




Research Article

## The Impact of Transformational Leadership on Teacher Performance: An Organizational Psychology Perspective in Educational Institutions

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**Abstract.** This study highlights the research gap regarding the impact of transformational leadership on teacher performance in educational institutions from the perspective of organizational psychology, which has not been widely discussed in Indonesia. The purpose of this study is to analyze how transformational leadership affects teacher motivation and performance. The method used is a qualitative approach with a case study at MIN Bandung. The research participants consisted of madrasah heads and teachers, with data collected through interviews, observations, and documentation, then analyzed using thematic analysis. The results of the study show that the transformational leadership of madrasah heads has a significant impact on improving teacher

performance, especially through the influence of ideals, inspirational motivation, intellectual stimulation, and individual consideration. In conclusion, transformational leadership is able to increase teacher motivation and productivity, as well as create a work environment that is conducive to innovation and professional development.

**Keywords:** Transformational Leadership; Teacher Performance; Organizational Psychology.

**Abstrak.** Penelitian ini menyoroti kesenjangan penelitian mengenai dampak kepemimpinan transformasional terhadap kinerja guru di institusi pendidikan dari perspektif psikologi organisasi, yang belum banyak dibahas di Indonesia. Tujuan dari penelitian ini adalah untuk menganalisis bagaimana pengaruh kepemimpinan transformasional terhadap motivasi dan kinerja guru. Metode yang digunakan adalah pendekatan kualitatif dengan studi kasus di MIN Bandung. Partisipan penelitian terdiri dari kepala madrasah dan guru, dengan data yang dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional kepala madrasah memiliki dampak yang signifikan terhadap peningkatan kinerja guru, terutama melalui pengaruh cita-cita, motivasi inspirasional, stimulasi intelektual, dan pertimbangan individu. Kesimpulannya, kepemimpinan transformasional mampu meningkatkan motivasi dan produktivitas guru, serta menciptakan lingkungan kerja yang kondusif untuk inovasi dan pengembangan profesional.

**Kata Kunci:** Kepemimpinan Transformasional; Kinerja Guru; Psikologi Organisasi.

## INTRODUCTION

Transformational leadership models dominate discussions about modern organizations, including educational institutions.<sup>1</sup> Issues regarding this form of leadership are being discussed at the global level because it is believed to improve the performance and well-being of employees, including teachers, in educational institutions. The essence of transformational leadership centers on how leaders can inspire their followers to achieve more than they think through vision, motivation, and individual empowerment.<sup>2</sup> The education system in Indonesia faces several problems in improving the quality of human resources, one of which is the performance of teachers.<sup>3</sup> Therefore, this is one of the strategic issues in several policies related to education. In this case, transformational leadership can be one approach that has the potential to bring positive change in educational organizations.

Psychologically, the transformational leadership of school principals in madrasahs greatly affects the improvement of teacher performance.<sup>4</sup> Leaders inspire

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<sup>1</sup> Jelyn S Sarong, "Exploring Transformative Leadership Approaches in Modern Educational Institutions," *Randwick International of Education and Linguistics Science Journal* 4, no. 4 (2023): 873–81, <https://doi.org/10.47175/rielsj.v4i4.845>.

<sup>2</sup> Salsabiila Astari Putri, Alif Mirzania, and Dody Hartanto, "The Importance of a Transformational Leadership Model in Managing Organizational Culture," *Journal of Leadership in Organizations* 2, no. 1 (2020): 49–56.

<sup>3</sup> Rahman Tanjung et al., "Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar," 2021, <http://jiip.stkipyapisdampu.ac.id>.

<sup>4</sup> Fahma Nurfadilah Addin, Muhammad Taufik Bintang Kejora, and Abdul Kosim, "Pengaruh Kepemimpinan Transformasional Kepala Madrasah Terhadap Kinerja Guru Di Madrasah Aliyah

and develop teachers on an individual level, so intrinsic motivation and job satisfaction increase.<sup>5</sup> With individual consideration and empowerment, teachers become more confident in carrying out their duties with the desire to continue to improve. Leaders also intellectually stimulate innovation in learning, thereby improving teachers' teaching performance while increasing involvement in creating more effective methods.

