing that job involvement has a positive and significant effect on in-role performance and employees' affective commitment, with the effect being stronger when supported by a balance between work and personal life (Azizah & Rozaq, 2024).

Table 4. Work Engagement Indicators

Sub Variabel	Indicator
Menunjukkan pekerjaan sebagai yang utama	<ol style="list-style-type: none"> 1. Fokus pada pekerjaan 2. Pengorbanan waktu 3. Responsif terhadap pekerjaan 4. Menunjukkan komitmen tinggi 5. Pencapaian sasaran dan target
Melihat pekerjaannya sebagai sesuatu yang penting bagi harga diri	<ol style="list-style-type: none"> 1. Rasa bangga terhadap pekerjaan 2. Motivasi untuk sukses 3. Kepuasan terhadap pekerjaan 4. Keinginan untuk diakui dan dihargai
Aktif berpartisipasi dalam pekerjaannya	<ol style="list-style-type: none"> 1. Mencari peluang untuk berkontribusi 2. Kolaborasi dengan rekan kerja 3. Memiliki antusiasme terhadap pekerjaan 4. Kreatif dan terbuka dalam memecahkan masalah pekerjaan

Source: Research

Table 4 presents the sub-variables and indicators of work engagement. Higher levels of work engagement strengthen work identity and meaning, while also enhancing performance and job satisfaction. A subsequent study of employees at the Ternate Agriculture Office found that work engagement positively affects job satisfaction, which, in turn, improves employee performance (Marwan et al., 2020). Individuals who are deeply engaged in their work tend to be more satisfied and loyal. Studies in the public sector indicate that job involvement contributes significantly to organizational commitment (Deritriani et al., 2025).

METHODS

This study employs a quantitative correlational descriptive design to analyze the relationships among transformational leadership, work climate, work engagement, and teacher performance. This approach was chosen because it allows the researcher to examine the strength of the relationships among variables using correlation and regression statistical techniques. Furthermore, to test the model of relationships among variables simultaneously and comprehensively, this study utilizes Structural Equation Modeling Partial Least Squares (SEM-PLS). The SEM-PLS approach was selected because it can handle models with numerous indicators, is suitable for data that are not normally distributed, and is effective for samples of relatively small to medium size. SEM-PLS enables researchers to measure both direct and indirect relationships among latent variables more flexibly and predictively.

This study was conducted in six public Madrasah Tsanawiyah (MTs) units located in Barito Kuala Regency, South Kalimantan Province. The population consisted of all MT public school teachers in Barito Kuala Regency, totaling 121 individuals, including both Civil Servants (PNS) and Government Employees with Work Agreements (PPPK). The sample size was determined using Slovin's formula with a 5% margin of error, resulting in a sample of 112 teachers. The sampling technique was conducted proportionally according to the number of teachers in each MT, using a simple random sampling method. This technique provides an equal opportunity for every member of the population, in accordance with standard quantitative sampling practices.

Data were collected through a closed-ended questionnaire designed based on the indicators for each research variable. The questionnaire employed a five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The instrument underwent content validity assessment through expert judgment, as well as empirical validity and reliability testing via a field trial. Data analysis was conducted using SmartPLS 4.0, employing both outer and inner model evaluations, including validity and reliability, and assessing the significance of relationships between variables via bootstrapping with 5,000 resamples. This technique is appropriate for complex models with moderate sample sizes, ensuring the validity of findings and enhancing the credibility of the research results. Hypothesis testing was performed using path analysis and the Sobel test.

RESULTS AND DISCUSSION

Respondent Characteristics

The characteristics of the respondents in this study reflect the demographic background of teachers at Madrasah Tsanawiyah Negeri in Barito Kuala Regency, which served as the research subjects. The majority of respondents were female teachers (69.64%), indicating a predominance of female educators at this level of madrasah. Regarding educational background, most respondents (83.93%) held a bachelor's degree (S-1), while only 16.07% had pursued postgraduate education (S-2). This percentage suggests there is still room for advancing teachers' academic qualifications. In terms of work experience, the largest group of respondents had 10–20 years of service (40.18%), followed by those with less than 10 years (28.57%) and 21–30 years (25.89%). Teachers with more than 30 years of experience constituted the smallest proportion (5.36%), indicating that the majority are at a mature career stage that supports adaptation and task execution. The diverse profile of respondents makes the data representative and suitable for generalization to similar public madrasah contexts.

Descriptive Statistics of the Distribution of Research Variables

This study examines four main variables: the transformational leadership of the madrasah principal, work climate, work engagement, and teacher performance. Descriptive statistics for each variable are presented in **Table 5** below.

Table 5. Descriptive Statistics of Research Variables

Variable	Sub Variable	Variable Average	Average of Sub-Variable	Criteria
Transformational Leadership of the Madrasa Principal	<i>Idealized Influence</i>	3,95	4,00	Height
	<i>Inspirational Motivation</i>		4,00	
	<i>Intellectual stimulation</i>		3,90	
	<i>Individual Consideration</i>		3,90	
Work Environment	Fit	3,90	4,00	Height
	Accountability		4,00	
	Work Standards		3,95	
	Rewards		3,80	
	Clarity		3,90	
	Team Spirit		3,80	
Work Engagement	Work as a priority	3,70	3,70	Height
	Work is important for self-esteem.		3,70	
	Actively participating in the work.		3,80	
Teacher Performance	Work Quality	3,90	3,80	Height
	Scope of Work		3,80	
	Timeliness		3,80	
	Effectiveness		4,10	
	Independence		4,00	

Source: Research

The analysis results in **Table 5** indicate that the mean scores of all research variables fall within the high category, reflecting the teachers' positive perceptions of the madrasah principal's leadership, the work climate, their level of engagement, and their own performance.

Validity and Reliability Testing

Prior to conducting the structural model testing, validity and reliability tests were conducted on the research instruments. Validity was assessed by analyzing outer loadings, Average Variance Extracted (AVE), and cross-loadings for each indicator within its respective construct. All indicators demonstrated outer loadings > 0.70 and AVEs > 0.50, indicating that convergent validity was satisfied. Furthermore, no indicator showed higher cross-loadings on another construct, confirming that discriminant validity was achieved. Reliability was evaluated using composite reliability and Cronbach's alpha. All constructs showed composite

reliability and Cronbach's alpha values > 0.70, suggesting that the research instruments possess excellent internal consistency and are suitable for subsequent model testing.

The outer model test assesses the extent to which indicators reflect the constructs they measure. The results indicate that all indicators within each variable (transformational leadership, work climate, work engagement, and teacher performance) meet the criterion of outer loading > 0.70. The AVE values for all constructs range from 0.612 to 0.735, indicating that each construct explains more than 50% of the variance in its indicators. Therefore, the constructs in this study are empirically valid and reliable. The inner model, or structural model, is used to examine the relationships among latent variables. Testing with SmartPLS 4.0 yielded an R² of 0.576 for the teacher performance variable, indicating that 57.6% of the variation in teacher performance is explained by transformational leadership, work climate, and work engagement. A Q² value greater than 0 also indicates that the model has good predictive relevance.

Hypothesis Testing

This study aims to examine the effects of transformational leadership, work climate, and work engagement on teacher performance, both directly and indirectly. The analysis was conducted using path analysis and the Sobel test, which yielded the inter-variable relationships shown in the following model.