Transformational leadership reinforces a positive organizational culture with a work environment that values and supports teachers.<sup>6</sup> Therefore, this gives rise to a greater organizational commitment from the teachers, and thus increases their loyalty and efforts. Transformational madrasah heads inspire, develop, and encourage teacher innovation, which in turn develops a productive work environment and influences the improvement of madrasah quality.<sup>7</sup>

In the last two years, several studies have emphasized the importance of transformational leadership to improve teacher performance. Transformational leadership of schools in Indonesia can create a better working environment for teachers to ensure their motivation and commitment to improving the quality of education.<sup>8</sup> At the international level, leaders who demonstrate transformational leadership styles can motivate teachers to be more innovative and creative in learning, thus having a positive impact on student learning outcomes.<sup>9</sup> However, although many studies have revealed the positive impact of transformational leadership, not many have investigated this phenomenon from the perspective of organizational psychology in Indonesian educational institutions.

Previous research has concentrated on how leadership directly impacts educational outcomes, including student achievement or learning quality.<sup>10</sup> However, there are gaps in research that will explain more deeply how transformational leadership affects teachers' psychological aspects, including work motivation, satisfaction, and organizational commitment, which in turn correlates with improved

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Ghoyatul Jihad Kabupaten Karawang," *Idaarah: Jurnal Manajemen Pendidikan* 4, no. 2 (2020): 153–66, <https://doi.org/10.24252/idaarah.v4i2.16673>.

<sup>5</sup> Jennifer C Morales, "Transformational Leadership and Teacher Work Motivation in Private Educational Institutions," *International Journal of Research Publications* 105, no. 1 (2022): 578–614, <https://doi.org/10.47119/ijrp1001051720223687>.

<sup>6</sup> Batina Yulia Utami, Nelitawati Nelitawati, and Hanif Al-Kadri, "The Influence of Principal Transformational Leadership on Teacher Performance and Learning Quality in Schools," *International Journal of Educational Dynamics* 6, no. 2 (2024): 555–59, <https://doi.org/10.24036/ijeds.v6i2.488>.

<sup>7</sup> Mitra Turrohma and Suswati Hendriani, "Kepemimpinan Kepala Madrasah Dalam Meningkatkan Budaya Organisasi Kondusif Di MTSN 3 Sijunjung," *Indo-Fintech Intellectuals: Journal of Economics and Business* 4, no. 2 (2024): 966–75, <http://ejournal.radenintan.ac.id/index.php/idaroh/article/view/2261>.

<sup>8</sup> Endrik Sugianto, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru," *Tsaqofah: Jurnal Penelitian Guru Indonesia* 4, no. 5 (2024): 3415–21.

<sup>9</sup> Asmah Bohari et al., "Transformational Leadership's Role in Shaping Education 4.0 within Higher Education," *Journal of Infrastructure, Policy and Development* 8, no. 8 (2024): 1–21, <https://doi.org/10.24294/jipd.v8i8.4900>.

<sup>10</sup> Sahid Ali and Enung Hasanah, "Kepemimpinan Kepala Sekolah Dalam Menjamin Mutu Pendidikan Pada Masa Pandemi Covid-19 Di SMA Muhammadiyah 3 Yogyakarta," *Jurnal Ilmiah Mandala Education* 7, no. 1 (2021): 264–72, <https://doi.org/10.58258/jime.v7i1.1735>.

performance. From the point of view of organizational psychology, transformational leadership is a leadership style that allows fundamental change in organizations to occur through individual empowerment.<sup>11</sup> This research will fill the gap by focusing on the impact of transformational leadership on teacher performance from the perspective of organizational psychology.