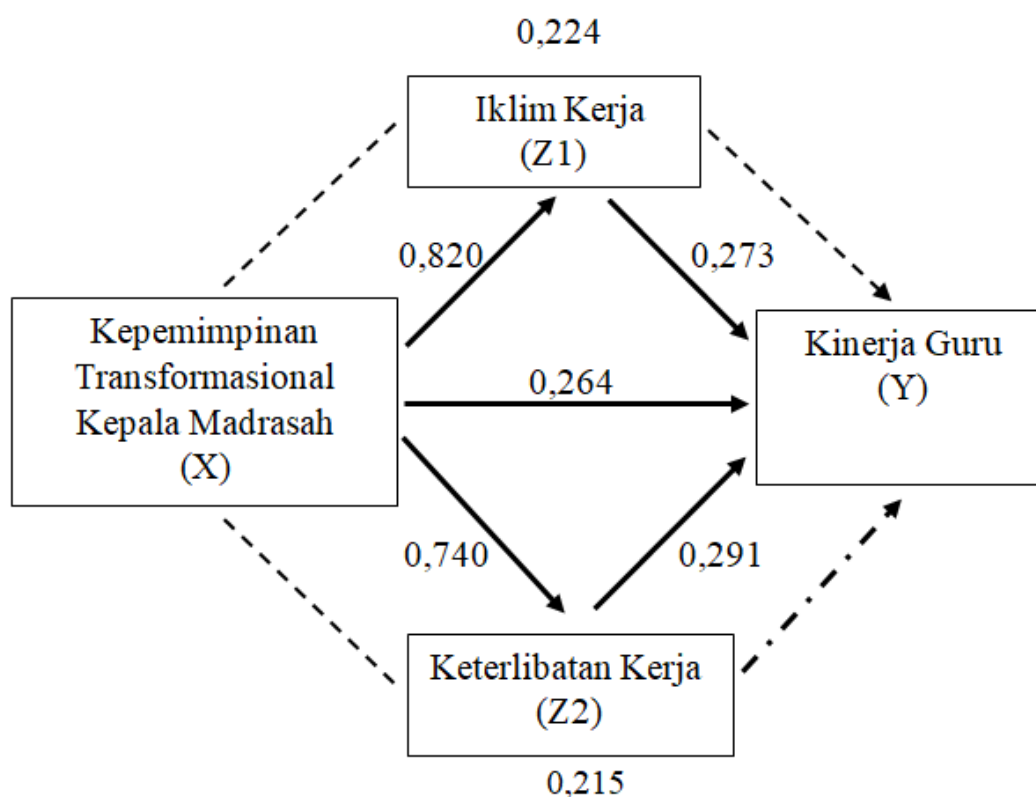


Figure 1. Path Analysis Models for X, Z1, Z2, and Y
 Source: Research Data

The results shown in **Figure 1** indicate that the transformational leadership of the madrasa principal has a direct effect on teacher performance, with a path coefficient of 0.264, a significance value of 0.023, and a t-value of 2.307, which exceeds the critical t-value at the 5% level, demonstrating that this effect is statistically significant. The work climate also shows a direct effect on teacher performance, with a path coefficient of 0.273, a significance value of 0.024, and a t-value of 2.292. Furthermore, work engagement has a significant direct effect on teacher performance, indicated by a path coefficient of 0.291, a significance value of 0.000, and a t-value of 2.868.

The effect of transformational leadership on the work climate is significant, with a path coefficient of 0.820, a significance value of 0.000, and a t-value of 15.039. Additionally, transformational leadership has a direct effect on work engagement, with a path coefficient of 0.740, a significance value of 0.000, and a t-value of 11.546. The test of indirect effects shows that transformational leadership, through the work climate, has a significant impact on teacher performance, with a coefficient of 0.224 and a Sobel t-value of 2.280, which exceeds the critical t-value. Similarly, the indirect effect of transformational leadership on teacher performance via work engagement is also significant, with a coefficient of 0.215 and a Sobel t-value of 2.753.

Discussion

Statistically, transformational leadership has a significant direct effect on teacher performance ($\beta = 0.264$; $p < 0.05$), as do work climate ($\beta = 0.273$; $p < 0.05$) and work engagement ($\beta = 0.291$; $p < 0.001$). Moreover, transformational leadership also significantly influences work climate ($\beta = 0.820$) and work engagement ($\beta = 0.740$). Mediation analysis indicates that leadership's effect on teacher performance is significantly mediated by both work climate ($\beta = 0.224$) and work engagement ($\beta = 0.215$). The structural approach using SEM-PLS in this study demonstrates that teacher performance is influenced not only by a single factor but also by the complex interactions among organizational structure, leadership style, and teachers' psychological conditions at work.