This research is original because it will focus on the approach of organizational psychology on how transformational leadership affects teacher performance in educational institutions. While many other studies are more related to academic or administrative perspectives, this study links psychological motivation, autonomy, and a sense of social connectedness through the theory of Self-Determination, which has been used to analyze how transformational leadership impacts teacher performance.<sup>12</sup> Therefore, this study offers a more holistic perspective on changes in leadership styles and their impact on teacher performance from a psychological perspective.

The essence of this study is to investigate in detail how transformational leadership, applied by school principals or leaders of educational institutions, affects teacher performance from the perspective of organizational psychology. This study will try to determine which transformational leadership factors have the most influence on teacher motivation and performance, as well as how the interaction between leaders and teachers forms a more positive and productive work dynamic in the educational environment. Qualitative research in the format of a case study will be used in this study to explore in depth the relationship between leadership and teacher performance in educational institutions, including practical implications for developing future leadership systems.

## METHODS

The method used in this study is a qualitative approach with a case study method. A case study is a research method that conducts a detailed investigation of several phenomena in a real-life context.<sup>13</sup> A case study conducts an in-depth analysis of one or more cases that are considered unique or have special characteristics related to the purpose of the research conducted.<sup>14</sup> This research was conducted at MIN Bandung which was held in September 2024, with a focus on the main objective, namely analyzing the transformational leadership of school principals affecting teacher performance from the perspective of organizational psychology. The case study design was adopted for this research because as far as the research design is

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<sup>11</sup> Zahraa Mhmood Abdalzahra, "Transformational Leadership and Its Role in Achieving Organizational Creativity," *American Journal of Social Sciences and Humanity Research* 04, no. 08 (2024): 110–28.

<sup>12</sup> Richard M Ryan et al., "Facilitating Health Behaviour Change and Its Maintenance: Interventions Based on Self-Determination Theory," *The European Health Psychologist* 10, no. November (2008): 2–5.

<sup>13</sup> Anisza Ratnasari and Iwan Sudradjat, "Case Study Approach in Post-Occupancy Evaluation Research," *ARTEKS: Jurnal Teknik Arsitektur* 8, no. 3 (2023): 427–34, <https://doi.org/10.30822/arteks.v8i3.2584>.

<sup>14</sup> Rusandi and Muhammad Rusli, "Merancang Penelitian Kualitatif Dasar/Deskriptif Dan Studi Kasus," *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam* 2, no. 1 (2021): 1–13.

concerned, one can investigate a phenomenon in its original setting and can also produce a more complicated picture of the interaction between leadership and teacher performance. This research procedure involves a multi-stage process in identifying research subjects consisting of principals and teachers at MIN Bandung.

The research sample was selected purposively, including those who had the most information about the research area. The data collection tools used in this research process are interview guidelines, observation sheets, and documentation. Semi-structured interviews with principals and some teachers. Observation to see how the daily interaction between the principal and teachers and how the organizational climate is formed in the school. Data collection also includes documentation through school policy records, meetings, and teacher performance reports that serve as supporting data.

The collected data was analyzed using thematic analysis techniques, with steps including interview transcription, data coding, identification of key themes, and interpretation. The themes identified were then linked to transformational leadership theory and organizational psychology, and the results of this study were compared with previous studies. With this approach, the research is expected to provide in-depth insights into the relationship between transformational leadership and teacher performance, as well as the role of organizational psychology as a mediating factor in educational institutions.

## **RESULTS AND DISCUSSION**

### **Transformational Leadership of Madrasah Heads**

Based on interviews with Madrasah Heads and teachers at MIN Bandung, it was found that the transformational leadership of Madrasah Heads has a significant role in improving teacher performance. The analysis based on four transformational leadership indicators, namely Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration, describes a leadership style that encourages positive change in the madrasah environment.

#### **1. Idealized Influence**

The results of interviews with madrasah heads consistently show the role of leaders with integrity and trustworthiness. He leads by example, showing high discipline in carrying out duties and obeying the rules. The head of the madrasah realizes the importance of setting an example for teachers so that they are motivated and follow the same standards. In the interview, the head of the madrasah explained how to maintain discipline, including arriving on time and completing responsibilities well. This is a direct example for teachers in carrying out their duties. Teachers also said that madrasah heads are able to build good relationships with teachers through open communication and high integrity. Teachers feel that the relationship between superiors and subordinates runs harmoniously because the head of the madrasah always prioritizes honesty and mutual respect, increasing mutual trust.

The results of the observation show that the head of the madrasah has high self-confidence and is able to be an example for teachers. This can be seen from the score of 5 in the aspects of punctual attendance and work discipline. The head of the

madrasah also showed high dedication in work and showed a good work ethic for all staff even though there was still room for improvement with a score of 4.

The results of interviews and observations are in line, where the head of the madrasah is not only perceived as a leader who has high integrity and discipline but is proven in daily behavior. The influence of the head of the madrasah as a positive exemplary figure has succeeded in increasing teacher confidence and building a conducive work atmosphere.

## 2. Inspirational Motivation

The head of the madrasah succeeded in motivating teachers to continue to develop by participating in training and further education. In the interview, the head of the madrasah emphasized the importance of following changes, especially in the face of digitalization and curriculum changes. The head of the madrasah guides teachers to take part in training such as MOOC (Massive Open Online Courses) and other activities that can improve their competence, including relevant seminars. Teachers also observed that madrasah heads often provide motivation through rewards, both awards and praises, to encourage the achievement of teachers and students. This motivation not only increases teachers' enthusiasm for work, but also makes them feel appreciated for the efforts they make.

Observations show that the head of the madrasah provides inspirational direction and encourages teachers to work together to achieve madrasah goals, with a score of 4 on the motivational aspect of inspiration. In addition, the head of the madrasah actively motivates teachers to continue to follow the latest developments in the field of education. From the results of interviews and observations, it can be concluded that the actions of madrasah heads are consistent with encouraging inspiration for teachers. The head of the madrasah not only provides inspiration in the form of direction, but also encourages inspiration to increase competence along with the opportunities provided by teachers to take part in additional training. And the head of the madrasah appreciated the hard work of the teachers.

## 3. Intellectual Stimulation

In the interview, the head of the madrasah emphasized the importance of innovation in teaching, especially in line with technological developments. He encouraged teachers to be creative in using technology in learning, such as the use of Google Forms for exams and the use of projectors in the classroom. Madrasah heads often visit classrooms to monitor the use of technology and ensure teachers are up to date

The teacher stated that the head of the madrasah gave the freedom to innovate in the teaching and learning process. Teachers feel supported to think critically and creatively, so that they can create learning that is more interesting and relevant to the needs of students in the digital era. This shows that the head of the madrasah provides opportunities for teachers to explore new methods and improve the quality of teaching.

The observation results showed that the head of the madrasah encouraged teachers to think critically and creatively in learning innovation, with a score of 4 on the aspect of intellectual stimulation. The head of the madrasah is also active in supporting the implementation of technology in the classroom, along with efforts to develop innovative learning methods. The results of interviews and observations emphasized the importance of the role of madrasah heads in providing freedom and support to teachers to innovate. The head of the madrasah supports the application of technology directly in the classroom, improving the quality of learning.

#### 4. Individual Consideration

The observation results showed that the madrasah head gave individual attention to each teacher, provided space to consult and acted as an advisor to the teacher, with a score of 4. The head of the madrasah at MIN Bandung showed special attention to the individual development of each teacher. In the interview, the head of the madrasah said that he is always ready to consult with teachers regarding professional and personal matters. Madrasah heads regularly conduct performance evaluations to ensure that every teacher has the opportunity to develop.

Teachers also feel comfortable consulting with the head of the madrasah regarding the problems they face. The head of the madrasah provides wise solutions and assists teachers in solving their problems. This support gives teachers a sense of being valued and heard, which ultimately improves their performance. The consistency between the results of observations and interviews confirms that the head of the madrasah pays attention to the individual development of each teacher, which helps to improve their performance through personal support and continuous evaluation.