These findings reinforce the argument that effective leadership can drive improvements in teacher performance through exemplary behavior, motivation, and individual empowerment (Adzkiya, 2021; Kartiko et al., 2024; Putriningsih et al., 2024). Principals who implement transformational leadership encourage teachers' active participation in their duties and foster high levels of enthusiasm and collaborative spirit within the work community. The greater the teachers' physical, cognitive, and emotional engagement in their work, the higher their performance outcomes. In the context of madrasahs as Islamic educational institutions, the transformational leadership model aligns with core Islamic leadership principles such as amanah (trustworthiness), musyawarah (consultation), and exemplary conduct (Violeta, 2023). Transformational leadership practices provide a focused and purposeful approach to achieving institutional goals (Hawna et al., 2024).

Madrasahs, as Islamic-based educational institutions, strive to cultivate a culture aligned with Islamic values. Conceptually, this has significant implications for curriculum design and the learning system within these institutions. The principal plays a central role in developing an adaptive and transformative curriculum, consistent with findings that transformational leadership supports fundamental changes in pedagogy, curriculum, and assessment through a collaborative school culture (Indrawati et al., 2025). Visionary and inspiring principals encourage the integration of Islamic values in practical ways throughout teaching and learning, fostering an academic environment that supports students' character development. Curricula developed under transformational leadership emphasize not only cognitive aspects but also strengthen affective and spiritual dimensions, enabling teachers to fulfill their roles not merely as instructors, but as moral educators and spiritual mentors.

Previous studies have found a strong correlation between principals' transformational leadership style and teachers' performance, through the mediating roles of emotional intelligence and discipline (Mustotiah et al., 2025). Further implications suggest that madrasah principals should facilitate and support teachers in developing learning processes that enhance the quality of Islamic education. Teachers' quality and performance can be improved through professional development programs and training. Enhancing teacher professionalism should also be accompanied by systematic monitoring and performance evaluation, serving as a constructive mechanism for continuous improvement based on prior performance outcomes. Transformational principles provide teachers with space and resources to design meaningful learning experiences for students while adhering to the prescribed curriculum. Moreover, such principles remain open and adaptable to changes and developments in pursuit of realizing the vision of Islamic education (Roja & Salim, 2023).

In practice, madrasah principals need to understand that efforts to enhance teacher performance cannot be separated from the creation of a safe, orderly, and supportive work climate. Optimal performance is achieved when teachers feel valued, involved, and comprehensively facilitated in carrying out their professional responsibilities (Muzakki et al., 2023). This study contributes theoretically to the development of an education management model based on transformational leadership and, practically, provides a policy foundation for improving the quality of madrasah education through strategies that enhance work climate and teacher engagement, integrated within a holistic and transformative Islamic learning system. Furthermore, the findings support the formulation of transformational leadership development policies that emphasize strengthening vision, effective communication, and teacher empowerment through active participation in decision-making.

CONCLUSION

This study demonstrates that the transformational leadership of madrasah principals significantly improves teacher performance, both directly and indirectly. Directly, transformational leadership shapes teachers' work behaviors to be of higher quality, more responsible, and more independent. Indirectly, transformational leadership influences teacher performance through the mediation of a supportive work climate and high levels of work engagement. A positive work climate is an effective mediator in strengthening leadership's influence on teachers' work outcomes. Meanwhile, teacher work engagement plays a crucial role in fostering loyalty, responsibility, and dedication, which ultimately drives

performance improvement. Transformational leadership, work climate, and work engagement are key factors that synergistically shape and enhance teachers' performance at Madrasah Tsanawiyah Negeri in Barito Kuala Regency. These findings underscore the importance of a transformative and participatory leadership approach in managing quality based education.

AUTHOR'S NOTE

The author declares that there is no conflict of interest in the process of conducting this research and publishing this article. All data, analyses, and content of the article have been prepared originally and are free from plagiarism. The author also expresses gratitude to all parties who provided support, particularly the teachers of Madrasah Tsanawiyah Negeri in Barito Kuala Regency who willingly participated as respondents in this study. Appreciation is also extended to the madrasahs and relevant institutions that facilitated the data collection process, enabling the successful completion of this research.

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