### Teacher Performance

#### 1. Preparation of learning activities

Teachers at MIN Bandung prepare a lesson plan before the new school year starts. This includes the analysis of Learning Outcomes (CP) and the selection of materials that are in accordance with the Independent Curriculum. The head of the madrasah provided instructions regarding suitable and affordable learning media. Although sometimes there are limited facilities, teachers try to use existing media creatively or work with parents to develop learning media. The head of the madrasah routinely supervises and provides guidance to teachers in preparing learning plans, including determining the effective media to be used. The supervision of the head of the madrasah also plays a role in ensuring that the learning plan is in line with the educational goals at MIN Bandung.

#### 2. Implementation of learning activities

Teachers at MIN Bandung apply interactive learning methods such as cooperative learning and peer tutors to increase student participation in the learning process. This method is designed to allow students to be more active in helping their classmates and create a more conducive learning atmosphere. Teachers also use available technology, such as projectors and Google Forms for exams. The head of the

madrasah provides guidelines on classroom management and learning methods according to the needs of students. This helps teachers in maintaining the quality of learning implementation in the classroom.

3. Follow-up learning process

Teachers at MIN Bandung conduct periodic learning evaluations by following directions from the curriculum development team and the head of the madrasah. Each finding or evaluation result is discussed in a meeting and followed up with improvement and enrichment for students who need it. The head of the madrasah plays an active role in ensuring that the evaluation is carried out properly and there is a clear follow-up to improve learning outcomes. The evaluation is carried out thoroughly with supervision from the head of the madrasah to assess whether the teacher has made the necessary improvements.

### **The Influence and Role of Transformational Leadership of Madrasah Heads on Teacher Empowerment: Perspectives on Organizational Psychology of Educational Institutions**

The results of interviews and observations show that transformational leadership applied by madrasah heads at MIN Bandung significantly affects teacher empowerment, especially from the perspective of organizational psychology. The head of the madrasah acts as a leader, inspiring and supporting teachers in their professional development through the four dimensions of transformational leadership, namely idealistic influence, inspirational motivation, intellectual stimulation, and individual consideration.<sup>15</sup>

The idealistic influence of the head of the madrasah is shown through concrete examples of high discipline and integrity where teachers are inspired to follow the same standards during the performance of their duties. This improves the work environment where teachers are motivated to emulate the positive behaviors set by their leaders. Furthermore, it is able to encourage greater responsibility and dedication from teachers to their roles.

The inspirational motivation of the head of the madrasah, with a clear vision and a common goal to be achieved, provides a huge emotional boost for the teachers. Teachers feel encouraged to make more challenging and creative efforts in the midst of a collaborative and positive work atmosphere. This motivation has increased the commitment of the teachers as well because it is an invitation to something bigger.

In the aspect of intellectual stimulus, the head of the madrasah invites teachers to think critically and innovatively in teaching. Thus, opportunities are given to teachers to be creative with new ideas and innovations in learning methods that can improve the quality of teaching. The possession of intellectual freedom is a very important capacity needed by a teacher in their professional development and ownership of the teaching process.

Lastly, the individual consideration given by the head of the madrasah helps in understanding the personal and professional needs of each teacher. To that end,

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<sup>15</sup> Bernard M Bass, *Transformational Leadership* (London: Lawrence Erlbaum Associates, 2006).



madrasah heads provide personal attention to teachers—such as emotional support and career development—that strengthen the relationship between leaders and staff. Thus, teachers feel valued and supported individually, thus improving their psychological well-being and, in turn, increasing productivity.

### **The Impact of Transformational Leadership of Madrasah Heads on Teacher Performance in Organizational Psychology of Educational Institutions**

The transformational leadership of madrasah heads at MIN Bandung has a significant impact on teacher performance through the theory of self-determination. This theory emphasizes the importance of fulfilling three basic psychological needs: competence, independence, and social relationships. In the context of transformational leadership, madrasah heads play a role in creating an environment that supports the fulfillment of these three needs, which in turn increases intrinsic motivation and teacher performance.

This type of transformational leadership style has a great influence on organizational psychology, even in educational institutions.<sup>16</sup> The head of the Madrasah, by applying this leadership style to teachers, can have an impact through several influential things. First, the idealistic influence of the head of the madrasah will make him a role model for the teachers, which will increase respect and trust, thus motivating them to work better. Second, inspirational motivation provides a clear vision for teachers to be more inspired in achieving common goals. Third, intellectual stimulation encourages teachers to think more deeply and innovatively in managing the learning process and provides opportunities for the development of creativity and professionalism. And finally, individual considerations show that the head of the madrasah pays attention to the personal and professional needs of the teachers, so that their morale and sense of responsibility are higher. In general, transformational leadership develops a supportive and collaborative work culture, which can increase teacher motivation, commitment, and performance in educational organizations.<sup>17</sup>

Teacher performance is the core of organizational psychology in educational institutions.<sup>18</sup> Good teacher performance will improve the quality of learning and student achievement, thereby strengthening the reputation of the educational institution itself.<sup>19</sup> From the perspective of organizational psychology, teachers'

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<sup>16</sup> Herlin Variansi, Hanif Al Qadri, and Nellitawati Nellitawati, "Pengaruh Kepemimpinan Transformasional Terhadap Pengembangan Sumber Daya Manusia Di Sebuah Satuan Pendidikan," *Academy of Education Journal* 15, no. 1 (2024): 991–1000, <https://doi.org/10.47200/aoej.v15i1.2356>.

<sup>17</sup> Yulita Pujilestari, Bibin Rubini, and Widodo Sunaryo, "Improving Teacher Performance through Strengthening Learning Organization, Transformational Leadership and Achievement Motivation," *Asian Journal of Education and Social Studies* 49, no. 1 (2023): 142–53, <https://doi.org/10.9734/ajess/2023/v49i11110>.

<sup>18</sup> Syahli Lastri, Sudarno Sudarno, and Ajat Sudrajat, "The Effect of Academic Supervision and Organizational Culture on Teacher Performance," *JURNAL PAJAR (Pendidikan Dan Pengajaran)* 7, no. 5 (2023): 1027, <https://doi.org/10.33578/pjr.v7i5.9491>.

<sup>19</sup> Pujilestari, Rubini, and Sunaryo, "Improving Teacher Performance through Strengthening Learning Organization, Transformational Leadership and Achievement Motivation."

performance reflects how they perform tasks, interact with students, and adapt to changes in the work environment.<sup>20</sup> Teachers tend to perform optimally when their environment is supportive, goals are set, and leaders such as madrasah heads provide support. Therefore, organizational psychology creates the right work environment that can motivate teachers to develop their skills, be more innovative in teaching, and work in a spirit of cooperation.

Organizational psychology also influences teacher performance through the relationship between leaders and staff.<sup>21</sup> This study seeks to investigate how the transformational leadership of school principals affects teachers' motivation and commitment to creativity. Madrasah heads who practice this kind of leadership can succeed in creating an inspiring work atmosphere that can inspire teachers to be willing to do more than routine tasks.<sup>22</sup> The principal inspires teachers through inspirational motivation and idealistic influence to think outside the box and take part in active decision-making. This intellectual stimulation further enables teachers to continue their professional development and feel valued and supported in the face of ever-evolving learning challenges. Improving teacher performance not only has a positive impact on student learning, but also increases their commitment to the institution.<sup>23</sup>

Organizational psychology in the relationship between teacher performance and transformational leadership will be important because through such psychology, group dynamics can be regulated and job satisfaction can be improved, then an atmosphere conducive to individual development can be created.<sup>24</sup> Organizational psychology will help to understand the individual factors that fundamentally drive behavior in the context of work: motivational problems, job satisfaction, and organizational climate. It is important to consider individual considerations in the teacher's development and motivation process. When transformational leadership is applied by the head of the madrasah, teachers tend to exert themselves to the maximum and become productive because they feel personally valued. Organizational psychology plays an important role in helping leaders understand how

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<sup>20</sup> Revina Dewi Agustin et al., "Pengaruh Budaya Organisasi Dan Lingkungan Kerja Terhadap Kinerja Guru," *Jurnal Manajemen Dan Pendidikan Agama Islam* 2, no. 5 (2024): 132–39, <https://doi.org/10.6132/jmpai.v2i5.506>.

<sup>21</sup> Muhammad Shohib, Fendy Suhariadi, and Tri Siwi Agustina, "The Role of Organizational Commitment in the Relationship between Collaborative Leadership and Teacher Performance," *Jurnal Ilmiah Psikologi Terapan* 12, no. 1 (2024): 69–75, <https://doi.org/10.22219/jipt.v12i1.31497>.

<sup>22</sup> Fenti P Andika and Hidayatulloh Hidayatulloh, "Transformational Leadership Of Madrasah Heads In Improving Teacher Performance At MTs . SA Tarbiyatus Shibyan Guyangan Krucil Probolinggo," *UMSIDA Preprints Server* 1, no. 1 (2024): 1–12.

<sup>23</sup> Ira Miranti, Soewarto Hardhienata, and Widodo Sunaryo, "Improving Teacher Performance through Strengthening Organizational Culture, Teamwork, Self-Efficacy, and Work Motivation," *Kontigensi : Jurnal Ilmiah Manajemen* 12, no. 1 (2024): 484–96, <https://doi.org/10.56457/jimk.v12i1.595>.

<sup>24</sup> Desi Ratna Sari, "Implementation of Principal's Leadership in Improving Teacher Performance," *Gestian Educativa Environmental Admnistration* 1, no. 1 (2024): 906–10, <https://doi.org/10.52690/jswse.v4i3.488>.

to create an environment that promotes optimal teacher performance by discussing work stress and balancing the demands of work with individual needs.<sup>25</sup>

In summary, organizational psychology supports support for teacher performance and ensures that transformational leadership carried out by madrasah heads is fruitful. It shows a structured way to understand how effective leadership can create a healthy work climate that guarantees teacher support and motivation to do their best. Strengthening the relationship between teachers and principals, using an organizational psychology approach, allows educational institutions to improve operational effectiveness, improve student learning outcomes, and encourage innovation in the classroom.

### **Implications of Transformational Leadership on the Effectiveness of Educational Organizations**

The first implication is an increase in motivation. Inspirational motivation in the context of transformational leadership—the impetus of the head of the madrasah—plays an important role in increasing enthusiasm and commitment to work.<sup>26</sup> Madrasah heads who are able to express a clear vision and inspire teachers will further produce a productive and positive work environment. Such motivation encourages teachers to work harder and with greater devotion to be better overall. This positive work environment will further motivate teachers to achieve organizational goals better.

The second implication is employee empowerment, which is facilitated by intellectual stimulation and individual consideration by the head of the madrasah. Transformational leadership provides space for teachers' professional growth, namely encouraging innovation and critical thinking in the implementation of tasks given to teachers.<sup>27</sup> When motivated, teachers are given the freedom to develop new ideas, which gives them enthusiasm in carrying out their tasks. This not only enriches their professional experience, but also strengthens the educators' commitment to the organization's goals. In this process, the teachers' contributions are rewarded and recognized, which in turn drives their performance to achieve nobler educational goals.

Another important implication of the concept of transformational leadership is building loyalty and commitment. The variables underlying the ideal influence and personal support of the head of the madrasah strengthen the relationship between the leader and the members of the organization.<sup>28</sup> Teachers who are noticed and

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<sup>25</sup> Nila Wahyuni, "Applying Occupational Psychology Principles Enhance Organizational Effectiveness," *Advances in Human Resource Management Research* 2, no. 1 (2024): 11–25.

<sup>26</sup> Turrohma and Hendriani, "Kepemimpinan Kepala Madrasah Dalam Meningkatkan Budaya Organisasi Konduktif Di MTSN 3 Sijunjung."

<sup>27</sup> Hu Ying, "Influence of School Administrators' Transformational Leadership on the Innovation Ability of University Teachers," *International Journal for Multidisciplinary Research (IJFMR)* 6, no. 3 (2024): 2–24, <https://doi.org/10.54097/bmt8jx37>.

<sup>28</sup> Mamik Rosita and Khudriyah Khudriyah, "Leadership of Female Madrasa Heads in Realizing a Superior Madrasa," *International Journal of Social Science and Education Research Studies* 04, no. 01 (2024): 11–21, <https://doi.org/10.55677/ijssers/v04i1y2024-03>.

appreciated by leaders will give their maximum commitment to the madrasah. Support at the individual level by leaders not only increases job satisfaction, but also teachers' emotional connection with the organization, increasing retention and commitment to educational institutions.

This ultimately leads to an increase in teamwork performance, where transformational leadership allows for a good spirit of cooperation among teachers. The head of the madrasah, by creating a work environment that supports innovation and teamwork, can help realize the collective goals of the organization.<sup>29</sup> Healthy group dynamics where teachers support each other and work as a team to achieve better outcomes critical in improving the effectiveness of educational institutions.<sup>30</sup> In this case, cooperation will increase the sense of shared responsibility, and thus, each teacher will be more motivated to contribute to the overall success of the team.

In short, the implementation of transformational leadership at MIN Bandung affects or has an impact on the psychological aspects of the organization in increasing motivation, loyalty, and also team performance. Relevantly, it also increases the effectiveness of educational organizations, thus enabling madrasahs to achieve better educational goals through the synergy between strong leadership and optimal teacher performance.

This research will be useful in expanding the understanding of the application of transformational leadership in the context of schools in Indonesia. These findings show the importance of the role of leaders who can inspire and motivate teachers to work better. In addition, this study shows that the success of transformational leadership lies not only in motivation, but also in meeting the individual needs of teachers through personal attention (individual focus). In international practice, the results of this research can be used as a guideline for schools or other educational institutions to improve the quality of education by creating an interesting and inspiring leadership style. Implementing transformational leadership in schools can increase efficiency, increase creativity and improve student achievement, which ultimately leads to better quality education. Therefore, this research not only contributes to the theory of leadership in education, but also the role of educational leadership in the field.

## CONCLUSION

The conclusion of this study answers the question of how the transformational leadership of madrasah heads affects teacher performance from the perspective of organizational psychology. The findings of the study show that transformational leadership significantly influences teacher motivation and performance, especially

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<sup>29</sup> Khoirul Saleh Harahap, Yusuf Hadijaya, and Inom Nasution, "Madrasah Head's Strategy For Improving Self-Efficacy and Teacher Performance in Islamic Senior High School," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 6, no. 2 (2024): 73–86, <https://doi.org/10.37680/scaffolding.v6i2.5610>.

<sup>30</sup> Ligita Šalkauskienė and Lina Jankienė, "Analysis of Teacher's Teamwork of Kursenai Stays Angickis Progymnasium," *Taikomieji Moksliniai Tyrimai/Applied Scientific Research* 2, no. 2 (2023): 118–27.

through the approach of ideal influence, inspirational motivation, intellectual stimulation, and individual consideration. This leadership creates an environment that supports innovation, productivity, and professional development of teachers, thus having a positive impact on improving the quality of learning and educational outcomes. This research has important implications for educational institutions in terms of implementing transformational leadership to strengthen teachers' commitment and motivation, which can ultimately improve the effectiveness of the organization as a whole. However, this study also has limitations, especially related to the limited sample coverage at MIN Bandung, so the generalization of research results may be limited. Further research can expand the scope of the area or use more diverse methodological approaches to obtain more comprehensive results.

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